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Building in Higher Education



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Documentation of Pilot
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CENTRE FOR EXCELLENCE IN
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DEPARTMENT OF BUSINESS DEVELOPMENT
AND TECHNOLOGY
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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.



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Section 1

1. Documentation of the presentations of the final module results of the international student teams

This section reports on the presentations concluding the first iteration of the **Impact-Focused Entrepreneurship (IFE) pilot course**, which is the core focus of Work Package 5. More specifically, the final presentations were held in Mumbai, India, marking the conclusion of the course pilot.

The **pilot course** brought together student representatives from the consortium Higher Education Institutions (HEIs) from both the EU (Aarhus University - BTECH (AU-BTECH), LAB University of Applied Sciences (LAB), Laurea University of Applied Sciences (LAUREA) and Thomas More University of Applied Sciences (TM)), and India: Indian School of Development Management (ISDM), Arch College of Design and Business (Arch), Goa Institute of Management (GIM) and École Intuit Lab (EIL). These students worked in international and interdisciplinary teams throughout the semester on **live cases** specific to the local context and needs in India.

The purpose of the final presentations was for the international student teams to present the results of their **live case studies** to the founders of the local social for-profit organisations. The week also provided the opportunity to formally close the Pilot with a closing event.

The Cases for the Pilot:

During the pilot course, individual cases were used that were rooted in the local context and regional needs of India, particularly relevant to the region of Goa. During the initial workshop week in Goa, live cases were introduced and given to the international student teams. These teams, comprising students from diverse backgrounds, worked on these real-life project cases throughout the 9 week course, applying the knowledge gained from the course modules, live presentations, course material presented on the MOOC and the weekly coaching sessions. The initial introduction included **field visits to specific projects in Goa** and subsequent debriefing sessions where the local students liaised with local stakeholders. The student teams, mentored by their teachers, continued their work digitally. Working on these **real cases** enabled students to apply theoretical knowledge to real-world scenarios and gain insights into organisational dynamics and sustainability challenges. The results and documentation of these final module results from the student teams working on the live cases is a deliverable of WP5.

The following details the needs presented by each company and what they

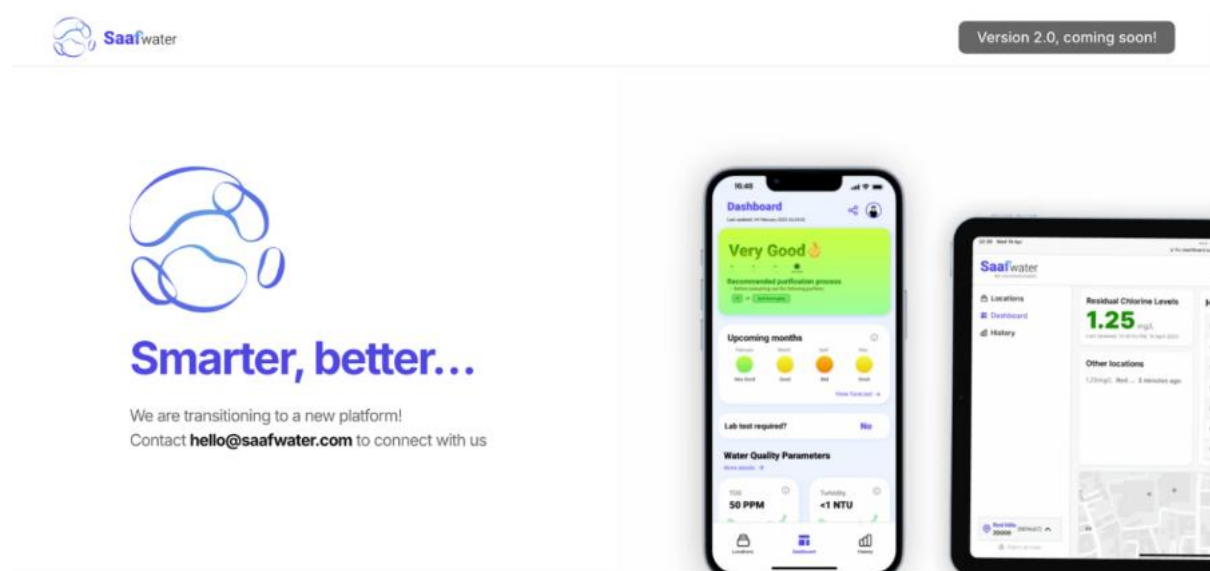
wanted the students to explore as part of the pilot.

