ECOPRISE

WP3: Development of the Ecoprise design course and training vademecums

Deliverable D3.1 Ecoprise
Training Syllabus and Course

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Ecoprise Training Syllabus

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REPORT AUTHORS
ISCTE authors: Amandine Gameiro, Ana Margarida Esteves
ECQA authors: Michael Reiner, Jana Faschinger Sanborn

LEADING ORGANISATION
ISCTE, ECQA

OTHER ORGANISATIONS INVOLVED IN THIS TASK:
CESIE, LAND, GEN EU, UNS, The Critical (former XWHY), EUROTRAINING, Readlab Brussels, CSI, GrantXpert, MB Zaliasis judejimas.

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Acronyms and Abbreviations

EDE - Ecovillage Design Education

EQF - European Qualification Framework

HE - Higher Education

N/A - Non-applicable

PDC - Permaculture Design Course

LO - Learning Objective

TBC - To Be Confirmed

VET - Vocational Education and Training

Table of Tables and Figures

The Syllabus - Course Structure

The Ecoprise course described in this document is the result of the Ecoprise project (https://ecoprise.eu/) and was developed with the dedication, expertise and collaboration of a multidisciplinary consortium that over 36 months materialised educational and research deliverables creating training resources based on eco-entrepreneurship, regenerative development, permaculture design and its principles and ethics, as well as ecovillage design education.

The **Ecoprise course** is the first international learning offer exploiting the potential of Ecovillage Design Education for entrepreneurial purposes, while integrating the 4 dimensions of sustainability, bringing together topics which are hardly ever offered in a comprehensive learning course: permaculture ethics, ecovillage design principles, circular economy and the importance of ecopreneurship; environmentally sustainable actions (e.g. energy neutrality, zero-waste production); social and cultural initiatives based on human-nature harmony; responsible approaches to economic and business management. Co-created by a multi-stakeholder alliance, bringing together the worlds of Higher Education (HE), Vocational Educational Trainers (VET), research and labour market, this online course is built on the results of transnational alliance research and expertise and the EU common competence frameworks (GreenComp, DigComp, LifeComp and EntreComp).

Overview of the Course

An international and multi-disciplinary training course on Ecopreneurship, i.e. *future-oriented social entrepreneurship through Ecovillage Design*, able to boost sustainability-driven entrepreneurial mindsets while promoting social innovation, inspired by the 4 dimensions of sustainable development as set by UNESCO: society, environment, culture and economy. It is an online and comprehensive cross-sectoral international study programme inspired by Ecovillage Design Education, divided in 4 modules bringing together a variety of disciplines and each linked to specific skills, including theoretical contents, video-lessons, practical activities and related set of Learning Outcomes (LOs) and developed as a MOOC (ISCED levels 5).

The course is recognised through micro-credentials and a European certification to ensure its efficacy, effective evaluation, enhancing the transferability and international recognition, while enabling more people to participate (smaller units of learning), reducing the time and geographic constraints of the learning experience and fostering new professional interactions, and collaborative approaches. Micro-credentials have shown their contribution to create more personalised resources, enhancing the inclusivity of the learning experience. Therefore, it fully responds to real needs and fills existing gaps in social entrepreneurship and regenerative development, thus contributing to creating a new generation of Ecopreneurs through a diversified learning approach, including work-based learning experiences.

Another innovative feature of the Ecoprise course lies in the fact that the learning contents, structured in a **MOOC** (https://elearning.ecoprise.eu/) , can be delivered as a blended modality, when complemented with work-based learning experiences, enabling participants to make a first-hand experience of the functioning of local ecovillages and sustainable social enterprises, apply the newly acquired knowledge in the design of their own Ecoprise and expand their know-how on other realities from across the EU, thanks to online panels and to the international study visit.

Course Aim and Objectives

This course equips learners with the knowledge and skills to design and implement sustainable business solutions through the **Ecoprise Regenerative Entrepreneurial Model** (https://ecoprise.eu/results/). Key objectives include:

(i) **Developing Ecopreneurial Mindsets** - Encouraging innovative and regenerative approaches to entrepreneurship. In particular, stimulate *ecopreneurial* attitudes through an innovative Ecoprise regenerative entrepreneurial model and a skillset for Ecoprise Designers;

(ii) **Enhancing Resilience** - Strengthening transversal and technical skills through multidisciplinary learning and Ecovillage Design Education. In particular, foster multidisciplinary approaches to learning while improving the quality and relevance of transformative skills, strengthening transversal and technical skills needed for better resilience of the groups and organizations based on Ecovillage Design Education and regenerative knowledge;

(iii) **Bringing Theory and Practice** - Offering a certified learning path with real-world applications, i.e develop a quality learning outcomes through certified ad-hoc learning path with tangential application and results in real-life context;

(iv) **Fostering Collaboration** - Facilitating knowledge exchange between Higher Education (HE), Vocational Education and Training (VET), and aspiring ecopreneurs , i.e facilitate the flow and co-creation of knowledge between HE and VET and ecopreneurs aspirants that aim to foster transformative change in our society;

(v) **Supporting Green and Digital Transitions** - Training a new generation of Ecoprise Designers, tutors, and trainers to drive transformative change. In particular, support effective and efficient Higher Education and Vocational Educational Trainers systems, strengthening their ability to keep pace with the digital and green transition by promoting an innovative skillset to support the training of new Ecoprise designers, tutors and trainers in different sectors of our society.

Target-Audience

The Ecoprise course and MOOC is designed for:

(i) **Entrepreneurs** - Established and aspiring entrepreneurs in the fields of rural/social/cultural entrepreneurship interested in expanding and varying their offer and in maintain their business more sustainable;

(II) **Civil Society Representatives** - Representatives of civil society organisations wishing to explore the potential of social economy and new ways to provide a multi-faceted, socially valuable offer;

(iii) **Professionals in Ecovillage Design and Related Fields** - Professionals and experts in ecovillage and permaculture design and relevant disciplines such as ecologists, *permaculturers* designers, artists interested in supporting future-oriented entrepreneurs and setting up their Ecoprise; and

(iv) **VET and HE Trainers** - VET/HE providers and trainers who shall support future ecopreneurs through specialised training.

Course Features

The course has a duration of approx. 12 weeks (10 hours of learning/week), corresponding to a total credit score of 20 ECTS (5 modules and 4 ECTS per module) and recognised within HE/VET Ecoprise alliance institutions as part of a regular course or supplementary courses, or as summer/winter schools in universities.

E-LEARNING PLATFORM	Moodle platform for classes, teaching and learning Bizexaminer platform for theoretical assessment	**DURATION**	12 weeks | 5 Modules
EDUCATION LEVEL	EQF5	**NUMBER HOURS (WEEK/TOTAL)**	10 Teaching Hours per week Total 120 Hours
EVALUATION	per unit/module (micro-credentials) and full course certificate	**ECTS CREDITS COURSE**	20 ECTS (4 ECTS per module)

Education Level

The Ecoprise course is structured and certified for EQF Levels related to HE and VET. The Learning Objectives of the training are set to EQF level 5. This means that the participants and learners need to assure the acquisition of professional knowledge and skills in the given learning objective of the module units (each module has specific units with specific Learning Outcomes). EQF level 5 It is typically associated with Higher Education levels and EQF Level 6 leads to the necessity of getting into the range of university degree (Bachelor) degree level of understanding and application. Typically VET training aims at EQF Level 5 maximum.

Teaching-Method

The Ecoprise course is structured for an online (main course) with a blended/hydrid segment (practical parts). In terms of format it is constituted by asynchronous Learning Sessions and content material. In the Piloting phase it is constituted also with Work-based Learning (Experiential study visits):

(i) **Theoretical (Learning Sessions)**: asynchronous lessons (recorded presentations and also recorded webinars produced during the pilot phase) and asynchronous sessions (recorded video lessons for self-administration).

(ii) **Practical Part (Work-based learning approach)**: work-based activities for each unit in the main modules (modules 1-4) + final project work encompassing a four-fold case-study set (one for each main module) assigned to module 5.

Assessment and certification

The Ecoprise course assessment is designed to assess and certify participants and trainees in each of the main modules (modules 1-4) and in the assessment of module 5. The trainee will receive full certification for the course if they successfully complete the assessment of modules 1 to 5. Alternatively, they can obtain individual micro-credentials for modules 1 to 4 if they successfully pass the theory test for each of these modules.

(i) **Pre-assessment (module 1 to 4)**: Each module has a pre-assessment for the trainee to assess their level of knowledge of each module and its themes. These pre-assessments are conducted on the MOOC platform and at the start of each module with multiple choice questions. The Introductory module and module 5 have no pre-assessment.

(ii) **Theoretical assessment (module 1 to 4 assessments)**: Performed by a theoretical exam using the platform Bizexaminer. Questions will be formulated based on the EQF level of the matching Learning Objective of each unit from the related module.

(iii) **Practical assessment (module 5)**: Practical integration is an important part in EQF and certified training. The Practical Part should show that participants not only theoretically know all the topics, but really can apply them to essential problems in their environment and contexts. This means learners need to decide for a certain problem, how and with whom to solve it according to their learnings.

Case-Study Project work report To assess whether learners have acquired the required knowledge and learned how to apply the learning outcomes, a final practical assessment is conducted through case studies. Learners should devote working hours to resolving a problem or applying the skills to develop a four-part case study, i.e. one case study for each dimension and module, in the format of a case study report. The module 5 section includes the full description, instructions for students and the Assessment Grid for the evaluators to use to assess students' knowledge in practice.

(iv) Certification: through micro-certificates (Unit/Topic basis) and/or a final certificate (after completion of full course/modules and assessments).

ECTs, certification and micro-credentials: course accreditation

A certification scheme has different purposes. First of all, it is a public document that can be verified by interested people on all the requirements and steps that need to be taken, for getting a certification. Additionally, the scheme is giving certificate holders the information how recertification looks like.

For this reason, a **certification scheme** contains the following aspects:

- Scope
- Requirements for competence (incl. competence profile and knowledge and skill requirements)
- Requirements for admission to the examination
- Multiple choice exam
- Evaluation criteria
- Issue and validity of certificates
- Recertification

The *scope* defines the basis for the certification (ISO17024, ECQA explanation).

The *requirement for competence* defines the competence profile and the knowledge and skill requirements. A short introduction to the job profile (or part of a full profile) is given. The important part here is the definition of the structure of the schema. Typically, a schema (Job profile) is sectioned in Units, those units are sectioned into elements and the elements do typically contain the learning objectives (as described in the skills card). Here the description typically shows the aimed EQF level (according to the European EQF System).

The *requirements for admission* to the examination state what must be handed in before being able to apply for a certification exam. Some job profiles don´t require any special info to be handed in (like here), some others do require a proof of working in the field, and require a previous exam/certificate for positive application. Here typically also a recommendation for a proper training (often with recommendation of ECTS/ECVET) is given.

In the section of the *multiple-choice exam* the number of questions asked in the exam is defined and the exam pool is described. The duration of a typical exam is also defined here (although exceptions for longer time for special cases can be defined by the ECQA in their rules set, e.g. longer time for non-native speaking person).

The *evaluation criteria* do state the granularity of the exam. For the exam (there can be different exam question types) it is defined If the passing rate for the complete exam (overall exam) or if every unit must be passed or every element must be passed. The evaluation criteria also states if questions are used with different achievable points.

The *issue and validity of certificates* section explains how the certificate is issued and how long the first validity period of a certificate will be.

The *recertification* section states, what steps a certificate holder needs to follow to successfully be recertified. This includes any proof of work that needs to be handed in, if the exam needs to be taken again, if any additional requirements need to be met. The section also states the validity period of the recertification and the deadlines that need to be met.

EQF The European Qualifications Framework

The **European Qualifications Framework** (EQF), and all National Qualifications Frameworks (NQFs) that have been referenced to it, follow a learning outcomes approach. This means that both the content and the level of a qualification reflects what holders are expected to know, understand and be able to do (learning outcomes, also referred to in this document as LO), as represented in Table 1.

The shift to learning outcomes increases the transparency of a qualification and enhances its comparability between countries and within countries (e.g. between different types of qualifications at the same level, or different levels of qualifications of the same type). Through its focus on learning outcomes, the EQF can help citizens to find their way in an increasingly diverse and complex qualifications landscape.

A learning outcomes approach further supports a better match between the skills needs of the labour market and education and training provision, while also facilitating the validation of learning acquired in different settings. By focusing on what a learner knows, can do and can understand, learning outcomes help to open up qualifications to a wider variety of learning pathways and experiences.

These 8 levels of ECQ (Table 1), along with the descriptors, function as a translation grid and make it possible to compare qualifications from different countries and institutions.

The EQF Levels of most (almost all) of the learning objectives in the Ecoprise course are set to EQF level 5. This means that the participants need to show professional knowledge and skills in the given learning objective. It is typically associated with higher education levels. EQF Level 6 would lead to getting into the range of university (Bachelor) degree level of understanding and application. Typically VET training aims at EQF Level 5 maximum.

The skills and their learning outcomes are grouped together in Units as this makes it easier to train and examine later (Table 2). This focuses also on the needs by the European Commission to make training and exams modular, so people that miss one part can use a part of the training and take only a part of the exam again, rather than taking the complete training and the complete exam again.

Table 1: The 8 levels of the EQF, and respective Knowledge and Skill components and descriptions.

	Knowledge	Skills
	In the context of the EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).
Level 1	Basic general knowledge.	Basic skills required to carry out simple tasks.
Level 2	Basic factual knowledge of a field of work or study.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and solve routine problems using simple rules and tools.
Level 3	Knowledge of facts, principles, processes and general concepts in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study, and an awareness of the boundaries of that knowledge.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study.
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge, in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields.	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures, and to integrate knowledge from different fields.
Level 8	Knowledge at the most advanced frontier of a field of work or study, and at the interface between fields.	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation, and to extend and redefine existing knowledge or professional practice.

Course Structure

Table 2. Ecoprise Course Structure, Knowledge and Learning Outcomes per Units and Modules.

Module	Course Code	Skill What skills students will develop	Knowledge/Skill What knowledge students will develop	Learning Outcomes/Statement What students will have to do to achieve the learning objectives
Introduction *Introductory section with the delineation and exploration of the key concepts underpinning the Ecoprise innovative model and its foundations as well as eco-entrepreneurial approaches, for example, the SDGs, the characteristics and practices of regenerative development and design, the principles of the circular economy, permaculture design and ethics, eco-villages and grassroots organisations as a social entrepreneurship option. The EDE design of eco-villages, as well as drivers for the creation of community value and the importance of ecopreneurship.* **0 ECTS** **10 Teaching Hours** **25 Learning Hours (average, expected)**	M0.1	Digital Skills Intro	-	-
	M0.2	Green Skills Intro	-	-
	M0.3	Resilience Skills Intro	-	-
	M0.4	Entrepreneurial Skills	-	-
	M0.5	Permaculture Ethics & Principles	-	-
	M0.6	Ecovillage Design Education	-	-
	M0.7	Regenerative Development	-	-
	M0.8	Circular Economy	-	-
	M0.9	Regenerative Business Model	-	-
	M0.10	Ecopreneurship	-	-
	M0.11	Systemic Thinking and Design	-	-
	M0.12	Critical & Exploratory Thinking	-	-
There is no content for Knowledge/skill and Learning Outcomes/Statement for the introductory module since it is only an introduction to the course, without assessment and ECQ. The skillset is the basis for outlining all the core units for the course and with an associated LO to be assessed and comprises modules 1-5.				
Module 1 Self-Assessment				
Module 1. The Technological & Network Dimension **Digital Skills** *This module on digital skills for sustainable entrepreneurs explores how digital content, tools, and technologies support sustainable entrepreneurship. It covers content creation, ethical marketing, data protection, and digital transformation, empowering entrepreneurs to engage audiences, protect data, and build efficient, responsible businesses.* **4 ECTS** **20 Teaching Hours** **45 Learning Hours (average, expected)**	M1.1	Digital Content Creation for Sustainable Entrepreneurs	Proficiency in content creation (e.g., videos, marketing).	Learners can produce and manage high-quality digital content.
	M1.2	Safety & Data Protection	Understanding of data protection regulations.	Learners can implement safety measures and comply with data protection laws.
	M1.3	Digital Tools to Enhance Business Efficiency	Using digital tools to enhance business efficiency.	Learners can apply digital tools to optimise business operations and sustainability.
	M1.4	Technological skills for cooperation and networking	Knowledge of using tools and getting general understanding about technologies for cooperation and networking.	Learners can apply technologies which are used for business operations and development of networks.
Module 1 Assessment				
Module 2 Self-Assessment				
Module 2. The Environmental Dimension **Green Skills** *A module dedicated to environmental regeneration (as a complement and advance to the approach centred on environmental sustainability) exploring topics such as energy neutrality, zero-waste production, sustainable*	M2.1	Renewable energy	Understanding the pro and cons of renewable energy	Learners can identify implications and chances for the use of renewable energy
	M2.2	Recycling and upcycling	Understanding of waste reduction practices	Learners can apply recycling and upcycling methods to reduce waste in business practices.
	M2.3	Sustainability education	Awareness of sustainability solutions and practices, as	Learners can educate others on climate change and propose

agriculture and food consumption, the possible uses of DeepTech solutions for ethical, ecological and responsible production (e.g. intelligent monitoring systems for measuring/reducing the carbon footprint of organisations, companies, optimising resource management), as well as the application of regenerative techniques in the environmental sector. **4 ECTS** **30 Teaching Hours** **70 Learning Hours (average, expected)**			well as sustainable behaviors	business solutions.(e.g. organise educational activities)
	M2.4	Sustainable Management	Drive business growth through entrepreneurial ventures	Learners can start and manage ecoprises with a focus on sustainability.
	M2.5	Green Skills	Apply environmentally sustainable practices	Learners can implement green solutions across business operations.
	M2.6	Holistic approach to nature and natural systems	Understanding of interconnected natural systems	Learners can apply knowledge of ecological systems in business contexts.
	M2.7	Skills in restoring and rehabilitating natural ecosystem The learner demonstrates advanced technical knowledge and skills in restoring and rehabilitating natural ecosystems, with a clear understanding of ecological principles, biodiversity, and sustainable land-use practices. The individual is capable of evaluating degraded ecosystems, identifying key issues, and implementing restoration strategies that promote ecological balance, resilience, and sustainability		Learners can apply advanced ecological and technical skills to plan, implement, and manage restoration and rehabilitation projects in degraded natural ecosystems.
Module 2 Assessment				
Module 3 Self-Assessment				
Module 3. The Social and Cultural Dimensions **Resilience Skills** *Learn to design/plan and diversify the offer of social, cultural and educational activities in a non-formal approach, and with the application of regenerative and holistic design practices working with nature's standards and permaculture ethics, for example, implementing activities that include the production of handicrafts and ecological tools, 'green' tourism, sports activities, as well as non-cognitive and technical practices that promote resilience and emotional intelligence and collaborative communication methods such as mindfulness, art, dance and music.* **4 ECTS** **30 Teaching Hours** **70 Learning Hours (average, expected)**	M3.1	Systems thinking	Ability to observe patterns of natural and human action	Learners can identify complex systems in natural and human environments.
	M3.2	Critical thinking	Evaluate information critically and make reasoned decisions	Learners can analyze, question, and reflect on sustainability issues.
	M3.3	Problem Solving & Creative Thinking	Develop creative solutions to complex challenges	Learners can identify problems and solve them creatively.
	M3.4	Communication Skills	Facilitate effective, resolution-oriented discussions	Learners can lead productive communication sessions and resolve conflicts in groups.
	M3.5	Conflict resolution	Ability to mediate and facilitate conflict resolution	Learners can mediate disputes, fostering positive collaboration.
	M3.6	Group dynamics	Understanding of group behavior and interaction	Learners can manage and guide group interactions effectively.
	M3.7	Self-Management	Time management and self-discipline	Learners can manage time and resources effectively to achieve goals.
	M3.8	Social inclusion	Empathy, advocacy and empowerment	Learners are able to demonstrate enhanced empathy and understanding towards diverse populations
	M3.9	Empowerment of marginalized groups	Capacity to engage and support	Learners are able to advocate marginalized groups and empower individuals to participate in decision-making processes
	M3.10	Work ethics and social structures	Understanding how various social factors influence workplace behavior and ethics, supporting fairness	Learners can identify and manage social influences that impact their workplace while maintaining high ethical standards
	M3.11	Well-being (Personal Development)	Practices for personal well-being and stress management	Learners can incorporate well-being strategies into personal and professional growth.

	M3.12	Adaptability/forward thinking	Ability to adapt business model/strategy to sustainability challenges and market trends	Learners can identify and anticipate sustainability challenges and business trends and adapt their business models to changing environments
	M3.13	Community engagement	Is the process of building relationships and fostering active participation with individuals or groups to collaboratively address issues, share knowledge, and drive positive change within a community	Learners are able to effectively engage with diverse communities, utilizing communication strategies and collaborative approaches to identify community needs, foster participation, and implement initiatives that drive positive social impact
Module 3 Assessment				
Module 4 Self-Assessment				
Module 4. The economic dimension, entrepreneurship and innovation **Entrepreneurial skills** *A module focused on entrepreneurship and innovation skills, creativity, problem-solving and resource management. Learners can develop skills on topics such as sustainability management and regenerative business models in projects that implement the Ecoprise model, business plan development, fundraising, and financing, including activism skills and policy engagement.* **4 ECTS** **30 Teaching Hours** **70 Learning Hours (average, expected)**	M4.1	Enterprise and innovation	Ability to understand the processes of an enterprise	Learners can apply innovative changes and adaptations to business processes
	M4.2	Business development	Understanding of entrepreneurial growth strategies	Learners can develop business plans incorporating sustainability principles.
	M4.3	Financial knowledge	Ability to manage business finances efficiently	Learners can apply financial management strategies for business sustainability.
	M4.4	Marketing	Knowledge of digital marketing tools and strategies	Learners can create marketing strategies using digital tools.
	M4.5	Growth Mindset	Embrace continuous learning and adaptability	Learners can adopt a growth mindset, open to learning and evolving.
	M4.6	Innovation and social impact measurement tools	Utilize metrics to evaluate social and environmental impacts	Learners can measure and report the social/environmental impacts of their business.
	M4.7	Creativity	Apply creative thinking to develop innovative solutions	Learners can generate innovative, eco-friendly business ideas.
	M4.8	Openness to the Environment	Understand ecological and economic implications of business	Learners can integrate environmental consciousness into decision-making.
	M4.9	Ethical and Sustainable Thinking	Consider ethical and environmental implications	Learners can implement ethical practices for social and environmental responsibility.
	M4.10	Skill to effectively deal with bureaucratic processes	Practical understanding of how to navigate legal requirements in project/initiative planning	Learners can develop projects/business ideas/green solutions that incorporate compliance with legislation
	M4.11	Networking Skills	Ability to network with stakeholders	Learners do understand how to network with stakeholders
	M4.12	Activism skills and policy engagement	Ability to drive positive changes in society, influence public policies, and collaborate with stakeholders	Learners are able to engage with stakeholders and organize collective actions aimed at influencing public policy
	M4.13	Risk and crisis management	Ability to identify, assess, and prioritize risks associated with business activities and sustainability challenges	Learners can develop strategies to mitigate crises, respond effectively to unexpected events, and ensure business continuity.

Module 4 Assessment				
Practical Unit - project type selection (report, case-study, internship, etc)				
Module 5 - Practical Unit **4 ECTS** **0 Teaching Hours** **100 Learning-Working Hours**	PT1	**Application of gained skills**	Ability to apply theoretical skills to a practical problem	Learners show that they can apply different skills learned within a project that at least touches all Topics.
	PT2	**Permaculture Skills**	sustainable design approach that integrates agriculture, ecosystems, and human living environments to create self-sufficient and regenerative systems that work in harmony with nature	Learners are able to apply permaculture principles to design and implement practical, sustainable systems, including food production, water management, and energy use, that regenerate ecosystems and support self-sufficiency and show their application at practical use cases
	PT3	**Sustainable agricultural skills**	Practical knowledge of organic farming, renewable energy, etc.	Learners can implement sustainable agricultural techniques and renewable energy solutions.
Practical Unit Assessment				
Final Assessment **Total 20 ECTS**				

Course Content Syllabus

Introductory Module: Introduction to Ecoprise Training Course

Overview: This module is dedicated to an introductory section with the delineation and exploration of the key concepts that constitutes the Ecoprise course and underpinning the Ecoprise innovative model and its foundations as well as eco-entrepreneurial approaches.

This module is constituted by an overview of 8 core units and 4 foundation skills - also as units - of the Ecoprise course. The foundational units are the characteristics and practices of Regenerative Development and design, the Principles and Ethics of Permaculture Design, the EDE Ecovillage Design Education approach, and the principles of the Circular Economy, all linked to the drivers of Community Value Creation and the importance of Ecopreneurship. In addition to these units the introduction comprehends with introduction units as overviews of core units that will be developed in further stages of the course, namely: introduction to Digital Skills, Green Skills, Resilience Skills and Entrepreneurial Skills, the Regenerative Business Model, Ecopreneurship basics, Systemic Thinking and Design and lastly Critical and Exploratory Thinking.

Aim and objectives: Since the aim of Ecoprise is to develop a new model of sustainable social entrepreneurship and to equip a new professional role - the Ecoprise Designer - with the necessary skills to act as an expert in supporting sustainable and regenerative local development enabling potential designers (facilitators, members of organisations or social movements and enterprises), this module is dedicated to an introductory section with the delineation and exploration of the key concepts that constitute the Ecoprise course, its grounding foundations underpinning the Ecoprise innovative model as well as eco-entrepreneurial approaches. Through its twelve units, it covers relevant topics from the Ecoprise course and must set the tone for the following in-depth modules and for you to proceed with your learning. For this reason it has been designed to be both light and comprehensive. The diverse material in the Introduction will be explored in greater depth in the main modules of the Ecoprise course.

Target-audience: This module is designed for:

- Entrepreneurs (rural, social, and cultural) looking to expand their offerings and enhance business sustainability.
- Civil Society Representatives exploring the social economy and innovative business models.
- Professionals in Ecovillage Design and Related Fields (ecologists, permaculture designers, artists) seeking to support future-oriented enterprises.
- VET & HE Trainers providing specialised training for emerging ecopreneurs.

Teaching-method: The activities and exercises proposed (when applicable) are indicative and for self-study, although they are recommended - especially units M05, M06 and M07 - given their importance for the whole course and fundamental core-skills. The remaining units will have a more in-depth unit in the following modules and proposed activities with assessment.

Assessment: This module has no assessment.

M0.1 - Digital Skills Introduction

Course Title (Unit Skill)		Module	
Digital Skills Intro		Module Introduction to Ecoprise Model and Course	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 1	M0.1		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
0,5	English	0	0

Theoretical Part (hours)	Practical Part (hours)	Synchronous Lessons (hours)	Asynchronous Lessons (hours)
0,5	0	0	0,5

ECTS Credits	Observations/Notes
0	

Prerequisites

- Basic understanding of sustainability and entrepreneurship.
- General digital literacy (e.g., using online tools, platforms, and devices).
- Interest in innovation and sustainable business practices.

Skill - *What skill students will develop*

- Foundations of Sustainable Entrepreneurship
Gain a basic understanding of how sustainability and innovation intersect in modern business.
- Introduction to Digital Content and Marketing
Explore the role of storytelling, ethical marketing, and digital communication in promoting sustainable ventures.
- Basics of Data Protection and Ethical Data Use
Understand key principles of data privacy, risk awareness, and responsible handling of digital information.
- Digital Tools for Business Efficiency
Get an overview of how digital tools can support operations, decision-making, and e-commerce.
- Technology for Networking and Collaboration
Discover how entrepreneurs use digital platforms to connect, collaborate, and innovate sustainably.

Knowledge/Skill - *What knowledge students will develop*

- What Sustainable Entrepreneurship Is
Understanding the basic principles of building businesses that balance profit with social and environmental impact.
- The Role of Digital Tools in Business
Learning how technology supports efficiency, collaboration, and sustainability in entrepreneurial ventures.
- Foundations of Digital Content Creation
Discovering how storytelling, ethical marketing, and communication are used to promote sustainable businesses online.
- Intro to Data Protection and Ethics
Gaining a basic understanding of data privacy, responsible data use, and why it matters for entrepreneurs.
Networking in the Digital Age
-Learning how digital platforms enable collaboration, community building, and knowledge sharing among entrepreneurs.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

- Define the concept of sustainable entrepreneurship and explain its core purpose.
- Recognize the role of digital tools in supporting sustainable business practices.
- Identify the basic functions of digital content creation and ethical marketing.
- Describe key principles of data protection and responsible data use in entrepreneurship.
- Understand how digital platforms can support networking, collaboration, and community building.

Content ("Skill" Unit Syllabus Outline)

Learners will explore the fundamentals of sustainable entrepreneurship and discover how digital tools can enhance business efficiency, support ethical marketing, and enable collaboration through online platforms. The course introduces key concepts in digital content creation, data protection, and the use of technology for networking and innovation. Through real-world examples and practical insights, participants will gain a foundational understanding of how to integrate sustainability with digital strategies to build impactful, future-ready businesses.

Objectives and Competences

The objective of this introduction is to introduce learners to the foundational concepts and digital skills needed to support sustainable entrepreneurship. It aims to build awareness of how digital tools, technologies, and ethical practices can enhance business operations, communication, and collaboration in a sustainability-focused context. By the end of the session, learners will understand the basic principles of sustainable entrepreneurship, recognize the value of digital content and data protection, and identify opportunities to leverage digital platforms for networking, innovation, and business growth.

Learning and Teaching Methods

The intro combines theory with practical examples, multimedia content, and case studies.

Assessment

This intro will not be assessed.

Activities

This unit includes presentations, teaching videos, TED talks, podcasts.

Mandatory Literature and Educational Resources

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-Atallah, A. (2024, November 20). Council Post: How Augmented Reality is redefining consumer expectations across industries. Forbes. https://www.forbes.com/councils/forbestechcouncil/2024/11/20/how-augmented-reality-is-redefining-consumer-expectations-across-industries/
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-Gregori, P., & Holzmann, P. (2020). Digital sustainable entrepreneurship: A business model perspective on embedding digital technologies for social and environmental value creation. Journal of cleaner production, 272, 122817.
-Frick, T. (2016). Designing for sustainability: a guide to building greener digital products and services. " O'Reilly Media, Inc.".
-How Augmented Reality Can — and Can’t — Help Your Brand. (2022, March 29). Harvard Business Review. https://hbr.org/2022/03/how-augmented-reality-can-and-cant-help-your-brand.
-Erdmann, A., Arilla, R., & Ponzoa, J. M. (2022). Search engine optimization: The long-term strategy of keyword choice. Journal of Business Research, 144, 650-662.
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-Pulizzi, J., & Piper, B. W. (n.d.). Epic Content Marketing, Second Edition: Break through the Clutter with a Different Story, Get the Most Out of Your Content, and Build a Community in Web3, 2nd Edition. O'Reilly Online Learning.
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Secondary and Complementary Educational Resources

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https://gen-europe.org/how-ethical-and-regenerative-are-we-online/.
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- Digital Marketing Podcast - Amy Porterfield | Online Marketing Expert. (2024, December 26). Amy Porterfield | Online Marketing Expert. https://www.amyporterfield.com/digital-marketing-podcast/
- European alternatives to Google Analytics | European Alternatives. (n.d.). European Alternatives.
https://european-alternatives.eu/alternative-to/google-analytics.
- The Digital Marketing Podcast | *Target Internet*. (n.d.). Target Internet.
https://targetinternet.com/digital-marketing-podcasts/
- Mktgovercoffee. (n.d.). Marketing Over Coffee Marketing podcast. Marketing Over Coffee Marketing Podcast.
https://www.marketingovercoffee.com/
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- Mejtoft, T., Hedlund, J., Cripps, H., Söderström, U., & Norberg, O. (2021). Designing call to action: users' perception of different characteristics.
- HubSpot Marketing. (2021, October 10). What everyone must know about CONTENT MARKETING? [Video]. YouTube. https://www.youtube.com/watch?v=TkskQD1Lt4A
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M0.2 - Green Skills Introduction

Course Title (Unit Skill)	Module
Green Skills Intro	Module Introduction to Ecoprise Model and Course

Week Nº (Teaching period)	Course Code	Lecturer	
Week 1	M0.2.	prof. Smiljana Đukičin Vučković and prof. Tatjana Pivac	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2hours	English	1hour	0
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2 hours	N/A	2 hours	1 hour
ECTS Credits	**Observations/Notes**		
N/A	N/A		

Prerequisites

A basic familiarity with environmental concepts.
Proficiency in using basic computer tools (e.g., web browsers, Google Workspace).
Access to a stable internet connection and a computer with a webcam.

Skill - *What skill students will develop*

Students will develop skills in systems thinking, resource management, green technologies, leadership, ethical decision-making, effective communication, and the ability to advocate for the implementation of sustainable solutions at local, national, and global levels.

Knowledge/Skill - *What knowledge students will develop*

Students gain knowledge in renewable energy, recycling and upcycling, sustainability education and management, green skills, business growth through entrepreneurial ventures, holistic approach to nature and natural systems, and knowledge in restoring and rehabilitating natural ecosystems.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students that successfully attend the course will be able to:
1. Engage in practical projects pertaining to renewable energy, climate change, waste reduce, green and sustainable solutions,
2. Collaborate on sustainability initiatives,
3. Conduct fieldwork and research,
4. Apply systems thinking to environmental challenges,
5. Develop strategies for renewable energy, waste management, and ecosystem restoration.

Content ("Skill" Unit Syllabus Outline)

1. Renewable Energy & Sustainable Management
- Introduction to Renewable Energy
- Energy Efficiency
- Sustainable Management
- Case Studies: Successful renewable energy projects and sustainable management practices in different industries or communities.

2. Recycling, Upcycling, & Green Skills
- Differences between recycling and upcycling, processes, and benefits
- Reducing waste and promoting sustainability
- Green Skills for the Future
- Zero Waste Practices

3. **Sustainability** Education
- Sustainability education for ecovillages
- Educational methods and community engagement
- Sustainable business solutions for ecovillages

4. Holistic Approach to Nature, Ecosystem Restoration, & Sustainability Education
- Understanding ecosystems, biodiversity, and natural processes, and how human activities impact these systems
- Restoring and Rehabilitating Ecosystems
- Teaching and spreading sustainability practices, promoting environmental literacy
- Linking environmental education with social, economic, and cultural factors for long-term sustainability.