Lila Digital



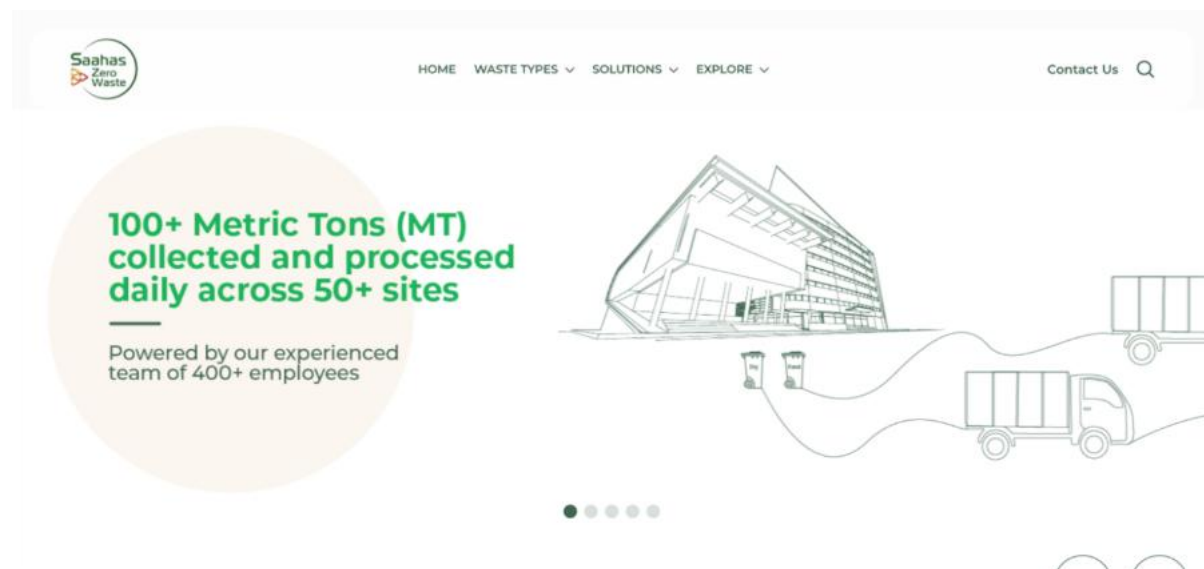
Lila Digital was interested in the students designing a plug-and-play household rainwater harvesting device that is specifically suited for the types of houses in Goa. The product needed to be easy to install and use, ensuring effective rainwater collection with minimal setup. They suggested that this new product should be available on e-commerce websites, with a plan to commercialize it effectively. The students were asked to develop a strategy for selling the product both online and offline, ensuring it would reach customers through retail channels and digital platforms. Finally, the company wanted students to suggest a strategy to make the plug-and-play household rainwater harvesting device suitable for use in a variety of different houses so that it can be used anywhere in the world.

SaafWater



SaafWater wanted students to evaluate water quality measurement devices in rural areas, focusing on real-time monitoring to address the limitations of traditional lab-based methods. They encouraged that students identify local NGOs that would be able to assess the devices' performance and user experience, develop metrics for impact on water quality, agriculture, and community health, and provide decentralized testing solutions. The student's project was focused on enhancing the effectiveness and accessibility of water quality monitoring in village environments.

Saahas



Saahas looked for students to develop a scalable circular economy system aimed at reducing plastic waste in Goa, and establishing a comprehensive action plan for implementation over the next two years with a focus on maximizing impact.

YIMBY



Yimby was looking for the students to design a waste collection and monitoring system with the aim of rehabilitating and expanding the solid waste management (SWM) system. Next to this, they wanted the students to design a dashboard and inputs for the platform for this waste collection and monitoring system.

The final Pilot week:

The final workshop pilot week in Mumbai allowed for the student teams to work together, face to face, in preparation for the final report and presentation. This workshop served as the conclusion of the course pilot and provided the opportunity to not only reflect on how the course worked (what worked well, what didn't, (see WP 7) but also to conclude the team participation and celebrate the achievements of the cross-cultural collaboration.

The presentations showcased the outcomes developed by the student teams after applying the concepts and skills learned through the Co-LIFE IFE course content that had been developed over the 9 weeks and supported through the online coursework MOOC. As discussed in Deliverable 5.1, the course content included modules on sustainability, business models, strategy for IFEs, service

design, communication, and measuring impact. Activities during the course involved applying theoretical knowledge to real-world scenarios and working collaboratively on the live cases which the student teams visited in the initial workshop week in Goa in January 2025.

2. Links to media regarding the module results

This section is dedicated to documenting and showcasing the content generated from the final presentations of the international student teams including student presentations and reports concluding the first iteration of the **Impact-Focused Entrepreneurship (IFE) pilot course** under Work Package 5 (WP5).

Documentation of these presentations and the overall pilot is conducted in cooperation with Work Package 7 (WP7) which is responsible for gathering feedback in order to refine the pilot and together with Work Package 8 (WP8), which is responsible for Dissemination and Exploitation.

As part of this report, WP 5 focuses on gathering and documenting the following student material and the **reports and the presentations can be found at the end of this document.**

1. **Presentation Materials:** The slides and other **presentations material** used by the student teams during their final presentation. These materials provide a structured summary of each team's live case, methodology, results, and impact analysis, offering valuable insight into their process and conclusions.
2. **Reports:** Each student team submitted a project report which detailed their understanding, methodology and strategy to answer the needs detailed by the organisation/company related to their case.

Case	Lila Digital Case	Saafwater	Saahas Zero Waste	YIMBY
Presentation	Lila Report 2025.pdf	Saafwater Team 3a_3b Project Report 2025.pdf	Saahas Zero Waste Team 4A.pdf Saahas Zero Waste Team 4B.pdf	YIMBY Final Report Team 1.pdf YIMBY Final Report Team 2.pdf
Report	Lila digital - Final pitch Presentation.pptx	Saafwater Final Presentation.pdf	Saahas Circular Goa_Team 4a_Anup_Bharti_Megha_Tiina_FINAL PRESENTATION.pdf Saahas Zero Waste Co-Life 4B Group.pptx	YIMBY Final Presentation.pptx

The following items are not detailed in this report, as they are covered in WP8.

1. **Recordings or video documentation of the Final Presentations:** This includes video recordings of the student teams presenting their final live case study results. These recordings capture the students' communication of their findings, proposed solutions, and the impact of their work. Such media demonstrates the practical application of the course content and the collaborative efforts of the international teams.