Objectives and Competences
By the end of the course, students will be able to assess environmental problems, design sustainable solutions, and apply green skills across sectors; Lead and collaborate on sustainability initiatives, from energy efficiency projects to ecosystem restoration; Promote sustainability within communities, organizations, and industries, advocating for long-term environmental, social, and economic benefits.
Learning and Teaching Methods
To effectively teach green skills and ensure students gain both theoretical knowledge and practical competencies, the course integrates a variety of interactive and engaging teaching methods (interactive workshops, case studies, collaborative learning, problem-based learning ...).
Assessment
Not applicable
Activities
- Interactive lectures and presentations (problem-based learning, concept mapping, think-pair-share activities) - Discussion activity (peer instructions and discussions, guided debates) - Case studies (case study presentations, case study discussions) - Workshop on digital tools and platforms for environmental monitoring, data sets, storytelling, etc. - Hands-on activity/Group or individual work (collaborative brainstorming, role playing or simulations) - Homework/Practical implications (individual projects, group projects, fieldwork activities)
Mandatory Literature and Educational Resources
- European Commission: Joint Research Centre. (2022). GreenComp: The European sustainability competence framework. Luxembourg: Publications Office of the European Union. https://data.europa.eu/doi/10.2760/13286
Secondary and Complementary Educational Resources
- Gittell, R., Magnusson, M., & Merenda, M. (2012). The sustainable business case book. Saylor Foundation. - Green Business Practices for SMEs (2024). https://startup-house.com/blog/green-business-practices-for-smes - MyClimate (n. d.). https://www.myclimate.org/en/ - World Intellectual Property Organization (WIPO) (2024): Green Technology Book: Energy Solutions for Climate Change. Geneva: WIPO. https://doi.org/10.34667/tind.50132 -https://www.irena.org/-/media/Files/IRENA/Agency/Publication/2024/Jul/Renewable_energy_highlights_FINAL_July_2024.pdf -https://www.seforall.org/sites/default/files/l/2013/09/9-gtf_ch4.pdf

M0.3 - Resilience Skills Introduction

Course Title (Unit Skill)		Module	
Resilience Skills Intro		Module Introduction to Ecoprise Model and Course	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 1	M0.3		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
1	English	0	0
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
1	0	1	1
ECTS Credits	**Observations/Notes**		
0			

Prerequisites
- Basic familiarity with professional and team environments - Openness to reflective practice and peer learning - Elementary communication skills
Skill - What skill students will develop (See Syllabus Structure or Skillset)
Resilient Thinking: the ability to adapt, recover, and thrive amid change and uncertainty

Knowledge/Skill - What knowledge students will develop (See Syllabus Structure or Skillset)

- Knowledge: concepts of resilience at macro (strategic foresight), community (ecovillage case studies), and personal levels
- Skills: systems thinking, critical & creative problem-solving, effective communication, conflict resolution, self-management, community engagement

Intended Learning Outcomes - What students will have to do to achieve the learning objectives (see LO's in Syllabus Structure or Skillset)

Students that successfully attend the course will be able to:
- Contextualize Resilience, distinguish macro-, community- and personal-level resilience using strategic foresight and ecovillage frameworks.
- Design Holistic Programmes and Initiatives: Plan non-formal social, cultural and educational activities grounded in regenerative, permaculture-based design (resource mapping, zoning, ethics), as well as business activities that engage participants with nature's standards.
- Apply Core Resilience Skills, using systems thinking, critical/creative problem-solving, self-management and adaptive strategies to address real-world challenges sustainably and equitably in the personal and professional sphere.

Content ("Skill" Unit Syllabus Outline)

1.Introduction to Resilience: definitions and the 2020 Strategic Foresight Report's macro perspective
2.Resilience Within Communities: Voices of Resilience & Ecovillage case studies
3.Resilience on personal level: learning from nature
4.Core Resilience Skills: brief introduction to the 13 skills, part of the Resilience module
5.Resilience and permaculture: applying permaculture design to social entrepreneurship to boost

Objectives and Competences

By the end of the course, students will be able to possess and apply an introductory knowledge on the concept of resilience and its application to social entrepreneurship, drawing inspiration from permaculture and ecovillage design, and a critical view of sustainability and the role of "nature".

Learning and Teaching Methods

- Interactive lectures with real-world case studies
- Permaculture and nature inspired readings
- Audio-visual materials

Assessment - What will be assessed, the deliverables and the weighting to pass the course (unit-skill)

N.A

Activities

Discussion activity (peer discussions, guided debates)
Case studies (case study presentations, case study discussions)
Self-reflection

Mandatory Literature and Educational Resources

Cohen, R. (2018, March 22). *What succulents have taught me about resilience and conservation. Our Infinite Nature*. Retrieved from https://www.ourinfinitenature.co/blog/2018/2/9/succulents-and-conservation
Ecovillage Resilience Project. (n.d.). *Voices of Resilience. Ecovillage Resilience Project*. Retrieved from https://www.youtube.com/watch?v=CZsRm72yPHc
European Commission. (2020). *2020 Strategic Foresight Report*. European Commission. 2020 Strategic Foresight Report. Retrieved from https://ec.europa.eu/info/strategy/strategic-planning/strategic-foresight/2020-strategic-foresight-report_en
Foundation for Intentional Community. (n.d.). *Social permaculture—What is it?* Foundation for Intentional Community. Retrieved from https://www.ic.org/social-permaculture-what-is-it/?srsltid=AfmBOopKnaqtG5i3PJbD8zLd-rRjKVvBdvQUYnGESSm9x4f126TGWx4v&
Permaculture Principles. (n.d.). *Applying the Design Principles in Business*. Retrieved from https://permacultureprinciples.com/post/principles-in-business/?srsltid=AfmBOopBTSpAMHQc_SXyOkxWa-9UDU85PWgO82WJLhwIPNdoagbsu4s5

Permaculture Principles. (n.d.). *Principle 12: Creatively use and respond to change*. Retrieved from https://permaculturepriciples.com/permaculture-principles/_12/?srsltid=AfmBOorIumxZAaqRFNqH-ePOYCdpCp2_UKVzUdD_8rhlKRbLa4dJCov8

Secondary and Complementary Educational Resources

Cohen, R. (2018, March 22). *What succulents have taught me about resilience and conservation. Our Infinite Nature*. Retrieved from https://www.ourinfinitenature.co/blog/2018/2/9/succulents-and-conservation
Ecovillage Resilience Project. (n.d.). *Voices of Resilience. Ecovillage Resilience Project*. Retrieved from https://www.youtube.com/watch?v=CZsRm72yPHc
European Commission. (2020). *2020 Strategic Foresight Report*. European Commission. 2020 Strategic Foresight Report. Retrieved from https://ec.europa.eu/info/strategy/strategic-planning/strategic-foresight/2020-strategic-foresight-report_en
Foundation for Intentional Community. (n.d.). *Social permaculture—What is it?* Foundation for Intentional Community. Retrieved from https://www.ic.org/social-permaculture-what-is-it/?srsltid=AfmBOopKnaqtG5i3PJbD8zLd-rRjKVvBdvQUYnGESSm9x4f126TGWx4v&
Permaculture Principles. (n.d.). *Applying the Design Principles in Business*. Retrieved from https://permaculturepriciples.com/post/principles-in-business/?srsltid=AfmBOopBTSpAMHQc_SXyOkxWa-9UDU85PWgO82WJLhwIPNdoagbsu4s5
Permaculture Principles. (n.d.). *Principle 12: Creatively use and respond to change*. Retrieved from https://permaculturepriciples.com/permaculture-principles/_12/?srsltid=AfmBOorIumxZAaqRFNqH-ePOYCdpCp2_UKVzUdD_8rhlKRbLa4dJCov8

M0.4 - Entrepreneurial Skills Introduction

Course Title (Unit Skill)	Module
Entrepreneurial Skills	Module Introduction to Ecoprise Model and Course

Week Nº (Teaching period)	Course Code	Lecturer	
Week 1	M0.4	GrantXpert Consulting	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
1	English		N/A
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
1	0	0	1
ECTS Credits	**Observations/Notes**		
N/A	-		

Prerequisites

N/A

Skill - *What skill students will develop*

Entrepreneurial Skills

Knowledge/Skill - *What knowledge students will develop*

Develop the ability to identify and apply key entrepreneurial skills essential for creating, evaluating, and developing business opportunities.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Demonstrate an understanding of core entrepreneurial skills, including opportunity recognition, risk-taking, and problem-solving.

Content ("Skill" Unit Syllabus Outline)

The aim of this unit is to equip students with the ability to identify, evaluate, and develop business opportunities while fostering critical entrepreneurial skills.

1. Definition and importance of entrepreneurial skills in business and innovation.
- Overview of core skills: Opportunity recognition, risk-taking, and problem-solving.
- Examples of successful entrepreneurial mindsets and behaviours.

2. Opportunity Recognition and Risk Management
- Techniques for identifying market gaps and evaluating potential business opportunities.
- Basics of risk analysis and strategies to minimise and manage risks.
- Activity: Analysing a real-world business scenario for risks and opportunities.

3. Problem-Solving and Communication Skills
- Frameworks for solving problems creatively and systematically in entrepreneurial contexts.
- Effective communication techniques for pitching ideas to stakeholders.

Objectives and Competences

Students at the end of this course will be capacitor with:
1. Entrepreneurial Mindset Development
2. Persuasive Communication and Pitching
3. Creative Problem-Solving
4. Risk Assessment and Management
5. Opportunity Identification and Evaluation

Learning and Teaching Methods

Theory: Lecture

Assessment

None

Activities

None

Mandatory Literature and Educational Resources

Davis, M. H., Hall, J. A., & Maye, P. S. (n.d.). Developing a new measure of entrepreneurial mindset: Reliability, validity, and implications for practitioners. Persona Talent.
https://www.personatalent.com/development/entrepreneurial-mindset/
Persona Talent. (n.d.). 5 skills to develop an entrepreneurial mindset.
https://www.personatalent.com/development/entrepreneurial-mindset/

Secondary and Complementary Educational Resources

None

M0.5 - Permaculture Ethics&Principles

Course Title (Unit Skill)		Module	
Permaculture Ethics&Principles		Module Introduction to Ecoprise Model and Course	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 1	M0.5		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
10h	English	10h+	TBC
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
10h Teaching	not applied (TBC)	2h	10h Teaching
ECTS Credits	**Observations/Notes**		
N/A	(1) Foundational subject and as a starting point bo be be explored and applied both in depth and practical terms within a project and all topics/modules. (*2) TBC: Where Permaculture Ethics/Principles, EDE and Regenerative Development will be integrated and explored in the Main Modules? To be decided 17th January*		

Prerequisites

no prerequisites

Skill - *What skill students will develop*

Permaculture Ethics&Principles

Knowledge/Skill - *What knowledge students will develop*

Ability to apply the ethics and principles of Permaculture in theoretical terms to a given problem/context/system

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Learners show that they can apply ethics and principles in different ways and contexts and have the basics as a starting point to be explored and applied both in depth and practical terms within a project and all topics/modules.

Students that successfully attend the unit will be able to:
1. Understand the importance of the permaculture ethics and principles in a given system or problem
2. Understand the ethics and principles applied in the context of permaculture design
3. Understand the different "lineages" of permaculture principles
4. Understand how to use them as tools for design
5. To start developing the foundations of their permaculture design skills

Content ("Skill" Unit Syllabus Outline)

This course is focused on providing basic knowledge and expertise as regards the application of Ethics and Principles of Permaculture and the basic concepts of Permaculture Design method. Students will be introduced to Permaculture Design and its value, significance and potential in today's world and related to Ecoprise course foundations to be followed by the exploration of main modules.

The course contents are described below:

1. Permaculture's foundations
- Permaculture as a Design System
- Origins, pioneers and developments
- The Permaculture Design Course
- The Spread of Permaculture
- Focus on Opportunities rather than Obstacles
- Fundamental Assumptions

2. Permaculture Principles (see David Holmgren)
- The Value and Use of Principles
- The Principles rooted in the Ethics of Permaculture
- Different "Schools" and Set of Principles
- Main Design Principles
- Applying Principles in Practice

3. Ethics of Permaculture
- Earth Care
- People's Care
- Sharing Resources - Fair Share
- Applying Ethics in Practice

4. Other Tools in Permaculture and Ethics (further studies through bibliography)

4.1 Observing and appraising (see Rosemary)
- Ecology: Life's Networks
- Global Boundaries
- Nature Patterns
- Read your system and make maps
- Develop your design methods

4.2 Ecological literacy (optional)
- Water
- Climates
-Microclimates
-Soils
-Forests and Trees
-Wind
-Plant and seed heritage

4.3 Applying Permaculture Design
- The Zones
- The Sectors
- Traditional and Emerging Cultures

4.4. Applying design to societies
- Bioregions
- Working together in organizations
- Rights, Access to the Land or Site
- Cities and Large Towns
- Designing Communities, villages and suburbs

-Working on the edges
- A Just Economy for all
- Income and Livelihoods
- Alternative Economy Systems and networks

5. Wrap-up

Putting all together
Case-studies and in-situ examples
Exercices

Objectives and Competences

The primary objective of this course is to provide a comprehensive overview and the core elements of the ethics and principles of permaculture design, including its application in different systems or environmental, social, economic, and cultural dimensions. It will also feature real-world examples of successful local-based initiatives and strategies in the field (ecological or social projects), showcasing their relevance to diverse geographic and territorial contexts. By engaging with this module, participants will gain the knowledge and skills needed to adopt a critical and systemic perspective through the lens of permaculture design and its principles and to the ability apply this knowledge when engaging with sustainable development of specific geographic territories while addressing challenges such as climate resilience, social equity, and cultural heritage preservation.

Learning and Teaching Methods

Learners will be able to apply ethics and principles in a wide variety of ways and contexts and will have the basics as a starting point to explore and apply both in depth and in practice within a project and across all topics/modules.

This course will be delivered online, divided into topics that will include theoretical material and additional material (case studies and application of principles & ethics in practice) to consolidate and apply the various concepts in the following and main modules of the course (where the learner will be able to apply the principles of permaculture and ethics with other units and their assessments). It is expected and highly recommended that the student applies the content of this course in Module 5 (the final project and assessment of the Ecoprise course), given that the introductory units are also the foundation of the course and should be integrated into all modules and applied in practice mainly in the project work.

Assessment

(no assessment for Introduction units)

Activities

Basic Activities:

- Read the most recommended literature in the field (provided by experts and used in permaculture design education). Ideally think and start to create your own permaculture library.
- Watch and comment (take notes by creating a permaculture notebook or dairy) exploring other types of resources (videos, documentaries, etc.), explore different contents, permaculture facilitators and “cultures” or systems. Permaculture evolved significantly on the last 2 decades and there are many sources out there and ways to apply it efficiently and creatively.
- Own self-practice design exercises: challenge yourself to develop short and simple exercises on how to apply permaculture ethics and principles in different systems, scales and contexts. Use your own notebook to sketch the designs.

Advanced Activities (recommended)

- Challenge yourself to use Design thinking tools on how to apply permaculture ethics and principles in a project that addresses the 4 dimensions of regeneration/sustainability.
- Start thinking about how to apply the ethics and principles in your own context or life AND integrate them in your final Ecoprise case-study report (module 5).
- While navigating the Ecoprise course contents and modules, think on how to apply permaculture principles and ethics adapted to the different thematics and units activities.

Mandatory Literature and Educational Resources

- Aranya. (2012). Permaculture Design: A Step by Step Guide. Permanent Publications.
- Hemenway, T. (2009). Gaia’s Garden: A Guide to Home-Scale Permaculture, 2nd Edition (2nd edition). Chelsea Green Publishing.
- Holmgren, D. (2002). Permaculture: Principles and Pathways beyond Sustainability (First Edition). Holmgren Design Services.
- Holmgren, D. (2020). Essence of Permaculture (1st edition). Melliodora Publishing.
- Holmgren, D. (2022). Permaculture: Principles & Pathways Beyond Sustainability (1st edition). Permaculture Principles P/L.

- Jais, D. (2024). Digital Permaculture: Design for personal digital sustainability (1st edition). BoD - Books on Demand.

- Legan, L. (2024a). Permaculture Ethics Workbook (2nd edition). Planet Schooling.
- Legan, L. (2024b). Permaculture Principles Workbook (2nd edition). Planet Schooling.
- Macnamara, L. (with Storch, R.). (2012). People & Permaculture: Caring & Designing for Ourselves, Each Other & The Planet (1st edition). Permanent Publications.
- Mollison, B. (1997). Permaculture: A Designers' Manual. Tagari Publications.
- Mollison, B. and R. M. (2002). Introduction to Permaculture (2nd Edition). Tagari Publications.
- Morrow, R. (with Allsop, R.). (2021). Earth User's Guide to Permaculture (2nd edition). Melliodora Publishing.
- Morrow, R., & Shiva, V. (with Allsop, R.). (2022). Earth Restorer's Guide to Permaculture: Revised and Updated Third Edition (Third Edition). Melliodora Publishing.
- Whitefield, P. (2005). The Earth Care Manual: A Permaculture Handbook for Britain and Other Temperate Climates (Revised & Updated edition). Permanent Publications.
- Whitefield, P. (2011). Permaculture in a Nutshell (5th edition). Permanent Publications.

Secondary and Complementary Educational Resources

- Diego Footer (Director). (2016, August 9). 3 Keys to Starting A Successful Permaculture Business [Video recording]. https://www.youtube.com/watch?v=NCtmMnExW8Y
- Discover Permaculture with Geoff Lawton (Director). (2021, February 18). The Ethics of Permaculture [Video recording]. https://www.youtube.com/watch?v=SrJXWjbi3mE
- Limestone Permaculture (Director). (n.d.). Permaculture Tour 2025 (Limestone Permaculture project) [Video recording]. https://www.youtube.com/watch?v=tPjvvsxlcVA
- Milkwood (Director). (n.d.). Digging into the 12 Permaculture Principles | Milkwood + David Holmgren [Video recording]. https://www.youtube.com/watch?v=z-tjelRtAqA
- Morag Gamble (Director). (2018, April 13). What are Permaculture Design Principles? [Video recording]. https://www.youtube.com/watch?v=gZf3L73qBkg
- Oregon State University Ecampus (Director). (n.d.). Permaculture Ethics [Video recording]. https://www.youtube.com/watch?v=z8vZpMg1kiE
- Oregon State University Ecampus (Director). (2016, May 2). The Permaculture Principles [Video recording]. https://www.youtube.com/watch?v=0mwRAf3z9ag
- Regeneration Nation Costa Rica (Director). (n.d.). Starhawk's 6 Social Permaculture Principles [Video recording]. https://www.youtube.com/watch?v=DTYERS1urkc
- Slow Food USA (Director). (2020, April 14). Social Permaculture with Adam Brock and Abrah Dresdale [Video recording]. https://www.youtube.com/watch?v=vH7YNe7OTNM
- VergePermaculture (Director). (2018, December 6). The Ethics of Permaculture [Video recording]. https://www.youtube.com/watch?v=kJBI2zvOlqQ

M0.6 - Ecovillage Design Education

Course Title (Unit Skill)		Module	
Ecovillage Design Education		Module Introduction to Ecoprise Model and Course	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 1	M0.6		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
1,5	English	4	-
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
1,5	4	1,5	4
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites
none
Skill - *What skill students will develop*
Ecovillage Design Education
Knowledge/Skill - *What knowledge students will develop*
Understanding of Ecovillage Design as an overarching concept that informs the whole course. Ability to relate the following modules of the MOOC to the Whole System Design

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Learners that successfully complete the unit will gain understanding of the foundation of the course,interdependence of the different dimensions of sustainability, and their relationship with the modules of the course.

Content ("Skill" Unit Syllabus Outline)

This unit will provide a general introduction to Ecovillage Design Education and the Whole Systems Mandala, and it will clarify the links between this model and the structure of the MOOC.
- Ecovillage Design Education
- The Whole Systems Mandala
- How ecovillages respond to polycrisis
- Regenerative culture in entrepreneurship
- System thinking and wholistic vision
- Ecological sustainability
- Regenerative Economies
- Cultural regeneration
- Participatory governance

Objectives and Competences

The learners will get familiar with the ecovillage concept and the whole system mandala framework
Learners will understand the interconnectedness of different modules
Learners will understand how to integrate the Ecovillage Design principles in their ECOPRISE model

Learning and Teaching Methods

Research-based learning; peer-to-peer exchange; practical exercise; reflection
Ecovillage Design Education is taught using a "Living and Learning Pedagogy", a whole body learning style - as you live it at the same time as you learn. In places other than ecovillages (universities, schools, or online) as much as possible of this pedagogy is adapted.
Powerpoint presentation with visual material.
Self paced reading with guiding questions for reflection.
Practical exercises to simulate Learning by Doing approach. During the 90 min session some group work is included.

Assessment

N.A

Activities

Reading learning material, reflection, exchange with another peer student, research in local environment, practical exercise

Mandatory Literature and Educational Resources

- Strasser, T. (2014). Cultures of Un-Sustainability: Ecovillages as seedbeds for a cultural transition. *Unimaas*. https://www.academia.edu/1810235/Cultures_of_Un_Sustainability_Ecovillages_as_Seedbeds_for_a_Cultural_Transition
- Scammon, D. (2014). Sustainability and Culture: How do they work together? *Maine*. https://www.academia.edu/1817961/Sustainability_and_Culture_How_do_they_work_together?email_work_card=title
- *Beyond you and me*. (n.d.). https://www.zegg-forum.org/images/PDF/Books/Beyond_You_and_Me.pdf
- Civilsociety. (n.d.). *Gaian Economics*. Scribd. https://www.scribd.com/doc/54958269/Gaian-Economics
- *Designing ecological habitats*. (n.d.). Designing Ecological Habitats

Secondary and Complementary Educational Resources

- *E-community research platform*. (n.d.). The ReGEN4all Colloquium Series
- Wahl, D. C. (2016). Designing regenerative cultures. Triarchy Press.
- Jackson, H. (n.d.). What is an ecovillage. Gaia Trust. What is an Ecovillage?)
- And we are doing it! | Ross Jackson. (2018, April 11). Ross Jackson. And We Are Doing It! | Ross Jackson
- *Sociocracy 3.0 | Effective collaboration at any scale*. (n.d.). https://sociocracy30.org/
- East, M., Gibsone, K. U. P., & Combes, B. (2021). Design for sustainable cultural landscapes : A whole-systems framework. Ecocycles, 7(1), 1–13. Design for sustainable cultural landscapes - A whole-systems framework | Ecocycles
- *GAIA Education Resources*. (n.d.). Gaia Education Website. RESOURCES + - Gaia Education

M0.7 - Regenerative Development

Course Title (Unit Skill)	Module
Regenerative Development	Module Introduction to Ecoprise Model and Course

Week Nº (Teaching period)	Course Code	Lecturer
Week 1	M0.7	

Number Hours/Week	Language	Home Work (hours)	Assessment (hours)
10	English		0
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
10	0	0	10
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

no prerequisites

Skill - *What skill students will develop*

Green skills, critical thinking, systems thinking

Knowledge/Skill - *What knowledge students will develop*

General understanding of the concept and core principles of regenerative development

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students will understand regenerative territorial development, its principles and dimensions, adopt an ecosystemic perspective, and apply the theory to real-life cases. Students that successfully attend the course will be able to: - understand the concept of regenerative territorial development - understand the four dimensions and main principles of regenerative territorial development - gain an ecosystemic view of regenerative territorial development processes - contextualise real-life cases of RD initiatives within the theoretic framework

Content ("Skill" Unit Syllabus Outline)

This course is focused on providing basic knowledge and expertise on regenerative development in rural and urban areas. Students will be introduced to the four dimensions of RD – environmental, social, economic and cultural and their interconnections outlining the principles, approaches, and processes that enable the revitalization and activation of territories with underused potential. The introduction of regenerative development will provide the students with an ecosystemic view on the sustainable territorial development and enable them to contextualize existing and potential cases.
The course contents are described below:
1. Introduction to Regenerative Territorial Development
- Introduction to the concept of regenerative development in rural and urban settings
- Introduction to the four dimensions and main principles of Regenerative Development
- Regenerative development and policies: examples of international/national/municipal policies of regenerative development in the EU
2. The four dimensions of Regenerative Development: an in-depth overview
- Environmental Regeneration
- Social Regeneration
- Cultural regeneration
- Economic regeneration
3. Ethics considerations in Regenerative development
- Balancing human needs with ecosystem health
- Addressing equity and social justice in regenerative projects
- Responsible innovation and precautionary principles.
- Ethical implications of biotechnology and genetic engineering in regeneration.
4. Regenerative Development of a territory: ecosystemic view
- Territorial regeneration as a multi-stakeholder process
- Natural environment as a stakeholder
- The roles and responsibilities of public administration
- Community activation and participation
- Key stages and context-based variables
- Sustainability of RD processes
5. Social innovation for regenerative development
- Social innovation as a driver for RD
- Innovative governance models
- Examples of initiatives driven by social innovation in territorial development.
6. Cultural Identity and Heritage in Regeneration
- The role of local cultural identity and heritage in regeneration processes.
- Strategies for integrating traditional knowledge with innovative practices.

7. Climate Resilience in Regenerative Development
- Strategies for addressing climate change impacts in regeneration processes.
- Nature-based solutions and ecosystem services for increasing climate resilience.

8. The role of technology in Regenerative Development
- The role of VR, AI and machine learning, and data analytics for monitoring and optimization
- Smart systems for resource management
- Digital platforms (e.g., community engagement platforms) for collaboration and knowledge sharing
- The role of GIS mapping, the Internet of Things, 3D printing, and remote sensing in supporting regenerative practices.

9. Measurement and evaluation in Regenerative Development
- KPIs for Regenerative Development
- Methods for assessing environmental, sociocultural, and economic impacts.
- Tools and frameworks for holistic evaluation
- Challenges in measuring long-term regenerative outcomes.

10. Conclusion

Objectives and Competences

The primary objective of this course is to provide a comprehensive overview of the concept, core elements, and principles of regenerative territorial development, including its four key dimensions: environmental, social, economic, and cultural. It will also feature real-world examples of successful initiatives, policies, and strategies in the field, showcasing their relevance to diverse geographic and territorial contexts. By engaging with this module, participants will gain the knowledge and skills needed to adopt a critical and systemic perspective on regenerative development and to apply this knowledge when engaging with sustainable development of specific geographic territories while addressing challenges such as climate resilience, social equity, and cultural heritage preservation.

Learning and Teaching Methods

This course will be provided using a web environment, divided into lectures encompassing theoretical material and basic problem-solving exercises to consolidate and apply the various concepts. Homework will be facilitated with the use of specific exercises solving and/or mini-projects

Assessment

The proposed grading system seems reasonable: 30% of the final grade would come from homework and 70% from the final exam. This weighting ensures that students engage consistently throughout the course while placing significant weight upon their overall understanding demonstrated in the final exam.
The grading scale would have to be uniform. Three options arise here: 1. Grading on 10 (based on a previous grading out of 100); 2. grading directly on 100% 3. grading on 20.
A suggestion for the final exam:

1. Multiple Choice Questions (20%) --> Testing knowledge of fundamental concepts and principles
2. Short Answer Questions (30%) --> Assessing a deeper understanding of regenerative development theories and practices
3. Case Study Analysis (30%) --> Applying regenerative development principles to a real-world scenario
4. Essay Question (20%) --> Demonstrating critical thinking and synthesis of course material

The duration of the exam can be somewhat between 1h30 and 2h00

Activities

-. 1 international or 1 national/municipal RD policy case study
- Case study of a regenerated rural or urban space: A design-thinking exercise where students ideate a regeneration proposal for a chosen territory, integrating the four RD dimensions. Include a module-long project where students design a regenerative development plan for a real or hypothetical location, applying concepts learned in each module.

Mandatory Literature and Educational Resources

- (journal article) Ahern, J. (2011). "From Fail-Safe to Safe-to-Fail: Sustainability and Resilience in the New Urban World." Landscape and Urban Planning, 100(4), 341-343, University of Massachusetts.https://www.researchgate.net/publication/222818370_From_fail-safe_to_safe-to-fail_Sustainability_and_resilience_in_the_new_urban_world
- (book) Fullerton, J. (2015). Regenerative capitalism: How universal principles and patterns will shape our new economy. Capital Institute.
https://capitalinstitute.org/wp-content/uploads/2015/04/2015-Regenerative-Capitalism-4-20-15-final.pdf
- (article) Gibbons, L. V., Cloutier, S. A., Coseo, P. J., & Barakat, A. (2018). Regenerative development as an integrative paradigm and methodology for landscape sustainability. Sustainability, 10(6), 1910.
https://www.scopus.com/record/display.uri?eid=2-s2.0-85048148338&origin=inward&txGid=579b1eaa2194df41fa61cea774eefa12

-(book) Hawken, P. (Ed.). (2017). Drawdown: The most comprehensive plan ever proposed to reverse global warming. Penguin. https://www.amazon.com/Drawdown-Comprehensive-Proposed-Reverse-Warming/dp/0143130447
- (journal article) Holling, C. S. (2001). "Understanding the Complexity of Economic, Ecological, and Social Systems." Ecosystems, 4(5), 390-405. https://www.jstor.org/stable/3658800
- (book) Mang, P., & Haggard, B. (2016). Regenerative Development and Design: A Framework for Evolving Sustainability. Wiley. https://www.wiley.com/en-us/Regenerative+Development+and+Design%3A+A+Framework+for+Evolving+Sustainability-p-9781119149699
- (book) Sanford, C. (2017). The regenerative business: Redesign work, cultivate the human potential, and achieve extraordinary outcomes. Nicholas Brealey Publishing. https://www.goodreads.com/book/show/35010110-the-regenerative-business
- (book) Wahl, D. C. (2016), Designing Regenerative Cultures. https://www.everand.com/book/370656645/Designing-Regenerative-Cultures?utm_medium=cpc&utm_source=google_pmax&utm_campaign=Everand_Google_Performance-Max_NB_RoW&utm_term=&utm_device=c&gad_source=5&gclid=EAIaIQobChMIjIqx1ve9iwMV-GNBAh2f7QmpEAAYASAAEgKkBvD_BwE

Secondary and Complementary Educational Resources

- (Video) Regenesis Group. (2018). Introduction to regenerative practice. Vimeo. https://vimeo.com/932269982
- (Video) Lerner, J. (2020). The future of cities: Regenerative urbanism Video. TED. https://www.ted.com/talks/jaime_lerner_the_future_of_cities
- (Video) Kiss the Ground. (2017). Regenerative agriculture: A solution to climate change Video. YouTube. https://www.youtube.com/watch?v=K3-V1j-zMZw

M0.8 - Circular Economy

Course Title (Unit Skill)	Module
Circular Economy	Module Introduction to Ecoprise Model and Course

Week Nº (Teaching period)	Course Code	Lecturer	
Week 1	M0.8	-	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
1 hour	English	-	-
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
1 hour	-	-	1 hour
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

-

Skill - *What skill students will develop*

Circular Economy

Knowledge/Skill - *What knowledge students will develop*

Basic understanding of circular economy principles
Awareness of how circular economy contributes to sustainability

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students that successfully attend the course will be able to:

- understand what circular economy is and how it differs from the traditional linear economy
- recognize the benefits of circular economy for businesses and the environment
- identify basic strategies used to reduce waste and increase resource efficiency

Content ("Skill" Unit Syllabus Outline)

This sub-unit introduces learners to the concept of circular economy and its role in promoting sustainability.

The course contents are described below:
1. Introduction to Circular Economy
Definition and basic principles
How it differs from the linear "take-make-waste" economy

2. Importance of Circular Economy
Benefits for the environment and businesses.
The role of circular economy in reducing waste and pollution.
3. Circular Economy Business Models
How businesses and individuals can adopt circular economy principles.
4. Circular Economy in Action
Case studies of companies using circular economy strategies (e.g., recycling, product redesign, zero-waste packaging)

Objectives and Competences

The objective of this unit is to provide a basic understanding of circular economy and its significance. Learners will develop a general awareness of how sustainable practices can replace wasteful economic models.

Learning and Teaching Methods

Self-paced reading materials

Assessment

-

Activities

-

Mandatory Literature and Educational Resources

Geissdoerfer, M., Pieroni, M. P. P., Pigosso, D. C. A., & Soufani, K. (2020). Circular business models: A review. Journal of Cleaner Production, 277, 123741 https://doi.org/10.1016/j.jclepro.2020.123741
Salvador, R., Barros, M. V., Freire, F., Halog, A., Piekarski, C. M., & De Francisco, A. C. (2021). Circular economy strategies on business modelling: Identifying the greatest influences. Journal of Cleaner Production, 299, 126918. https://doi.org/10.1016/j.jclepro.2021.126918

Secondary and Complementary Educational Resources

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M0.9 - Regenerative Business Model

Course Title (Unit Skill)		Module	
Regenerative Business Model		Module Introduction to Ecoprise Model and Course	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 1	M0.9	GrantXpert Consulting LTD	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
1	English	0	0
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
1	0	0	1
ECTS Credits	**Observations/Notes**		
-	-		

Prerequisites

N/A

Skill - *What skill students will develop*

Regenerative Business Model

Knowledge/Skill - *What knowledge students will develop*

Gain a foundational understanding of the regenerative business model

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

By the end of the course, participants will be able to explain the key principles of the regenerative business model and apply basic concepts to identify or propose regenerative practices in real-world business scenarios.

Content ("Skill" Unit Syllabus Outline)

1. Understanding Business Models and Sustainability
- Define what a business model is and its purpose.
- Contrast traditional, sustainable, and regenerative business models.
- Brief examples of each to highlight key differences.

2. Core Principles of Regenerative Business - Explore the foundational principles: restoring ecosystems, promoting circularity, and fostering social equity. - Discuss how regeneration differs from simply reducing harm. **3. Key Practices in Regenerative Business** - Regenerative agriculture, circular economy, and renewable energy adoption. - Case studies of companies practising regenerative methods (e.g., Patagonia, Interface). **4. Benefits and Challenges** - Economic, environmental, and social benefits of adopting a regenerative approach. - Challenges businesses may face, such as initial costs, market understanding, and system integration.
Objectives and Competences
Understand the regenerative business model and its distinction from traditional and sustainable models. Analyse real-world applications of regenerative practices in businesses. Apply key regenerative principles to propose strategies for various industries. Identify benefits and challenges associated with adopting regenerative business practices.
Learning and Teaching Methods
Theory: Lecture
Assessment
N/A
Activities
N/A
Mandatory Literature and Educational Resources
Amsterdam University of Applied Sciences. (n.d.). Wakkee, I., & Drupsteen, L. Exploring regenerative business models. https://www.amsterdamuas.com/research/exploring-regenerative-business-models Stanford Economic Review. (n.d.). How regeneration is redefining business. https://stanfordeconomicreview.com/how-regeneration-is-redefining-business World Economic Forum. (n.d.). Let's talk about 'regenerative business' not sustainability. https://www.weforum.org/agenda/2023/06/regenerative-business-sustainability .
Secondary and Complementary Educational Resources
N/A

M0.10 - Ecopreneurship

Course Title (Unit Skill)		Module	
Ecopreneurship		Module Introduction to Ecoprise Model and Course	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 1	M0.10	-	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
1 hour	English	-	-
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
1 hour	-	-	1 hour
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites
-
Skill - *What skill students will develop*
Ecopreneurship
Knowledge/Skill - *What knowledge students will develop*
Understanding of ecopreneurship Basic knowledge of how business and sustainability can be combined Awareness of green business opportunities

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students that successfully attend the course will be able to:

- understand what an ecopreneur is and how they differ from regular entrepreneurs
- recognize how businesses can have a positive environmental impact
- learn about successful ecopreneurship examples from different industries

Content ("Skill" Unit Syllabus Outline)

This unit introduces learners to ecopreneurship, the concept of sustainable business, and how entrepreneurs can create environmentally friendly solutions.The course contents are described below:

1. Introduction to Ecopreneurship
Definition and key characteristics.
Difference between traditional entrepreneurship and ecopreneurship
2. Importance of Ecopreneurship
The role of green businesses in environmental sustainability.
How businesses can reduce carbon footprints and promote eco-friendly solutions.
3. Ways to Apply Ecopreneurship
Basic strategies for starting an eco-friendly business.
How consumers can support ecopreneurs and sustainable businesses.
4. Examples of Ecopreneurs and Green Businesses
How ecopreneurs innovate in industries like fashion, energy, and food.

Objectives and Competences

The objective of this unit is to introduce the idea of ecopreneurship and how businesses can contribute to sustainability. Learners will develop a broad understanding of green entrepreneurship and its benefits.