1. **Photographic and Video Documentation of the Event as well as student experience and process:** Visual media capturing the atmosphere of the workshop/pilot events in Goa and Mumbai. This includes photographs and videos of the students presenting, interacting with jury members, on location with local stakeholders, receiving feedback from peers and teachers, and engaging with the local context. Documenting the project through "various media" is an explicit task (T8.4) within WP8. Links to Instagram is located here: https://www.instagram.com/colife_eu/

2. **Online Platforms** This collection of media serves multiple purposes aligned with the project's objectives. It forms part of the public outputs available on the project's digital presence, including the project **website**, which is designed as a collection of information and resources, including images, videos, and other media. Next to the

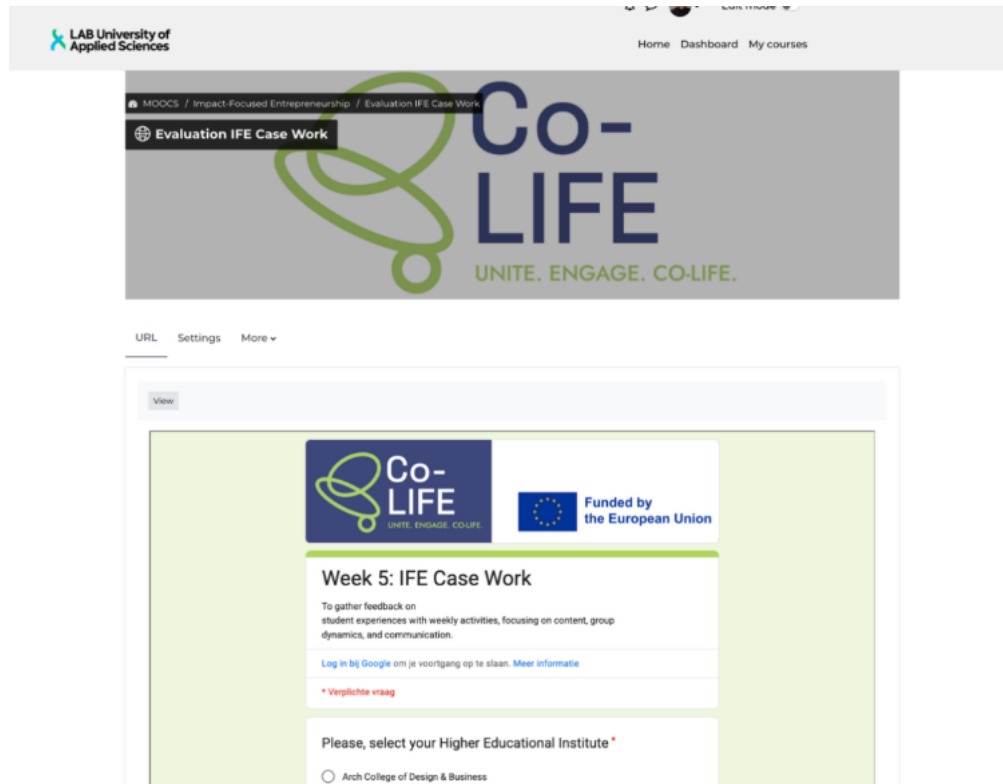
MOOC, the website serves as a platform for stakeholders and the public, providing a lasting record and encouraging the use of the material created during this initial Pilot. **Social media platforms** managed under WP8, potentially by students, also play a role in documenting the project's life and showcasing events and student work to reach a wider audience.

3. Data collection set (feedback) on the module

As documented in WP7 there was ongoing reflection and feedback collected from both the student participants as well as the course leaders and coaches during the duration of the course. This included initial interviews at the kickoff week in Goa as well as reflective interviews at the Pilot's conclusion in Mumbai. The feedback collected is a critical part of **Deliverable D5.2: Pilot Results** and serves as essential input for the **redevelopment and implementation** of the course in Work Package 7 (WP7). The systematic collection of feedback ensured continuous improvement and will help to maintain high educational standards for subsequent course offerings.

A comprehensive **Evaluation Strategy** was implemented to capture both quantitative and qualitative data from the participants, including students and teachers. The primary methods utilised for data collection included:

1. **Individual Questionnaires per Lesson:** Questionnaires were administered to both students and teachers **after each lesson**.



The Feedback Questionnaires integrated into the MOOC regarding individual lessons

2. **Student Questionnaires:** These forms were designed to gather feedback on various aspects of the weekly sessions and activities. They covered the clarity of instructions for activities, how well the activity helped in understanding the week's topic, the engagement level of the activity, and the effectiveness of online tools/platforms used. They also assessed group dynamics, including team effectiveness, contribution of members, communication quality, and how the group handled challenges. Next to this they offered peer feedback. Open-ended questions provided space for participants to describe what went well, challenges faced and addressed, and offer suggestions for improvement. Students were also asked for self-reflection on their own contribution and potential areas for personal improvement within the group. Earlier versions also included questions on lesson content clarity, relevance of ideas, engagement of teaching method, applicability to real-world challenges, and confidence in applying concepts. These questionnaires provided immediate feedback to course designers and teachers.

Peer feedback

Continue

Mode: Anonymous

On a scale on 0-20, evaluate how much each of your teammates contributed and worked towards this project. Name and grade your teammates below. ⓘ

On a scale of 0-20, evaluate the quality of work each of your teammate has contributed. Name and grade your teammates below. ⓘ

ⓘ Required

Continue

Peer Feedback Questionnaires integrated into the MOOC

3. **Teacher Questionnaires:** Teachers used self-evaluation questionnaires after each lesson to reflect on student engagement, clarity of instruction and content delivery, effectiveness of teaching materials, challenges encountered, and observations on student comprehension and difficulties. They also provided feedback on challenges in delivering the course, perceived adequacy of support (resources, tools, time), suggestions for improving course quality, and the balance between

theory and practice.

WP5: 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 ... fair 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:

The Feedback form for teachers

4. Informal and Formal Interviews: Interviews were conducted to gain deeper insights beyond structured questionnaires.

- **Informal Interviews:** Spontaneous discussions with students and teachers occurred **throughout the course** in a relaxed setting, allowing for open-ended feedback.
- **Formal Interviews:** Structured interviews were conducted at designated points during or after the course. A series of in-depth interviews was specifically planned for the closing week of the course. These formal interviews covered topics such as the overall course effectiveness, strengths and weaknesses of the curriculum, suggestions for improvement, teaching effectiveness, and student learning challenges. A report summarises feedback gathered during interviews conducted in Mumbai, which

marked the conclusion of the first pilot. These included **Group Interviews** with the student project teams to discuss their personal experiences, enjoyable aspects, challenges, and team dynamics, and **Institutional Interviews** with students from the same HEI to gather feedback on the selection process, local organisation, and institutional support.

5. **Informal Conversations and Recording of Comments:** This method captured valuable, unfiltered feedback that emerged naturally. It specifically included the recording of comments and feedback provided by all participants during the closing event of the first in-person meetings, which occurred in Mumbai, India.

The feedback gathered through these diverse methods provided a comprehensive view of the pilot course's strengths and areas for development. Key themes emerging from the feedback included the appreciation for the relevance, clarity, and practical use of tools like the Business Model Canvas, Theory of Change, and Design Thinking, as well as the opportunities for team collaboration and real-world application through live cases and interactions with entrepreneurs. Areas consistently highlighted for improvement included the need for more discussion time, enhanced clarity and pacing, expanded case coverage with more real-world examples and videos, clearer assignment communication, better alignment of materials with case timelines, and increased interactivity and support for teams and mentors.

Following the completion of the pilot, individual feedback based on the collected data was provided to each participating teacher. Furthermore, **a report** summarising the feedback and results from the first pilot implementation was made available to all project participants, the project's Advisory Board, and relevant stakeholders. This dataset is crucial for informing the redevelopment and refinement of the course curriculum and learning materials as part of Work Package 7. For more details, please refer to this report, which makes up section 2.

Section 2

1. Course Content Evaluation Report

Work Package 7

Impact Focused Entrepreneurship Course

Course Content Evaluation Report: Co-LIFE Pilot Program

Introduction

The Impact-Focused Entrepreneurship Course, under the Co-LIFE project, consisted of a series of lectures, workshops, and enterprise visits designed to develop students' understanding of sustainability, business models, and strategic approaches in entrepreneurship. The programme attracted a diverse group of students from multiple educational backgrounds, fostering interdisciplinary collaboration and engagement. Throughout the sessions, participants were encouraged to apply theoretical knowledge to real-world scenarios, reinforcing their learning through interactive discussions and hands-on exercises. This report presents an analysis of the student evaluations, summarising both quantitative and qualitative feedback while offering conclusions and recommendations for future improvements. By identifying key strengths and areas for development, this report aims to provide actionable insights to enhance the structure, content, and delivery of future iterations of the programme.

Week -1: About Impact-Focused Entrepreneurship

Quantitative Evaluation (Average Scores out of 5):

- Lesson clarity: **4.20**
- Relevance of content: **4.60**
- Engagement of teaching method: **3.90**
- Effectiveness of activities: **4.20**

Qualitative Feedback:

Most Valuable Aspects:

- Introduction to **different types of entrepreneurship**, particularly impact-focused ventures and their societal roles.
- Exposure to **real-life cases**, including **wicked problems** and entrepreneurial responses to global challenges.

- Insight into **cultural contexts**, workplace dynamics, and frameworks like CSR, ESG, and social enterprise models.

Areas for Improvement:

- **More discussion time** – Several participants wished for longer or more interactive group dialogue.
- **Improved clarity and pacing** – A few noted that while the material was valuable, slides were dense and the pace fast for newcomers.
- **Expanded case coverage** – Some requested **more varied examples** and potential **videos or short stories** in pre-material to better support learning.
- **Improved access to recordings** – At least one student couldn't access the full lecture due to missing recordings.

Conclusion:

The session provided a strong and engaging introduction to impact-focused entrepreneurship. It encouraged students to think broadly about the social and environmental role of business. More opportunities for peer dialogue, clearer pacing, and broader global examples could enhance future iterations.

Week -1: Introduction to Sustainability

Quantitative Evaluation (Average Scores out of 5):

- Lesson clarity: **4.30**
- Relevance of content: **4.40**
- Engagement of teaching method: **3.70**
- Effectiveness of activities: **3.80**

Qualitative Feedback:

Most Valuable Aspects:

- Discussions on global CSR practices and the comparison between Indian and European contexts.
- Exposure to real-world sustainability challenges, particularly in India.
- Breakout room activities that encouraged reflection and team discussion.
- Clear introduction to CSR frameworks and IFE relevance, especially useful for non-business backgrounds.

Areas for Improvement:

- **Breakout room logistics** – Multiple students suggested better facilitation and timing to reduce confusion and improve use of time.
- **More variety in materials** – Suggestions included adding videos or visual media to complement text-heavy slides and readings.
- **Simplifying complex terms** – Some requested a glossary or brief summaries of frequent abbreviations and concepts.
- **Longer discussions and more examples** – More interaction and real-life cases were requested to deepen understanding.

Conclusion:

This session successfully provided an accessible and insightful introduction to CSR and sustainability from an Indian perspective, appreciated especially by students from non-business backgrounds. Improvements in instructional clarity, interactivity, and content variety could further enrich the learning experience.

Week 1 – Day 1: Speed Dating / Understanding India as a context for IFEs

Quantitative Evaluation (Average Scores out of 5):

- Overall rating of the Speed Dating activity: **4.80**
- Opportunity to connect with course mates: **4.50**
- Relevance of the challenge (menstruation topic): **4.70**
- Teaching method engagement (introductory content): **4.50**
- Cultural insight from challenge discussion: **4.50**

Qualitative Feedback:

Most Valuable Aspects:

- Speed dating format encouraged open conversation, personal storytelling, and cross-cultural understanding.
- Ice-breaking and community-building were key to reducing barriers between institutions and disciplines.
- Many appreciated the chance to hear diverse perspectives on menstruation and related cultural taboos.
- The structure allowed participants to start forming strong group dynamics early on.