Learning and Teaching Methods

Self-paced reading materials

Assessment

-

Activities

-

Mandatory Literature and Educational Resources

Alawamleh, M., Mahadin, B., Nimer, L. & Marji, D., (2023). Ecopreneurship: a systematic review. International Journal of Process Management and Benchmarking. 13. 257. https://doi.org/10.1504/IJPMB.2023.128485
Awa, A., Pramestidewi, C., & Aziz, A. (2024, November 21). Comprehensive exploration of ecopreneurship principles for sustainable business practices. E3S Web of Conferences. EDP Sciences. https://doi.org/10.1051/e3sconf/202459306002

Secondary and Complementary Educational Resources

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M0.11 - Systemic Thinking and Design

Course Title (Unit Skill)		Module	
Systemic Thinking and Design		Module Introduction to Ecoprise Model and Course	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 1	M0.11		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
1	English		0
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
1	0	0	1
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

- Basic understanding of sustainability challenges and global-local interconnections
- Openness to holistic, reflective inquiry

Skill - What skill students will develop (See Syllabus Structure or Skillset)

Identify complex systems in natural and human environments

Knowledge/Skill - What knowledge students will develop (See Syllabus Structure or Skillset)

Knowledge: introductory knowledge on core systems concepts (feedback loops, emergence, boundaries, mental models, world-system theory)
Skills: leverage-point identification, causal loop diagramming, adaptive learning and systemic intervention design; all part of systemic thinking as the main skill

Intended Learning Outcomes - What students will have to do to achieve the learning objectives (see LO's in Syllabus Structure or Skillset)

Students that successfully attend the course will be able to:
- Identify and explain key system-thinking concepts and their relevance to global crises
- Apply the Systemic Design Framework to propose interventions at leverage points
- Critically reflect on personal and collective mental models shaping problem framing
- Facilitate collaborative inquiry sessions to co-create systemic solutions

Content ("Skill" Unit Syllabus Outline)

1. Introduction & "Ode to the Forest" poem reflection
2. Why systems matter: from climate to inequality
3. Core Systems Concepts
4. World-system model (Wallerstein) & classification of core/periphery dynamics
5. From social to systemic entrepreneurship: case examples and leverage-point exercises
6. Systemic Design tools and Framework (Donella Meadows)

Objectives and Competences

By the end of the course, students will be able to identify ways of tackling complex challenges with a holistic, interventionist mindset; leveraging on an enhanced boundary and interdependence consciousness and sensitivity.

Learning and Teaching Methods

- Interactive lectures with real-world case studies
- Permaculture and nature inspired readings
- Audio-visual materials

Assessment - What will be assessed, the deliverables and the weighting to pass the course (unit-skill)

N.A

Activities

Discussion activity (peer discussions, guided debates)
Case studies (case study presentations, case study discussions)
Self-reflection

Mandatory Literature and Educational Resources

Attle, B. (2023). *Social intrapreneurship needs a systems-thinking upgrade*. World Economic Forum. Retrieved from https://www.weforum.org/stories/2023/06/social-intrapreneurship-needs-a-systems-thinking-upgrade/
Bushill, B. (2020). *Ode to the Forest* [Video]. YouTube. Retrieved from https://www.youtube.com/watch?v=MhPfCwyLYjk
Design Council. (n.d.). *Systemic design framework*. Retrieved from https://www.designcouncil.org.uk/our-resources/systemic-design-framework/
Gaia Education. (n.d.). *What is systems thinking?* Retrieved from https://www.gaiaeducation.org/blog/102189-what-is-systems-thinking

Secondary and Complementary Educational Resources

Meadows, D. H. (2008). *Thinking in systems: A primer*. Chelsea Green Publishing. Retrieved from https://research.fit.edu/media/site-specific/researchfitedu/coast-climate-adaptation-library/climate-communications/psychology-amp-behavior/Meadows-2008.-Thinking-in-Systems.pdf
Meadows, D. H. (n.d.). *System thinking resources*. The Donella Meadows Project – Academy for Systems Change. Retrieved from https://donellameadows.org/systems-thinking-resources/
Wallerstein, I. (2005). *World systems analysis: An introduction*. Duke University Press.

M0.12 - Critical & Exploratory Thinking

Course Title (Unit Skill)		Module	
Critical and Exploratory Thinking		Module Introduction to Ecoprise Model and Course	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 1	M0.12		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
1	English	0	0
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
1	0	0	1
ECTS Credits	**Observations/Notes**		
0			

Prerequisites

Open-mindedness, curiosity, and a readiness to question assumptions are essential.
Students should be willing to explore “what-if” scenarios and new information.
A general interest in social and environmental issues (e.g. SDGs) helps situate the unit. No specific technical background is needed, but familiarity with concepts like sustainability and inequality is beneficial.
Collaborative attitude

Skill - What skill students will develop (See Syllabus Structure or Skillset)

Critical Thinking: Evaluate information critically and make reasoned decisions
Problem Solving & Creative Thinking: Develop creative solutions to complex challenges

Knowledge/Skill - What knowledge students will develop (See Syllabus Structure or Skillset)

Knowledge: Techniques for gathering, analyzing, and evaluating data; Understanding common cognitive biases (e.g. confirmation bias, stereotyping) that affect judgment; Core concepts of systems theory and ecology – viewing social and environmental issues as interconnected systems; Decolonial Awareness

Intended Learning Outcomes - What students will have to do to achieve the learning objectives (see LO's in Syllabus Structure or Skillset)

Students that successfully attend the course will be able to:
- Apply Critical Analysis, evaluating information and arguments in real-world social-innovation contexts, identifying biases and assumptions.
- Generate Creative Solutions, using brainstorming and other ideation techniques to produce multiple, novel approaches to a social or ecological problem.
- Use Systems/Ecological Framing, incorporating an ecological-systems perspective when analyzing issues (e.g. mapping how human, economic, and environmental factors interrelate).

Content ("Skill" Unit Syllabus Outline)

1. Introduction to Critical and Exploratory Thinking
2. Core Critical & Exploratory Thinking Practices.
3. Perspective & Context: Ecological and Decolonial Thought

Objectives and Competences

By the end of the course, students will be able to think deeply and flexibly about social problems, to build disciplined analysis skills and creative confidence to innovate responsibly and to hold a holistic worldview that values justice and ecological sustainability.

Learning and Teaching Methods

- Interactive lectures with real-world case studies
- Decolonial and Environmental inspired readings
- Audio-visual materials

Assessment - What will be assessed, the deliverables and the weighting to pass the course (unit-skill)

N.A

Activities

Discussion activity (peer discussions, guided debates)
Case studies (case study presentations, case study discussions)
Self-reflection

Mandatory Literature and Educational Resources

Dunne, K., & Wilson, C. (2022, January 6). Social Entrepreneurs' Survival Skill no. 5: Critical Thinking. Pioneers Post. Retrieved from https://www.pioneerspost.com/business-school/20220106/survival-skill-no-5-critical-thinking
Perry, E. S., & Duncan, A. C. (2017, April 27). Multiple Ways of Knowing: Expanding How We Know. Nonprofit Quarterly. Retrieved from https://nonprofitquarterly.org/multiple-ways-knowing-expanding-know/
Sustainability Directory. (n.d.). Ecological Systems Thinking. Retrieved from https://sustainability-directory.com/term/ecological-systems-thinking
Sustainability Directory. (2025, February 8). Decolonial Theory. Retrieved from https://lifestyle.sustainability-directory.com/term/decolonial-theory/

Secondary and Complementary Educational Resources

Scientific sources:
Morton, T. (2010). The Ecological Thought. Harvard University Press.
Ngũgĩ wa Thiong'o, 1938-. (1986). Decolonising the mind: the politics of language in African literature. London : Portsmouth, N.H. :J. Currey ; Heinemann,
Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. Decolonization: Indigeneity, Education & Society, 1(1), 1–40. Retrieved from https://clas.osu.edu/sites/clas.osu.edu/files/Tuck%20and%20Yang%202012%20Decolonization%20is%20not%20a%20metaphor.pdf
TED Talks and Videos:
4 Tips for Developing Critical Thinking Skills (Steve Pearlman, TEDxCapeMay). Retrieved from https://www.youtube.com/watch?v=Bry8J78Awq0
The Danger of a Single Story (Chimamanda Adichie) – on narrative and perspective. Retrieved from https://www.youtube.com/watch?v=D9Ihs241zeg
How Social Entrepreneurship Will Change the World (David Bornstein, TED) – context on social innovation. Retrieved from https://www.youtube.com/watch?v=KrQuGTvwl0s
We can only regenerate the land if we see our interconnectedness (Gareth Conlon, TEDx) – on ecological awareness. Retrieved from https://www.ted.com/talks/gareth_conlon_we_can_only_regenerate_the_land_if_we_see_our_interconnectedness
The Story That Shapes Your Relationship with Nature (Damon Gameau, TEDx) – on ecological narratives. Retrieved from https://www.youtube.com/watch?v=nYZSPUi-lgE
Books & Reports:
Kahneman, D. *Thinking, Fast and Slow* (2011) – for cognitive biases and decision-making.
Kelley, T. & Kelley, D. *Creative Confidence* (2013) – on unlocking creativity.
Smith, L. *Decolonizing Methodologies* (2nd ed., 2012) – on research and indigenous knowledge (optional extension).
Films & Documentaries:
Tomorrow (Demain) (2015) – French documentary on grassroots sustainable solutions.
The Story of Stuff (2010) – on consumerism and systems.
One Strange Rock (Netflix series) – highlights Earth's interconnected systems.
The Boy Who Harnessed the Wind (Netflix movie,2019), https://www.imdb.com/it/title/tt7533152/?ref_=rvi_tt

Module 1: The Technological & Network Dimension (Digital Skills)

Overview: A module dedicated to digital skills for better visibility and competitiveness of organisations, such as the online ecological market, digital marketing, video creation, communication, cooperation and networking. Development of digital skills as a recognition that they are essential in today's digital society covering information and data literacy, networking and collaboration, dissemination and safety.

This module on digital skills for sustainable entrepreneurs explores how digital content, tools, and technologies support sustainable entrepreneurship. It covers content creation, ethical marketing, data protection, and digital transformation, empowering entrepreneurs to engage audiences, protect data, and build efficient, responsible businesses.

Aim and objectives: The aim of this module is to equip sustainable entrepreneurs with the knowledge and practical skills needed to effectively use digital content, marketing strategies, data protection, and digital tools to grow their businesses responsibly. By integrating sustainability principles with digital innovation, entrepreneurs will learn how to create engaging content, leverage emerging technologies, manage data ethically, and build a long-term digital presence that aligns with environmental and social values. This module highlights the importance of authenticity, transparency, and community-building in the digital space, while promoting ethical data practices and operational efficiency through technology. The objective of this module is to allow learners to:

- Understand the role of digital content in promoting sustainability.
- Apply ethical digital marketing strategies for eco-conscious branding.
- Create engaging visual, audio, and written content using accessible tools.
- Optimise content for search engines and social media platforms.
- Use storytelling to communicate sustainability values effectively.
- Build and engage an online community around shared sustainable goals.
- Understand and apply data protection principles in business operations.
- Identify and use digital tools to improve business efficiency.
- Analyse digital performance and adjust strategies based on data.
- Explore future digital trends relevant to sustainability.

Target-audience: This module is designed for aspiring and early-stage sustainable entrepreneurs, small business owners, and freelancers who are committed to environmental and social responsibility. It is also suitable for marketing professionals, content creators, and NGO communicators working in or transitioning to the sustainability sector. Learners should have a basic understanding of digital tools and a strong interest in using digital strategies to promote sustainable values and practices.

Teaching-method: This module combines theory with practical examples, multimedia content, and case studies.

Assessment: Learners start with a short self-assessment to check prior knowledge. A final test at the end of the module will evaluate learners' learning outcomes. Upon passing this final test, participants will receive a certificate with microcredentials.

M1.1 - Digital Content Creation for Sustainable Entrepreneurs

Course Title (Unit Skill)	Module
Digital Content Creation for Sustainable Entrepreneurs	Module 1. The Digital Dimension Digital Skills

Week Nº (Teaching period)	Course Code	Lecturer	
2	M1.1		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
5h/week	English	0	0,5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
5	1	0	6
ECTS Credits	**Observations/Notes**		
1			

Prerequisites

Basic Understanding of Digital Marketing:
-Familiarity with core marketing concepts such as branding, target audience, and marketing channels.
-Awareness of digital platforms and tools, including social media (Instagram, Facebook, LinkedIn, etc.) and websites.
Basic Knowledge of Sustainability:
-A foundational understanding of sustainability, including environmental, social, and economic factors.
-Interest in promoting eco-friendly and socially responsible products and services.
Basic Technical Skills:
-Comfort with using digital tools and software, such as word processors, web browsers, and social media platforms.
-Basic experience with digital content creation tools (e.g., Canva for graphics or smartphone video recording).
Writing and Communication Skills:
-Basic writing skills for creating text-based content such as blog posts, social media captions, etc.
-Ability to convey messages clearly and effectively to an online audience.
Familiarity with Social Media:
-Basic experience using social media platforms for personal or professional purposes, and an understanding of how these platforms work (posting, commenting, liking, etc.).
-Awareness of the role social media plays in promoting content and engaging with an audience.
Interest in Content Creation:
-A willingness to engage in creative tasks such as video creation, graphic design, or podcasting, with an interest in learning new techniques and tools.
Analytical Thinking:
-Some understanding of performance metrics, such as views, clicks, likes, shares, and audience engagement, to be able to evaluate content performance.

Skill - *What skill students will develop*

- Digital Content Creation Skills.
- Storytelling and Communication Skills.
- Marketing and Strategy Skills.
- Technical and Creative Skills.
- Engagement and Community Building Skills.
- Data and Analytics Skills.
- Ethical Marketing and Green Marketing Skills.
- Adaptability and Creativity.
- Sustainable Entrepreneurial Mindset and Innovation.

Knowledge/Skill - *What knowledge students will develop*

- Understanding of digital content types and their role in sustainable marketing.
- Knowledge of ethical and sustainable digital marketing principles.
- Awareness of greenwashing and how to avoid it in communication.
- Understanding of storytelling techniques for promoting sustainability.
- Basic principles of SEO and content optimisation.
- Knowledge of data protection regulations (e.g. GDPR) and ethical data use.
- Awareness of key performance indicators (KPIs) and analytics tools.
- Understanding of digital tools for content creation, collaboration, and business efficiency.

- Insight into emerging technologies (e.g. AI, AR, IoT) and their impact on sustainable business.
- Knowledge of responsible advertising and strategic partnerships in sustainability.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students that successfully attend the course will be able to:
- Create and manage high-quality digital content aligned with sustainability values.
- Apply ethical and effective digital marketing strategies.
- Use storytelling to communicate the mission and impact of a sustainable business.
- Produce basic visual and audio content using accessible tools.
- Optimise digital content for SEO and social media platforms.
- Develop and implement a long-term content strategy.
- Engage online communities and encourage user-generated content.
- Use digital tools to enhance business efficiency and collaboration.
- Understand and apply data protection principles and regulations.
- Monitor and evaluate digital performance using analytics and KPIs.

Content ("Skill" Unit Syllabus Outline)

This unit focuses on empowering sustainable entrepreneurs with the knowledge and skills needed to create impactful digital content that promotes eco-friendly products and values. It covers the essentials of digital content creation, including visual media, storytelling, SEO, and social media marketing, while emphasizing ethical practices such as avoiding greenwashing. The course also explores strategies for engaging communities, producing audio content like podcasts, and measuring performance through analytics. Additionally, it teaches how to integrate sustainability into long-term content strategies, ensuring that digital marketing efforts remain consistent, authentic, and aligned with environmental and social responsibility goals. By the end of this unit, the learners should have a solid understanding of how to create effective digital content that communicates their business's sustainability values. They will be able to use affordable tools and targeted marketing strategies to build a strong, authentic, and engaging online presence while raising awareness about sustainability.

The unit contents are described below:

1. Introduction to Digital Content Creation.
2. Fundamentals of Sustainable Digital Marketing.
3. Creating Visual Content (Videos, Images, and Graphics).
4. Storytelling for Sustainable Entrepreneurs.
5. Content Optimisation for Distribution.
6. Audio Content Creation (Podcasting and Audio Marketing).
7. Engagement Strategies and Community Building.
8. Measuring and Analysing Performance.
9. Sustainability and Social Responsibility in Advertising.
10. Long-Term Content Planning.

Objectives and Competences

The objective of the Digital Content Creation for Sustainable Entrepreneurs unit is to equip learners with the knowledge and practical skills needed to create, promote, and optimise digital content that effectively communicates sustainability values and engages target audiences. Throughout this unit, learners will acquire competencies in producing high-quality multimedia content (including videos, graphics, and social media posts), applying digital marketing strategies to build a sustainable brand, optimising content for SEO, engaging audiences through storytelling, and using analytics tools to assess campaign performance. Additionally, they will develop a deep understanding of ethical marketing practices, ensuring authenticity and transparency in promoting sustainability efforts and avoiding greenwashing.

Learning and Teaching Methods

The unit combines theory with practical examples, multimedia content, and case studies.

Assessment

Learners will self-assess their knowledge and competence before starting the module and will test their achievements through a quiz (multiple choice questions) at the end of the module. Upon passing this final test (70% of correct answers), learners will be able to receive the certificate with 1 ECTS.

Activities

This unit includes presentations, teaching videos, TED talks, podcasts.

Mandatory Literature and Educational Resources

-Frost, A. (2022, September 15). Google Analytics: what It Costs, When To Use, How to Set Up. Hubspot. https://blog.hubspot.com/marketing/google-analytics.
-Pandya, S. (2017e, August 25). How to Create a Basic Google Analytics Custom Report. Hubspot. https://blog.hubspot.com/marketing/create-google-analytics-custom-report-ht.
-Baker, K. (2023, May 31). Social Media Analytics: The 8 Report Types, Top Tools & Tracking Tips. Hubspot. https://blog.hubspot.com/marketing/social-media-analytics .
-Mirman, E. (2022, September 5). 9 SMART Social Media Marketing Goals For You to Set in 2024. Hubspot. https://blog.hubspot.com/blog/tabid/6307/bid/10595/how-to-set-social-media-marketing-goals.aspx.
-Rezaee, Z. (2024). The Sustainable Business Blueprint: Planning, Performance, Risk, Reporting, and Assurance. Taylor & Francis.
-Krause, H. U., & Arora, D. (2019). Key performance indicators for sustainable management: a compendium based on the “balanced scorecard approach”. Walter de Gruyter GmbH & Co KG.
-GHAHREMANI-NAHR, Javid; NOZARI, Hamed. A survey for investigating key performance indicators in digital marketing. International journal of Innovation in Marketing Elements, 2021, 1.1: 1-6.
-Mahboub, H., Sadok, H., Chehri, A., & Saadane, R. (2023). Measuring the digital transformation: a key performance indicators literature review. Procedia Computer Science, 225, 4570-4579.
-Pihlajarinne, T., Vesala, J., & Honkkila, O. (Eds.). (2019). Online Distribution of Content in the EU. Edward Elgar Publishing.
-De Braux, P. (2021, July 30). How to Leverage User-Generated Content in Your Marketing Strategy. Hubspot. https://blog.hubspot.com/marketing/how-to-leverage-user-generated-conten t.
-Zhuang, W., Zeng, Q., Zhang, Y., Lin, D., & Fan, W. (2024). What makes UGC more popular on social media platforms? Insights from information adoption theory. Behaviour and Information Technology, 1–18. https://doi.org/10.1080/0144929x.2024.2361835 .
-Santiago, E. (2025, February 12). Community Management vs Social Media Management: What’s the Difference? Hubspot. https://blog.hubspot.com/marketing/community-management-vs-social-media-management .
-Atallah, A. (2024, November 20). Council Post: How Augmented Reality is redefining consumer expectations across industries. Forbes. https://www.forbes.com/councils/forbestechcouncil/2024/11/20/how-augmented-reality-is-redefining-consumer-expectations-across-industries/
-Browning, L. M. (2025, February 12). A Data-Backed Guide to Newsletter Content Strategy: 17 Formats & Topics Driving ROI for Hundreds of Newsletter Creators. Hubspot. https://blog.hubspot.com/marketing/newsletter-content-strategy.
-Gregori, P., & Holzmann, P. (2020). Digital sustainable entrepreneurship: A business model perspective on embedding digital technologies for social and environmental value creation. Journal of cleaner production, 272, 122817.
-Frick, T. (2016). Designing for sustainability: a guide to building greener digital products and services. " O'Reilly Media, Inc.".
-How Augmented Reality Can — and Can’t — Help Your Brand. (2022, March 29). Harvard Business Review. https://hbr.org/2022/03/how-augmented-reality-can-and-cant-help-your-brand .
-Erdmann, A., Arilla, R., & Ponzoa, J. M. (2022). Search engine optimization: The long-term strategy of keyword choice. Journal of Business Research, 144, 650-662.
-Enge, E., Spencer, S., Stricchiola, J., & Fishkin, R. (2012). The art of SEO. " O'Reilly Media, Inc.“
-Iiad. (2024, February 28). Graphic Design 101: A Complete Guide to Design 101 | IIAD. IIAD. https://www.iiad.edu.in/the-circle/graphic-design-101/
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-Lloveras, J., Marshall, A. P., Vandeventer, J. S., & Pansera, M. (2022). Sustainability marketing beyond sustainable development: towards a degrowth agenda. Journal of Marketing Management, 38(17-18), 2055-2077.
-Golob, U., Podnar, K., & Zabkar, V. (2023). Sustainability communication. International journal of advertising, 42(1), 42-51.
-Ottman, J. (2017). The new rules of green marketing: Strategies, tools, and inspiration for sustainable branding. Routledge.
-Thudium, M. (2025, January 29). Cleaning up your digital house: Sustainable content marketing. Content for Good & Co. https://contentforgood.co/sustainable-content-marketing-clean-up-your-digital-house/
-Broglia, A. (2024, December 24). Green marketing: the definitive guide to properly communicate your sustainable commitment. up2you. https://www.u2y.io/en/blog/green-marketing-vs-greenwashing-cosa-devono-sapere-le-aziende
-El-Desouky, D. F. (2020). Visual storytelling in advertising: a study of visual storytelling as a marketing approach for creating effective ads. International Journal of Humanities Social Sciences and Education (IJHSSE), 7(10), 118-127.
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-Rachmad, Y. E. (2024). Digital Marketing Theories: From Gimmicks to Loyalty. PT. Sonpedia Publishing Indonesia.
-Margetts, S. (2020). How Too Good To Go is Fighting Food Waste with the Power of Technology and Community. TechCrunch. Retrieved from https://techcrunch.com/2020/06/11/too-good-to-go/

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-Santiago, E. (2024, January 25). How to Create Great Content: Tips from a Content Marketer. Hubspot. https://blog.hubspot.com/marketing/content-creation
-Hanlon, A. (2024, December 11). The AIDA model and how to apply it in the real world - examples and tips. Smart Insights. https://www.smartinsights.com/traffic-building-strategy/offer-and-message-development/aida-model/
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-Miller, D. (2025). Building a StoryBrand 2.0: Clarify Your Message So Customers Will Listen. HarperCollins Leadership
-Pulizzi, J., & Piper, B. W. (n.d.). Epic Content Marketing, Second Edition: Break through the Clutter with a Different Story, Get the Most Out of Your Content, and Build a Community in Web3, 2nd Edition. O'Reilly Online Learning. https://www.oreilly.com/library/view/epic-content-marketing/9781264775491/

Secondary and Complementary Educational Resources

- Content Inc with Joe Pulizzi. (n.d.). Content Inc With Joe Pulizzi. https://www.contentinc.io/
- Matilla, A. (2021, December 14). How ethical and regenerative are we online? GEN Europe. https://gen-europe.org/how-ethical-and-regenerative-are-we-online/.
- Rossini, E. (2025, March 7). PeerTube: the Fediverse's decentralized video platform (part 1: first impressions). Elena Rossini. https://blog.elenarossini.com/peertube-the-fediverses-decentralized-video-platform-part-1-first-impressions/.
- Digital Marketing Podcast - Amy Porterfield | Online Marketing Expert. (2024, December 26). Amy Porterfield | Online Marketing Expert. https://www.amyporterfield.com/digital-marketing-podcast/
- European alternatives to Google Analytics | European Alternatives. (n.d.). European Alternatives. https://european-alternatives.eu/alternative-to/google-analytics.
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- Traffic, B. (n.d.). Podcast. https://www.braintraffic.com/podcast
- Mejtoft, T., Hedlund, J., Cripps, H., Söderström, U., & Norberg, O. (2021). Designing call to action: users' perception of different characteristics.
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- HubSpot Marketing. (2021a, April 26). The Product Strategy that Fueled Canva's Success [Video]. YouTube. https://www.youtube.com/watch?v=CsyR5EHXYQE.
- How to check an image's copyright? 5 ways to do it | PIXSY. (n.d.). https://www.pixsy.com/image-theft/verify-image-source-copyright-owner.

M1.2 - Safety & Data Protection

Course Title (Unit Skill)	Module
Safety & Data Protection	Module 1. The Digital Dimension | Digital Skills

Week Nº (Teaching period)	Course Code	Lecturer	
2	M1.2		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
5h/week	English	0	0,5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
4,5	0,5	0,5h	4,5h
ECTS Credits	**Observations/Notes**		
1			

Prerequisites

1. Basic Understanding of Business Operations.
2. Basic Knowledge of Information Technology (IT) and Digital Tools.
3. Introduction to Legal and Regulatory Frameworks.
4. Knowledge of Business Risks and Compliance.
5. Risk management understanding.
6. Analytical and Critical Thinking Skills.
7. Familiarity with Data.
8. Basic Knowledge of Privacy and Consumer Rights.

Skill - *What skill students will develop*

1. Data Protection Compliance Knowledge
2. Data Risk Management
3. Privacy and Security Measures Implementation
4. Data Handling and Governance
5. Consent Management and Transparency
6. Stakeholder Communication and Reporting
7. Cybersecurity Awareness
8. Ethical Data Usage and Sustainability Alignment
9. Continuous Improvement and Auditing
10. Technology Adoption for Data Protection
11. Leadership and Strategic Decision Making

Knowledge/Skill - *What knowledge students will develop*

1.Understanding of Data Protection Regulations
-Global data protection laws: in-depth knowledge of major data protection laws and regulations, such as the General -Data Protection Regulation (GDPR). Learners will learn about the scope of these regulations, their geographical reach, and how they affect businesses globally.
-Key principles of data protection: an understanding of core principles such as data minimization, purpose limitation, accuracy, storage limitation, integrity and confidentiality, and accountability.
-Regulatory obligations: knowledge of legal requirements businesses must meet, including data subject rights (e.g., access, rectification, erasure), consent management, and notification of breaches.
2. Proficiency in Data Privacy and Security Concepts
-Data types and sensitivity: knowledge of different types of data (e.g., personal data, sensitive personal data, business data) and how they should be handled differently depending on their sensitivity.
-Data security measures: awareness of common data security practices, such as encryption, firewalls, access control, and secure storage to protect against unauthorized access and data breaches.
-Risk management: understanding how to identify, assess, and mitigate data protection risks and potential threats, such as cyberattacks, data breaches, and internal mishandling.
3. Understanding of Privacy by Design and Default
-Privacy by design: knowledge of how to integrate privacy considerations into the design of products, services, and business processes from the beginning, rather than as an afterthought.
-Privacy by default: understanding how to ensure that personal data is protected by default in business operations (e.g., minimizing data collection, ensuring data is anonymized when possible).
4. Knowledge of Consent and Transparency
-Obtaining valid consent: understanding the requirements for obtaining informed consent from individuals for data collection and processing, including when it is needed and how it should be documented.
-Transparency requirements: knowledge of how to create clear and accessible privacy policies, terms of service, and data processing agreements that inform individuals about their rights and how their data will be used.
5. Understanding of Legal Responsibilities and Compliance
-Data protection officer (DPO) role: understanding the role and responsibilities of a Data Protection Officer or equivalent, especially in larger organizations that process large amounts of personal data.
-Compliance frameworks: knowledge of how to build and maintain a compliance framework to meet legal obligations and industry standards related to data protection.
-Penalties and enforcement: awareness of the penalties and legal actions businesses can face for failing to comply with data protection regulations (e.g., fines, reputational damage, class-action lawsuits).
6. proficiency in Incident Response and Breach Notification
-Data breach protocols: knowledge of how to develop and implement a data breach response plan, including the steps to take if a breach occurs, how to investigate and mitigate it, and how to notify affected individuals and authorities.
-Timely reporting: understanding the importance of notifying relevant authorities (e.g., supervisory authorities) within 72 hours of a breach, as required by regulations like GDPR.

7. Knowledge of Ethical Data Practices and Corporate Social Responsibility (CSR)
-Ethical use of data: understanding the ethical implications of data use in business, particularly in relation to consumer privacy, fairness, and transparency.
-Sustainable data practices: knowledge of how to implement sustainable data practices that align with broader corporate social responsibility goals, ensuring that data collection, use, and disposal are ethical and environmentally conscious.
8. Competence in Audit and Continuous Improvement
-Auditing data protection practices: knowledge of how to perform regular audits of data protection processes to ensure compliance and identify areas for improvement.
-Monitoring and reporting: understanding how to monitor data protection practices continuously, track performance, and report on compliance with data protection regulations and policies.
9. Knowledge in Data Protection Technologies and Tools
-Security technologies: familiarity with common technologies and tools used for data protection, such as encryption software, secure cloud storage, access control solutions, and data loss prevention (DLP) tools.
-Emerging technologies and privacy: awareness of the potential impacts of emerging technologies (e.g., artificial intelligence, blockchain, IoT) on data protection and privacy.
10. Consumer Rights and Data Ownership
-Data subject rights: knowledge of the rights individuals have over their personal data, including the right to access, correct, delete, and restrict processing of their data.
-Data portability: understanding the concept of data portability, which allows individuals to request and move their data from one provider to another.
11. Data Governance Frameworks
-Data management best practices: knowledge of best practices in data governance, including how to define data ownership, classify data, ensure data accuracy, and enforce data policies.
-Data retention and disposal: understanding proper procedures for data retention, ensuring data is kept only as long as necessary, and implementing proper data disposal methods when data is no longer needed.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students that successfully attend the course will be able to:

-Understand data protection regulations and their importance.
-Identify Key Principles of Data Protection and Privacy.
-Apply data Protection Best Practices to Business Operations.
-Ensure Compliance with Data Protection Regulations in Their Business.
-Understand the Role of Consent and Data Subject Rights.
-Develop Incident Response and Data Breach Notification Plans.
-Promote Ethical Data Practices in Business.
-Assess the Impact of Emerging Technologies on Data Protection.
-Integrate Data Protection into Business Strategy for Sustainability.
-Monitor and Audit Data Protection Practices.
-Communicate data protection policies clearly to stakeholders.
-Use appropriate technologies to enhance data protection and security.

Content ("Skill" Unit Syllabus Outline)

This unit is focused on equipping sustainable entrepreneurs with the knowledge and skills necessary to navigate data protection regulations, implement robust data security practices, and ensure compliance with privacy laws such as GDPR and CCPA. It covers key topics such as the ethical use of data, consent management, data breach response, and the integration of data protection into business strategies. The course emphasizes the importance of safeguarding sensitive information while promoting transparency, accountability, and sustainability, enabling entrepreneurs to protect their customers' privacy, build trust, and support long-term business success.

The unit contents are described below:

1. Introduction to Data Protection and Its Importance
- The role of data protection in a sustainable business model.
- Key concepts: privacy, confidentiality, integrity, availability.
- Why data protection is crucial for building trust with customers and partners.

2. Understanding Data Protection Regulations
- Overview of global data protection laws.
- Differences between regulations and their geographic reach.
- Key requirements and principles of data protection regulations (e.g., consent, data minimization, transparency).
- Penalties for non-compliance and consequences for businesses.
- Rights of data subjects under major data protection laws (e.g., right to access, rectification, erasure, data portability).

3. Types of Data and Data Security Risks
- Types of data businesses handle: personal data, sensitive data, financial data, etc.
- Common security risks (e.g., data breaches, phishing attacks, cyber threats).
- The impact of data breaches on sustainability and reputation.

4. Data Collection and Management Best Practices
- Best practices for collecting, storing, and processing data securely.
- How to anonymize or pseudonymize data to ensure privacy.
- Data lifecycle management: when and how to delete or archive data.

5. Privacy by Design and by Default
- Integrating privacy into the design of products and services from the start.
- How to ensure data protection is part of every business process.
- Benefits of adopting "Privacy by Design" for a sustainable business.

6. User Consent and Transparency
- Understanding the concept of user consent and how to obtain it.
- The importance of transparency in data collection and processing.
- Providing clear, concise privacy notices and terms of service.

7. Data Access Control and Authentication
- Strategies for controlling access to sensitive data (e.g., role-based access, password management).
- Multi-factor authentication and other security protocols.
- Securing physical and digital environments to protect data.
- Raising staff awareness and creating internal policies for data handling.

8. Incident Response and Breach Notification
- Steps to take in case of a data breach or security incident.
- How to notify customers and authorities per legal requirements.
- Creating and testing a data breach response plan.

9. Data Protection for Small and Medium-sized Enterprises (SMEs)
- Tailoring data protection strategies for smaller sustainable businesses.
- Cost-effective tools and solutions for data protection in SMEs.
- Challenges and solutions for managing data protection in a small business environment.

10. Data Protection and Sustainability
- How data protection aligns with sustainable business practices.
- Data protection as part of corporate social responsibility (CSR).
- Leveraging ethical data practices to build long-term sustainability.

11. Regular Audits and Monitoring
- How to regularly audit data protection practices.
- Tools and methods for continuous monitoring of data security.
- Importance of staying updated with evolving data protection regulations.

12. Case Studies and Real-World Examples
- Practical case studies of companies that have successfully implemented data protection strategies.
- Lessons from companies that faced data breaches or regulatory fines.
- Examples of businesses that have integrated sustainability and data protection.

13. Ethical Considerations in Data Usage
- Ethical implications of data usage in sustainable businesses.
- Balancing business needs with user privacy and trust.
- Responsible data sharing and partnerships.

14. Future Trends in Data Protection
- Emerging technologies and their impact on data protection (AI, blockchain, etc.).
- How businesses can future-proof their data protection strategies.
- Trends in global data protection laws and how they might evolve.
- Conducting Data Protection Impact Assessments (DPIAs).
- Role and responsibilities of a Data Protection Officer (DPO).

Objectives and Competences

The objectives of this module are to provide sustainable entrepreneurs with a comprehensive understanding of data protection regulations, privacy laws, and cybersecurity practices, while fostering the ability to apply these concepts in their business operations. Through this course, learners will acquire competences in ensuring compliance with data protection laws (such as GDPR), managing data security risks, implementing ethical data practices, and developing effective incident response plans. They will also gain skills in obtaining valid consent, managing data subject rights, and incorporating privacy by design into business strategies. Additionally, learners will be able to conduct regular audits, monitor data practices, and understand the impact of emerging technologies on data privacy. Ultimately, students will

be equipped to safeguard customer data, mitigate risks, and promote transparency and trust, while aligning data protection practices with broader sustainability and corporate responsibility goals.

Learning and Teaching Methods

The unit combines theory with practical examples, multimedia content, and case studies.

Assessment - *What will be assessed, the deliverables and the weighting to pass the course (unit-skill)*

Learners will self-assess their knowledge and competence before starting the module and will test their achievements through a quiz (multiple choice questions) at the end of the module. Upon passing this final test (70% of correct answers), learners will be able to receive the certificate with 1 ECTS.

Activities

This unit includes presentations, teaching videos, podcasts, extra readings.

Mandatory Literature and Educational Resources

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- Lindemulder, G. (2024, 20 agosto). What is role-based access control (RBAC)? IBM. https://www.ibm.com/think/topics/rbac

Secondary and Complementary Educational Resources

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- Yiu, A. (2020). Data privacy as a human right [Video]. TED Talks. https://www.ted.com/talks/anny_yiu_data_privacy_as_a_human_right_jan_2020

M1.3 - Digital Tools to Enhance Business Efficiency

Course Title (Unit Skill)	Module
Digital Tools to Enhance Business Efficiency	Module 1. The Digital Dimension | Digital Skills

Week Nº (Teaching period)	Course Code	Lecturer	
3	M1.3		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
5h/week	English	0	0,5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
4	1	0	5
ECTS Credits	**Observations/Notes**		
1			

Prerequisites

1. Basic Understanding of Business Operations.
2. Basic Digital Literacy.
3. Familiarity with Sustainability Concepts.
4. Exposure to Digital Communication and Collaboration Tools.
5. Entrepreneurial Mindset.
6. Basic Data Interpretation and Analytical Thinking.
7. Interest or Experience in E-commerce and Digital Sales.
8. Openness to Learning and Adopting New Technologies.

Skill - *What skill students will develop*

- Proficient Use of Digital Business Tools.
- Data-Driven Decision-Making and Analytics.
- Efficient Project and Team Management.
- Setup and Management of E-Commerce Platforms.
- Awareness of Digital Safety and Data Protection.
- Integration of Sustainability Principles into Digital Operations.
- Problem-Solving and Critical Thinking in Tech-Driven Contexts.

Knowledge/Skill - *What knowledge students will develop*

1.Understanding of Digital Tools for Business Operations
-Types of digital tools: knowledge of various digital tools available for different business functions, including project management, financial tracking, marketing, communication, e-commerce, and data analytics.
-Tool selection: understanding how to select and implement the right digital tools based on the specific needs of a business, especially a sustainable business.
2. Digital Transformation and Business Efficiency
-Digital transformation concepts: an understanding of the concept of digital transformation and how it reshapes traditional business models, making operations more efficient and scalable.
-Impact on business operations: insight into how digital tools can streamline business processes, reduce manual work, and increase overall efficiency, especially in the context of small and sustainable businesses.
3. Data-Driven Decision Making
-Data analytics tools: knowledge of various data analytics tools (e.g., Google Analytics, Power BI, Tableau) that help businesses collect, analyse, and interpret data to make informed decisions.
-Sustainability metrics: understanding how to measure and track sustainability-related data such as energy consumption, waste production, carbon footprints, and resource efficiency using digital tools.

4. E-Commerce and Online Sales Platforms
-E-Commerce systems: knowledge of how to set up and manage online stores using platforms like Shopify, WooCommerce, or Etsy, particularly with a focus on selling sustainable or ethically sourced products.
-E-Commerce marketing tools: understanding how to use digital tools to drive online sales through SEO, email marketing, and targeted ads, while emphasizing sustainable business practices.
5. Integration of Sustainability with Digital Tools
-Sustainability reporting: understanding how digital tools can help businesses monitor, track, and report on sustainability goals such as carbon reduction, waste management, and energy efficiency.
-Circular economy and resource management: knowledge of how digital tools can support circular economy principles by helping businesses manage product life cycles, recycling, and waste reduction.
6. Industry Trends and Emerging Technologies
-Emerging digital technologies: understanding of emerging technologies such as artificial intelligence (AI), machine learning, and blockchain, and how these can be applied to improve business efficiency, transparency, and sustainability.
-Future digital trends: insight into how the digital landscape is evolving, and how businesses can stay ahead by adopting new tools and technologies that align with sustainability goals.
7. Practical Application of Digital Tools
-Real-world examples: exposure to case studies and examples of businesses that have successfully integrated digital tools to improve efficiency and sustainability.
-Hands-on experience: knowledge of how to practically apply digital tools to solve real-world business challenges, with a focus on achieving both profitability and sustainability.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students that successfully attend the course will be able to:
- Identify and evaluate digital tools for various business needs.
- Integrate digital solutions to streamline operations.
- Leverage data for informed and sustainable decision making.
- Set up and manage e-commerce platforms effectively.
- Track and report on sustainability goals using digital tools.
- Apply emerging technologies such as AI, IoT, and blockchain.
- Solve business problems using digital solutions.
- Collaborate effectively through digital communication and project management platforms.
- Apply basic principles of data protection and digital safety.

Content ("Skill" Unit Syllabus Outline)

The primary focus of this unit is to equip learners with the knowledge and practical skills to leverage digital tools for enhancing business efficiency, streamlining operations, improving sustainability efforts, and staying competitive in the digital era. By the end of the course, participants will be able to confidently implement digital solutions to improve business management, support sustainability, and harness emerging technologies for long-term success.

The course contents are described below:

1. Introduction to Digital Tools for Business Efficiency.
- Overview of digital tools in modern business: Exploring how digital tools are transforming industries and enabling businesses to operate more efficiently.
- Importance of digital transformation for sustainable entrepreneurs: Understanding how adopting digital tools can help in reducing waste, improving resource management, and fostering sustainability.

2. Digital Tools for Business Operations and Management.
- Project management tools: Introduction to tools like Trello, Asana, and Monday.com for task management, project tracking, and collaboration.
- Document management and collaboration: Tools such as Google Workspace, Microsoft 365, and Dropbox for storing, sharing, and collaboratively editing documents.
- Cloud computing: How cloud-based solutions (e.g., Google Cloud, Microsoft Azure) can improve accessibility, scalability, and reduce the environmental footprint of physical infrastructure.

3. Data Management and Analytics Tools.
- Big data and analytics for business decisions: Overview of tools like Google Analytics, Power BI, and Tableau that help entrepreneurs collect, analyse, and visualise data for better decision-making.
- Data-driven sustainability: How digital tools can help monitor and improve environmental sustainability metrics, such as carbon footprints, energy use, and waste management.
- Customer Relationship Management (CRM) systems: Introduction to CRM tools like Salesforce, HubSpot, or Zoho for managing customer interactions, sales, and support to enhance customer loyalty and service efficiency.

4. E-Commerce Platforms and Digital Sales Tools.
- E-commerce platforms for sustainable businesses: Introduction to platforms like Shopify, WooCommerce, or Etsy for creating online stores that highlight eco-friendly or ethical products.
- Digital payment solutions: How to integrate payment gateways like PayPal, Stripe, and Square to facilitate seamless, secure transactions.
- Inventory management and supply chain optimization: Using digital tools like TradeGecko or ShipBob to streamline inventory and supply chain management, ensuring sustainability and reducing waste.

5. Digital Tools for Collaboration and Communication.
- Remote collaboration tools: Introduction to platforms such as Zoom, Microsoft Teams, and Google Meet to improve team communication and virtual collaboration.
- Virtual meetings and webinars: Using tools to conduct virtual meetings and webinars for engaging with clients, partners, and stakeholders on sustainability topics.
- Document sharing and real-time collaboration: How platforms like Google Docs and Confluence enable real-time collaboration on projects and ideas.

6. Sustainable Business Practices Enhanced by Digital Tools.
- Digital tools for sustainable product design: Using tools like Autodesk, EcoDesigner, or other design software to create sustainable products that are energy-efficient or use sustainable materials.
- Measuring and reporting on sustainability goals: Tools that help businesses track and report their sustainability metrics, such as carbon footprint calculators, energy usage dashboards, and sustainability reporting software (e.g., GRI, Eco-Act).
- Circular economy tools: Platforms that help businesses manage product lifecycle, waste reduction, and recycling efforts, promoting a circular economy.

7. Case Studies and Best Practices in Digital Transformation.
- Examples of sustainable businesses using digital tools: Real-world examples of businesses that have successfully integrated digital tools to enhance efficiency and sustainability.
- Lessons from industry leaders: Insights from businesses that have used digital technologies to achieve both financial success and environmental or social impact.

8. Emerging Trends in Digital Tools and Future Opportunities.
- Artificial Intelligence and Machine Learning in business: Exploring how AI and ML can improve business efficiency, data analysis, and decision-making.
- Blockchain technology for transparency: How blockchain can be used for supply chain transparency, ethical sourcing, and data security.
- The role of the Internet of Things (IoT) in sustainable business: How IoT can help businesses optimise energy use, reduce waste, and enhance operational efficiency.

9. Hands-On Learning and Practical Applications.
- Tool demonstrations and workshops: Hands-on sessions where students learn how to use key digital tools for project management, financial management, marketing, and supply chain optimisation.
- Practical exercises: Real-life exercises where students apply digital tools to a hypothetical or actual business case to improve efficiency and sustainability practices.

Objectives and Competences

The objective of this learning module is to equip learners with the knowledge and skills to leverage digital tools to enhance business efficiency and support sustainable practices. By the end of the module, learners will be able to identify, integrate, and effectively use a variety of digital tools across key business functions, such as project management, marketing, e-commerce, and data management. They will develop competencies in data-driven decision-making, automation of routine processes, and the application of digital solutions to drive sustainability. Additionally, learners will gain insight into emerging technologies and how they can be applied to improve both business performance and environmental impact.

Learning and Teaching Methods

The unit combines theory with practical examples, multimedia content, and case studies.

Assessment - What will be assessed, the deliverables and the weighting to pass the course (unit-skill)

Learners will self-assess their knowledge and competence before starting the module and will test their achievements through a quiz (multiple choice questions) at the end of the module. Upon passing this final test (70% of correct answers), learners will be able to receive the certificate with 1 ECTS.

Activities

This unit includes presentations, teaching videos, TED talks, podcasts.

Mandatory Literature and Educational Resources

- Arroyabe, M. F., Arranz, C. F., De Arroyabe, I. F., & de Arroyabe, J. C. F. (2024). Analyzing AI adoption in European SMEs: A study of digital capabilities, innovation, and external environment. Technology in Society, 79, 102733.
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Secondary and Complementary Educational Resources

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M1.4 - Technological Skills

Course Title (Unit Skill)		Module	
Technological skills		Module 1. The Digital Dimension | Digital Skills	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
3	M0.4		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
5h/week	English	0	0,5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
3,5	0,5	0	4
ECTS Credits	**Observations/Notes**		
1			

Prerequisites

- Basic understanding of sustainability and environmental issues.
- Foundational knowledge of entrepreneurship and business operations.
- Basic proficiency in digital tools and platforms.
- Familiarity with business networking and online collaboration.
- Awareness of emerging technologies such as IoT, AI, or blockchain.
- Interest in innovation and its application in sustainable business.
- Experience with or openness to analyzing business case studies.
- Enthusiasm for sustainable entrepreneurship and creating social impact.

Skill - *What skill students will develop*

1. Understanding Sustainable Entrepreneurship
2. Leveraging Technology for Sustainability
3. Digital Tools for Networking and Collaboration
4. Adapting to and Implementing Emerging Technologies
5. Practical Application and Case Study Analysis

Knowledge/Skill - *What knowledge students will develop*

1. Sustainable Entrepreneurship Fundamentals:
- Definition and Scope of Sustainable Entrepreneurship: Learners will acquire a deep understanding of what sustainable entrepreneurship is, including its core principles, goals, and importance in the global economy. They will learn how businesses can balance economic, social, and environmental impacts in their operations.
- Global Economic Impact of Sustainable Entrepreneurship: Learners will gain insights into how sustainable businesses contribute to the global economy by addressing environmental challenges and meeting the demands for ethical practices, energy efficiency, and resource conservation.
2. Technology's Role in Advancing Sustainability:
- Technological Tools for Sustainable Innovation: Learners will understand how various technologies contribute to driving sustainability within businesses. This includes using digital tools to streamline operations, reduce waste, improve energy efficiency, and facilitate green innovations.

- Technological Trends Shaping Sustainable Entrepreneurship: Learners will develop knowledge of cutting-edge technological trends such as green tech, renewable energy, and the circular economy, which are influencing sustainable business practices and future opportunities.
3. Digital Tools for Collaboration and Networking:
- Key Digital Platforms for Entrepreneurs: Learners will gain knowledge of the digital platforms available for networking, such as LinkedIn and other specialized industry forums, that allow sustainable entrepreneurs to connect, collaborate, and share resources.
- Online Communities for Knowledge Sharing: Learners will develop an understanding of how online communities and forums (e.g., GreenBiz, EcoBusiness) serve as platforms for exchanging knowledge, best practices, and resources specific to sustainable entrepreneurship.
- Collaborative Platforms for Innovation and Co-Creation: Learners will learn about platforms where entrepreneurs can co-create innovative solutions, crowd-source ideas, and work together to bring sustainable products or services to market.
4. Emerging Technologies Impacting Sustainable Business Practices:
- Understanding Emerging Technologies: Learners will gain knowledge about emerging technologies like the Internet of Things (IoT), 3D printing, and autonomous transportation, and how these technologies can support sustainability in production, logistics, and product design.
- Technological Change and Adaptation: Learners will understand the importance of staying informed about technological advancements and how to adapt their businesses to leverage these innovations for sustainable growth.
5. Practical Knowledge through Case Studies:
- Real-Life Case Studies of Sustainable Entrepreneurs: Learners will gain valuable insights from case studies of real-world sustainable entrepreneurs who have successfully integrated technology into their business practices. These examples will help them understand how to apply theoretical knowledge to practical scenarios.
- Lessons Learned from Successful Ventures: Through analyzing these case studies, learners will understand the challenges, successes, and strategies of businesses that have used technology to innovate and grow in a sustainable manner.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students that successfully attend this learning unit will be able to:

- to define sustainable entrepreneurship and understand its importance in the global economy, focusing on balancing social, environmental, and economic goals.
-to explain how different technologies contribute to sustainability by enhancing efficiency, reducing waste, and fostering innovation in business practices.
-to identify and analyse current technological trends, such as green tech, renewable energy, and circular economy practices, and understand how these trends impact sustainable entrepreneurship.
- to navigate and leverage digital platforms (e.g., LinkedIn, specialized forums, and online communities) to connect with other sustainable entrepreneurs, collaborate on projects, and share resources.
- to identify relevant online communities and forums, understanding how to engage with and contribute to discussions, knowledge sharing, and collaborative problem-solving within the sustainability and entrepreneurship sectors.
- to describe how emerging technologies like IoT, 3D printing, and autonomous transportation are transforming sustainable business practices, and evaluate how these innovations can be applied to real-world entrepreneurial ventures.
-to understand strategies for staying ahead of technological trends and adapting their businesses to ensure long-term sustainability and competitiveness in a fast-evolving digital landscape.
- to examine real-life case studies of successful sustainable entrepreneurs, identifying key strategies, challenges, and outcomes to understand how technology can be effectively used to grow and sustain a business.
- to apply the knowledge and tools learned in the module to develop practical, technology-driven solutions for real-world challenges in sustainable entrepreneurship.
- to demonstrate the ability to integrate technology into sustainable business models, understanding the interconnectedness of environmental goals with digital innovation and entrepreneurship.

Content ("Skill" Unit Syllabus Outline)

The main focus of this online learning module is to explore the intersection of technology and sustainability in the context of entrepreneurship. Addressing the intersection of technologies and sustainability, this module provides an overview of the digital tools and technologies which are used for business operations and development of networks with new and similar business actors.

The course contents are described below:

1. Introduction to Technology and Sustainability
- Overview of Sustainable Entrepreneurship: Define sustainable entrepreneurship and its role in the global economy.
- The Role of Technology in Advancing Sustainability: How technology can drive innovation, efficiency, and growth in sustainable businesses.
- Technological Trends in Sustainability: Overview of the latest technological trends that are shaping the future of sustainable entrepreneurship (e.g., green tech, renewable energy, circular economy).

2. Digital Tools for Collaboration and Networking
- Digital Platforms for Networking: Introduction to key digital platforms (e.g., LinkedIn, specialized industry networks, forums) and their role in connecting sustainable entrepreneurs.
- Online Communities for Sustainable Entrepreneurs: Overview of online communities and forums where entrepreneurs can share knowledge, ideas, and resources (e.g., GreenBiz, EcoBusiness, Sustainable Brands).
- Collaborative Platforms for Innovation and business development: Introduction to platforms where business owners can co-create new solutions, such as innovation hubs or use these platforms for crowd-sourcing.

3. Emerging Technologies Impacting Sustainable Entrepreneurship
- Emerging Technologies: An introduction to cutting-edge technologies that may influence sustainable business practices in the future (e.g., Internet of Things (IoT), 3D printing for sustainable production, autonomous transportation).
- Adapting to Technological Change: Strategies for staying ahead of technological trends and ensuring your business adapts to the evolving digital landscape.

4. Practical Application and Case Studies
- Case Studies of Successful Sustainable Entrepreneurs: Real-life examples of sustainable entrepreneurs who have effectively used technology for collaboration and business growth.

Objectives and Competences

The objective of this learning module is to equip learners with the knowledge and skills necessary to integrate technology and sustainability within the context of entrepreneurship. Through an exploration of sustainable entrepreneurship, emerging technologies, and digital tools for networking and collaboration, learners will gain a comprehensive understanding of how to drive innovation, efficiency, and growth in sustainable businesses. They will also develop the ability to apply cutting-edge technological trends, engage with online communities, and leverage collaborative platforms to co-create solutions, while drawing insights from real-world case studies to develop practical, technology-driven strategies for sustainability in business.

Learning and Teaching Methods

The unit combines theory with practical examples, multimedia content, and case studies.

Assessment - What will be assessed, the deliverables and the weighting to pass the course (unit-skill)

Learners will self-assess their knowledge and competence before starting the module and will test their achievements through a quiz (multiple choice questions) at the end of the module. Upon passing this final test (70% of correct answers), learners will be able to receive the certificate with 1 ECTS.

Activities

This unit includes presentations, teaching videos, podcasts.

Mandatory Literature and Educational Resources

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Secondary and Complementary Educational Resources

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Module 2: The Environmental Dimension (Green Skills)

Overview: This module explores environmental regeneration as an advanced approach to sustainability. It provides a comprehensive understanding of regenerative principles, integrating ecological, technological, and entrepreneurial perspectives to foster ethical environmental practices. Topics include energy neutrality, zero-waste production, sustainable agriculture, and responsible consumption, equipping learners with strategies for restoring ecosystems and reducing environmental footprints. The module emphasizes interdisciplinary approaches to sustainability, preparing learners to drive positive environmental impact. Learners will gain insights into implementing sustainable solutions across industries, adopting responsible resource management practices, and fostering long-term ecological balance. Through theoretical insights and hands-on applications, this module prepares learners to lead in environmental regeneration, fostering a future where sustainability and innovation go hand in hand.

This module includes seven key topics and learning areas:

- Renewable Energy: Learners explore the advantages and challenges of renewable energy in sectors like agriculture and textiles. They assess and choose renewable solutions to minimize environmental impact and calculate greenhouse gas (GHG) emissions.
- Recycling and Upcycling: This section covers waste reduction strategies, enabling learners to apply recycling and upcycling methods in business practices, fostering circular economy principles.
- Sustainability Education: Learners develop the ability to educate others on sustainability challenges and propose sustainable business solutions, including organizing educational activities and advocacy efforts.
- Sustainable Management: This area highlights entrepreneurship and sustainability, equipping learners to establish and manage ecoprises—businesses integrating environmental and social sustainability.
- Green Skills: Learners gain expertise in implementing sustainable practices across business operations, including supply chains, production, and corporate strategies.
- Holistic Approach to Nature and Natural Systems: Understanding interconnected natural systems is crucial for sustainability. Learners explore ecological relationships and apply this knowledge in business contexts.
- Restoring and Rehabilitating Natural Ecosystems: This section equips learners with knowledge and skills for ecosystem restoration. Topics include biodiversity conservation, sustainable land use, and ecological resilience. Learners evaluate degraded ecosystems, identify issues, and design restoration strategies for long-term environmental health.

Aim and objectives: This module aims to equip learners with the knowledge and skills necessary to implement regenerative environmental practices that go beyond sustainability. By exploring key concepts such as renewable energy, waste reduction, sustainability education, and ecological restoration, learners will develop a holistic understanding of how to create positive environmental impact. The module fosters an interdisciplinary approach, integrating ecological principles, sustainable business practices, and green skills to prepare learners for leadership roles in environmental regeneration. Through practical applications and theoretical insights, learners will gain the ability to assess, plan, and execute strategies that contribute to ecosystem restoration, resource efficiency, and long-term sustainability. The module Objectives are:

- Understand the principles and significance of environmental regeneration.
- Evaluate and apply renewable energy solutions to minimize environmental impact.
- Implement recycling and upcycling strategies to reduce waste in business operations.

- Develop sustainability education initiatives to raise awareness and promote responsible behaviors.
- Apply sustainable management practices to establish and operate ecoprises.
- Integrate green skills into various business and operational contexts.
- Analyze and apply ecological principles for responsible interaction with natural systems.
- Design and implement ecosystem restoration projects that enhance biodiversity and resilience.

Target-audience: This module is designed for a diverse audience interested in environment and sustainability. It is suitable for:

- University students and researchers in environmental science, business, sustainability, and related fields.
- Entrepreneurs seeking to integrate sustainable practices into their operations.
- Vocational Education and Training (VET) learners and practitioners looking to acquire hands-on skills in sustainable business and environmental management.
- Policymakers and environmental advocates working on sustainability initiatives and ecological policies-
- Educators and trainers looking to incorporate sustainability education into their programs.
- Professionals in industries such as agriculture, energy, manufacturing, and urban planning who aim to adopt regenerative practices.
- NGO representatives and community leaders involved in conservation and environmental projects.
- Individuals passionate about sustainability who want to develop practical skills for environmental impact.

Teaching-method: This Module will be provided using the online environment, divided in lectures that will include theoretical material, case studies and hands-on exercise to consolidate and apply the various concepts. Homework will be facilitated with the use of specific exercises and/or mini-projects. Synchronous learning/teaching will be available through interactive lectures and presentations (teaching activity according to the unit content), discussions, case studies on successful practices/examples/models, workshop on useful digital tools and platforms for environmental monitoring, data sets, storytelling and related fields, hands-on activities (group or individual work). Asynchronous learning/teaching will be able through materials and presentations, case studies and homework.

Assessment: Assessment in synchronous teaching/learning will include: participation in teaching and interactive activities and discussions 10%, 20% homework/mini projects and 70% final exam. Asynchronous setting will include final exam through the Bizexaminer platform for theoretical assessment.

Additional Observations: Module 2 is designed for learners from all backgrounds, with foundational content for beginners and advanced topics for experienced professionals. Only familiarity with basic concepts in environmental and sustainability topics are required. This module explores environmental dimensions across diverse geographical and economic contexts, from urban sustainability to rural conservation efforts. As a self-paced learning it allows learners to progress at their own pace, with structured milestones to guide their learning. In that way, it is also beneficial for those pursuing careers in environmental consulting, sustainable entrepreneurship, corporate sustainability, policymaking and ecological restoration. It integrates insights from environmental science, business, technology, and policy to promote a system-thinking mindset.

M2.1 - Renewable energy

Course Title (Unit Skill)	Module
Renewable Energy	Module 2. The Environmental Dimension | Green Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 4	M2.1	Lina Cirvinskiene	
Number Hours/Week	**Language**	Home Work (hours)	Assessment (hours)
4.5	English	15.5	
Theoretical Part (hours)	**Practical Part (hours)**	Synchronous Lessons (hours)	Asynchronous Lessons (hours)
4.5	N/A	4.5	15.5
ECTS Credits	**Observations/Notes**		
N/A	N/A		

Prerequisites

Basic knowledge about Renewable Energy Sources (RES), different examples of RES with their specific and importance of renewable energy source in reducing environmental impact.

Skill - *What skill students will develop*

Understanding the pros and cons of renewable energy.

Knowledge/Skill - *What knowledge students will develop*

Learners can identify implications and chances for the use of renewable energy and how it can reduce GHG emissions.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students that successfully attend the course will be able to:

1. Understand the importance of the renewable energy sources in different types of economic activities (e.g. agriculture, etc.) and how to reduce environmental impact by choosing renewable energy source;
2. Understand how to use tools for the evaluation of RES potential and calculate GHG emissions;
3. Make a plan on how to use renewable energy sources on a farm;
4. Make a plan on how to rationally use energy in the agricultural process.

Content ("Skill" Unit Syllabus Outline)

This course will explain why energy is such an important element in any business and how energy type affects business performance.

In this regard this course will provide basic knowledge and expertise as regards the application of renewable energy sources (RES) in an agro-environment, manufacturing and other economic sectors. Students will be introduced to renewable energy sources and their role, significance and potential to be followed by the elaboration on applications in agriculture as regards the production of electrical energy, heating and cooling. The introduction of basic technologies will also be facilitated by the explanation of energy sector contribution to GHG emissions and reduction of environmental impact by using RES. Also the elaboration on practical application's example and good practice in rural areas.

The course contents are described below:

1. Introduction to Renewable Energy Sources (RES)
- Definition and basic facts about RES
- Types and key characteristics of RES
- Policies and measures to promote RES

2. Introduction to different types of RES
- Photovoltaic System (PV)
- Wind energy
- Biomass and Biogas Energy Systems
- Geothermal Energy System

3. RES techno economic potential in different environment
- Energy sector contribution to global greenhouse (GHG) gas emissions
- RES potential in increasing energy efficiency and reducing environmental impact
- Application examples in agriculture and good practices

The homework:

- Choose to design an autonomous PV energy system (7,5 hours) or basic techno economic study of a biogas production station (7,5 hours).
Objectives and Competences
The main objective is to provide an insight on the significant potential of RES applications in the agricultural sector and to describe the key principles of technologies. This will enable the development of competencies - RES management - ability to understand RES and identify its techno economic potential in different environments.
Learning and Teaching Methods
This course will be provided using a web environment, divided into lectures that will include theoretical material (PPT, video,etc.) and provided a case study (practical application of different RES in rural areas). Homework will be facilitated with the use of specific exercises solving and/or mini-projects
Assessment - What will be assessed, the deliverables and the weighting to pass the course
The grade of the course will be the following: Participation in teaching and interactive activities and discussions 10%, 20% homework/ mini projects and 70% final exam.
Activities
Interactive lectures and presentations (teaching activity related to the unit content); work in small groups; case studies (RES implication examples); homework/practical tasks.
Mandatory Literature and Educational Resources
- What is renewable energy? Source: United Nations. What is renewable energy? | United Nations Solar Energy Understanding Active and Passive Solar Heating. Solar Energy Understanding Active and Passive Solar Heating - Generate Electricity - How Solar Panels Work. Generate Electricity - How Solar Panels Work! - Wind Energy Basics. Wind Energy Basics | Department of Energy - R. J. Barthelmie and S. C. Pryor. How Do Wind Turbines Work? US Department of Energy. How do wind turbines work? - Rebecca J. Barthelmie and Sara C. Pryor - NREL Energy Basics: Biomass (2055) NREL Energy Basics: Biomass - What is Biomass? (2057) What is Biomass? - The Renewable Energy Directive. European Commission. Renewable Energy Directive - Geothermal Basics. Geothermal Basics | Department of Energy - Electricity Generation. Electricity Generation | Department of Energy - Energy 101: Geothermal Energy (2025) Energy 101: Geothermal Energy - Geothermal Energy Disadvantages and Advantages (2035) Geothermal Energy Disadvantages and Advantages - The Advantages and Disadvantages of Renewable Energy. The Advantages and Disadvantages of Renewable Energy | EnergySage - H. Lohrengel (2013). Civil society engaging in local renewable energy production. Presentation about renewable energy Juhnde. UN_climate_conference_2013_11_1Lohrengel - The Clean Industrial Deal: A joint roadmap for competitiveness and decarbonisation. European Commission - Brussels, 2025. P. 23. 9db1c5c8-9e82-467b-ab6a-905feeb4b6b0_en
Secondary and Complementary Educational resources

M2.2 - Recycling and upcycling

Course Title (Unit Skill)	Module
Recycling and upcycling	Module 2. The Environmental Dimension | Green Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 4	M2.2	Lina Cirvinskiene	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
4.5	English	15.5	
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
4.5	N/A	4.5	15.5
ECTS Credits	**Observations/Notes**		
N/A	N/A		

Prerequisites

Basic knowledge about waste reduction practices (circular economy main principles), circular economy strategies (R ladder) and importance of reducing environmental impact

Skill - What skill students will develop

Recycling and upcycling.

Knowledge/Skill - What knowledge students will develop

Understanding of waste reduction practices.

Intended Learning Outcomes - What students will have to do to achieve the learning objectives

Students that successfully attend the course will be able to:
- understand the evolution of the concept of circular economy
- understand how to evaluate the potential of waste within circular economy (CE)
- understand the main circular economy strategies, principles and business model
- understand the challenges and potential of circular economy and the conditions required for it

Content ("Skill" Unit Syllabus Outline)

This course is focused on providing basic knowledge and expertise of implementation of circular economy principles and strategies in business. Students will be introduced to regulation towards CE implementation in the EU. In the course students will be introduced to circular business models, their types, characteristics and examples. There will be provided information about the current situation towards transition to CE, its potential and main challenges.

The course contents are described below:

1. **The origins of the concept of circular economy and regulation**
Basic information of the origins of the concept of circular economy
Development of circular economy
Policies and regulation in circular economy
2. Introduction to Circular Economy (CE)
Terms and main principles of circular economy
Strategies of CE and measurement of circularity
Shortcomings of circular economy implementation
3. Introduction to the circular business model
Types and characteristics of the circular business model
The examples of different circular business models
Potential and main challenges of circular economy

Objectives and Competences

The main objective is to provide knowledge on the differences between recycling and upcycling in order to understand the outcome and impact of implementation of those circular economy strategies in business. Also the course will provide basic knowledge of circular economy concepts, principles and strategies. This will enable the development of competencies - effective resource management - extension of the life cycle of materials and waste reduction practices.

Learning and Teaching Methods

This course will be provided using a web environment, divided in lectures that will include theoretical material (PPT, video, etc.) and provided the case study (implementation of circular strategies in industry - industrial symbiosis). Homework will be facilitated with the use of specific exercises solving and/or mini-projects

Assessment

The grade of the course will be the following: Participation in teaching and interactive activities and discussions 10%, 20% homework/ mini projects and 70% final exam.

Activities

Interactive lectures and presentations (teaching activity related to the unit content); work in small groups; homework/practical tasks.

Mandatory Literature and Educational Resources

- T. Wautelet (2018). The Concept of Circular Economy: its Origins and its Evolution. Positive ImpaKT, Luxembourg. P. 31. (PDF) The Concept of Circular Economy: its Origins and its Evolution
- W. Stahel and R. Clift (2016). Stocks and Flows in the Performance Economy. (PDF) Stocks and Flows in the Performance Economy
M. Geissdoerfer et al. (2017). The Circular Economy - A new sustainability paradigm? Journal of Cleaner Production. P. 28. (PDF) The Circular Economy – A new sustainability paradigm?
N. Bocken (2023). Circular Business Model Innovation: New Avenues and Game Changers. In book: Business Model Innovation - Game Changers and Contemporary Issues - Publisher: Palgrave MacMillan. P. 20. (PDF) Circular Business Model Innovation: New Avenues and Game Changers

- Global Circularity Protocol for Business Impact Analysis (2024). Published by WBCSD. P. 83. Global Circularity Protocol for Business Impact Analysis | WBCSD
- The butterfly diagram: visualising the circular economy. Ellen MacArthur Foundation (2021). Video: The Butterfly Diagram: Visualising the Circular Economy
- S. Munoz et al. (2024). Towards a holistic assessment of circular economy strategies: The 9R circularity index. - Sustainable Production and Consumption, Volume 47, P. 402. Towards a holistic assessment of circular economy strategies: The 9R circularity index - ScienceDirect
- L. Rocchi et al. (2021). Measuring circularity: an application of modified Material Circularity Indicator of agricultural systems. Published in Springer Open. P. 13. Measuring circularity: an application of modified Material Circularity Indicator to agricultural systems | Agricultural and Food Economics | Full Text
- A. Bruel et al. (2018). Linking Industrial Ecology and Ecological Economics: A Theoretical and Empirical Foundation for the Circular Economy. Published in Journal of Industrial Ecology 23 (1-2). P.10. (PDF) Linking Industrial Ecology and Ecological Economics: A Theoretical and Empirical Foundation for the Circular Economy

Secondary and Complementary Educational Resources

- What is a circular economy? Ellen MacArthur Foundation. What is a circular economy? | Ellen MacArthur Foundation
- E. Hoffmann et al. (2024). Defining a Framework for Implementing the Circular Economy Principles into Ship Design. The Netherlands, P. 21. (PDF) Defining a framework for implementing the circular economy principles into ship design
- Material Circularity Indicator (MCI). Ellen MacArthur Foundation. Material Circularity Indicator | Ellen Macarthur Foundation

M2.3 - Sustainability Education

Course Title (Unit Skill)		Module	
Sustainability Education		Module 2. The Environmental Dimension | Green Skills	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 5	M2.3	Prof. Uglješa Stankov, prof. Miroslav Vujičić	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
4.5 hours	English	10 hours	
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
4.5 hours	N/A	4.5 hours	10 hours
ECTS Credits	**Observations/Notes**		
N/A	N/A		

Prerequisites

A basic familiarity with environmental concepts.
Proficiency in using basic computer tools (e.g., web browsers, Google Workspace).
Access to a stable internet connection and a computer with a webcam.

Skill - *What skill students will develop*

At the end of the course, students will be equipped with the knowledge and practical skills to design and implement sustainability education, promote sustainable behaviors, manage resources effectively, engage communities, advocate for climate action, and propose sustainable business solutions within ecovillage contexts.

Knowledge/Skill - *What knowledge students will develop*

Students will have foundational knowledge of sustainability solutions, practices, and sustainable behaviors, enabling them to address environmental challenges effectively.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students that successfully attend the course will be able to:

1. Understand the importance of sustainability education in shaping environmentally responsible practices;
2. Understand how to use tools for assessing and promoting sustainability initiatives;
3. Develop a plan to integrate sustainability principles into real-world scenarios;
4. Create a strategy for implementing sustainable practices in various sectors and processes.

Content ("Skill" Unit Syllabus Outline)

1. Introduction to sustainability education for ecovillages
- Core concepts of sustainability in ecovillage contexts
- The role of education in promoting sustainable behaviors and solutions
- Overview of global and local sustainability challenges

2. Sustainability awareness and behavioral change
- Strategies for raising awareness about sustainability practices
- Psychological and social factors influencing sustainable behaviors
- Tools for assessing community readiness for sustainability initiatives

3. Sustainable resource management in ecovillages
- Managing energy, water, and waste sustainably
- Examples of successful ecovillage resource management practices
- Designing systems for self-sufficiency and resilience

4. Educational methods and community engagement
- Techniques for organizing educational activities in ecovillages
- Community engagement strategies for promoting sustainability
- Creating interactive workshops and participatory activities

5. Climate change education and advocacy
- Fundamentals of climate change and its impact on ecovillages
- Developing and delivering climate change education programs
- Advocating for sustainable solutions within and beyond ecovillages

Objectives and Competences

The objective of the course is to equip participants with foundational knowledge and practical skills in sustainability education, emphasizing sustainable behaviors, resource management, and climate change advocacy within ecovillage settings. By the end of the course, students will be competent in designing educational programs, implementing community-based sustainability initiatives, and proposing sustainable business solutions tailored to the unique needs and principles of ecovillages.

Learning and Teaching Methods

This course will be delivered in a web-based environment, consisting of lectures that incorporate theoretical material and practical activities to consolidate and apply sustainability concepts. Assignments will include targeted exercises and/or mini-projects, enabling students to design educational activities, develop community-based initiatives, and propose sustainable solutions for ecovillages.

Assessment

The grade of the course will be the following: Participation in teaching and interactive activities and discussions 10%, 20% homework/ mini projects and 70% final exam.

Activities

Interactive lectures and presentations (engaging sessions with multimedia resources to introduce key sustainability concepts in ecovillages).
Group discussions and reflection activities (discussions on sustainable behaviors and their importance in ecovillages).
Case study analysis (real-world examples of successful ecovillage initiatives and business models).
Hands-on group and individual activities (projects such as "Eco-Innovation Brainstorm" to propose new sustainable solutions or "Green Education Pitch" to present innovative green education models).
Practical homework and mini projects (tasks such as raising awareness on environmental issues, or developing sustainable business models).