Areas for Improvement:

- **More structure and time** – Some students wanted more time for conversations and clearer group organization during rotations.

- **Smaller group interactions** – Large groups (e.g. 8 people) limited participation; smaller formats were suggested.
- **Introduction to IFE teams earlier** – Several students suggested meeting their case teams before rotating to other groups.
- **More cultural context** – While the India-based focus was appreciated, some students wanted **more insights into European partner cultures** as well.
- **Better acoustics and facilitation** – A few students found the physical space noisy or disorganized during transitions.

Conclusion:

The speed dating activity was a highly effective and well-received ice-breaker, setting the tone for open dialogue, cultural exchange, and collaborative learning. To maximize its impact in future editions, organizers could refine the logistics, timing, and structure, while ensuring more balanced exposure to all participating cultures and institutions.

Week 1 - Day 2: Workshop Evaluation

Quantitative Evaluation (Average Scores out of 5):

- Content clarity: **3.80**
- Relevance of ideas: **3.60**
- Relevance to course context: **3.50**
- Engagement of teaching method: **3.30**
- Applicability to real-world challenges: **3.60**
- Confidence in applying concepts: **3.40**
- Overall value of the workshop: **3.60**

Qualitative Feedback:

Most Valuable Aspects:

- The mood board activity for exploring cultural values and differences.
- Team discussions that brought out diverse perspectives and experiences.
- Developing awareness of workplace behavior and expectations across cultures.

Areas for Improvement:

- **Clearer task instructions** – Several students found the activities or expectations unclear.
- **More time** – Many felt the discussion and reflection activities were rushed.
- **More relevant examples** – Some students commented that country-specific references (e.g., Latvia, Russia) felt disconnected from their context and suggested focusing more on participating countries or universal cultural patterns.
- **Better integration with course** – Students wanted a clearer link between the workshop content and their IFE cases or project work.
- **Improved facilitation** – Issues around slide clarity, engagement, and noise were also mentioned.

Conclusion:

The workshop successfully introduced students to cross-cultural collaboration and workplace dynamics, with activities like mood boards and team discussions rated highly. However, improvements in clarity, cultural relevance, and session structure could enhance both engagement and the connection to real-world IFE challenges.

Week 1 - Day 2: Enterprise Visit

Quantitative Evaluation (Average Scores out of 5):

- Enterprise preparedness: **4.60**
- Quality of information: **4.50**
- Opportunity to ask questions: **4.90**
- Alignment with course materials: **4.40**
- Understanding of expectations: **4.50**
- Structure and organization: **4.50**
- Observing enterprise operations: **Yes: 87%**

Qualitative Feedback:

Most Valuable Aspects:

- Seeing operations firsthand, including machinery and workflows.
- Direct conversations with entrepreneurs, gaining insights into their mindset and mission.
- Better understanding of sustainability approaches, business models, and expectations for student contributions.

Areas for Improvement:

- **Pre-visit preparation** – Some students felt underprepared to ask targeted questions. A short briefing or discussion beforehand would help.
- **More time for discussion** – Opportunities to debrief as a group or reflect on learnings were limited.
- **Better facilitation** – In some cases, visits were noisy or lacked ideal presentation settings. Suggestions included using microphones or providing printed materials to support follow-up work.

Conclusion:

The enterprise visits were well-organized and insightful. Enhancing pre-visit preparation and facilitation would improve the overall experience.

Week 1 – Day 3: Design Thinking and Round Table

Quantitative Evaluation (Average Scores out of 5):

- Overall rating of Round Table: **4.20**
- Speaker engagement and clarity: **4.40**
- Relatability to topic of IDE case: **4.00**
- Engagement of teaching method (DT): **3.90**
- Deeper understanding gained through lecture (DT): **3.80**
- Clarity on applying Design Thinking throughout the course: **3.90**

Qualitative Feedback:

Most Valuable Aspects:

- Introduction to the Double Diamond framework and its practical relevance to IFE casework.
- Opportunity for team collaboration and group discussions, especially valuable for getting to know each other's perspectives.
- Clear step-by-step process for Design Thinking, aiding in project planning.
- Several students appreciated learning about user-centricity and seeing the diverse approaches within their teams.

Areas for Improvement:

- **More structure and clarity** – Some participants were unclear about tasks and how the workshop tied to their IFE cases.
- **Smaller teams for collaboration** – Groups of 8 were perceived as too large; smaller teams would ensure more balanced participation.

- **Better timing and follow-up** – More time before and after the session to debrief, prepare questions, or align expectations with coaches.
- **Clearer examples and visuals** – Lectures could be more engaging with real-life examples, visual walkthroughs of frameworks, and less reliance on text-heavy slides.
- **Follow-up resources** – Participants requested toolkits, recorded materials, and phase-specific templates to reinforce learning.

Conclusion:

The session introduced Design Thinking in a meaningful way and provided important collaborative experiences, though responses show a need for more structured facilitation, clearer instructions, and interactive delivery. Refining these elements could significantly enhance both engagement and practical application in future iterations.

Week 2: Introduction to Sustainability and Sustainability in India

Quantitative Evaluation (Average Scores out of 5):

- Lesson clarity: **4.30**
- Relevance of content: **4.40**
- Engagement of teaching method: **4.00**
- Effectiveness of activities: **4.00**
- Applicability to real-world challenges: **4.30**
- Confidence in applying concepts: **3.90**

Qualitative Feedback:

Most Valuable Aspects:

- In-depth understanding of ESG frameworks, CSR policies, and Circular Economy principles.
- Strong coverage of sustainability from both global and Indian contexts, including legal frameworks.
- Use of tools like the Butterfly Model, real-world timelines, and comparisons between Indian and European perspectives.
- Peer discussion and practical assignments enhanced learning for several students.