Mandatory Literature and Educational Resources

- Arevalo, J. A., & Mitchell, S. F. (Eds.). (2017). *Handbook of sustainability in management education: In search of a multidisciplinary, innovative and integrated approach*. Edward Elgar Publishing, Cheltenham. https://www.researchgate.net/publication/318239788_Handbook_of_Sustainability_in_Management_Education_In_Search_of_a_Multidisciplinary_Innovative_and_Integrated_Approach
- Klaniecki, K., Wuropulos, K., & Hager, C. P. (2019). *Behavior Change for Sustainable Development. In Encyclopedia of sustainability in higher education* (pp. 85-94). Springer International Publishing, Cham.. https://www.researchgate.net/publication/330082701_Behaviour_Change_for_Sustainable_Development
- UNESCO (2024). *Education and climate change: learning to act for people and planet.* https://unesdoc.unesco.org/ark:/48223/pf0000389801

- UNESCO (2012). *Education for Sustainable Development Sourcebook*. *Education for Sustainable Development in Action, Learning and Training Tools No. 4*, https://unesdoc.unesco.org/ark:/48223/pf0000216383
Secondary and Complementary Educational Resources
- Gittell, R., Magnusson, M., & Merenda, M. (2012). *The sustainable business case book*. Saylor Foundation, Washington, DC https://saylordotorg.github.io/text_the-sustainable-business-case-book/

M2.4 - Sustainability Management

Course Title (Unit Skill)		Module	
Sustainability Management		Module 2. The Environmental Dimension | Green Skills	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 5	M2.4	Prof. Aleksandra Dragin, prof. Maja Mijatov	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
5	English	3	
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
3	N/A	3	3
ECTS Credits	**Observations/Notes**		
N/A	N/A		

Prerequisites
Basic knowledge about entrepreneurship and sustainable management.
Skill - *What skill students will develop*
Students will develop skills in terms of sustainable management and they will be able to start and manage ecoprises with a focus on sustainability.
Knowledge/Skill - *What knowledge students will develop*
Students will get the basic knowledge about how to drive business growth through entrepreneurial ventures in respect to sustainability.
Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*
Students that successfully attend the course will be able to: 1. Understand and apply the Ecoprise concept, balancing business, nature, and social responsibility through the four dimensions of sustainability. 2. Develop and implement sustainable business models that promote environmental regeneration, social responsibility, and the use of green skills. 3. Optimize business operations by integrating resource management strategies, energy efficiency, and waste reduction techniques. 4. Utilize sustainable tools and technologies to improve business processes, communication, and decision-making for long-term sustainability. 5. Navigate European standards for sustainable entrepreneurship and develop strategies for gaining recognition and preparing for certification processes.
Content ("Skill" Unit Syllabus Outline)
1. Introduction to Ecopreneurship and Sustainable Management: - Overview of the Ecoprise concept and its relevance in sustainable business practices. - The role of sustainable managers and Ecoprise Designers: creating a harmonious relationship between human life, nature, and business. - Understanding the four pillars of sustainability in relation to management: environmental, social, economic, and cultural dimensions. - Principles of regenerative development and their application in sustainable management strategies. **2. Sustainable Business Practices and Leadership:** - Examining sustainable business models: driving environmental regeneration and social responsibility through ethical leadership. - Green skills required for sustainable managers: applying sustainability principles in daily managing business operations. - Case studies of successful ecopreneurial ventures and the impact of these models on local communities.

- Role of leadership in promoting sustainability across organizational practices and stakeholder relationships.

3. Sustainable Business Management, Regenerative Techniques and Resource Optimization:

- Strategies for optimizing business operations to ensure sustainability, including resource management.
- Tools and technologies for efficient business operations and sustainable communication practices.
- Strategies and methods for monitoring and reducing energy consumption, minimizing waste, and fostering long-term environmental and economic sustainability in business models.

4. Standardization and Recognition of Sustainable Management in Entrepreneurship:

- Understanding the value of certifications and standardization for ecopreneurs and sustainable businesses.
- Developing strategies to gain recognition for sustainability achievements within the European framework.
- Preparing for the standardization process and assessing its impact on the career of an ecopreneur.

Objectives and Competences

The main aim of the course is to provide knowledge of entrepreneurship and the basic aspects of corporate social responsibility with an emphasis on sustainable management in the context of starting a business venture. In addition, the aim of the course is to understand the connection between creativity, innovation and entrepreneurship, as well as to provide knowledge for creating and implementing business operations in accordance with sustainable principles.

Learning and Teaching Methods

This course will be provided by using a web environment, divided in lectures that will include theoretical and practical parts. Homework will be facilitated with the use of specific exercises, solving and/or mini-projects focused towards preparing the business operations in accordance with principles of sustainable management.

Assessment - What will be assessed, the deliverables and the weighting to pass the course (unit-skill)

The grade of the course will be the following: 30% homework and 70% final exam.

Activities

Theoretical parts of lectures (classic lectures) and project parts (homework and presentation). Students will work in research teams to create a proposal for an ecovillage initiative, outlining how business practices can support local regenerative development, sustainability, and social entrepreneurship, while also analyzing existing certifications and standards for sustainable entrepreneurship.

Mandatory Literature and Educational Resources

- Dollinger, M. (2008). *Entrepreneurship. Marsh Publications*, Lombard, Illinois, USA. From: http://zalamsyah.staff.unja.ac.id/wp-content/uploads/sites/286/2019/11/10-Entrepreneurship-Strategies-and-Resources-4th-Ed.-Dollinger.pdf
- Willard, M., & Hitchcock, D. (2015). *The Business Guide to Sustainability: Practical Strategies and Tools for Organizations (3rd ed.)*. Routledge, New York.From: https://doi.org/10.4324/9781315767390
- Hahn, R. (2022). Sustainability management: Global perspectives on concepts, instruments, and stakeholders. Rüdiger Hahn, Fellbach, Germany. From: https://mycourses.aalto.fi/pluginfile.php/2250312/mod_resource/content/1/Hahn%20%282022%29%20-%20Sustainability%20Management%20%5BAalto%20University%5D.pdf
- Bolden, R., Gosling, J., & Hawkins, B. (2023). Exploring leadership. Oxford University Press. From: https://www.researchgate.net/publication/280183974_Exploring_Leadership_Individual_Organizational_and_Societal_Perspectives

Secondary and Complementary Educational Resources

Lecture Presentations.

- Alvi, L., Nudzulul, F., Arifin, M., & Anshori, M. I. (2024). Situational Leadership: Leader Adaptation Strategies In Various Organizational Contexts. International Journal Business, Management and Innovation Review, 1(2), 34-48. From: https://ekonomi-univetbantara.id/index.php/ijbmir/article/view/15
- Carroll, A. B. (2021). Corporate social responsibility: Perspectives on the CSR construct's development and future. Business & Society, 60(6), 1258-1278. From: https://www.researchgate.net/profile/Archie-Carroll/publication/352029873_Corporate_Social_Responsibility_Perspectives_on_the_CSR_Construct%27s_Development_and_Future/links/632f533686b22d3db4dbe95b/Corporate-Social-Responsibility-Perspectives-on-the-CSR-Constructs-Development-and-Future.pdf
- Carroll, A. B. (2016). Carroll's pyramid of CSR: Taking another look. International Journal of Corporate Social Responsibility, 1(3), 1–8. From: https://link.springer.com/content/pdf/10.1186/s40991-016-0004-6.pdf
- Cullen, J. B., Victor, B., & Bronson, J. W. (1993). The ethical climate questionnaire: An assessment of its development and validity. Psychological reports, 73(2), 667-674. From: https://journals.sagepub.com/doi/abs/10.2466/pr0.1993.73.2.667

M2.5 - Green Skills

Course Title (Unit Skill)	Module
Green Skills	Module 2. The Environmental Dimension | Green Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 5	M2.5	Prof. Vanja Pavluković, prof. Milica Solarević	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
4.5 hours	English	10 hours	
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
4.5 hours	N/A	4.5 hours	10 hours
ECTS Credits	**Observations/Notes**		
N/A	N/A		

Prerequisites

A basic familiarity with environmental concepts.
Proficiency in using basic computer tools (e.g., web browsers, Google Workspace).
Access to a stable internet connection and a computer with a webcam.

Skill - *What skill students will develop*

By the end of this course, students will develop green skills and be able to apply sustainable practices in personal, academic, and professional settings.

Knowledge/Skill - *What knowledge students will develop*

This course is designed to equip students with the knowledge to incorporate environmentally sustainable practices into their personal lives and business operations.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students that successfully attend the course will:

1. Gain an in-depth understanding of sustainability concepts and green practices
2. Be equipped to implement green solutions across business operations
3. Be empowered to take leadership roles in promoting sustainable practices
4. Be able to build a mindset oriented towards innovation and environmental stewardship.

Content ("Skill" Unit Syllabus Outline)

1. Introduction to Green Skills and Sustainability
- Global environmental challenges: climate change, deforestation, water scarcity
- Definition of green skills and sustainability
- Sustainable Development Goals (SDGs)
- Importance of green practices in daily life and careers

2. Environmental Policies and Advocacy
- Global environmental agreements (e.g., Paris Agreement)
- Environmental laws and regulations in your country
- Advocacy techniques for promoting green policies
- Community engagement and leadership for sustainability

3. Sustainable Practices in Business: Green transition
- What is green business and what are the skills required for green careers?
- Overview of green job sectors (e.g. renewable energy, conservation, sustainable design)
- Green supply chains and eco-friendly products
- Corporate Social Responsibility (CSR) and sustainability
- Green Marketing Strategies for SMEs
- Green building and architecture
- Circular economy: principles and applications

4. Future Pathways: Technology and Innovation for Sustainability and Green Careers
- Entrepreneurship opportunities in sustainability
- Importance of ICT in developing green business models (use of AI and data management, digital marketing, storytelling)
- Digital tools for environmental monitoring

Objectives and Competences

The main objective is to understand the principles of green practices and their relevance to various industry sectors, advocate for sustainability in communities and organizations, and collaborate to design innovative strategies for sustainable development. This will enable the development of competencies in green practice application, advocacy skills, and innovation.

Learning and Teaching Methods

This course will be provided using the online environment, divided in lectures that will include theoretical material, workshop, case study and hands-on exercise to consolidate and apply the various concepts. Homework will be facilitated with the use of specific exercises, solving and/or mini-projects.

Assessment - What will be assessed, the deliverables and the weighting to pass the course (unit-skill)

The grade of the course will be the following: Participation in teaching and interactive activities and discussions 10%, 20% homework/ mini projects and 70% final exam.

Activities

- **Interactive lectures and presentations** (teaching activity according to the unit content)
- **Discussion activity** (Example: group discussion on green practices and what they mean to students)
- **Case studies** on successful green initiatives/business models
- **Workshop** on digital tools and platforms for environmental monitoring, data sets, storytelling, etc.
- **Hands-On activity/Group or individual work** (using breakout rooms/smaller groups: eco-friendly product brainstorm; carbon footprint tracker using e.g. MyClimate; green business plan pitch using digital tools and storytelling; circular economy model brainstorm)
- **Homework/Practical implications**: (Mini projects such as: create an eco-friendly product (e.g. package tour); present a green initiative; develop a campaign to raise awareness on an environmental issue; create a green marketing strategy; green business model development)

Mandatory Literature and Educational Resources

- D'Amato, D., Toppinen, A. & Kozak, R. (Eds.) (2023). The Role of Business in Global Sustainability Transformations. Routledge, London. Available at https://doi.org/10.4324/9781003003588
- Majurin, E. (2017). Green Business Booklet. International Labour Office, Geneva. Available at https://www.ilo.org/sites/default/files/wcmsp5/groups/public/%40ed_emp/%40emp_ent/%40ifp_seed/documents/publication/wcms_555274.pdf
- European Commission: Joint Research Centre (2022). GreenComp: The European sustainability competence framework. Publications Office of the European Union, Luxembourg. Available at https://data.europa.eu/doi/10.2760/13286 -
International Training Centre of the International Labour Organization (2022). Green Business Guide. Turin, Italy: International Training Centre of the ILO. Available at https://www.ilo.org/sites/default/files/wcmsp5/groups/public/%40ed_emp/%40emp_ent/%40ifp_seed/documents/publication/wcms_882794.pdf

Secondary and Complementary Educational Resources

- World Intellectual Property Organization (WIPO) (2024). Green Technology Book: Energy Solutions for Climate Change. Geneva: WIPO. Available at https://doi.org/10.34667/tind.50132
- OECD/Cedefop (2014). Greener Skills and Jobs. OECD Green Growth Studies, OECD Publishing. Available at https://doi.org/10.1787/9789264208704-en .
- European Commision (2019). The European Green Deal. Available at https://eur-lex.europa.eu/resource.html?uri=cellar:b828d165-1c22-11ea-8c1f-01aa75ed71a1.0002.02/DOC_1&format=PDF
- Jaro education (2024, September 6). What is the Importance of Green Marketing? The Complete Guide. Available at https://www.jaroeducation.com/blog/importance-green-marketing/
- Sipola, J., Saunila, M., & Ukko, J. (2023). Adopting artificial intelligence in sustainable business. Journal of Cleaner Production, 426, 139197. Available at https://doi.org/10.1016/j.jclepro.2023.139197
- United Nations (2023). The Sustainable Development Goals. Report 2023: Special edition - Towards a Rescue Plan for People and Planet. New York: United Nations. Available at https://unstats.un.org/sdgs/report/2023/The-Sustainable-Development-Goals-Report-2023.pdf
- United Nations (2024). The Sustainable Development Goals. Report 2024. New York: United Nations. Available at https://unstats.un.org/sdgs/report/2024/The-Sustainable-Development-Goals-Report-2024.pdf
- World Bank (2021). A Catalogue of Nature-based Solutions for Urban Resilience. Washington, D.C. World Bank Group. Available at https://documents1.worldbank.org/curated/en/502101636360985715/pdf/A-Catalogue-of-Nature-based-Solutions-for-Urban-Resilience.pdf

M2.6 - Holistic approach to nature and natural systems

Course Title (Unit Skill)	Module
Holistic approach to nature and natural systems	Module 2. The Environmental Dimension | Green Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 6	M2.6	Prof. Vladimir Stojanović, prof. Kristina Košić	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
4.5 hours	English	10 hours	
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
4.5 hours	N/A	4.5 hours	10 hours
ECTS Credits	**Observations/Notes**		
N/A	N/A		

Prerequisites

Basic knowledge about environmental and natural systems

Skill - *What skill students will develop*

By the end of this course, students will develop green skills and be able to apply holistic approaches to nature and natural systems. Develop skills that will prevent environmental pollution through their business

Knowledge/Skill - *What knowledge students will develop*

Students will get the basic knowledge about:

1. The complexity of environmental and natural systems;
2. Understand how impacts on one element of the environment are sustained and have an impact on all others;
3. Understand how development impacts the environment in its totality.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Based on the knowledge acquired in this course, students will be able to understand the complexity of the environment, then the interaction between people and nature, and the impact of business on all the most important natural processes. The course basically interprets and helps students think about the sensitivity of the environment and adapt their activities to this fact.

Content ("Skill" Unit Syllabus Outline)

1. Introduction to environment, nature and environmental protection
- Holistic approach to the environment
- Environmental systems and processes
- The role of humans in the global environment

2. Climate as a factor in the environment
- The atmospheric environment
- Global warming
- Effects of global warming in rural areas

3. Water and soil as environmental factors
- The hydrologic environment
- Water resources and land use
- Soils of rural areas, land use and vulnerability

4. Landscape ecology
- Landscape structure from the perspective of environmental research
- Origins of Landscape Structure and Change
- Landscape Ecology of Rural Areas

5. Environmental management
- Theory and principles of the concept
- Environmental management in sensitive situations
- Environmental management of rural areas

6. Integration of environment, nature protection and sustainable development
- Biodiversity and nature protection
- Nature protection as a way to preserve natural resources
- The role of sustainable development in nature protection

Objectives and Competences
The main goal is to acquire knowledge that provides insight into the main characteristics of the environment and connections between nature and humans, with special emphasis on rural areas.
Learning and Teaching Methods
This course will be provided using a web environment, divided in lectures that will include theoretical material and basic problem-solving exercises to consolidate and apply the various concepts. Homework will be facilitated with the use of specific exercises, solving and/or mini-projects.
Assessment
The grade of the course will be the following: Participation in teaching and interactive activities and discussions 10%, 20% homework/ mini projects and 70% final exam.
Activities
- Interactive lectures and presentations (teaching activity according to the unit content) **- Discussion activity** (Example: group discussion on holistic approach to nature and natural systems and what they mean to students) **- Case studies** - benchmark analysis on successful integration of environment, nature protection ans sustainable development. **- Homework/Practical implications**: (Mini projects- Ecological Risk Assessment)
Mandatory Literature and Educational Resources
- Monica G. Turner, Robert H. Gardner (2015): Landscape Ecology in Theory and Practice, Pattern and Process, Springer-Verlag New York. https://www.andreasaltelli.eu/file/repository/Landscape_Ecology_in_Theory_and_Practice_.pdf
Secondary and Complementary Educational Resources
- Kimberly A. With (2019): Essentials of Landscape Ecology, Oxford University Press, Oxford, United Kingdom. https://api.pageplace.de/preview/DT0400.9780192575364_A37829320/preview-9780192575364_A37829320.pdf

M2.7 - Skills in restoring and rehabilitating natural ecosystem

Course Title (Unit Skill)		Module	
Skills in restoring and rehabilitating natural ecosystem		Module 2. The Environmental Dimension | Green Skills	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 6	M2.7	Lina Cirvinskiene	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
4.5	English	15.5	
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
4.5	N/A	4.5	15.5
ECTS Credits	**Observations/Notes**		
N/A	N/A		

Prerequisites
Deepening of knowledge of natural ecosystems, their vulnerability and gaining knowledge and skills in restoring and rehabilitating the environment through regenerative practices.
Skill - *What skill students will develop*
Skills in restoring and rehabilitating natural ecosystem
Knowledge/Skill - *What knowledge students will develop*
The learner demonstrates advanced technical knowledge and skills in restoring and rehabilitating natural ecosystems, with a clear understanding of ecological principles, biodiversity, and sustainable land-use practices. The individual is

capable of evaluating degraded ecosystems, identifying key issues, and implementing restoration strategies that promote ecological balance, resilience, and sustainability

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Learners can apply advanced ecological and technical skills to plan, implement and manage restoration and rehabilitation projects in degraded natural ecosystems (from a business management perspective).

Students that successfully attend the course will be able to:

1. understand the importance of the regeneration in general including business
2. understand what impact measurement methods can be used for the evaluation of an organisation's impact to sustainability
3. make a plan on how to create regenerative practice which would contribute to the restoration of natural ecosystems

Content ("Skill" Unit Syllabus Outline)

This course is focused on the deepening of knowledge of natural ecosystems, their vulnerability, gaining knowledge and skills in the restoration and regeneration of the environment through regenerative practices. The students will be provided with technical knowledge and skills in evaluating impact on the natural ecosystems of economic activity. During the course learners will be introduced to different environmental impact measurement methods which are used for environmental assessment, e.g. SDG Alignment, GHG protocol, Science-based Target Initiatives (SBTi), MECO Analysis (or Life Cycle Check) and Life Cycle Assessment (LCA). The students will be able to identify key issues and implement regenerating strategies that create a positive impact on the environment and restore ecological balance.

The course contents are described below:

1. Introduction to Regeneration in business
Terminology and basic facts of regeneration
Term and characteristics of regenerative business model
Ecoprise prototype in the context of a regenerative business model
2. Business used impact measurement methods
Basic information about an impact measurement methods
SDG Alignment, GHG protocol, Science-based Target Initiatives (SBTi)
MECO analysis and Life Cycle Assessment (LCA)
3. Systemic approach to sustainable innovations development
Sustainable innovations creation and development
Potential and challenges in sustainable innovations development
Examples of different types of sustainable innovations implementation
The homework is divided in two parts as follows:
1. Watch the video provided in the unit's educational material,
2. Answer the questions provided in the same slide of PPT.

Objectives and Competences

The main objective is to provide an insight on the significant potential of regenerative practices and to explain some impact measurement methods for evaluation of impact on natural ecosystems. This will enable the development of competencies - environmental awareness - ability to analyse potential impact (negative or positive) on natural ecosystems of economic activity.

Learning and Teaching Methods

This course will be provided using a web environment, divided in lectures that will include theoretical material (PPT, videos, etc.) and provided the case study of sustainable innovation creation using systemic approach). Homework will be facilitated with the use of specific exercises solving and/or mini-projects

Assessment - What will be assessed, the deliverables and the weighting to pass the course (unit-skill)

The grade of the course will be the following: Participation in teaching and interactive activities and discussions 10%, 20% homework/ mini projects and 70% final exam.

Activities

Interactive lectures and presentations (teaching activity related to the unit content); work in small groups; homework/practical tasks.

Mandatory Literature and Educational Resources

- A. Das, et al., 2024. Regenerative business strategies: A database and typology to inspire business experimentation towards sustainability. https://www.sciencedirect.com/science/article/pii/S2352550924001842
- Daniel Christian Wahl on Regenerative Design and Regenerative Development GE. Daniel Christian Wahl on Regenerative Design and Regenerative Development GE
- Whole System Mandala - The Ecovillage Map of Regeneration. Dimensions of Sustainability - Holistic Approach to Sustainability
- Ecoprise Prototype. Results – Ecoprise
- Whole Systems Design: Introduction to Life Cycle Thinking. Whole Systems Design: Introduction to Life Cycle Thinking
- Konietzko et al. (2023). Towards regenerative business model: A necessary shift? Towards regenerative business models: A necessary shift? - ScienceDirect
- A. Aagaard et al. (2024). Business Model Innovation: Game Changers and Contemporary Issues. Edited by A. Aagaard, Business Model Innovation: Game Changers and Contemporary Issues | SpringerLink
- What is GHG Protocol? About Us | GHG Protocol
- What is the Kyoto Protocol? What is the Kyoto Protocol? | UNFCCC
- The Montreal Protocol. The Montreal Protocol - Center for Climate and Energy SolutionsCenter for Climate and Energy Solutions
- Ambitious corporate climate action. Ambitious corporate climate action - Science Based Targets Initiative
- Life Cycle Assessment for Beginners. Life Cycle Assessment (LCA) For Beginners
- Angel Chang. The life cycle of a T-shirt. The life cycle of a t-shirt - Angel Chang
- LCA Fundamentals: What are ISO 14040/14044? LCA Fundamentals: What are ISO14040/14044?
- N. Bocken (2023). Circular Business Model Innovation: New Avenues and Game Changers. ResearchGate. P. 20. (PDF) Circular Business Model Innovation: New Avenues and Game Changers
- V. Yadav, N. Yadav (2024). Beyond Sustainability, Toward Resilience, and Regeneration: An Integrative Framework for Archetypes of Regenerative Innovation. Global Journal of Flexible Systems Management. Beyond Sustainability, Toward Resilience, and Regeneration: An Integrative Framework for Archetypes of Regenerative Innovation
- Whole System Design: Introduction to Life Cycle Thinking. Whole Systems Design: Introduction to Life Cycle Thinking

Secondary and Complementary Educational Resources

- The GHG Protocol: Corporate Accounting and Reporting Standard (developed by WRI and WBCSD). https://ghgprotocol.org/corporate-standard

Module 3: The Social and Cultural Dimensions (Resilience Skills)

Overview: This module explores the cultural and social dimensions of social entrepreneurship and environmental regeneration. By integrating 13 key resilience skills—including systemic thinking, critical & exploratory thinking, and other key resilience skills—it provides a comprehensive framework for embedding sustainability and inclusion at the core of any initiative. Rather than treating social and cultural aspects as supplementary, the Ecoprise course, and particularly this module, positions them as foundational pillars for the creation and/or upgrade of any sustainable social enterprise.

Learners will discover how to design, plan, and diversify social, cultural, economic and educational offerings through non-formal, regenerative, and holistic practices inspired by nature-based design, ecovillage design and permaculture ethics, that aim at strengthening communities and offer alternatives for current sustainability challenges.
Key topics include problem-solving and creative thinking to address climate and social challenges, communication skills for conflict resolution, and community-building and engagement. Starting from systems and critical thinking, learners will recognize complex natural and social patterns, evaluate challenges, and design innovative, entrepreneurial responses. The module also develops skills in effective communication, time and self-management, conflict management, social inclusion, and ethical leadership. Finally, learners explore strategies for personal well-being, adaptability, and managing stress while preparing for uncertain futures.
Through both theoretical knowledge and practical applications, learners will gain solid competences in resilience—essential for personal growth, professional success, and long-term social impact in local communities.

Aim and objectives: The module aims to equip learners with essential knowledge and practical skills to implement social and environmental initiatives using a resilient, inclusive, and systems-based approach. Through exploring frameworks such as permaculture, ecovillage design, degrowth, sociocracy and social innovation—grounded in decolonial and regenerative thinking—learners will develop the capacity to analyse, plan, and execute impactful strategies. The objective of this module is to allow learners to:

- Recognize complex systems and patterns in human and natural contexts.
- Analyse and reflect critically on sustainability issues.
- Identify and solve problems with creativity and adaptability.
- Facilitate inclusive and productive communication and resolve conflicts.
- Mediate disputes and promote positive team collaboration.
- Guide and manage group dynamics and individual responsibilities.
- Organize time and tasks effectively for personal and project success.
- Demonstrate empathy and support for social inclusion.
- Advocate for marginalized groups and promote participatory decision-making.
- Maintain ethical standards in professional settings.
- Integrate well-being practices for resilience and stress management.
- Adapt strategies to sustainability challenges and shifting social contexts.
- Engage communities to co-create sustainable and inclusive initiatives.

Target Audience

This module is designed for a wide range of learners interested in social entrepreneurship, social, cultural and environmental sustainability, and community engagement, including:

- Young people with fewer opportunities (e.g. early-stage social entrepreneurs from marginalized or disadvantaged backgrounds) – This module provides them with the resilience, adaptability and

emotional-intelligence skills needed to navigate social and economic barriers. Its experiential, community-focused methods make entrepreneurship accessible and culturally relevant.

- University students, researchers and educators in formal education – Learners benefit from integrating interdisciplinary sustainability concepts (systems thinking, inclusion, regenerative practice) into their curriculum, as encouraged by EU skills frameworks. The course's hands-on, "learning by doing" pedagogy (Theory U, field projects, collaborative cases) turns abstract ideas concrete and prepares students of all backgrounds to address real-world environmental and social challenges.
- Vocational Education and Training (VET) learners and practitioners seeking hands-on, transferable skills for the green and social economy. The module's emphasis on non-formal learning, co-creation, and applied problem-solving aligns with VET priorities in sustainability, inclusion, and future-oriented work ethics.
- ·Grassroots activists, youth workers and community organizers (non-formal learners) – Those already engaged in local initiatives will find the module's participatory design directly applicable.
- Professionals in community development, local government and sustainability sectors (including policymakers) – Practitioners from multiple fields (education policy, urban planning, NGOs, etc.) gain a systemic toolkit for cross-sector challenges. The interdisciplinary content helps them integrate social and environmental goals. For example, ecovillage design shows how holistic planning can include marginalized voices and circulate resources to benefit the whole community
- International and intercultural learners – While grounded in the European context, the module is open to participants worldwide, encouraging exchange of indigenous and local knowledge (recognizing that many regenerative solutions draw on traditional practices), embracing a decolonial perspective. This global perspective lets learners compare and adapt ideas to different cultural settings, in line with broader youth-led movements for inclusive, regenerative change.

Teaching-method: This module combines theory with practical examples, multimedia content, and case studies.

Assessment: Learners start with a short self-assessment to check prior knowledge. A final test at the end of the module will evaluate learners' learning outcomes. Upon passing this final test, participants will receive a certificate with microcredentials.

Additional Observations: As an autonomous online course, this module invites learners to engage with complex, interconnected topics such as systems thinking, regenerative and resilience skills, social equity, and community management and engagement at their own pace. While it is designed to be accessible, some content may involve abstract or interdisciplinary concepts that require thoughtful reflection and self-direction. The module also includes themes related to mental health, well-being, and community issues, which may resonate differently across cultural backgrounds. Learners are encouraged to approach the material with openness and care, recognizing their own boundaries. Given its multicultural and inclusive focus, the module promotes respectful engagement with diverse perspectives, encouraging learners to critically reflect on their own social position while exploring global and local dimensions of sustainability and empowerment.

M3.1 - System Thinking

Course Title (Unit Skill)	Module
Systems thinking	Module 3. The Social and Cultural Dimension | Resilience Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 7	M3.1		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
3	English	5,5	0,5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
3 hours	1		
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

- Basic Organizational and Management Knowledge: Familiarity with fundamental management principles or organizational dynamics will help contextualize systems thinking and intrapreneurship concepts.
- Digital Competence: Basic proficiency in using online learning platforms, video conferencing tools (e.g., Zoom, Teams), and collaborative digital tools (e.g., Miro, Google Jamboard), as outlined in the DigComp framework. Comfortable navigating asynchronous materials such as pre-recorded lectures and discussion forums.
- Interest in Systems Thinking and Sustainability: A keen interest in understanding complex systems, sustainability challenges, and innovative approaches to systemic change. While prior experience with these topics is not mandatory, an open mindset and curiosity are essential.
- Effective Communication Skills: Ability to articulate ideas and engage in online discussions, as well as contribute effectively during synchronous sessions and group activities.

Skill - *What skill students will develop*

System Thinking

Knowledge/Skill - *What knowledge students will develop*

Ability to observe patterns of natural and human action

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Learners will be able to identify complex systems in natural and human environments.
Participants will demonstrate their understanding by:
1. Identifying and mapping the key components of a system
2. Applying the World Systems Model to analyze a case study or issue, and designing and presenting a systemic intervention for a chosen challenge.
3. Articulating the role of a specific project/organization in fostering systemic change.

Content ("Skill" Unit Syllabus Outline)

(3-Hour Course)
1. Introduction to Systems Thinking (45 minutes)
- Theoretical foundations and origins of systems thinking.
- Practical applications and use cases in real-world scenarios.
- Core concepts such as feedback loops, interconnections, and emergence.

2. WSM: World Systems Model (30 minutes)
- Overview of the World Systems Model and its relevance to systemic analysis.
- Using WSM as an assessment and practical methodology for identifying leverage points.

3. Systemic Intrapreneurship and Systems Thinking (30 minutes)
- Definition and importance of systemic intrapreneurship.
- The role of projects and organizations in driving systemic change.

4. Practicing Systemic Intrapreneurship (45 minutes)
- Challenges and potential of implementing systemic intrapreneurship.
- Tools and strategies for overcoming barriers to systemic change.

Objectives and Competences

Objectives
By the end of this 3-hour course, participants will be able to:
- Understand the foundational principles and key concepts of systems thinking.
- Apply the World Systems Model (WSM) to analyse complex challenges and identify leverage points for systemic change.
- Recognize the importance of systemic intrapreneurship and its role in fostering innovation and regeneration within organizations.
- Develop practical strategies for overcoming barriers to systemic change, using tools and methodologies suited for intrapreneurial action.
Competences
The course aligns with key competence frameworks: DigComp, EntreComp & GreenComp
- Systems Thinking. Understanding interconnections and complex systems to address sustainability challenges.
- Spotting Opportunities. Identifying leverage points within systems for innovation and change.
- Vision & Mobilizing Resources. Planning and managing resources to implement systemic solutions.
- Foresight. Anticipating long-term environmental and social impacts of systemic changes.
- Taking the Initiative. Driving innovative projects within organizations.
- Sustainability Mindset. Advocating for sustainable and ethical decision-making.
- Coping with Uncertainty & Learning through Experience. Developing resilience in systemic intrapreneurship

Learning and Teaching Methods

- Asynchronous Learning & Teaching methods include: pre-recorded lectures (5-10 min. videos) & reading materials with the suggested contents, interactive slides with embedded quizzes. The existence of an online discussion forum where learners can engage between each other and pose questions, and platforms such as Moodle, canvas, or other discussion boards can be very useful.
- Synchronous Learning & Teaching methods encompass: Instructor-led sessions that summarize key points from asynchronous materials, use of live polls and Q&A to ensure real-time engagement, groups/ breakout room discussions (small-group discussions to deepen understanding through peer interaction).

Assessment

Asynchronous Assessment

1. What Is Assessed:
Conceptual Understanding: Mastery of systems thinking principles, including theoretical foundations (feedback loops, interconnections, emergence) and the origins and practical applications of these concepts.
Knowledge of the World Systems Model (WSM): Ability to explain the relevance of WSM in systemic analysis and identify leverage points.
Systemic Intrapreneurship: Understanding of the definition, importance, and role of systemic intrapreneurship in driving change.
2. Deliverable:
Online Quiz: A set of multiple-choice and short-answer questions automatically checked within the learning platform.
3. Expected Outcome: A target score (e.g., at least 70%) that demonstrates proficiency in the course content.
4. Weighting: 40% of the final grade.

Synchronous Assessment
1. What Is Assessed:
Application Skills: Ability to apply the World Systems Model to a real-world case, identifying systemic challenges and leverage points.
Critical Analysis and Presentation: Demonstration of how to analyze a system change case, propose effective strategies, and articulate insights clearly.
Collaboration and Communication: Effective teamwork (if in groups) and clarity in communicating the analysis and proposed solutions.
2. Deliverable:
Case Study Presentation: A live presentation (using digital tools like a collaborative whiteboard) where learners present a system change case analyzed using the WSM.
3. Expected Outcome: A coherent, well-structured presentation that covers the key components of the case study, including problem analysis, identified feedback loops and interconnections, and recommended leverage points for change.
4. Weighting: 60% of the final grade.

Passing Criteria

Overall Score: Learners must achieve a minimum composite score of 70% (or as set by the course guidelines).
Component Thresholds: In addition to the overall score, learners should aim to score a minimum of 50% in each assessment component to ensure balanced proficiency in both theoretical knowledge and practical application.

Activities

Activity 1. Mapping a Systemic Change Case Using WSM
The instructor introduces a real-world case scenario (e.g., a sustainability challenge within an organization) and gives a brief explanation on how to apply the World Systems Model to identify leverage points, stressing how human action comes into conflict with nature protection.
In small groups (3–5 participants), learners collaborate to map out the key components of the scenario (1), identify feedback loops, interconnections, and emergence points (2), and propose leverage points where systemic intrapreneurship can drive change (3).
Together, they should create a map (with paper or the use of digital whiteboards or collaborative tools (e.g., Miro, Google Jamboard), which they will later present to the whole class.
Each group shares a brief presentation (using their collaborative map) with the whole class. The instructor synthesizes insights from each presentation and highlights best practices and innovative ideas. Final Q&A to clarify any doubts and reinforce learning outcomes.

Mandatory Literature and Educational Resources

Books and Core Texts
- Meadows, D. (2008). Thinking in Systems: A Primer. Chelsea Green Publishing.
- Senge, P. M. (2006). The Fifth Discipline: The Art & Practice of The Learning Organization. Doubleday.
- Meadows, D. (2008). Designing for the Whole: Systems Thinking for Social Change.
- Maas, G., & Jones, P. (Eds.). (2015). Systemic entrepreneurship: Contemporary issues and case studies. Palgrave Pivot London. https://doi.org/10.1057/9781137509802
- Brown, J., & Isaacs, D. (2005). World Café: Shaping Our Futures Through Conversations That Matter. Berrett-Koehler Publishers.
- Stroh, D. P. (2015). Systems Thinking for Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results. Chelsea Green Publishing. (Selected Chapters)
- System Dynamics Society. (n.d.). Systems 1: An introduction to systems thinking. Retrieved February 13, 2025, from https://systemdynamics.org/shop/books/systems-1-an-introduction-to-systems-thinking/2
World Economic Forum – Social Intrapreneurship Needs a Systems Thinking Upgrade
https://www.weforum.org/stories/2023/06/social-intrapreneurship-needs-a-systems-thinking-upgrade/

Secondary and Complementary Educational Resources

Articles and Web Resources
- AV Playbook – Systems Thinking and the Accelerate Impact Model
A detailed article outlining how systems thinking can drive impact through innovative models.
Read at: https://avplaybook.com/systems-thinking-and-the-accelerate-impact-model-8b612a68067b
- AV Playbook – System Home
A resource hub providing additional readings and case studies in systems thinking.
Visit: https://avplaybook.com/system/home
- Gaia Education – Whole Systems Approach to Ecological Design.
An article discussing how a systems perspective is critical for ecological design and sustainable practices.
Read at: https://gaiaeducation.medium.com/whole-systems-approach-to-ecological-design-d25bf68dc884

M3.2 - Critical Thinking

Course Title (Unit Skill)	Module
Critical thinking	Module 3. The Social and Cultural Dimension | Resilience Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 7	M3.2		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
6	English	5,5	0,5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2 hours	1		
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

- Basic proficiency in reading and analytical reasoning
- Digital Competence: Basic proficiency in using online learning platforms, video conferencing tools (e.g., Zoom, Teams), and collaborative digital tools (e.g., Miro, Google Jamboard), as outlined in the DigComp framework. Comfortable navigating asynchronous materials such as pre-recorded lectures and discussion forums.
- Interest in Sustainability: A keen interest in understanding complex systems, sustainability challenges, and innovative approaches. While prior experience with these topics is not mandatory, an open mindset and curiosity are essential.
- Effective Communication Skills: Ability to articulate ideas and engage in online discussions, as well as contribute effectively during synchronous sessions and group activities.

Skill - *What skill students will develop*

Critical Thinking

Knowledge/Skill - *What knowledge students will develop*

Evaluate information critically and make reasoned decisions

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

By the end of the course, participants will:

1. Understand the principles and importance of critical thinking.
2. Evaluate information critically and identify biases, assumptions, and logical flaws.
3. Apply critical thinking skills to sustainability and social entrepreneurship challenges.
4. Develop reasoned arguments and make informed decisions.

Content ("Skill" Unit Syllabus Outline)

1. Introduction to Critical Thinking (30 minutes)
- Definition and importance of critical thinking in personal and professional contexts.
- Key components: questioning assumptions, analyzing evidence, and evaluating arguments.
- Connection between ecological thinking and critical thinking (e.g., Timothy Morton's "Ecological Thought").

2. Evaluating Information and Making Reasoned Decisions (30 minutes)
- Strategies for evaluating the credibility of sources and data.
- Tools for logical reasoning and decision-making frameworks.
- Practical application to real-world scenarios, including socio-economic issues.

3. Critical Thinking in Sustainability and Social Issues (30 minutes)
- The role of critical thinking in addressing sustainability challenges.
- Insights from "Socio-Economic Awareness" and the role of social entrepreneurship in fostering critical thinking.

4. Overcoming Biases and Practicing Advanced Critical Thinking (30 minutes)
- Overcoming cognitive biases and barriers to critical thinking.
- Advanced techniques for critical reflection and questioning.

Objectives and Competences

By the end of the course, participants will:
Competences - The course aligns with key competence frameworks: DigComp, EntreComp & GreenComp
1. Information Literacy & Evaluation. Use digital tools and platforms to locate, assess, and synthesize credible information. Critically analyze online content to differentiate between reliable and unreliable sources.
2. Spotting Opportunities. Identifying leverage points within systems for innovation and change.
3. Problem Solving & Decision Making: Apply structured approaches to evaluate business and social challenges. Translate analytical insights into actionable strategies in entrepreneurial settings.
4.Ecological and Social Awareness. Integrate ecological thinking with critical analysis to understand sustainability challenges. Assess social issues and sustainability practices through a critical lens.
5.Sustainability Mindset. Advocating for sustainable and ethical decision-making.

Learning and Teaching Methods

Asynchronous Learning & Teaching methods include: pre-recorded lectures (5-10 min. videos) & reading materials with the suggested contents, interactive slides with embedded quizzes. The existence of an online discussion forum where learners can engage between each other and pose questions, and platforms such as Moodle, canvas, or other discussion boards can be very useful.

Synchronous Learning & Teaching methods encompass: Instructor-led sessions that summarize key points from asynchronous materials, use of live polls and Q&A to ensure real-time engagement, groups/ breakout room discussions (small-group discussions to deepen understanding through peer interaction).

Assessment

Asynchronous Assessment
1. What Is Assessed:
- Understanding of core critical thinking concepts, including questioning assumptions, evaluating evidence, and logical reasoning.
- Ability to assess the credibility of information sources and apply decision-making frameworks.
- Recognition of cognitive biases and barriers to critical thinking.
2. Deliverable:
- Online Quiz: A set of multiple-choice and short-answer questions automatically checked within the learning platform.
3. Expected Outcome:
- A target score of at least 70% demonstrating proficiency in analyzing, questioning, and reflecting on sustainability and socio-economic issues using critical thinking.
4.Weighting:40% of the final grade.

Synchronous Assessment
1. What Is Assessed:
- Application of critical thinking skills to real-world sustainability and social challenges.
- Ability to articulate reasoned arguments, challenge biases, and propose evidence-based solutions.
- Competence in analyzing case studies and making logical decisions based on diverse perspectives.
2. Deliverable:
- Case Study Presentation: Learners select a sustainability or socio-economic issue, critically analyze its key aspects, and present a structured argument using critical thinking principles.
3. Expected Outcome:
- A well-structured presentation demonstrating the ability to evaluate information, challenge assumptions, and provide reasoned recommendations.
- Active engagement in discussions, demonstrating advanced critical reflection skills.
4. Weighting: 60% of the final grade.

Passing Criteria
- Overall Score: Learners must achieve a minimum composite score of 70%(or as set by the course guidelines).
- Component Thresholds: Learners must score at least 50% in each assessment component to ensure balanced proficiency in both theoretical knowledge and practical application.

Activities

Activity: In a one-hour practical activity suitable for both asynchronous and synchronous delivery, participants are given a brief scenario outlining a real-world issue (personal or professional) that includes diverse perspectives and data points of varying credibility, and they need to make a final decision after a thinking process. They analyse the scenario by identifying assumptions, evaluating sources, and weighing potential solutions in a collaborative team effort. In asynchronous mode, learners individually post their reflections and proposed strategies to a shared discussion board, reviewing and commenting on others' submissions before drafting a final conclusion. In synchronous mode, they engage in real-time discussion, exchange ideas, and challenge each other's viewpoints, concluding with a concise group statement summarizing the most credible evidence, key insights, and recommended actions. Examples to use can be found here: https://blog.thinkcerca.com/critical-thinking-examples-everyday-life

Mandatory Literature and Educational Resources

Mandatory Readings
- Timothy Morton – ""Pensiero Ecologico e Pensiero Critico"" (Ecological Thinking and Critical Thinking). https://accademiaunidee.it/it/ecologia-e-pensiero-critico-timothy-morton/
- Andayani, E., Hariani, L., & Ningtyas, S. (2021). Socio-Economic Awareness: Social Entrepreneur, Competence, and Critical Thinking Ability.https://doi.org/10.2991/assehr.k.210413.074
- Facione, P. A., & Gittens, C. A. (2016). Think Critically (3rd ed.). Available at SAGE Publications- https://uk.sagepub.com/en-gb/eur/think-critically

Secondary and Complementary Educational Resources

Complementary Educational Resources
- Skill Cards – Strategic Thinking. Champion Entrepreneur project. Champion Entrepreneur: https://course.championentrepreneur.eu/skill-cards-strategic-thinking/
- Radicalisation Prevention Program (p.34) Practice School Project. https://practice-school.eu/wp-content/uploads/practice-radicalisation-prevention-program-en.pdf
- eLearning Platform – Rethink Education. Rethink Education. https://rethink-education.eu/elearning-platform/

M3.3 - Problem Solving & Creative Thinking

Course Title (Unit Skill)	Module
Problem Solving & Creative Thinking	Module 3. The Social and Cultural Dimension | Resilience Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 7	M3.3		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
6	English	5,5	0,5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2 hours	1		
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

1. Basic Analytical Skills – Ability to assess problems, interpret information, and draw logical conclusions.
2. Fundamental Digital Literacy – Competence in using digital tools for research, collaboration, and content creation (aligned with DigComp).
3. Interest in Sustainability and Innovation – A basic understanding of socio-economic and environmental challenges is beneficial but not mandatory.
4. Open-Mindedness and Willingness to Engage – Readiness to think creatively, participate in discussions, and collaborate in problem-solving activities.
5. Prior Knowledge (Recommended but Not Required) – Exposure to topics like critical thinking, entrepreneurship, or strategic decision-making can be helpful.

Skill - *What skill students will develop*

Problem Solving & Creative Thinking

Knowledge/Skill - *What knowledge students will develop*

Develop creative solutions to complex challenges

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

This course equips participants with the skills to identify problems and creatively address complex challenges by developing innovative solutions. Through the integration of problem-solving frameworks and creative thinking approaches, learners will gain insights into tackling sustainability and socio-economic issues, fostering agile and design-thinking methods, and cultivating a co-design culture for collaborative innovation.
Participants will demonstrate their understanding by:
- Analyzing complex challenges and breaking them into manageable problems.
- Generating innovative and sustainable solutions using creative thinking principles.
- Utilizing frameworks for structured problem-solving in various contexts.
- Reflecting on the role of creativity in fostering impactful solutions for real-world issues.

Content ("Skill" Unit Syllabus Outline)

1. Introduction to Problem Solving and Creative Thinking (30 minutes)
- Definition and importance of problem-solving and creative thinking in complex contexts.
- Key concepts: identifying problems, generating ideas, and implementing creative solutions.
- Agile thinking and its role in addressing uncertainty and dynamic challenges (e.g., RELIEF project materials).

2. Creativity and Innovation in Problem Solving (30 minutes)
- Role of creativity in generating diverse solutions to sustainability and socio-economic challenges.
- Insights from the "HYPRO4ST" and "Champion" projects on fostering creativity and innovation.
- Exploring co-design and participatory approaches to problem-solving

3. Frameworks for Effective Problem Solving (30 minutes)
- Tools and frameworks for structured problem-solving
- Integrating strategic and creative thinking to design impactful solutions.
- Application to real-world scenarios with emphasis on sustainability and entrepreneurship.

4. Overcoming Barriers and Enhancing Creative Problem Solving (30 minutes)
- Common barriers to creativity and how to overcome them.
- Strategies for fostering a creative mindset in personal and professional contexts.
- Role of problem-solving in radicalization prevention and other societal challenges (e.g., Practice School project).

Objectives and Competences

Learning Objectives: By the end of the course, participants will:
1. Understand the principles of problem-solving and creative thinking.
2. Identify problems effectively and approach them with innovative solutions.
3. Explore frameworks and tools for structured and creative problem-solving.
4. Apply agile and co-design thinking to address sustainability and socio-economic challenges.

Competences Developed:
- Problem-Solving: Ability to identify, analyze, and solve complex challenges creatively.
- Creative Thinking: Developing innovative approaches to address sustainability and socio-economic issues.
- Strategic Thinking: Applying structured frameworks and co-design methods to problem-solving.
- Agility: Responding effectively to dynamic and uncertain contexts with flexible thinking.
- Collaboration: Promoting participatory and co-design approaches for innovative solutions.

Learning and Teaching Methods

Asynchronous Learning & Teaching methods include: pre-recorded lectures (5-10 min. videos) & reading materials with the suggested contents, interactive slides with embedded quizzes. The existence of an online discussion forum where learners can engage between each other and pose questions, and platforms such as Moodle, canvas, or other discussion boards can be very useful.

Synchronous Learning & Teaching methods encompass: Instructor-led sessions that summarize key points from asynchronous materials, use of live polls and Q&A to ensure real-time engagement, groups/ breakout room discussions (small-group discussions to deepen understanding through peer interaction).

Assessment

Asynchronous Assessment
1.What Is Assessed:
- Understanding of problem-solving principles and frameworks.
- Application of creative thinking to sustainability and socio-economic challenges.
- Ability to articulate a structured solution.
2. Deliverable:
- Online Quiz: A set of multiple-choice and short-answer questions automatically checked within the learning platform.
- Submission of a structured problem-solving worksheet with a written or recorded solution explanation.
3. Expected Outcome:
- A target score (e.g., at least 70%) that demonstrates proficiency in problem identification, creative thinking, and solution development.
4. Weighting:
- 40% of the final grade.

Synchronous Assessment
1. What Is Assessed:
- Ability to work collaboratively and apply problem-solving techniques in a team setting.
- Critical thinking and innovation in addressing sustainability and socio-economic issues.
- Quality and feasibility of proposed solutions.
2. Deliverable:
- Group presentation of the problem analysis and proposed solution (live pitch or recorded submission).
- Peer and instructor evaluation based on creativity, feasibility, and clarity of the solution.
3. Expected Outcome:
- A well-reasoned, innovative, and structured problem-solving approach presented effectively in a group setting.
4. Weighting:
- 60% of the final grade.

Passing Criteria
- Overall Score: Learners must achieve a minimum composite score of 70% (or as set by the course guidelines).
- Component Thresholds: In addition to the overall score, learners should aim to score a minimum of 50% in each assessment component to ensure balanced proficiency in both theoretical knowledge and practical application.

Activities

Activity:
Learners will engage in a structured problem-solving exercise focused on sustainability challenges. They will be given a real-world scenario (e.g., reducing waste in urban communities or improving access to green energy). Using creative thinking techniques such as brainstorming, mind mapping, and co-design principles, they will develop an innovative solution.

Asynchronous Modality: Learners will individually complete a structured worksheet, applying problem-solving frameworks and submitting a short written or recorded explanation of their solution. Synchronous Modality: Participants will work in teams, engaging in a live facilitated session where they collaborate in breakout rooms to co-create and pitch their solutions.
Mandatory Literature and Educational Resources
Educational Resources - Creativity and Entrepreneurship in Sustainable Tourism Sector – HYPRO4ST This resource, coordinated by CESIE, explores the intersection of creativity, entrepreneurship, and sustainability in tourism. Access here: HYPRO4ST Learning Platform: https://vle.hypro4st-project.eu/enrol/index.php?id=5 - Co-Design Culture: Cultura del progetto e della partecipazione This course introduces participatory design approaches for creative problem-solving. Available at: Create to Empower: https://createtoempower.eu/courses/create-capacity-building/ Complementary Educational Resources - Agile Thinking and Creativity in Problem-Solving Materials from the RELIEF Project (Horizontal Skills PPT, HEI-E1) and VET-E1 (Slide 53) highlight the role of agile thinking and creativity in structured problem-solving. - Structured Problem-Solving and Design Thinking I.D.E.A Project provides a comprehensive module on structured creativity and innovation. Access module here: I.D.E.A Toolset. https://idea.erasmus.site/toolset/module/1/1 - Creativity and Problem-Solving Skill Cards Interactive learning materials from the CHAMPION Project focusing on skill development. Creativity Skill Cards: Champion Project - Creativity https://course.championentrepreneur.eu/skill-cards-creativity/ Problem-Solving Skill Cards: Champion Project - Problem Solving https://course.championentrepreneur.eu/skill-cards-problem-solving/ - Problem-Solving in Societal Challenges Practice School Project materials provide insights into problem-solving strategies for addressing radicalization prevention and other societal challenges. Read more: Practice School Guide (p. 68). https://practice-school.eu/wp-content/uploads/practice-radicalisation-prevention-program-en.pdf
Secondary and Complementary Educational Resources
No complementary resources

M3.4 - Communication Skills

Course Title (Unit Skill)		**Module**	
Communication Skills		Module 3. The Social and Cultural Dimension | Resilience Skills	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 7	M3.4		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
3	English	5.5	0.5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
3	1	0	3
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites
No prerequisites needed.
Skill - *What skill students will develop*
Crafting clear messages, writing professional emails and documents, delivering presentations and leading productive discussions.
Knowledge/Skill - *What knowledge students will develop*
Components and techniques of effective and goal-oriented communication, structuring presentation and techniques to overcome fear.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

1. Understand and apply the components of effective communication while identifying common barriers.
2. Lead and manage inclusive, goal-oriented discussions to stay focused on objectives.
3. Craft concise, impactful business messages and write professional emails and proposals.
4. Deliver confident and structured presentations, overcoming stage fright and engaging audiences.

Content ("Skill" Unit Syllabus Outline)

This course is focused on building essential communication skills, including effective messaging, productive discussions, business writing, and public speaking, to empower participants to confidently convey ideas, engage audiences, and achieve their professional and entrepreneurial objectives.

The course contents are described below:

1. Foundation of effective communication
- Understand the components of effective communication
- Identify common barriers to effective communication

2. Facilitating productive discussion
- Develop skills to lead inclusive and goal-oriented discussions
- Learn to structure and manage discussions to stay focused on objectives.

3. Effective Business communication
- Crafting concise and impactful messages for different audiences.
- Professional email etiquette and business writing.
- Delivering persuasive pitches to investors and stakeholders

4. Public Speaking and presentation skills
- Structuring compelling presentations
- Overcoming stage fright and presenting with confidence

Objectives and Competences

The main objective is to provide learners with important communication skills useful for an entrepreneur in order to be able to facilitate effective conversation and group discussion and deliver persuasive presentations with impactful messages.

Learning and Teaching Methods

This Unit is delivered through a digital platform, combining theory with practice. It includes video lectures, graphs, case studies, and quizzes to explore key theories and successful strategies. Reflective sessions and simulations will help apply learned tools and strategies in real-world scenarios, including exercises tat will reflect on their personal experiences.

Assessment

Assessment includes a self-automated quiz evaluated by the platform. Students can access it only after completing the theoretical section and practical exercises to ensure a thorough understanding.

Activities

Activities in this unit will include a mix of theoretical learning and hands-on practice. Students will engage with video lectures, graphs, and case studies to explore key theories and successful strategies. Interactive elements such as quizzes, puzzles, and simulations will reinforce learning, while reflective sessions will encourage deeper understanding. Participants will be engaged in exercises where they will reflect on their learning, will analyse real or fiction case studies or cases from their lives, or use the tools and strategies learnt in the project to create their own plans.

Mandatory Literature and Educational Resources

- Singh, K. (2017). Effective communication skills - A road map for success. Social Science Research Network. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3090256
- Vîlcea, D. (2016). Business communication and public speaking in the ESP domain: Some considerations. Linguistics and Literature Studies, 4(4), 260-265. https://www.hrpub.org/download/20160730/LLS3-19306495.pdf

Secondary and Complementary Educational Resources

- Tucker, B., Barton, K., Burger, S., Drye, J., Hunsicker, E., Limon, M., & Wrench, J. (2021). Exploring public speaking (4th ed.). University of North Georgia Press. https://open.umn.edu/opentextbooks/textbooks/411

M3.5 - Conflict Resolution

Course Title (Unit Skill)	Module
Conflict resolution	Module 3. The Social and Cultural Dimension | Resilience Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 8	M3.5		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2	English	5.5	0.5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2 hours	1	0	2
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

No prerequisites needed.

Skill - *What skill students will develop*

Active listening and empathy, nonviolent communication methods, negotiation, collaboration, and win-win solutions during conflicts.

Knowledge/Skill - *What knowledge students will develop*

Understand the nature, causes, and signs of conflict, identify different types of conflict and management styles, develop strategies for conflict resolution, and develop empathy through nonviolent communication and active listening techniques.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students who successfully attend the course will be able to:

1. Identify the root causes, signs, and types of conflict in various contexts.
2. Demonstrate proficiency in using conflict management styles to address disputes effectively.
3. Apply negotiation techniques to resolve conflicts with collaborative outcomes.
4. Utilize nonviolent communication to de-escalate tension and foster empathy.

Content ("Skill" Unit Syllabus Outline)

This course is focused on equipping learners with the skills to identify, manage, and resolve conflicts effectively, using conflict management styles, negotiation strategies, nonviolent communication, and active listening to foster empathy, collaboration, and positive outcomes in various settings.
The course contents are described below:

1. What is conflict and how to identify it
- Understand the nature of conflict.
- Recognize the root causes and early signs of conflict.

2. Type of Conflict and conflict management styles
- Categorize and address conflicts effectively (e.g., interpersonal, team-based, organizational).
- Introduction to Conflict Management Styles (competing, collaborating, compromising, avoiding, accommodating).

3. Negotiation Skills
- Equipping learners with strategies to resolve conflicts constructively.

Objectives and Competences

This course aims to develop learners' ability to identify and address conflicts constructively. Students will gain the knowledge, skills, and techniques required for effective conflict resolution, including active listening, negotiation and nonviolent communication. By mastering these competences, participants will foster collaboration, empathy, and positive relationships in professional and personal settings.

Learning and Teaching Methods

This Unit is delivered through a digital platform, combining theory with practice. It includes video lectures, graphs, case studies, and quizzes to explore key theories and successful strategies. Reflective sessions and simulations will help apply learned tools and strategies in real-world scenarios, including exercises tat will reflect on their personal experiences.

Assessment
Assessment includes a self-automated quiz evaluated by the platform. Students can access it only after completing the theoretical section and practical exercises to ensure a thorough understanding.
Activities
Activities in this unit will include a mix of theoretical learning and hands-on practice. Students will engage with video lectures, graphs, and case studies to explore key theories and successful strategies. Interactive elements such as quizzes, puzzles, and simulations will reinforce learning, while reflective sessions will encourage deeper understanding. Participants will be engaged in exercises where they will reflect to their learning, will analyse real or fiction case studies or cases from their lives, or use the tools and strategies learnt in the project to created their own plans.
Mandatory Literature and Educational Resources
- Bogdanoski T. (2009). The Importance and Challenge of Active Listening in Mediation (2009). Australasian Dispute Resolution Journal, Vol. 20, No. 4, pp. 201-206, 2009 , Available at SSRN: https://ssrn.com/abstract=1552671 - Finnegan, C. A., &, Hackley, S. G. (2008). Negotiation and Nonviolent Action: Interacting in the World of Conflict. Negotiation Journal 2008; 24 (1): 7–24. doi: https://doi.org/10.1111/j.1571-9979.2007.00164.x - Jäckel, E., Zerres, A., & Hüffmeier, J. (2024). Active listening in integrative negotiation. Communication Research. https://doi.org/10.1177/00936502241230711
Secondary and Complementary Educational Resources
- Rice, S. (2000). Non-violent conflict management: Conflict resolution, dealing with anger, negotiation, and mediation. OER Commons. https://oercommons.org/courseware/lesson/21446 - Thwala, Phakamile, Conflict, Conflict Management and Negotiations: A Mini Literature Review (July 19, 2022). Available at SSRN: https://ssrn.com/abstract=4168337 or http://dx.doi.org/10.2139/ssrn.4168337

M3.6 - Group Dynamics

Course Title (Unit Skill)		Module	
Group dynamics		Module 3. The Social and Cultural Dimension | Resilience Skills	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 8	M3.6		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2	English	5.5	0.5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2 hours	1	0	2
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites
No prerequisites needed.
Skill - *What skill students will develop*
Facilitation and group leadership, managing group discussions, role management in groups, and use of technology effectively in group settings.
Knowledge/Skill - *What knowledge students will develop*
Understanding group dynamics and stages of group development, identifying and managing different group roles and responsibilities, recognizing communication barriers and strategies to overcome them, and exploring leadership styles and their impact on group performance.
Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*
Students that successfully attend the course will be able to: 1. Analyze group dynamics and identify stages of group development. 2. Apply strategies to manage roles, conflicts, and leadership styles in a group. 3. Facilitate productive group discussions, ensuring collective decision-making. 4. Use communication tools effectively to enhance group collaboration. 5. Recognize and address communication barriers within groups to improve group performance.

Content ("Skill" Unit Syllabus Outline)

This course is focused on understanding group dynamics, including group behavior, roles, and stages of development. It equips students with effective communication strategies, facilitation skills, and tools to manage role conflicts, enhance collaboration, and overcome communication barriers to improve group performance and decision-making.

The course contents are described below:

1. Understanding Group Dynamics

- Understand group behavior and stages of group development
- Explore how norms are developed
- Discover how group dynamics impact performance.

2. Roles and responsibilities in groups

- Recognize how roles within a group influence collaboration and productivity
- Identify formal and informal roles and how to manage role conflict
- Explore different leadership styles and understand their impact on group dynamics, motivation, and decision-making

3. Effective communication in groups

- Increase facilitation skills to keep the discussion productive
- Ensure that all members contribute to the decision-making process
- Understanding and addressing barriers to effective communication
- Utilizing technology for effective use of communication tools and platforms.

Objectives and Competences

This course aims to equip students with the knowledge and skills needed to understand and manage group dynamics effectively. Students will develop competencies in leadership, communication, conflict resolution, and facilitation. They will gain practical experience in navigating group roles, improving group communication, and utilizing technology to enhance collaboration, ensuring successful decision-making and improved group performance.

Learning and Teaching Methods

This Unit is delivered through a digital platform, combining theory with practice. It includes video lectures, graphs, case studies, and quizzes to explore key theories and successful strategies. Reflective sessions and simulations will help apply learned tools and strategies in real-world scenarios, including exercises tat will reflect on their personal experiences.

Assessment

Assessment includes a self-automated quiz evaluated by the platform. Students can access it only after completing the theoretical section and practical exercises to ensure a thorough understanding.

Activities

Activities in this unit will include a mix of theoretical learning and hands-on practice. Students will engage with video lectures, graphs, and case studies to explore key theories and successful strategies. Interactive elements such as quizzes, puzzles, and simulations will reinforce learning, while reflective sessions will encourage deeper understanding. Participants will be engaged in exercises where they will reflect to their learning, will analyse real or fiction case studies or cases from their lives, or use the tools and strategies learnt in the project to created their own plans.

Mandatory Literature and Educational Resources

- Eizen, D., & Desivilya, H. S. (2003). Conflict management in work teams: The role of social self-efficacy and group identification. SSRN Electronic Journal. https://ssrn.com/abstract=399541 or https://doi.org/10.2139/ssrn.399541
- Khushk, A. (2022). Understanding group dynamics theories, practices, and future directions. Ustc. https://www.academia.edu/65154126/Understanding_Group_Dynamics_Theories_Practices_and_Future_Directions
- Lavanya, P., Kumari, B. S. S., & Padmambika, P. (2024). Collaborative learning and group dynamics in digital environments. International Journal of Social Science and Education Research, 6(2), 105–108. https://doi.org/10.33545/26649845.2024.v6.i2b.131

Secondary and Complementary Educational Resources

- Mohanty, A., & Mohanty, S. (2018). THE IMPACT OF COMMUNICATION AND GROUP DYNAMICS ON TEAMWORK EFFECTIVENESS: THE CASE OF SERVICE SECTOR ORGANISATIONS. Academy of Strategic Management Journal, 17(4), 1939-6104-17-4–251. https://www.abacademies.org/articles/The-impact-of-communication-and-group-dynamics-1939-6104-17-4-251.pdf

M3.7 - Self-Management

Course Title (Unit Skill)		Module	
Self management		Module 3. The Social and Cultural Dimension | Resilience Skills	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 8	M3.7		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2	English	5.5	0.5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2 hours	1	0	2
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

No prerequisites needed.

Skill - What skill students will develop

Self-discipline, time management and task prioritization, goal-setting and overcoming procrastination.

Knowledge/Skill - What knowledge students will develop

Psychological and behavioral aspects of self-discipline, methods for achieving goals, techniques for effective time management and strategies for handling setbacks and maintaining motivation.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students that successfully attend the course will be able to:

1. Implement strategies to build and maintain self-discipline.
2. Set goals, track progress, and build productive habits.
3. Prioritize tasks, manage time effectively, and overcome distractions.
4. Apply techniques to overcome procrastination and stay motivated during setbacks.

Content ("Skill" Unit Syllabus Outline)

This course is focused on developing essential self-management skills, including building self-discipline, setting and achieving goals, and mastering time management. Learners will gain practical strategies to manage their energy, attention, and focus, overcome procrastination, and stay motivated in the face of challenges to achieve their personal and professional objectives.
The course contents are described below:

1. How to build self-discipline
- Understand the psychological and behavioral aspects of self-discipline.
- Learn how to manage resources such as energy, attention and focus

2. How to achieve goals
- Explore strategies for goal-setting, habit-building, and overcoming procrastination
- Deal with setbacks and maintain motivation in the presence of challenges

3. Time management
- Learn how to prioritize tasks, manage distractions, and create productive schedules
- Focus on strategies to overcome procrastination

Objectives and Competences

This course aims to equip students with the essential skills of self-discipline, goal-setting, and time management. Students will gain practical tools to enhance focus, manage tasks efficiently, and overcome procrastination. They will develop strategies to handle setbacks and maintain motivation, empowering them to achieve their personal and professional goals.

Learning and Teaching Methods

This Unit is delivered through a digital platform, combining theory with practice. It includes video lectures, graphs, case studies, and quizzes to explore key theories and successful strategies. Reflective sessions and simulations will help apply learned tools and strategies in real-world scenarios, including exercises tat will reflect on their personal experiences.

Assessment

Assessment includes a self-automated quiz evaluated by the platform. Students can access it only after completing the theoretical section and practical exercises to ensure a thorough understanding.

Activities
Activities in this unit will include a mix of theoretical learning and hands-on practice. Students will engage with video lectures, graphs, and case studies to explore key theories and successful strategies. Interactive elements such as quizzes, puzzles, and simulations will reinforce learning, while reflective sessions will encourage deeper understanding. Participants will be engaged in exercises where they will reflect to their learning, will analyse real or fiction case studies or cases from their lives, or use the tools and strategies learnt in the project to created their own plans.
Mandatory Literature and Educational Resources
- Bahrami, Z., Heidari, A., & Cranney, J. (2022). Applying SMART Goal intervention leads to greater goal attainment, need satisfaction and positive affect. International Journal of Mental Health Promotion, 24(6), 869–882. https://doi.org/10.32604/ijmhp.2022.018954 - Jackson, P., V. (2009) Time Management: A Realistic Approach. Journal of the American College of Radiology, Volume 6, Issue 6, 434 - 436. https://doi.org/10.1016/j.jacr.2008.11.018 - Smith, A. (2024). The connection between Self-Discipline and Time Management - the Self Help Library. The Self Help Library. https://theselfhelplibrary.com/the-connection-between-self-discipline-and-time-management/
Secondary and Complementary Educational Resources
- Singhi, N., Mohnert, F., Prystawski, B., & Lieder, F. (2023). Toward a normative theory of (self-)management by goal-setting. arXiv.org. https://doi.org/10.48550/arXiv.2302.02633

M3.8 - Social Inclusion

Course Title (Unit Skill)		Module	
Social inclusion		Module 3. The Social and Cultural Dimension | Resilience Skills	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 8	M3.8		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
3	English	5.5	0.5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
3 hours	1	0	3
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites
No prerequisites needed.
Skill - *What skill students will develop*
Advocacy for diversity and inclusion initiatives, addressing and mitigating unconscious bias, effective intercultural communication and creating inclusive and supportive environments.
Knowledge/Skill - *What knowledge students will develop*
Understanding the value of diversity in the workplace, recognizing and addressing subtle forms of discrimination and microaggressions, cultural norms and strategies to manage miscommunication, techniques for fostering cultural belonging, and inclusive leadership.
Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*
Students that successfully attend the course will be able to: 1. Advocate for diversity and inclusion through actionable workplace initiatives. 2. Identify and address unconscious biases and microaggressions effectively. 3. Enhance communication and collaboration across diverse cultural settings. 4. Develop and implement strategies to create environments that promote inclusion and belonging. 5. Apply inclusive leadership principles to empower and support diverse teams.

Content ("Skill" Unit Syllabus Outline)

This course is focused on fostering social inclusion by building skills in diversity advocacy, addressing unconscious bias, enhancing intercultural communication, and promoting cultural belonging. Participants will learn strategies to create inclusive environments, reduce discrimination, and empower diverse teams through empathy and inclusive leadership.

The course contents are described below:

1. Understanding Diversity in the workplace
- Recognize the benefits of diversity and different perspectives, and build inclusive teams
- Increase advocacy skills to identify, communicate, and implement diversity and inclusion initiatives

2. Unconscious bias and non-discrimination
- Tackle unconscious bias to reduce discrimination by raising awareness of subtle forms of discrimination
- Strategies for identifying and addressing biases in decision-making and microaggressions

3. Intercultural communication
- Understand cultural norms, manage miscommunication, and promote collaboration in diverse settings
- Foster understanding and improve communication across cultures through empathy

4. Fostering Cultural belonging
- Strategies for team-building, active inclusion, and support systems
- Apply inclusive leadership methods

Objectives and Competences

This course aims to equip students with skills in advocacy, intercultural communication, and inclusive leadership to foster social inclusion. Participants will gain knowledge of diversity's value, address unconscious bias, and develop strategies for creating inclusive workplaces. By mastering techniques to enhance cultural belonging and reduce discrimination, learners will confidently implement initiatives that empower diverse teams and promote equity.

Learning and Teaching Methods

This Unit is delivered through a digital platform, combining theory with practice. It includes video lectures, graphs, case studies, and quizzes to explore key theories and successful strategies. Reflective sessions and simulations will help apply learned tools and strategies in real-world scenarios, including exercises tat will reflect on their personal experiences.

Assessment

Assessment includes a self-automated quiz evaluated by the platform. Students can access it only after completing the theoretical section and practical exercises to ensure a thorough understanding.

Activities

Activities in this unit will include a mix of theoretical learning and hands-on practice. Students will engage with video lectures, graphs, and case studies to explore key theories and successful strategies. Interactive elements such as quizzes, puzzles, and simulations will reinforce learning, while reflective sessions will encourage deeper understanding. Participants will be engaged in exercises where they will reflect to their learning, will analyse real or fiction case studies or cases from their lives, or use the tools and strategies learnt in the project to created their own plans.

Mandatory Literature and Educational Resources

Navigator, C. (n.d.). What are the differences between high context and low context cultures? Transnational Management Associates Limited (trading as TMA World and Country Navigator). https://www.countrynavigator.com/blog/what-are-the-differences-between-high-context-and-low-context-cultures
Brecheisen, J., Almeida, T., & Nikita. (2025). When does a regional approach to DEI make sense for multinational companies? Harvard Business Review. https://hbr.org/2025/02/when-does-a-regional-approach-to-dei-make-sense-for-multinational-companies

Secondary and Complementary Educational Resources

Evans, A., & Suklun, H. (2017). Workplace diversity and intercultural communication: A phenomenological study. Cogent Business & Management, 4(1), 1408943. https://doi.org/10.1080/23311975.2017.1408943
Buchholz, L. (2023). Unconscious bias: a silent threat to workplace diversity. Sustainability Magazine. https://sustainabilitymag.com/articles/unconscious-bias-a-silent-threat-to-workplace-diversity?

M3.9 - Empowerment of marginalized groups

Course Title (Unit Skill)		Module	
Empowerment of marginalized groups		Module 3. The Social and Cultural Dimension | Resilience Skills	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 9	M3.9		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
	English	5,5	0,5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2 hours	1		
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

- Basic Understanding of Social Inclusion: Familiarity with concepts like diversity, equity, and inclusion (although they will be briefly explained during the unit)
- Critical Thinking Skills: Evaluate information critically and make reasoned decisions about social issues from multiple perspectives.
- Communication and Collaboration: Readiness to engage in discussions, group work, and participatory activities.
- Awareness of Human Rights and Social Justice: General knowledge of marginalized communities' challenges (although they will be also briefly explained during the unit), particularly in local contexts.

Skill - *What skill students will develop*

Empowerment of marginalized groups

Knowledge/Skill - *What knowledge students will develop*

Capacity to engage and support marginalized groups

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

This course focuses on building the capacity to advocate for marginalized groups and empower individuals to participate in decision-making processes. By exploring diversity management strategies, community interpretation, and participatory approaches, learners will develop skills to support inclusivity and foster equitable participation in social, professional, and community contexts.

Participants will demonstrate their understanding by:

- Analyzing the role of diversity management and cultural competence in empowerment.
- Identifying barriers and proposing strategies to engage marginalized groups effectively.
- Reflecting on case studies and frameworks for fostering inclusivity and participation.

Content ("Skill" Unit Syllabus Outline)

1. Introduction to Empowerment and Advocacy (30 minutes)
- Definition and importance of empowerment and advocacy for marginalized groups.
- Key principles: inclusivity, representation, and capacity-building.
- Overview of advocacy frameworks and participatory decision-making.

2. Understanding Diversity Management (30 minutes)
- Concepts of diversity and inclusion in various contexts (e.g., workplace, community).
- Strategies for managing and leveraging diversity to foster empowerment
- Role of cultural competence and community interpretation in supporting marginalized groups.

3. Empowering Through Participation (30 minutes)
- Techniques to engage marginalized groups in decision-making processes.
- Insights from materials on community-based approaches and participatory methods (from previous projects as Ploutos).
- Practical applications of empowerment in sustainability and social inclusion initiatives.

4. Overcoming Barriers to Empowerment (30 minutes)
- Identifying systemic barriers and challenges faced by marginalized groups.
- Strategies to build capacity and resilience among individuals and communities.
- Examples of successful empowerment initiatives and lessons learned.

Objectives and Competences

Learning Objectives: By the end of the course, participants will:
1. Understand the principles of empowerment and advocacy for marginalized groups.
2. Explore strategies for diversity management and cultural competence.
3. Develop approaches to foster participatory decision-making.
4. Identify barriers and solutions for effective empowerment initiatives.

Competences Developed
- Advocacy Skills: Ability to represent and support marginalized groups in decision-making.
- Diversity Management: Understanding and managing diversity to create inclusive environments.
- Empowerment Techniques: Building capacity and resilience among individuals and communities.
- Cultural Competence: Navigating cultural differences to promote understanding and collaboration.
- Inclusivity and Participation: Fostering equitable participation in social and professional contexts.