Areas for Improvement:

- **More interactive media** – Suggestions included the addition of short videos, quizzes, and real-life project examples.

- **Better slide design** – A few noted that the slides were text-heavy or difficult to follow during more theory-driven segments.
- **Stronger alignment with case work** – Students wanted more clarity on how to apply concepts like circular business models directly to their IFE cases.
- **Clearer assignment tasks** – Especially around submission expectations and timing.

Conclusion:

The session provided meaningful and wide-ranging insights into sustainability, ESG, and circular design. Future iterations could benefit from enhanced visuals, multimedia content, and tighter integration with student case projects to support more confident and practical application.

Week 3: Business Model Canvas and Ecosystems

Quantitative Evaluation (Average Scores out of 5):

- Lesson clarity: **4.40**
- Relevance of content: **4.30**
- Engagement of teaching method: **3.90**
- Effectiveness of activities: **4.10**
- Applicability to real-world challenges: **3.80**
- Confidence in applying concepts: **3.90**

Qualitative Feedback:

Most Valuable Aspects:

- Useful tools such as the Business Model Canvas, Value Proposition Canvas, and the Ecosystem Pie Model.
- Practical insight into revenue models, customer segments, and value proposition development.
- Well-explained frameworks, accessible even to non-business students.
- Appreciation for real-world relevance, clear slides, and supporting resources.

Areas for Improvement:

- **More real-world examples** – Participants requested additional concrete case studies and visual walkthroughs of filled-in canvases.

- **Clearer assignment communication** – Students wanted earlier and clearer instructions for group tasks and deadlines.
- **More interactivity** – Adding discussions, guest speakers, or group simulation exercises could deepen application and peer learning.
- **Timing alignment** – Some felt the module came too early in their case process and that exercises risked biasing their ideas before enough research.

Conclusion:

The session provided a solid grounding in business modelling, with strong appreciation for the tools and clarity of instruction. Improvements in communication, timing, and real-world alignment would enhance both the learning experience and the practical impact on student projects.

Week 4: Designing and Communicating IFE

Quantitative Evaluation (Average Scores out of 5):

- Lesson clarity: **4.40**
- Relevance of content: **4.60**
- Engagement of teaching method: **4.20**
- Effectiveness of activities: **4.40**
- Applicability to real-world challenges: **4.30**
- Confidence in applying concepts: **4.00**

Qualitative Feedback:

Most Valuable Aspects:

- **Practical tools** for mapping consumer journeys and designing solutions were highly appreciated.
- Clear, visual presentations made it easier to understand **business models and service design**.
- Students enjoyed the **real-life examples** and **short intro videos** that framed the sessions well.
- Appreciation for **systematic thinking**, SDN insights, and peer-based learning.

Areas for Improvement:

- **More targeted case studies** – Students asked for stronger links between tools and their specific IFE topics (e.g., waste management or rainwater harvesting).

- **Expanded real-world applications** – A few felt that additional examples from different sectors would reinforce the frameworks.
- **Interactive components** – Though many liked the structure, some requested more interactivity or templates to support group work.
- **Clarity in complexity** – A few tools were perceived as complex and could benefit from simplified explanations.

Conclusion:

This session offered a solid and well-structured foundation in service design and communication, particularly valued for its practicality and clarity. Students would benefit even more from case-specific applications and increased interactivity. Tailoring examples to match IFE contexts could deepen both engagement and transferability to real-world challenges.

Week 5: Introduction to Strategy and Strategy for IFEs

Quantitative Evaluation (Average Scores out of 5):

- Lesson clarity: **4.60**
- Relevance of content: **4.30**
- Engagement of teaching method: **3.90**
- Effectiveness of activities: **4.10**
- Applicability to real-world challenges: **3.90**
- Confidence in applying concepts: **3.90**

Qualitative Feedback:

Most Valuable Aspects:

- Clear overview of strategic frameworks relevant to IFEs.
- Exposure to real-world applications from various international contexts.
- Interactive online content including quizzes and videos.
- Strong emphasis on positioning strategies and decision-making tools like PESTEL and Porter's Five Forces.

Areas for Improvement:

- **Presentation style** – the pre-recorded lectures were considered dry, with several students noting the mechanical voice made it hard to stay engaged.

- **Content depth** – while a wide range of models was covered, students wanted deeper analysis of fewer strategies with stronger case alignment.
- **Time management** – some students found it challenging to handle the volume of tasks within the timeframe, especially for group-based IFE work.
- **Support materials** – templates (e.g. Miro boards) and clearer written instructions for assignments would enhance usability.
- **Collaboration and interactivity** – there's potential for more peer exchange, either by sharing progress or interacting with other IFE groups.

Conclusion:

The session effectively introduced students to key strategy tools and provided helpful models to analyse their IFE cases. However, deeper exploration of specific strategies, more engaging content delivery, and improved workload balance would support better understanding and application. Strengthening collaborative elements could also enrich learning across teams.

Week 6: Measuring Impact

Quantitative Evaluation (Average Scores out of 5):

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- Lesson clarity: **4.40**
- Relevance of content: **4.40**
- Engagement of teaching method: **3.80**
- Effectiveness of activities: **4.10**
- Applicability to real-world challenges: **3.80**
- Confidence in applying concepts: **3.80**

Qualitative Feedback:

Most Valuable Aspects:

- Strong theoretical grounding in impact measurement and Theory of Change (ToC).
- Exposure to real-world examples related to sustainability and social entrepreneurship.
- Pre-readings and live sessions provided a foundation for understanding outcome-oriented strategy design.
- Hands-on tools and templates that helped frame the team's own IFE case analysis.