Learning and Teaching Methods

Asynchronous Learning & Teaching methods include: pre-recorded lectures (5-10 min. videos) & reading materials with the suggested contents, interactive slides with embedded quizzes. The existence of an online discussion forum where learners can engage between each other and pose questions, and platforms such as Moodle, canvas, or other discussion boards can be very useful.

Synchronous Learning & Teaching methods encompass: Instructor-led sessions that summarize key points from asynchronous materials, use of live polls and Q&A to ensure real-time engagement, groups/ breakout room discussions (small-group discussions to deepen understanding through peer interaction).

Assessment

Asynchronous Assessment
1. What Is Assessed:
- Understanding of key empowerment and advocacy principles.
- Ability to analyse frameworks for inclusivity and representation.
- Application of advocacy strategies to real-world cases.
2. Deliverable:
- Case Study Analysis: Learners review a real-life empowerment initiative and write a short reflection on its impact, effectiveness, and alignment with advocacy principles.
- Online Quiz: A set of multiple-choice and short-answer questions automatically checked within the learning platform.
3. Expected Outcome:
- Learners demonstrate knowledge of empowerment strategies and advocacy frameworks.
- Ability to critically reflect on real-world empowerment initiatives.
- Target score of at least 70% on the quiz.
4. Weighting: 40% of the final grade.

Synchronous Assessment
1. What Is Assessed:
- Application of empowerment and advocacy concepts in participatory settings.
- Ability to engage in role-playing or collaborative problem-solving activities.
- Understanding systemic barriers and developing solutions.
2. Deliverable:
- Group Advocacy Simulation: Learners participate in a live role-playing exercise where they represent different marginalized groups and engage in a simulated decision-making process.
- Presentation: Each group presents a strategic action plan to empower a specific marginalized community.
3. Expected Outcome:
- Learners actively engage in discussion and role-playing.
- Ability to propose effective advocacy strategies.
- Clear communication and teamwork in presenting solutions.
4. Weighting: 60% of the final grade.

Passing Criteria
- Overall Score: Learners must achieve a minimum composite score of 70% (or as set by the course guidelines).
- Component Thresholds: Learners should aim to score at least 50% in each assessment component to demonstrate balanced proficiency in both theoretical knowledge and practical application.

Activities

Asynchronous Activity: Learners analyze a real-life empowerment initiative, reflecting on its impact, inclusivity, and advocacy strategies. They submit a short written analysis, discussing key challenges, successes, and lessons learned in promoting marginalized groups' inclusion.

Synchronous Activity: In a live group simulation, learners represent different marginalized groups in a role-playing exercise focused on participatory decision-making. They collaboratively develop and present an advocacy action plan addressing a specific social challenge, applying empowerment principles in real-time discussions.

Mandatory Literature and Educational Resources

- Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2016). Teaching for Diversity and Social Justice. Routledge.
- Freire, P. (1970). Pedagogy of the Oppressed. Bloomsbury Publishing.
- Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. Stanford Law Review, 43(6), 1241-1299.
- Sen, A. (1999). Development as Freedom. Oxford University Press.
- Cornwall, A. (2008). Unpacking 'Participation': Models, Meanings and Practices. Community Development Journal, 43(3), 269-283.
- Bornstein, D. (2007). How to Change the World: Social Entrepreneurs and the Power of New Ideas. Oxford University Press.
- Yunus, M. (2007). Creating a World Without Poverty: Social Business and the Future of Capitalism. PublicAffairs.
- Mair, J., Robinson, J., & Hockerts, K. (Eds.). (2006). Social Entrepreneurship. Palgrave Macmillan.
- Alvord, S. H., Brown, L. D., & Letts, C. W. (2004). Social Entrepreneurship and Societal Transformation. Journal of Applied Behavioral Science, 40(3), 260-282.

Secondary and Complementary Educational Resources

Complementary Educational Resources

1. Diversity Management & Inclusion

- COME IN Project. (2019). Diversity Management (Module 4, p.3). Retrieved from https://welcomingenterprises.eu/wp-content/uploads/2019/12/COME-IN_Executive-summary-of-curriculum_en.pdf
- COME IN Project. (2019). COME IN Curriculum (p.20). Retrieved from https://welcomingenterprises.eu/wp-content/uploads/2019/12/COME-IN_Curriculum.pdf

2. Community Interpreting & Participation

- CESIE. (2021). Community Interpreting as a Tool for Social Inclusion. Retrieved from https://cesie.org/media/ploutos-community-interpreting-en.pdf

M3.10 - Work ethics and social structures

Course Title (Unit Skill)	Module
Work ethics and social structures	Module 3. The Social and Cultural Dimension | Resilience Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 9	M3.10		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
	English	5.5	0.5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2 hours	1		
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

No prerequisites needed.

Skill - *What skill students will develop*

Work ethics and social structures

Knowledge/Skill - *What knowledge students will develop*

Understanding how various social factors influence workplace behavior and ethics, supporting fairness

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

This course explores how social factors influence workplace behavior and ethics, with a focus on fostering fairness and maintaining high ethical standards. Participants will gain insights into managing social influences, understanding diverse workplace dynamics, and promoting a culture of integrity and respect.

Participants will demonstrate their understanding by:
- Analyzing the role of social factors in shaping workplace behavior.
- Identifying challenges and proposing solutions to promote fairness and ethics.
- Reflecting on case studies and frameworks for ethical workplace practices.

Content ("Skill" Unit Syllabus Outline)

1. Introduction to Work Ethics and Social Structures (30 minutes)
- Definition and importance of work ethics in professional environments.
- Understanding how social factors, such as culture and socioeconomic dynamics, impact workplace behavior.
- Overview of fairness and equity in workplace practices.

2. Influence of Social Factors on Workplace Behavior (30 minutes)
- Exploring the role of empathy and emotional intelligence in fostering ethical behavior (e.g., Champion project materials).
- Impact of social hierarchies, biases, and cultural differences on workplace interactions.
- Strategies to address and mitigate social influences that lead to unethical practices.

3. Building an Ethical and Inclusive Workplace (30 minutes)
- Principles of diversity and inclusion in workplace ethics (e.g., COME-IN curriculum).
- Insights from the ThriveatWork program on promoting well-being and ethical practices.
- Developing organizational policies that support fairness and equity.

4. Practical Strategies for Maintaining Ethical Standards (30 minutes)
- Identifying challenges in upholding ethical standards in diverse environments.
- Tools and frameworks for promoting accountability and transparency.
- Examples of successful ethical practices and lessons learned.

Objectives and Competences

Learning Objectives: By the end of the course, participants will:
1. Understand the interplay between social structures and workplace ethics.
2. Identify and manage social influences that impact workplace behavior.
3. Explore strategies for fostering fairness, inclusion, and ethical practices.
4. Develop insights into creating and maintaining an ethical organizational culture.

Competences Developed
- Ethical Awareness: Ability to recognize and address ethical dilemmas in workplace contexts.
- Diversity and Inclusion: Understanding and promoting inclusivity to create fair work environments.
- Empathy and Emotional Intelligence: Building interpersonal skills to manage social influences effectively.
- Accountability: Developing practices to ensure ethical standards are upheld.
- Organizational Integrity: Supporting policies and practices that foster a culture of fairness and respect.

Learning and Teaching Methods

Asynchronous Learning & Teaching methods include: pre-recorded lectures (5-10 min. videos) & reading materials with the suggested contents, interactive slides with embedded quizzes. The existence of an online discussion forum where learners can engage between each other and pose questions, and platforms as Moodle, canvas, or other discussion boards can be very useful.

Synchronous Learning & Teaching methods encompass: Instructor-led sessions that summarize key points from asynchronous materials, use of live polls and Q&A to ensure real-time engagement, groups/ breakout room discussions (small-group discussions to deepen understanding through peer interaction).

Assessment

Asynchronous Assessment
What Is Assessed:
- Understanding of core work ethics concepts (fairness, equity, and cultural competence).
- Ability to identify and analyze social factors influencing workplace behavior.
- Reflection on strategies to foster inclusive and ethical practices.

Deliverable:
- Online Quiz: A set of multiple-choice and short-answer questions automatically checked within the learning platform.
- Optional Add-On: Short written reflection (200–300 words) on the case study's ethical dilemma.

Expected Outcome:
Learners demonstrate at least 70% proficiency in recognizing ethical principles, social influences, and inclusive strategies.
Weighting: 40% of the final grade.

Synchronous Assessment

What Is Assessed:
- Application of ethical frameworks and social awareness to real-world scenarios.
- Collaboration and communication skills in discussing and resolving ethical dilemmas.
- Ability to integrate empathy and emotional intelligence (Champion project materials) into decision-making.
Deliverable:
- Group Presentation or Discussion: Learners form small teams to propose an action plan addressing the ethical dilemma from the asynchronous case study, highlighting ways to build an inclusive workplace.
Expected Outcome:
- A cohesive, well-reasoned approach demonstrating understanding of ethical standards, social structures, and inclusivity.
- Clear articulation of how to mitigate biases, leverage diversity, and uphold fairness.
Weighting: 60% of the final grade.

Passing Criteria
Overall Score: Learners must achieve a minimum composite score of 70% (or as set by the course guidelines).
Component Thresholds: Learners should score at least 50% in each assessment component (asynchronous and synchronous) to ensure balanced proficiency in theoretical knowledge and practical application.

Activities

Activity: "Ethical Dilemmas in the Workplace
Description (Asynchronous + Synchronous):
Learners are presented with a brief case study illustrating an ethical conflict influenced by social hierarchies, cultural differences, or biases. In asynchronous mode, they individually analyze the scenario, post their reflections on how to address the ethical issues, and suggest potential strategies for promoting fairness. In the synchronous session, participants collaborate in small groups to debate and refine their proposed solutions, ultimately presenting a concise action plan that highlights inclusive, ethical workplace practices.

Mandatory Literature and Educational Resources

- Bornstein, D. (2007). How to change the world: Social entrepreneurs and the power of new ideas. Oxford University Press.
Explores real-life examples of social entrepreneurship and how innovative leaders address social challenges.
- Mair, J., Robinson, J., & Hockerts, K. (Eds.). (2006). Social entrepreneurship. Palgrave Macmillan.
Provides scholarly insights into social entrepreneurship theory, practice, and impact.
- CESIE. (n.d.). ILCES linee guida: Sviluppare e consolidare il legame con il territorio. Retrieved from https://cesie.org/media/ilces-lineeguida-it.pdf Offers guidelines (in Italian) on strengthening community ties and promoting social inclusion.

Secondary and Complementary Educational Resources

- Champion Project. (n.d.). Skill Cards – Empathy. Retrieved from https://course.championentrepreneur.eu/skill-cards-empathy/
- ThriveatWork Project. (n.d.). Training and Mentoring Programme. Retrieved from https://www.platform.thriveatworkproject.eu/training-and-mentoring-programme
- DISAWORK Project. (n.d.). Risultati del Progetto. Retrieved from https://disawork.eu/it/il-progetto/risultati-del-progetto/

M3.11 - Well-being (Personal Development)

Course Title (Unit Skill)	Module
Well-being (Personal Development)	Module 3. The Social and Cultural Dimension | Resilience Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 9	M3.11	if applied (optional)	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2	English	5.5	0.5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2	1	0	2
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

No prerequisites needed.

Skill - *What skill students will develop*

Time management and prioritization, stress management techniques, resilience and adaptability and mindfulness and emotional regulation

Knowledge/Skill - *What knowledge students will develop*

Strategies for maintaining work-life balance, techniques for managing and reducing stress, the impact of mindset on personal development and how mindfulness practices support emotional regulation.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students that successfully attend the course will be able to:

1. Effectively manage work-life balance through time management and prioritization techniques.
2. Apply stress reduction methods to maintain personal well-being.
3. Cultivate a growth mindset to enhance resilience and adaptability.
4. Use mindfulness techniques to regulate emotions.
5. Implement practical strategies for long-term well-being in personal and professional settings.

Content ("Skill" Unit Syllabus Outline)

This course is focused on providing learners with practical strategies for maintaining work-life balance, managing stress, fostering a growth mindset, and incorporating mindfulness into daily activities to enhance personal well-being and resilience. Participants will develop skills to manage emotions, overcome challenges, and cultivate habits that support long-term well-being in both personal and professional life.

The course contents are described below:

1. Work-life Balance
- Maintain personal well-being alongside professional demands through prioritization, boundary-setting, and time management to prevent burnout
- Build and sustain habits to balance personal and professional life.

2. Stress Management
- Equip with practical techniques to recognize, manage, and reduce stress

3. Mindfulness in daily activity
- Promote presence and awareness through practical mindfulness exercise
- Identify and manage emotions for a holistic approach to well-being.

Objectives and Competences

This course aims to equip students with practical tools for balancing work and life, managing stress, fostering a growth mindset, and applying mindfulness in daily activities. Students will gain the skills needed to improve emotional regulation, build resilience, and prioritize well-being. By the end of the course, learners will have the competence to manage their personal and professional lives in a healthier, more productive way.

Learning and Teaching Methods

This Unit is delivered through a digital platform, combining theory with practice. It includes video lectures, graphs, case studies, and quizzes to explore key theories and successful strategies. Reflective sessions and simulations will help apply learned tools and strategies in real-world scenarios, including exercises tat will reflect on their personal experiences.

Assessment

Assessment includes a self-automated quiz evaluated by the platform. Students can access it only after completing the theoretical section and practical exercises to ensure a thorough understanding.

Activities

Activities in this unit will include a mix of theoretical learning and hands-on practice. Students will engage with video lectures, graphs, and case studies to explore key theories and successful strategies. Interactive elements such as quizzes, puzzles, and simulations will reinforce learning, while reflective sessions will encourage deeper understanding. Participants will be engaged in exercises where they will reflect on their learning, will analyse real or fiction case studies or cases from their lives, or use the tools and strategies learnt in the project to create their own plans.

Mandatory Literature and Educational Resources

- Palmer, S. (2007). PRACTICE: A model suitable for coaching, counselling, psychotherapy and stress management. The Coaching Psychologist, 3–3(2), 72–77.

- Higuera, V. (2018, October 6). What is General adaptation syndrome? Healthline. https://www.healthline.com/health/general-adaptation-syndrome?c=1439015585784

Secondary and Complementary Educational Resources

- Vonderlin, R., Biermann, M., Bohus, M., & Lyssenko, L. (2020). Mindfulness-Based Programs in the Workplace: a Meta-Analysis of Randomized Controlled Trials. Mindfulness, 11(7), 1579–1598. https://doi.org/10.1007/s12671-020-01328-3
- Karpagavalli, R., & Suganthi, L. (2024). Growth mindset and positive work reflection for affective well-being: a three-way interaction model. Humanities and Social Sciences Communications, 11(1). https://doi.org/10.1057/s41599-024-02752-9
- Trombeta, G., Barham, E. J., & Bertho, M. a. C. (2024). Understanding How Mindfulness-Based Interventions Promote Work-Life Balance: A Systematic review of randomized controlled trials. Trends in Psychology. https://doi.org/10.1007/s43076-024-00380-5

M3.12 - Adaptability/forward thinking

Course Title (Unit Skill)	Module
Adaptability/forward thinking	Module 3. The Social and Cultural Dimension | Resilience Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 9	M3.12		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
	English	5,5	0,5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
3 hours	1		
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

1. Basic Knowledge of Sustainability and Business Contexts. Familiarity with general environmental challenges and basic market principles, though no advanced expertise is required.
2. Analytical and Critical Thinking Skills. Ability to interpret case studies, evaluate information, and propose reasoned solutions.
3. Digital Literacy. Comfort with online learning platforms, quizzes, and collaborative digital tools for synchronous sessions.
4. Open-mindedness and Teamwork. Willingness to engage in group activities, share ideas, and incorporate feedback in a dynamic learning environment.

Skill - *What skill students will develop*

Adaptability/forward thinking

Knowledge/Skill - *What knowledge students will develop*

Ability to adapt business model/strategy to sustainability challenges and market trends

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

This course equips participants with the ability to anticipate sustainability challenges and business trends, and adapt business models and strategies to changing environments. By focusing on resilience, flexibility, and perseverance, learners will develop the necessary skills to thrive in dynamic and uncertain contexts, with an emphasis on sustainable and innovative practices.
Participants will demonstrate their understanding by:
- Analyzing sustainability challenges and proposing adaptive strategies.
- Identifying market trends and aligning them with business goals.
- Reflecting on case studies to extract best practices for adaptability and resilience.

Content ("Skill" Unit Syllabus Outline)

1. Understanding Adaptability in the Context of Sustainability (45 minutes)
- Definition and importance of adaptability in business and sustainability contexts.
- Key concepts: resilience, flexibility, and perseverance (Champion project materials).
- The role of adaptability in addressing market trends and environmental challenges.

2. Identifying Sustainability Challenges and Market Trends (45 minutes)

- Overview of global sustainability challenges and their implications for businesses.
- Tools for analyzing and anticipating market trends (e.g., Relief and Ilces resources).
- Examples of businesses successfully adapting to sustainability challenges.

3. Strategies for Building Resilient and Adaptive Business Models (45 minutes)

- Principles of design for resilience
- Strategies to incorporate flexibility and innovation into business planning.
- Insights into fostering organizational and individual perseverance in dynamic environments.

4. Embedding Adaptability into Organizational Culture (45 minutes)

- Techniques for cultivating a mindset of resilience and adaptability within teams.
- Case studies and frameworks for embedding sustainability and adaptability in organizational practices.
- Tools for continuous learning and improvement to maintain relevance in changing contexts.

Objectives and Competences

Learning Objectives: By the end of the course, participants will:
1. Understand the importance of adaptability in addressing sustainability challenges.
2. Identify key market trends and their implications for business strategies.
3. Develop strategies to build resilience and flexibility in business models.
4. Learn techniques to embed adaptability into organizational culture and practices.

Competences Developed
- Resilience: Ability to recover and adapt to challenges and disruptions.
- Flexibility: Capability to adjust strategies and approaches in response to changing circumstances.
- Sustainability Awareness: Understanding the intersection of market trends and environmental challenges.
- Strategic Thinking: Developing forward-looking and innovative solutions.
- Perseverance: Maintaining focus and determination in dynamic and uncertain contexts.

Learning and Teaching Methods

Asynchronous Learning & Teaching methods include: pre-recorded lectures (5-10 min. videos) & reading materials with the suggested contents, interactive slides with embedded quizzes. The existence of an online discussion forum where learners can engage between each other and pose questions, and platforms such as Moodle, canvas, or other discussion boards can be very useful.

Synchronous Learning & Teaching methods encompass: Instructor-led sessions that summarize key points from asynchronous materials, use of live polls and Q&A to ensure real-time engagement, groups/ breakout room discussions (small-group discussions to deepen understanding through peer interaction).

Assessment

Asynchronous Assessment
What Is Assessed:
- Understanding of key adaptability concepts (resilience, flexibility, perseverance) in a sustainability context.
- Ability to identify sustainability challenges and anticipate market trends.
- Application of design-for-resilience principles in proposing strategic solutions.

Deliverable:
- Online Quiz: A set of multiple-choice and short-answer questions automatically checked within the learning platform.
- Optional Short Reflection (200–300 words): Learners outline initial strategies to address the case study's sustainability challenges, referencing course concepts.

Expected Outcome:
- A target score of at least 70% on the quiz, demonstrating proficiency in recognizing adaptability principles and sustainability challenges.

Weighting: 40% of the final grade.

Synchronous Assessment
What Is Assessed:
- Collaborative problem-solving and communication skills in a live group setting.
- Ability to refine and integrate adaptable business strategies into a coherent action plan.
- Demonstration of how to embed adaptability into organizational culture, drawing on case study insights and course materials (e.g., Champion project).

Deliverable:
- Group Presentation: Teams present a brief action plan that addresses market shifts, environmental challenges, and organizational culture for adaptability.

Expected Outcome:
- A well-structured plan showcasing resilience, flexibility, and perseverance, along with clear communication and teamwork.

Weighting: 60% of the final grade.

Passing Criteria
Overall Score: Learners must achieve a minimum composite score of 70% (or as set by the course guidelines).
Component Thresholds: Learners should score at least 50% in each assessment component (asynchronous and synchronous) to ensure balanced proficiency in both theoretical knowledge and practical application.

Activities

Learners receive a short case study describing a business facing sustainability-related market shifts. Asynchronously, they individually analyze the scenario, propose strategies for resilience and adaptability, and submit a brief reflection. In the synchronous session, they collaborate in small teams to refine their strategies, discussing how to embed adaptability into organizational culture. Each team presents a concise action plan demonstrating how to tackle changing market trends and environmental challenges.

Mandatory Literature and Educational Resources

Nicholls, A. (Ed.). (2018). Creating economic space for social innovation. Oxford University Press.
Hoogendoorn, B., Pennings, H. P., & Thurik, R. (2015). A conceptual overview of what we know about social entrepreneurship. In C. Schaltegger, et al. (Eds.), Managing social entrepreneurship: A collection of essays (pp. 9–27). Springer.
Lengnick-Hall, C. A., Beck, T. E., & Lengnick-Hall, M. L. (2015). Thriving in challenging and uncertain times: The role of strategic adaptation. Organizational Dynamics, 44(2), 119–128.
Van der Vegt, G. S., Essens, P., Wahlström, M., & George, G. (2015). Managing risk and resilience. Academy of Management Journal, 58(4), 971–980.

Secondary and Complementary Educational Resources

Champion Project. (n.d.). Skill Cards – Resilience. Retrieved from https://course.championentrepreneur.eu/skill-cards-resilience/
Gaia Education. (n.d.). Design for Resilience: Conversations on Resilience (Part 2). Retrieved from https://www.gaiaeducation.org/webinar-series-conversations-on-resilience-part-2

M3.13 - Community engagement

Course Title (Unit Skill)	Module
Community engagement	Module 3. The Social and Cultural Dimension | Resilience Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 9	M3.13		
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
	English	5, 5	0,5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2 hours	1		
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

Basic Understanding of Community and Social Issues Familiarity with fundamental concepts of community engagement or social work is helpful but not mandatory.
Digital Literacy. Comfort with online learning platforms, discussion forums, and collaborative tools for group activities.
Communication and Teamwork Skills. Ability to engage in group discussions and co-create solutions with peers.
Interest in Well-being and Sustainability. Motivation to explore community well-being, social impact, and sustainable development.

Skill - *What skill students will develop*

Community engagement

Knowledge/Skill - *What knowledge students will develop*

The process of building relationships and fostering active participation with individuals or groups to collaboratively address issues, share knowledge, and drive positive change within a community

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

This course provides an introduction to building relationships and fostering active participation with individuals or groups to collaboratively address issues, share knowledge, and drive positive change within a community. Participants will be able to effectively engage with diverse communities, utilizing communication strategies and collaborative approaches to identify community needs, foster participation, and implement initiatives that drive positive social impact.
Participants will demonstrate their understanding by:
- Explaining the principles and benefits of community engagement.
- Identifying key strategies for fostering participation and addressing community needs.
- Reflecting on case studies to extract practical insights for engaging with diverse communities.

Content ("Skill" Unit Syllabus Outline)

1. Introduction to Community Engagement (30 minutes)
- Definition and principles of community engagement.
- Importance of fostering meaningful participation and relationships.
- Examples of successful community engagement initiatives (e.g., Catalysts Community).

2. Understanding Community Well-being and Social Impact (30 minutes)
- Exploring community well-being and its connection to individual well-being (e.g., Atkinson et al., 2020).
- Insights from research and frameworks on happiness and meaningful lives (e.g., Waldinger's TED Talk).
- The role of degrowth and sustainability in promoting collective well-being.

3. Strategies for Effective Community Engagement (30 minutes)
- Techniques for identifying community needs and priorities (e.g., AKF Learning Hub resources).
- Communication strategies for fostering trust and participation.
- Collaborative approaches for implementing initiatives that drive positive social change.

4. Case Studies and Reflections on Community Engagement (30 minutes)
- Real-world examples from projects like Gaia Education's Ecosystems Project.
- Lessons learned from successful and challenging community engagement efforts.
- Opportunities for participants to reflect on how they can apply these strategies in their own contexts.

Objectives and Competences

Learning Objectives: By the end of the course, participants will:
1. Understand the principles and importance of community engagement.
2. Explore the relationship between community well-being and sustainability.
3. Learn strategies to identify and address community needs.
4. Develop insights into fostering participation and collaboration for social impact.

Competences Developed
- Community Awareness: Ability to identify and understand the needs and dynamics of diverse communities.
- Communication: Proficiency in building trust and fostering participation through effective communication.
- Collaboration: Skills to work with communities to co-create solutions and initiatives.
- Social Impact Orientation: Focus on driving positive change and promoting community well-being.
- Sustainability Integration: Understanding the intersection of community well-being and sustainable practices.

Learning and Teaching Methods

Asynchronous Learning & Teaching methods include: pre-recorded lectures (5-10 min. videos) & reading materials with the suggested contents, interactive slides with embedded quizzes. The existence of an online discussion forum where learners can engage between each other and pose questions, and platforms such as Moodle, canvas, or other discussion boards can be very useful.

Synchronous Learning & Teaching methods encompass: Instructor-led sessions that summarize key points from asynchronous materials, use of live polls and Q&A to ensure real-time engagement, groups/ breakout room discussions (small-group discussions to deepen understanding through peer interaction).

Assessment

Asynchronous Assessment
What Is Assessed
- Understanding of community engagement principles and well-being concepts.
- Ability to identify community needs and propose initial engagement strategies.
- Reflection on sustainability and social impact considerations.

Deliverable
- Online Quiz: A set of multiple-choice and short-answer questions automatically checked within the learning platform.

(Optional) Short Written Reflection (200–300 words) describing how to address the scenario's community challenges.
Expected Outcome
- A target score (e.g., at least 70%) that demonstrates proficiency in the course content.

Weighting: 40% of the final grade.
Synchronous Assessment
What Is Assessed
- Ability to collaborate and refine community engagement strategies in a group setting.
- Communication skills and creativity in proposing a plan that addresses community well-being and sustainability.
- Integration of course concepts (e.g., trust-building, participatory methods, measuring social impact).
Deliverable
- Group Presentation: A concise action plan outlining the proposed engagement strategy, including goals, methods, and metrics for success.
Expected Outcome
- A well-reasoned, practical plan demonstrating understanding of effective community engagement techniques and their social impact.
Weighting: 60% of the final grade.
Passing Criteria
Overall Score: Learners must achieve a minimum composite score of 70% (or as set by the course guidelines).
Component Thresholds: In addition to the overall score, learners should aim to score at least 50% in each assessment component to ensure balanced proficiency in both theoretical knowledge and practical application.

Activities

Learners are presented with a short scenario illustrating a community facing well-being or sustainability challenges. Asynchronously, each learner analyzes the scenario, identifies the community's primary needs, and proposes an initial engagement strategy in a brief written reflection. Synchronously, learners form small groups to refine their strategies, discussing how to build trust, foster participation, and measure social impact. Each group presents a concise action plan demonstrating how to address the identified challenges through effective community engagement.

Mandatory Literature and Educational Resources

- Happiness Studies, 21, 1903–1921. https://doi.org/10.1007/s10902-019-00146-2
- Waldinger, R. (2015). What makes a good life? Lessons from the longest study on happiness [Video]. YouTube. https://www.youtube.com/watch?v=8KkKuTCFvzI
- Catalysts Community (n.d.). Retrieved from https://www.catalysts.community/
- AKF Learning Hub (n.d.). Community Engagement – Global. Retrieved from https://akflearninghub.org/courses/civil-society/community-engagement-global/

Secondary and Complementary Educational Resources

- AKF Learning Hub (n.d.). Techniques for Identifying Community Needs and Priorities.
- [Aga Khan Foundation or similar resource platform; provides practical tools for assessing community priorities.]
- Ploutos Community Interpreting (n.d.).
- [Additional insights into participatory methods and community-based approaches, as referenced in prior modules or official documentation.]
- Additional Case Studies or Academic Articles
- As relevant to local contexts, learners can explore further examples of community engagement and social impact measurement.

Module 4: The economic dimension, entrepreneurship and innovation (Entrepreneurial Skills)

Overview: This Module focuses on entrepreneurship and innovation skills, creativity, problem-solving and resource management. Through 13 units learners explore key concepts such as enterprise creation, business development, financial literacy, marketing, and growth mindset. Therefore, they get equipped with skills on topics such as sustainability management and regenerative business models in projects that implement the Ecoprise model, business plan development, fundraising, and financing, including how they relate to the transformative goals of community-led collective action (aka "activism skills") and policy engagement.

Aim and objectives: This Module aims to equip learners with the following skills:

- Ability to understand the processes of an enterprise
- Understanding of entrepreneurial growth strategies
- Ability to manage business finances efficiently
- Knowledge of digital marketing tools and strategies
- Embrace continuous learning and adaptability
- Utilize metrics to evaluate social and environmental impacts
- Apply creative thinking to develop innovative solutions
- Understand ecological and economic implications of business
- Consider ethical and environmental implications
- Practical understanding of how to navigate legal requirements in project/initiative planning
- Ability to network with stakeholders
- Ability to drive positive changes in society, influence public policies, and collaborate with stakeholders
- Ability to identify, assess, and prioritize risks associated with business activities and sustainability challenges

Target-audience: The target audience for this Module is aspiring ecopreneurs, sustainability advocates, and young professionals seeking to develop the skills required to launch and manage eco-friendly businesses.

Teaching-method: This module combines theory with practical examples and case studies.

Assessment: Learners start with a short self-assessment to check prior knowledge. A final test at the end of the module will evaluate learners' learning outcomes. Upon passing this final test, participants will receive a certificate with microcredentials

M4.1 - Enterprise and innovation

Course Title (Unit Skill)		Module	
Enterprise and innovation		Module 4. The Economic Dimension | Entrepreneurial Skills	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 10	M4.1	GrantXpert Consulting Ltd	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2.5	English	0	0.5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2.5	0	0	2.5
ECTS Credits	**Observations/Notes**		
N/A	No note		

Prerequisites
None
Skill - *What skill students will develop*
Enterprise and innovation
Knowledge/Skill - *What knowledge students will develop*
Ability to understand the processes of an enterprise
Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*
Learners can apply innovative changes and adaptations to business processes
Content ("Skill" Unit Syllabus Outline)
The aim of this unit is to equip students with the ability to identify, evaluate, and develop business opportunities while fostering critical entrepreneurial skills. **1. Definition and importance of entrepreneurial skills in business and innovation.** - Overview of core skills: Opportunity recognition, risk-taking, and problem-solving. - Examples of successful entrepreneurial mindsets and behaviours. **2. Opportunity Recognition and Risk Management** - Techniques for identifying market gaps and evaluating potential business opportunities. - Basics of risk analysis and strategies to minimise and manage risks. - Activity: Analysing a real-world business scenario for risks and opportunities. **3. Problem-Solving and Communication Skills** - Frameworks for solving problems creatively and systematically in entrepreneurial contexts. - Effective communication techniques for pitching ideas to stakeholders.
Objectives and Competences
Entrepreneurial Mindset Development Persuasive Communication and Pitching Creative Problem-Solving Risk Assessment and Management Opportunity Identification and Evaluation
Learning and Teaching Methods
PPT
Assessment
Self assessment
Activities
N/A
Mandatory Literature and Educational Resources
- Davis, M. H., Hall, J. A., & Maye, P. S. (n.d.). Developing a new measure of entrepreneurial mindset: Reliability, validity, and implications for practitioners. Persona Talent. https://www.personatalent.com/development/entrepreneurial-mindset/ - Persona Talent. (n.d.). 5 skills to develop an entrepreneurial mindset. https://www.personatalent.com/development/entrepreneurial-mindset/

M4.2 - Business Development

Course Title (Unit Skill)		Module	
Business development		Module 4. The Economic Dimension | Entrepreneurial Skills	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 10	M4.2	GrantXpert Consulting Ltd	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2.5	English	0	0.5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2.5	0	0	2.5
ECTS Credits	**Observations/Notes**		
N/A	No note		

Prerequisites

None

Skill - *What skill students will develop*

Business development for regenerative projects

Knowledge/Skill - *What knowledge students will develop*

How ecovillage-based businesses differ from traditional startups.
Understanding the Ecovillage Economic Model (e.g., mutual aid, solidarity economy, local currencies).
Mapping the needs and assets of a community for business development.
Understanding Ecovillage Mandala for business thinking (social, cultural, ecological, economic).
Designing place-based and needs-driven services/products.
Navigating partnerships and collaborative ecosystems.
Principles of sufficiency over profit-maximization.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

By the end of this module, students will be able to:
Draft a basic regenerative business model tailored to an ecovillage context.
Identify local opportunities for enterprise based on community and ecological needs.
Apply whole-system design thinking to business development.
Propose sustainable and ethical value propositions.
Engage local stakeholders in participatory business development.
Build resilient business models that can adapt to environmental, social, and market shifts

Content ("Skill" Unit Syllabus Outline)

Introduction to Business Development in Regenerative Ecovillages
Mapping Community Needs and Assets
Designing Purpose-Driven Enterprises
Understanding the Ecoprise Prototype in Business Development
Building Resilient Business Models
Engaging Stakeholders through Participatory Methods in Business Development The Business Development Process

Objectives and Competences

By the end of this course, learners will be able to:
Develop business ideas within eco-social and regenerative environments.
Design regenerative enterprises aligned with ecovillage values and the Ecoprise Prototype.
Demonstrate strategic and critical thinking in regenerative business planning and development.
Show responsibility for sustainable, ethical, and place-based business practices.
Collaborate with diverse stakeholders to achieve shared ecological and economic goals.

Learning and Teaching Methods

PPT presentation

Assessment -

Self assessment

Activities

N/A

Mandatory Literature and Educational Resources

- Konietzko, J., Das, A., & Bocken, N. M. P. (2023). Towards regenerative business models: A necessary shift? Sustainable Production and Consumption, 38, 372–388. https://www.sciencedirect.com/science/article/pii/S2352550923000866
- Schoen, T., Malé-Alemany, M., Mulder, M., & Schouten, N. (2023). Introducing a novel framework for regenerative business. Maastricht University Press. https://pubpub.maastrichtuniversitypress.nl/pub/ve0tr0waPubPub

Videos:
- Sustainability Illustrated. (2015, April 15). Creating sustainable value for YOUR business [Video]. YouTube. https://www.youtube.com/watch?v=jpeS9lFDHpY
- Future 500. (2014, June 10). What is Stakeholder Engagement? [Video]. YouTube. https://www.youtube.com/watch?v=VHGTsEwbOJY

Secondary and Complementary Educational Resources

- Hahn, T., & Tampe, M. (2021). Strategies for regenerative business. Strategic Organization, 19(3), 482–495. https://doi.org/10.1177/1476127020979228 Sage Journals

- Earthly. (2023). Four regenerative business models for a sustainable future. Earthly Blog. https://earthly.org/blog/blog-regenerative-business-modelsearthly-org
- Buckton, S. J., Fazey, I., Sharpe, B., & Omann, I. (2023). The regenerative lens: A conceptual framework for regenerative social-ecological systems. One Earth, 6(7), 824–842. https://www.cell.com/one-earth/fulltext/S2590-3322(23)00302-0
- Earthly. (2023). Seven steps to build a regenerative business. Earthly Blog. https://earthly.org/blog/blog-seven-steps-to-build-a-regenerative-businessearthly-org
- Cambridge University Press. (2023). Sustainable business models. In Regenerative strategies (Chapter 4). https://www.cambridge.org/core/books/regenerative-strategies/sustainable-business-models/58C4C830BE664B9170D51A08B86B1FA1

M4.3 - Financial Knowledge

Course Title (Unit Skill)	Module
Financial knowledge	Module 4. The Economic Dimension | Entrepreneurial Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 10	M4.3	GrantXpert Consulting Ltd	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2.5	English	0	0.5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2.5	0	0	2.5
ECTS Credits	**Observations/Notes**		
N/A	No note		

Prerequisites

None

Skill - *What skill students will develop*

Financial knowledge

Knowledge/Skill - *What knowledge students will develop*

Ability to manage business finances efficiently

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Learners can apply financial management strategies for business sustainability.