Areas for Improvement:

- **More practical examples** — students requested clearer demonstrations of how impact frameworks apply at various scales (e.g., local, organizational, national).
- **Stronger integration of theory with practice** — bridge readings and live content more explicitly with ongoing team work.
- **Session structure** — multiple comments mentioned a high density of exercises; fewer but deeper tasks might be more effective.
- **Live session logistics** — ensure more students can participate in real-time by improving scheduling or offering more asynchronous engagement options.
- **Visuals and templates** — while some PDF guides were provided, students appreciated tools and would welcome more visual materials or fill-in templates for impact planning.

Conclusion:

The session successfully delivered foundational knowledge about impact strategy and measurement, with students especially valuing the Theory of Change discussion and real-world relevance. To boost engagement and application, future iterations could include richer case-based examples, interactive templates, and a slightly more paced approach to in-session activities.

Week 7: IFE in Practice

Quantitative Evaluation (Average Scores out of 5):

- Lesson clarity: **4.10**
- Relevance of content: **4.20**
- Engagement of teaching method: **4.20**
- Effectiveness of activities: **4.10**
- Applicability to real-world challenges: **4.20**
- Confidence in applying concepts: **4.10**

Qualitative Feedback:

Most Valuable Aspects:

- Concrete, actionable tips on structuring and delivering a pitch (storytelling, “start with a bang,” uniquesellingpoint focus).
- Guidance that links directly to each team's real-life case, making the material immediately usable.

- Breakout discussions that helped teams reconnect and refine ideas.
- Practical perspective on impact-focused entrepreneurship and the selling process.

Areas for Improvement:

- **Balance theory with practice** – add short video examples or live case demonstrations to illustrate great pitches.
- **Streamline content** – several students felt the session was “theory-heavy”; a crisper, more concise delivery would help.
- **Align timing with project workflow** – schedule an earlier ideation/USP workshop so teams are ready to build a pitch deck when this lesson occurs.
- **Clarify deliverable guidance** – ensure all instructors/coaches give a single set of expectations to avoid mixed messages.
- **Increase interactivity** – polls, quick practice rounds, or minipitches can keep energy high and reinforce learning.

Conclusion:

The students found the session clear, relevant, and engaging. Integrating richer real-world examples, trimming theoretical portions, and dovetailing the session more tightly with project milestones should boost both engagement and perceived usefulness in future iterations.

Final Remarks

Students experienced multidisciplinary education through the Co-LIFE pilot course which allowed them to examine connections between entrepreneurship and sustainability as well as social impact in various cultural settings. Participants developed an understanding of essential frameworks and actual business obstacles through a sequence of lectures and workshops together with field visits and interactive activities focused on impact-driven entrepreneurship.

Participants gave positive feedback on course content which received top scores specifically for its relevance, clarity, and practical use of tools like the Business Model Canvas, Theory of Change, and Design Thinking. Participants appreciated their chances to connect with entrepreneurs while gaining knowledge from case-based examples through teamwork with diverse groups. The speed dating session along with enterprise visits emerged as standout activities for connecting community building with real-world course experiences.

The course consistently showed specific themes about areas that required improvement. These included the need for:

- More interactive, engaging teaching methods—especially in pre-recorded lectures.
- Better alignment between lectures and IFE case work, including clearer expectations and timing of tasks.
- Enhanced support for discussions, both in terms of time allocation and facilitation.
- Increased use of multimedia, templates, and practical examples to reinforce theory.

The course effectively catered to students who came from diverse educational backgrounds including business and non-business disciplines and most students acknowledged the usefulness of structured frameworks for enhancing their problem-solving and communication skills.

The subsequent recommendations should guide improvements in future course versions:

- Introduce team formation and ideation activities earlier, so students can connect their project work to lecture content more effectively.
- Offer more consistent guidance and communication between instructors, mentors, and students to reduce confusion.
- Strengthen the use of collaborative tools (e.g., shared templates, digital whiteboards) to support group work and remote learning.
- Require completion of short feedback forms at the end of each module to improve evaluation response rates and track learning progress in real time.

The Co-LIFE pilot successfully established a solid base for developing an experiential entrepreneurship program that encourages international collaboration. Strategic improvements will enable this course to stand as a leading example in sustainability-focused innovation education.

It is worth noting that the response rate for the questionnaires in the online sessions has been below 50%. To improve participation in future course offerings, one possible solution is to require students to complete the evaluation form before progressing further in the course.

Prepared by Eva Sørum Poulsen (AU-BTECH) April 17th, 2025.

2. Final Interviews Report

Work Package 7

Impact Focused Entrepreneurship Course

Final Interviews Report: Co-LIFE Pilot Program

Introduction

During the final week of the *Impact-Focused Entrepreneurship* pilot course, representatives from AU-BTECH conducted a series of unstructured interviews with participating students. The primary aim was to gather insights into the students' experiences throughout the course and to collect feedback based on their personal reflections.

The interviews were conducted in two formats:

1. **Group Interviews:** Student project groups were invited to share their personal experiences, including aspects of the course they particularly enjoyed, elements they might have approached differently, and reflections on group composition and dynamics.
2. **Institutional Interviews:** Students were also interviewed within their respective Higher Education Institution (HEI) groups to provide feedback on the selection process, local organisation, and institutional support. Students from Belgium and Denmark were interviewed together, as were the four students from Finland.

This report summarizes feedback from participants of the Co-LIFE's first pilot course in Impact Focused Entrepreneurship gathered during interviews conducted in Mumbai. The aim was to assess the experience of students participating in the interdisciplinary, international initiative and to identify key areas of success, along with challenges that need to be addressed. The program was widely appreciated for its ambition and transformative potential, but participants also highlighted a range of structural and logistical issues that hindered their ability to fully engage. This report organizes the findings into thematic sections and presents clear recommendations for improving future iterations of the course.

1. Program Structure and Timing

A recurring theme across all interviews was the difficulty students, particularly those from India, faced in managing their time between Co-LIFE responsibilities

and their existing academic workload. While students expressed a strong interest in participating, many felt torn between institutional obligations and the demands of the program. Without formal accommodations from their home institutions, they found it nearly impossible to fully commit.

Students repeatedly emphasized the need for a more realistic course timeline. A longer period dedicated to research (at least three weeks) was suggested. Furthermore, tools and methodologies essential to the project work were often introduced too late, after students had already begun working on their cases. Participants proposed that tools and frameworks be introduced upfront and in sync with project phases to support their application rather than overwhelm.

The hybrid format, intended to combine the benefits of online flexibility with in-person collaboration, was largely criticized. Students found hybrid engagement fragmented and confusing, suggesting that a fully offline format or a better hybrid design would significantly enhance the experience. A common recommendation was to transform the course into a fully offline, one-month intensive summer school to ensure deep engagement and immersion.

2. Group Dynamics and Team Experience

Co-LIFE was designed as an interdisciplinary and multicultural program, and students largely appreciated the opportunity to work across backgrounds and cultures. However, many struggled with group structure, particularly in larger groups. Teams with eight members were deemed too large, often resulting in uneven participation and communication challenges. Most agreed that groups of 5–6 students would allow for more effective collaboration.

Students noted the importance of disciplinary balance. Teams that lacked representation from all relevant fields found it harder to complete tasks or learn from each other. At the same time, successful groups reported mutual learning, shared leadership, and support among members. Students valued being exposed to different thought processes and perspectives, which helped improve their ability to listen, compromise, and co-create.

Language proficiency and unequal commitment also impacted group performance. Some participants faced communication barriers, while others were placed in teams with members who had not expressed genuine interest in the program. This highlighted the need for more careful participant selection and team formation, possibly including language testing and portfolio-based matching.

3. Learning and Engagement

Engagement with learning materials and clients varied widely depending on the mode of delivery and institutional context. Many students appreciated recorded sessions for their flexibility, while others found live sessions more engaging due to real-time interaction. A combination of both, supported by Q&A opportunities, was recommended to suit diverse learning preferences.

The interaction with real-world clients was considered one of the program's highlights, but also a source of frustration. Clients were sometimes unclear about the nature of student participation or had unrealistic expectations. Case briefs were occasionally too abstract or filled with jargon unfamiliar to students outside the business domain. Participants stressed the importance of clearer, simpler communication, and better client onboarding.

The MOOC component of the program was particularly criticized. Many students found it unstructured and poorly timed. Modules were not aligned with the project timeline, making them difficult to apply in context. Students suggested opening all MOOC content at once, or organizing modules by topic rather than by week. Access to the MOOC for at least a year was requested to allow for review and long-term application.

4. Takeaways and Impact

Despite logistical and structural issues, students reported significant personal and academic growth. Many participants described the program as an eye-opener, exposing them to new problem-solving approaches and interdisciplinary collaboration. Working with students from different academic and cultural backgrounds encouraged empathy, adaptability, and innovative thinking.

Participants highlighted the value of “cross-domain learning,” where design students, business students, and engineers learned to appreciate and leverage each other's strengths. The safe space created for questioning, discussion, and exploration allowed students to grow more confident and articulate in presenting their ideas.

Students also reflected on the shift from theory to practice. Working on real cases gave them a sense of ownership and responsibility, and many appreciated the opportunity to gain insights into organizational dynamics, user contexts, and sustainability challenges. The experience was also considered valuable for resumes and future professional opportunities.

5. Suggestions for Improvement

Across all interviews, students provided constructive suggestions to improve future versions of the program. A key recommendation was to ensure better alignment between course design, tools, and case timelines. Students asked for clearer expectations from the outset, consistent structure across modules, and synchronized release of materials and tools.

Group formation should prioritize diversity in skills and ensure mutual commitment from all participants. Smaller group sizes were universally preferred, as they facilitated better communication, participation, and ownership of tasks. It was also recommended that all teams had at least one member from the institution providing the cases, to guarantee equal access to local information.

The role of coaches and mentors also emerged as critical. Students suggested that mentors be better integrated into the process, understand the project details, and maintain regular contact with teams. Mid-program peer reviews, check-ins, and progress updates would help ensure ongoing alignment and provide a platform for feedback.

Social bonding and inter-group interaction were frequently requested. Students felt that informal gatherings, ice-breaking activities, and shared accommodation (where feasible) could foster a stronger sense of community. Establishing a mentorship system or “Co-LIFE Ambassadors” from past cohorts could also support onboarding and knowledge sharing.

6. Institution Specific Insights

Feedback from various partner institutions highlighted differences in student experience based on local academic policies and logistics.

- **Indian Institutions:** Students from institutions like GIM, ARCH, and ISDM participated without receiving credits and often struggled with overlapping deadlines. More centralized communication, logistical support, and alignment with university calendars were requested. Students expressed interest in having the course formally integrated into elective offerings.
- **European Institutions (Belgium, Denmark and Finland):** Students generally received full institutional support, including ECTS credits and travel organisational support. However, many felt unprepared for the course’s intensity and would have appreciated clearer pre-course information and structure. Interaction between institutions could be

improved through consistent communication channels and shared expectations.

7. Final Reflections

Overall, the Co-LIFE program was praised for its innovative format, interdisciplinary approach, and focus on real-world impact. Students felt they learned valuable skills that extended beyond the classroom-collaboration, problem-solving, adaptability, and contextual thinking. However, to fully realize the program's potential, improvements in structure, support, and clarity are essential.

Moving forward, a more unified and better-supported implementation across institutions is key. A longer, fully offline version of the program, with clearer expectations, better-aligned tools, and more institutional support, could provide an even more transformative experience.

Sound files and notes from the interviews are available upon request.

Prepared by Eva Sørsum Poulsen (AU-BTECH) April 11th, 2025.