Content ("Skill" Unit Syllabus Outline)

Understanding Financial Statements
Key components: income statements, balance sheets, and cash flow statements.
Interpreting financial data for regenerative enterprises.
Break-Even Point Analysis
Calculating the critical sales point in sustainability-focused enterprises.
Adjusting cost structures to account for ecological and social impact.
Budgeting for Sustainable Businesses
Crafting financial plans with sustainability objectives.
Managing financial resources efficiently to support regenerative practices.
Financial Tools and Tips
Identifying tools and platforms for financial management.
Best practices for overcoming financial challenges in Ecovillages and social enterprises.

Objectives and Competences

Understand and interpret income statements, balance sheets, and cash flow statements
Apply budgeting techniques to sustainable enterprise planning
Calculate and interpret the break-even point for social and green businesses
Identify appropriate financial tools and platforms
Develop strategies to manage financial challenges in community-led initiatives.

Learning and Teaching Methods

PPT

Assessment
Online Exam: 100%
Activities
N/A
Mandatory Literature and Educational Resources
- Intentional Accounting. (2024). Building a smart budget: Your guide to sustainable growth for small businesses. Retrieved April 10, 2025, from https://intentionalaccounting.com/building-a-smart-budget-your-guide-to-sustainable-growth-for-small-businesses (Essential for understanding sustainable budgeting and practical budgeting strategy.) - Visnjic, I., Monteiro, F., & Tushman, M. L. (2025). Sustainability as a business-model transformation. Harvard Business Review. Retrieved April 10, 2025, from https://hbr.org/2025/05/sustainability-as-a-business-model-transformation (Grounds sustainability within strategic business practices—important for connecting finance with impact.) - Global Ecovillage Network. (n.d.). Funded Projects. Retrieved April 10, 2025, from https://ecovillage.org/funded-projects/ (A key source of project-based insights into financial strategies used by ecovillages.) - Intentional Accounting. (2024). Building a smart budget: Your guide to sustainable growth for small businesses. Retrieved April 10, 2025, from https://intentionalaccounting.com/building-a-smart-budget-your-guide-to-sustainable-growth-for-small-businesses (Essential for understanding sustainable budgeting and practical budgeting strategy.) - Visnjic, I., Monteiro, F., & Tushman, M. L. (2025). Sustainability as a business-model transformation. Harvard Business Review. Retrieved April 10, 2025, from https://hbr.org/2025/05/sustainability-as-a-business-model-transformation (Grounds sustainability within strategic business practices—important for connecting finance with impact.) - Global Ecovillage Network. (n.d.). Funded Projects. Retrieved April 10, 2025, from https://ecovillage.org/funded-projects/ (A key source of project-based insights into financial strategies used by ecovillages.)
Secondary and Complementary Educational Resources
- EKEM. (2023). SEKEM 2023 Report: An Impactful Year of Holistic Development. Retrieved April 10, 2025, from https://sekem.com/en/sekem-2023-report-an-impactful-year-of-holistic-development/ - SEKEM. (n.d.). About. Retrieved April 10, 2025, from https://sekem.com/en/about/ - UNEP. (2024). SEKEM | Champions of the Earth. United Nations Environment Programme. Retrieved April 10, 2025, from https://www.unep.org/championsofearth/laureates/2024/sekem - World Future Council. (2019). Egypt – SEKEM Initiative (1977). Retrieved April 10, 2025, from https://www.worldfuturecouncil.org/wp-content/uploads/2019/01/Egypt_SEKEM-Initiative-1977-Factsheet-OPA-2019.pdf - Auroville Foundation. (n.d.). Financial Service. Retrieved April 10, 2025, from https://auroville.org/page/financial-service - Ministry of Human Resource Development, Government of India. (2022). Annual Report & Accounts 2021-22. Auroville Foundation. Retrieved April 10, 2025, from https://aurovillefoundation.org.in/wp-content/uploads/2024/03/Annual-Report-2021-2022.pdf - BRAC USA. (n.d.). Social Enterprises. Retrieved April 10, 2025, from https://bracusa.org/social-enterprises/ - Lincoln Institute of Land Policy. (n.d.). Community Land Trusts. Retrieved April 10, 2025, from https://www.lincolninst.edu/publications/articles/community-land-trusts/ - The New School Budget Equity Project. (n.d.). Community Land Trusts. Retrieved April 10, 2025, from https://budgetequity.racepowerpolicy.org/case-studies-policy-briefs/community-land-trusts

M4.4 - Marketing

Course Title (Unit Skill)	Module
Marketing	Module 4. The Economic Dimension | Entrepreneurial Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 10	M4.4	Grant Xpert Consulting Ltd	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2.5	English	2	0.5

Theoretical Part (hours)	Practical Part (hours)	Synchronous Lessons (hours)	Asynchronous Lessons (hours)
2.5		N/A	2.5
ECTS Credits	**Observations/Notes**		
N/A	practical part : participants in their own time create and launch a social media strategy		

Prerequisites

Participants should be able to browse the internet.

Skill - *What skill students will develop*

Marketing

Knowledge/Skill - *What knowledge students will develop*

Knowledge of digital marketing tools and strategies

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Upon completion, participants will:

1. Be able to create marketing strategies using digital tools.
2. Know how to formulate a social media strategy tailored for external communication purposes
3. Align specific social media platforms with their organisation's vision/targets
4. Be able to identify online digital tools available for social media content creation
5. Recognise appropriate content types and assess the necessary resources required to implement social media strategy,

Content ("Skill" Unit Syllabus Outline)

This unit focuses on the use of social media for external communication, providing an introduction to basic strategy development and how to choose the right platforms for different communication goals and audiences. Participants will learn about the various types of content that work well on different platforms and how to plan resources effectively to achieve successful social media marketing. The aim is to help participants understand how to connect social media strategies with organisational needs.

1. Social Media Presence
- Social media marketing Vs traditional marketing approaches.
- Overview of online tools for content creation, focusing on visuals
- Choosing the appropriate social media channel

2. Content Creation
- Tailor your content to your audience
- Canva
- How to best use online digital tools

3. Social Media Strategy
- Identifying where to find your audience (online)
- What makes a successful social media campaign?
- Growing your audience

Objectives and Competences

By the end of this course, students will:

1.Understanding Social Media Marketing Dynamics
2. Platform Selection and Optimisation
3. Content Design and Customisation
4. Strategic Audience Engagement
5. Campaign Development and Evaluation
6. Resource Planning and Strategic Implementation

Learning and Teaching Methods

Theory: PPT
Practical: At home exercise

Assessment

Self assessment

Activities

N/A

Mandatory Literature and Educational Resources

- Atherton, J. (2019). Social media strategy: A practical guide to social media marketing and customer engagement. Kogan Page.
- Kane, B. (2018). One million followers: How to build a massive social following within 30 days. BenBella Books.
- McDonald, J. (2022). Social media marketing workbook: How to use social media for business. JM Internet Group.

Secondary and Complementary Educational Resources

N/A

M4.5 - Building resilience and adaptability

Course Title (Unit Skill)	Module
Building resilience and adaptability	Module 4. The Economic Dimension | Entrepreneurial Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 11	M4.5	GrantXpert Consulting	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2.5	English	N/A	N/A
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2.5	0	0	2.5
ECTS Credits	**Observations/Notes**		
N/A	N/A		

Prerequisites

N/A

Skill - *What skill students will develop*

Knowledge/Skill - *What knowledge students will develop*

Embrace continuous learning and adaptability

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students that successfully attend the course will be able to:

Distinguish between fixed and growth mindsets and explain their impact on resilience
Apply mindset-shifting strategies and feedback to support personal growth
Define adaptation and identify key approaches to navigate change
Demonstrate an understanding of empathy and its role in resilience-building
Recognise and apply the four components of emotional intelligence
Explore resilience through the lens of entrepreneurship and team dynamics
Reflect on past challenges and identify personal strategies for resilient thinking
Create an individualised resilience action plan

Content ("Skill" Unit Syllabus Outline)

Understanding mindset: Fixed vs. Growth
Developing resilience through mindset shifts and feedback
Adaptation as a driver of innovation and learning
Empathy as a tool for emotional connection and leadership
Emotional intelligence: theory, myths, and practical application
Entrepreneurial and team resilience
Reflection and personal action planning
Expert insights through video case studies

Objectives and Competences

Course Objectives
To equip learners with practical tools and self-awareness to build resilience and adaptability in both personal and professional contexts. Through mindset development, emotional intelligence, and empathy, learners will strengthen their capacity to lead, collaborate, and respond constructively to change.

Learning and Teaching Methods

Theory and Practical: online synchronous course

Assessment
This unit will not be assessed but participants will answer a self-reflection quiz as well as identify possible actions they could take to change their mindset.
Activities
N/A
Mandatory Literature and Educational Resources
- Dweck, C. S. (2006). Mindset: The new psychology of success. Random House. - Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam Books. - Goleman, D. (1998). Working with emotional intelligence. Bantam Books. - Rogers, E. M. (2003). Diffusion of innovations (5th ed.). Free Press. - American Psychological Association. (n.d.). Building your resilience. https://www.apa.org/topics/resilience
Secondary and Complementary Educational Resources
- Harvard Business School Online. (2023, March 28). Growth mindset vs. fixed mindset: What's the difference? https://online.hbs.edu/blog/post/growth-mindset-vs-fixed-mindset - Landry, L. (2019, April 3). Emotional intelligence in leadership: Why it's important. Harvard Business School Online. - The RSA. (2013, December 10). Brené Brown on empathy [Video]. YouTube. https://www.youtube.com/watch?v=1Evwgu369Jw - Bariso, J. (2017, July 19). There are actually 3 types of empathy… Inc. https://www.inc.com/justin-bariso/there-are-actually-3-types-of-empathy-heres-how-they-differ-and-how-you-can-develop-them-all.html - Dweck, C. (2014, November). The power of believing that you can improve [Video]. TED. https://www.youtube.com/watch?v=_X0mgOOSpLU Goleman, D. (2017, October 24). The 4 domains of emotional intelligence [Video]. YouTube. https://www.youtube.com/watch?v=erfgEHHfFkU

M4.6 - Innovation and social impact measurement tools

Course Title (Unit Skill)		Module	
Innovation and social impact measurement tools		Module 4. The Economic Dimension | Entrepreneurial Skills	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 11	M4.6	-	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2 hours & 20 minutes	English	20 minutes	20 minutes
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
1 hour & 30 minutes	-	-	1 hour & 30 minutes
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites
N/A
Skill - *What skill students will develop*
Innovation and social impact measurement tools
Knowledge/Skill - *What knowledge students will develop*
Utilize metrics to evaluate social and environmental impacts
Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*
Learners can measure and report the social/environmental impacts of their business.
Content ("Skill" Unit Syllabus Outline)
In this unit, learners will explore the importance of measuring and reporting the social and environmental impacts of their businesses. By understanding and utilizing innovative tools and frameworks, learners will develop the ability to quantify the outcomes of their entrepreneurial activities, ensuring alignment with sustainability goals and societal values. It prepares learners to measure and communicate the positive impacts of their businesses, a key factor for

attracting sustainable investment and building community trust

The course contents are described below:

1. Introduction to Social and Environmental Impact Measurement
- The importance of impact measurement in sustainable businesses.
- Key benefits: accountability, transparency, and decision-making improvement.

2. Frameworks for Impact Measurement
- Overview of major tools:
  - Social Return on Investment (SROI).
  - Quadruple Bottom Line (QBL).
  - Impact Reporting and Investment Standards (IRIS).
- Choosing the right tool for your business.

3. Metrics for Impact Evaluation
- Identifying and defining relevant social and environmental metrics.
- Practical examples: waste reduction, carbon footprint, community benefits.

4. Challenges in Impact Measurement
- Common obstacles and how to overcome them.
- Ensuring data reliability and avoiding greenwashing.

5. Practical Application
- Case study analysis: Measuring impact for a small-scale green business.

Objectives and Competences

The main objective of this unit is to equip learners with the knowledge and skills necessary to evaluate the social and environmental outcomes of their entrepreneurial activities. By mastering impact measurement tools and frameworks, learners will be able to make informed decisions that enhance the positive effects of their business operations. Competences developed include the ability to analyze data, assess sustainability initiatives, and communicate impact effectively to stakeholders.

Learning and Teaching Methods

This course will be delivered through a combination of interactive lectures and practical exercises using a web-based learning environment. Theoretical material will provide an overview of impact measurement frameworks, while case studies and hands-on activities will enable learners to apply the concepts to real-world scenarios. Homework assignments, including mini-projects, will reinforce learning by challenging students to measure and report the impacts of a hypothetical business venture.

Assessment

Online quiz with 70% passing threshold

What will be assessed:
- Understanding of the importance of social and environmental impact measurement.
- Familiarity with frameworks like SROI,QBL, and IRIS.
- Ability to identify relevant metrics for impact evaluation.
- Awareness of challenges and solutions in impact measurement.

Activities

Mandatory Literature and Educational Resources

•Elkington, J. (2018). 25 years ago I coined the phrase "Triple Bottom Line." Here's why it's time to rethink it. Harvard Business Review. https://hbr.org/2018/06/25-years-ago-i-coined-the-phrase-triple-bottom-line-heres-why-im-giving-up-on-it

•Freedman, M. R., & King, J. K. (2016). Examining a New "Pay-as-You-Go" Community-Supported Agriculture (CSA) Model: A Case Study. Journal of Hunger & Environmental Nutrition, 11(1), 122–145. https://doi.org/10.1080/19320248.2015.1045671

•Global Impact Investing Network (GIIN). (n.d.). IRIS+ System: Impact Measurement and Management. https://iris.thegiin.org/

•Nicholls, J., Lawlor, E., Neitzert, E., & Goodspeed, T. (2012). A guide to Social Return on Investment (SROI). Social Value UK. https://socialvalueuk.org/resources/sroi-value-map/

•Ragazou, K., Zopounidis, C., Garefalakis, A., Sariannidis, N. (2024). A New Paradigm in Long-Term Sustainability: The Quadruple Bottom Line Framework as an Alternative to the Triple Bottom Line. In: Triple Bottom Line and Multiple Criteria Decision Making Analysis. Multiple Criteria Decision Making. Springer, Cham. https://doi.org/10.1007/978-3-031-78045-5_6

•Social Value International. (n.d.). Resources. https://www.socialvalueint.org/

M4.7 - Creativity

Course Title (Unit Skill)	Module
Creativity	Module 4. The Economic Dimension | Entrepreneurial Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 11	M4.7	-	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2hours & 10 minutes	English	30 minutes	20 minutes
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
1hour & 30 minutes	-	-	1hour & 30 minutes
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

-

Skill - *What skill students will develop*

Creativity

Knowledge/Skill - *What knowledge students will develop*

Apply creative thinking to develop innovative solutions

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Learners can generate innovative, eco-friendly business ideas.

Content ("Skill" Unit Syllabus Outline)

This unit focuses on fostering creative thinking as a core entrepreneurial skill. Learners will explore various techniques and tools to enhance creativity and innovation, with a particular emphasis on generating eco-friendly business ideas. By learning to approach problems from new perspectives, participants will be better equipped to create innovative and sustainable solutions.

The course contents are described below:

1. Introduction to Creativity in Entrepreneurship
- The role of creativity in driving innovation and problem-solving.
- Examples of creative entrepreneurship in sustainability.

2. Techniques for Creative Thinking
- Brainstorming and mind mapping.
- SCAMPER (Substitute, Combine, Adapt, Modify, Put to other uses, Eliminate, Reverse).
- Design thinking: a structured approach to creativity.

3. Overcoming Creative Blocks
- Recognizing barriers to creativity.
- Strategies for overcoming mental roadblocks.

4. Applying Creativity to Eco-friendly Business Ideas
- Identifying gaps in the market for sustainable products or services.
- Case study analysis: Successful eco-innovations.

Objectives and Competences

The primary objective of this unit is to empower learners with creative thinking tools and techniques, enabling them to generate and develop innovative, eco-friendly business ideas. By fostering creativity, learners will enhance their ability to approach challenges with originality, adaptability, and sustainability in mind. Key competences include brainstorming, structured problem-solving, and applying innovative solutions to real-world contexts.

Learning and Teaching Methods

This course will be delivered through a mix of interactive lectures and hands-on activities, using a web-based platform. Theoretical content will provide a foundation in creativity techniques, followed by practical workshops where learners can apply these techniques to develop innovative business ideas. Group discussions and peer feedback sessions will foster collaborative learning. Homework assignments will include creative exercises and mini-projects to solidify the concepts and encourage independent innovation.

Assessment

- Online Quiz with 70% passing threshold

Activities
- SCAMPER Activity: Transforming Existing Products: Learners choose an existing product or service and apply the SCAMPER technique (Substitute, Combine, Adapt, Modify, Put to other uses, Eliminate, Reverse) to create an improved, eco-friendly version. (optional, homework)
Mandatory Literature and Educational Resources
- Awa, A., Pramestidewi, C. A., & Aziz, A. J. (2024). Comprehensive exploration of ecopreneurship principles for sustainable business practices. In E3S Web of Conferences (Vol. 593, p. 06002). EDP Sciences. - Farrokhnia, M., Noroozi, O., Baggen, Y., & Biemans, H. (2023). Sparking creativity in Entrepreneurship courses: The effect of using the SCAMPER technique in Brainstorming sessions. In 3E Conference-Inaugural ECSB Entrepreneurship Education Conference 2023. - Fredriksson, C., & Säwe, F. (2024). 17 Creative Work, Ecopreneurship and Sustainable Lifestyles. Creative work: conditions, contexts and practices/edited by Erika, 272. - Gumulya, D., Purba, J. T., Hariandja, E. S., & Pramono, R. (2022). Eco Design Strategies at Indonesian Creative Social Enterprises. Archives of Design Research, 35(3), 7-33. http://dx.doi.org/10.15187/adr.2022.08.35.3.7 - Hampshire, N., Califano, G., Spinks, D. (2022). SCAMPER. In: Mastering Collaboration in a Product Team. Apress, Berkeley, CA. https://doi.org/10.1007/978-1-4842-8254-0_57 - Khedhaouria, A., Gurău, C. & Torrès, O. Creativity, self-efficacy, and small-firm performance: the mediating role of entrepreneurial orientation. Small Bus Econ 44, 485–504 (2015). https://doi.org/10.1007/s11187-014-9608-y - Kuo, S.-L., & Chen, C.-L. (2024). Exploring Service Innovation in Cultural and Creative Blocks from the Perspective of Value Resonance. SAGE Open, 14(4). https://doi.org/10.1177/21582440241291669 (Original work published 2024)
Secondary and Complementary Educational Resources

M4.8 - Openness to the Environment

Course Title (Unit Skill)	Module
Openness to the Environment	Module 4. The Economic Dimension | Entrepreneurial Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 11	M4.8	-	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2 hours & 10 minutes	English	-	20 minutes
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
1 hour & 30 minutes	-	-	1 hour & 30 minutes
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites
N/A
Skill - *What skill students will develop*
Openness to the Environment
Knowledge/Skill - *What knowledge students will develop*
Understand ecological and economic implications of business
Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*
Learners can integrate environmental consciousness into decision-making.
Content ("Skill" Unit Syllabus Outline)
This unit explores the intersection between business practices, ecological sustainability, and economic considerations. Learners will understand how businesses impact the environment and the economy, and how integrating environmental consciousness into decision-making can lead to sustainable and profitable outcomes. The course contents are described below: **1. Introduction to Environmental and Economic Interdependence**

- The relationship between businesses, natural resources, and the environment.
- Key economic drivers of sustainability and environmental conservation.

2. Understanding Environmental Impacts of Business

- Identifying ecological footprints of business activities.

3. Strategies for Integrating Environmental Consciousness

- Decision-making frameworks that prioritize sustainability.
- Tools for assessing the environmental implications of business operations.

4. Circular Economy Principles

- Reducing waste and maximizing resource efficiency.
- Examples of circular economy business models in practice.

Objectives and Competences

The primary objective of this unit is to equip learners with the ability to evaluate and address the ecological and economic implications of their business decisions. By integrating environmental consciousness into decision-making, learners will enhance their ability to create sustainable business models that contribute to environmental preservation while maintaining profitability. Key competences developed include environmental literacy, critical analysis of business impacts, and sustainable strategy development.

Learning and Teaching Methods

This course will be delivered through a web-based learning environment, combining theoretical lectures and practical exercises. Learners will explore real-world examples of businesses that successfully balance ecological and economic goals. Case studies and group discussions will enhance critical thinking, while practical exercises will encourage learners to apply circular economy principles to their own business ideas. Homework assignments will include designing a sustainable business plan or value chain.

Assessment

Online quiz with 70% passing threshold

Activities

-

Mandatory Literature and Educational Resources

- Barros, M. V., Salvador, R., do Prado, G. F., de Francisco, A. C., & Piekarski, C. M. (2021). Circular economy as a driver to sustainable businesses. Cleaner Environmental Systems, 2, 100006. https://www.sciencedirect.com/science/article/pii/S2666789420300064
- Buch-Hansen, H., & Carstensen, M. B. (2021). Paradigms and the political economy of ecopolitical projects: Green growth and degrowth compared. Competition & Change, 25(3-4), 308-327. https://doi.org/10.1177/1024529420987528
- Daly, H. (2023). The Steady-State Economy: Alternatives to Growthmania. In The Earthscan reader in sustainable development (pp. 331-342). Routledge.
- Leonidou, L.C., Christodoulides, P., Kyrgidou, L.P. et al. (2017) Internal Drivers and Performance Consequences of Small Firm Green Business Strategy: The Moderating Role of External Forces. J Bus Ethics 140, 585–606. https://doi.org/10.1007/s10551-015-2670-9
- Raworth, K. (2017). Why it's time for Doughnut Economics. IPPR Progressive Review, 24(3), 216-222.
- Shapiro, D., Hobdari, B., & Oh, C. H. (2018). Natural resources, multinational enterprises and sustainable development. Journal of World Business, 53(1), 1–14. https://doi.org/10.1016/j.jwb.2017.09.005
- Siriwardhane, D. (2025). Reshaping Economic Paradigms: A Critical Review of Kate Raworth's "Doughnut Economics": Raworth, Kate. Chelsea Green Publishing, Vermont, 2017 (ISBN 9781603586740, Price US $ 35.24). World Futures, 1–10. https://doi.org/10.1080/02604027.2025.2480876
- Sitaker, M., McCall, M., Wang, W., Vaccaro, M., Kolodinsky, J., Ammerman, A., Jilcott Pitts, S., Hanson, K., Smith, D., & Seguin-Fowler, R. (2021). Models for cost-offset community supported agriculture (CO-CSA) programs. Journal of Agriculture, Food Systems, and Community Development, 10(4), 157–172. https://doi.org/10.5304/jafscd.2021.104.003
- Woods, T., Ernst, M., & Tropp, D. (2017). Community supported agriculture: New models for changing markets.

Secondary and Complementary Educational Resources

M4.9 - Ethical and Sustainable Thinking

Course Title (Unit Skill)	Module
Ethical and Sustainable Thinking	Module 4. The Economic Dimension | Entrepreneurial Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 12	M4.9	-	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
1 hour & 50 minutes	English	-	20 minutes
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
1 hour & 30 minutes	-	-	1 hour & 30 minutes
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

N/A

Skill - *What skill students will develop*

Ethical and Sustainable Thinking

Knowledge/Skill - *What knowledge students will develop*

Consider ethical and environmental implications

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Learners can implement ethical practices for social and environmental responsibility.

Content ("Skill" Unit Syllabus Outline)

This unit introduces learners to the principles of ethical and sustainable thinking in entrepreneurship. It focuses on fostering an understanding of the ethical and environmental implications of business decisions, ensuring alignment with broader societal and ecological values.

The course contents are described below:

1. Introduction to Ethical and Sustainable Thinking
- The importance of ethics in modern business practices.
- Overview of sustainability as a guiding principle in entrepreneurship.

2. Understanding Ethical Implications in Business
- Identifying ethical dilemmas in business decision-making.
- Balancing profit motives with social and environmental responsibilities.

3. Sustainable Development Goals (SDGs) and Business
- How businesses can align with the UN's SDGs.
- Examples of businesses contributing to global sustainability goals.

4. Frameworks for Ethical Decision-Making
- Tools and frameworks for making ethical business decisions.
- Case studies: Resolving ethical conflicts in business.

5. Environmental Responsibility in Entrepreneurship
- Incorporating environmental considerations into business strategies.
- Examples of businesses successfully implementing eco-friendly practices.

Objectives and Competences

The primary objective of this unit is to equip learners with the ability to consider and integrate ethical and environmental implications into their business practices. Learners will develop competences in identifying and resolving ethical conflicts, designing sustainable strategies, and promoting socially responsible business behavior. They will also gain the skills to critically assess the broader impact of their decisions on society and the environment.

Learning and Teaching Methods

This unit will be delivered through an online platform, featuring a combination of lectures, case studies, and interactive workshops. Learners will explore theoretical concepts through video lectures and readings, followed by group discussions and scenario-based exercises to apply their knowledge. Homework assignments will include reflecting on real-world ethical dilemmas and proposing solutions that incorporate sustainability and social responsibility.

Assessment
Online quiz with 70% passing threshold What will be assessed: Understanding of ethical and sustainable principles in business. Ability to identify and resolve ethical conflicts in entrepreneurial contexts. Application of frameworks for ethical decision-making in real-world scenarios.
Activities
-
Mandatory Literature and Educational Resources
-Awa, A., Pramestidewi, C. A., & Aziz, A. J. (2024). Comprehensive exploration of ecopreneurship principles for sustainable business practices. In E3S Web of Conferences (Vol. 593, p. 06002). EDP Sciences. - Böhm, S., Carrington, M., Cornelius, N. et al. Ethics at the Centre of Global and Local Challenges: Thoughts on the Future of Business Ethics. J Bus Ethics 180, 835–861 (2022). https://doi.org/10.1007/s10551-022-05239-2 - Cozzolino, A., Calabrese, M., Bosco, G., Signori, P., & Massaroni, E. (2023). Horizontal network collaboration by entrepreneurial ventures: a supply chain finance perspective. Journal of Small Business and Enterprise Development, 30(3), 523-545. - Fang, J., & O'Toole, J. (2023). Embedding sustainable development goals (SDGs) in an undergraduate business capstone subject using an experiential learning approach: A qualitative analysis. The International Journal of Management Education, 21(1), 100749. Leonidou, L.C., Christodoulides, P., Kyrgidou, L.P. et al. (2017) Internal Drivers and Performance Consequences of Small Firm Green Business Strategy: The Moderating Role of External Forces. J Bus Ethics 140, 585–606. https://doi.org/10.1007/s10551-015-2670-9 - George S, Aaron S. Yoon (2022); Understanding the Business Relevance of ESG Issues. Journal of Financial Reporting 1 September 2022; 7 (2): 207–212. https://doi.org/10.2308/JFR-2022-010 - Chuang, SP., Huang, SJ. (2018) The Effect of Environmental Corporate Social Responsibility on Environmental Performance and Business Competitiveness: The Mediation of Green Information Technology Capital. J Bus Ethics 150, 991–1009. https://doi.org/10.1007/s10551-016-3167-x
Secondary and Complementary Educational Resources

M4.10 - Skill to effectively deal with bureaucratic processes

Course Title (Unit Skill)		Module	
Skill to effectively deal with bureaucratic processes		Module 4. The Economic Dimension | Entrepreneurial Skills	
Week Nº (Teaching period)	**Course Code**	**Lecturer**	
Week 12	M4.10	-	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2 hours & 10 minutes	English	20 minutes	20 minutes
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
1 hour & 30 minutes	-	-	1 hour & 30 minutes
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites
-
Skill - *What skill students will develop*
Skill to effectively deal with bureaucratic processes
Knowledge/Skill - *What knowledge students will develop*
Practical understanding of how to navigate legal requirements in project/initiative planning

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Learners can develop projects/business ideas/green solutions that incorporate compliance with legislation

Content ("Skill" Unit Syllabus Outline)

This unit focuses on equipping learners with the practical knowledge and skills required to navigate the legal and bureaucratic processes involved in project or business planning. Learners will gain insights into compliance with laws and regulations, ensuring their entrepreneurial initiatives are legally sound and sustainable.

The course contents are described below:

1. Introduction to Bureaucratic Processes in Entrepreneurship
- The role of legal compliance in business success.
- Overview of key bureaucratic requirements for green solutions and businesses.

2. Understanding Legal Requirements
- Permits, licenses, and certifications needed for sustainable projects.
- Navigating tax regulations, environmental laws, and labor policies.

3. Practical Tools for Navigating Bureaucracy
- Resources for researching legal requirements (e.g., government websites, legal consultants).
- Tips for managing documentation and deadlines effectively.

4. Steps to Ensure Compliance in Business Projects
- Creating a compliance checklist for project planning.
- Case study: Examples of businesses successfully adhering to legal frameworks.

Objectives and Competences

The main objective of this unit is to empower learners with the ability to navigate and fulfill legal and bureaucratic requirements when planning and implementing business initiatives. Learners will develop competences in understanding legal frameworks, managing documentation, and ensuring project compliance with laws. This will enable them to execute their entrepreneurial ideas efficiently while minimizing legal risks.

Learning and Teaching Methods

This course will be provided through a web-based learning environment, combining interactive lectures, practical exercises, and case studies. Theoretical material will provide an understanding of key legal requirements, while hands-on activities will allow learners to practice drafting compliance plans. Group discussions and scenario-based exercises will facilitate peer learning. Homework assignments will include identifying and addressing bureaucratic requirements for a proposed business idea.

Assessment

Online quiz with 70% passing threshold
What will be assessed:
- Understanding of bureaucratic processes relevant to green solutions and business planning.
- Ability to identify and fulfill legal requirements for permits, licenses, and certifications.
- Practical application of compliance planning to entrepreneurial initiatives.

Activities

-Building a Zero Waste refill shop in an ecovillage
Follow the steps and draft an administrative plan. (optional, homework)

Mandatory Literature and Educational Resources

- Dauchy, C. E. (2021). The entrepreneur's guide to business law.
- Hool, A., Helbig, C. & Wierink, G. (2024) Challenges and opportunities of the European Critical Raw Materials Act. Miner Econ 37, 661–668 . https://doi.org/10.1007/s13563-023-00394-y
- Kattel, R., Drechsler, W., & Karo, E. (2022). How to make an entrepreneurial state: Why innovation needs bureaucracy. Yale University Press. https://books.google.gr/books?id=RvR-EAAAQBAJ&printsec=frontcover&hl=el#v=onepage&q&f=false
- Suzuki, K., & Hur, H. (2019). Bureaucratic structures and organizational commitment: findings from a comparative study of 20 European countries. Public Management Review, 22(6), 877–907. https://doi.org/10.1080/14719037.2019.1619813
- Weiser, P. J. (2017). Entrepreneurial Administration. BUL Rev., 97, 2011.

Secondary and Complementary Educational Resources

M4.11 - Networking Skills

Course Title (Unit Skill)	Module
Networking Skills	Module 4. The Economic Dimension | Entrepreneurial Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 12	M4.11	GrantXpert Consulting Ltd	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2	English	0	N/A
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2			2
ECTS Credits	**Observations/Notes**		
N/A	N/A		

Prerequisites

N/A

Skill - *What skill students will develop*

Networking Skills

Knowledge/Skill - *What knowledge students will develop*

Ability to network with stakeholders

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Students that successfully attend the course will be able to:

1. Understand how to network with stakeholders
2. Understand the benefits of online networking
3. Be able to identify how to select the appropriate media for their networking
4. Use the best practises for networking
5. Finding their own networking style

Content ("Skill" Unit Syllabus Outline)

This course will help participants build their networking skills for both online and face-to-face settings. It focuses on practical strategies for creating meaningful connections, improving communication, and enhancing personal and professional relationships.

1. The role of networking in career and business success.

- What is networking?
- Building long-term relationships versus transactional connections.
- Identifying the best networking strategy for you

2. Clarifying what you want to achieve through networking.

- Setting measurable objectives for your efforts.
- Developing your Personal Brand

3. Creating a cohesive online and offline presence.

- Effective communication skills
- Mastering online networking tools

Objectives and Competences

Students at the end of the course will be able to:

1. Create a personalised networking plan
2. Improve communication skills
3. Build online business profiles
4. Build and maintain relationships
5. Handle different networking situations

Learning and Teaching Methods

PPT presentation

Assessment - *What will be assessed, the deliverables and the weighting to pass the course (unit-skill)*

At home exercise

Activities

N/A

Mandatory Literature and Educational Resources

- Facebook. (n.d.). Business profile. https://www.facebook.com/business
- Harvard Business Review. (n.d.). Learn to love networking. https://hbr.org/2016/05/learn-to-love-networking
- Instagram. (n.d.). Instagram business. https://business.instagram.com
- Janasz, S. C., & Forret, M. L. (2008). Learning the art of networking: A critical skill for enhancing social capital and career success. Journal of Management Education, 32(5), 629-650. https://doi.org/10.1177/1052562907307637
- Statista. (n.d.). The 6 biggest, baddest, most popular social media platforms. https://www.statista.com/statistics/272014/global-social-networks-ranked-by-number-of-users

Secondary and Complementary Educational Resources

N/A

M4.12 - Activism skills and policy engagement

Course Title (Unit Skill)	Module
Activism skills and policy engagement	Module 4. The Economic Dimension | Entrepreneurial Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 12	M4.12	-	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
1 hour & 50 minutes	English	-	20 minutes
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
1 hour & 30 minutes	-	-	1 hour & 30 minutes
ECTS Credits	**Observations/Notes**		
N/A			

Prerequisites

N/A

Skill - *What skill students will develop*

Activism skills and policy engagement

Knowledge/Skill - *What knowledge students will develop*

Ability to drive positive changes in society, influence public policies, and collaborate with stakeholders

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Learners are able to engage with stakeholders and organize collective actions aimed at influencing public policy

Content ("Skill" Unit Syllabus Outline)

This unit focuses on empowering learners with the skills to become agents of change in society. By understanding how to effectively engage with stakeholders, organize collective actions, and influence public policies, learners will develop the tools necessary to advocate for sustainability and drive positive societal impact.

The course contents are described below:

1. Introduction to Activism and Policy Engagement
- The importance of activism in driving societal and environmental change.
- Examples of successful policy engagement campaigns.

2. Understanding the Policy Landscape
- How policies are developed and implemented at local, national, and global levels.
- Identifying entry points for advocacy and engagement.

3. Engaging Stakeholders
- Mapping and identifying key stakeholders (government, NGOs, businesses, community groups).
- Strategies for effective communication and collaboration.

4. Organizing Collective Actions
- Planning campaigns, protests, and public awareness initiatives.
- Ensuring inclusivity and participation in collective actions

5. Influencing Public Policy

- Tools for policy advocacy: petitions, lobbying, and media campaigns.
- Case study: Successful policy changes driven by grassroots activism.

Objectives and Competences

The main objective of this unit is to equip learners with the knowledge and skills to engage with stakeholders and organize collective actions aimed at influencing public policy. By developing competences in advocacy, collaboration, and stakeholder engagement, learners will be prepared to act as changemakers in their communities and industries, promoting sustainable policies and practices.

Learning and Teaching Methods

This course will be delivered in an interactive online environment, blending theoretical material with practical exercises. Lectures will provide an overview of activism strategies and policy engagement frameworks, while case studies will offer real-world insights into successful campaigns. Group activities, such as advocacy planning and stakeholder role-playing, will encourage collaboration and critical thinking. Homework assignments will include designing an advocacy strategy for a chosen issue, ensuring learners apply their knowledge in a practical context.

Assessment

Online Quiz with 70% passing threshold
What will be assessed:
- Understanding of policy engagement frameworks and activism strategies.
- Ability to identify stakeholders and plan collective actions.
- Skills in developing and presenting advocacy campaigns.

Activities

-

Mandatory Literature and Educational Resources

- Kujala, J., Sachs, S., Leinonen, H., Heikkinen, A., & Laude, D. (2022). Stakeholder engagement: Past, present, and future. Business & Society, 61(5), 1136–1196. https://doi.org/10.1177/00076503211066595
- Policy Studies Journal. (2019). Does entrepreneurship work? Understanding what policy entrepreneurs do and whether it matters. https://doi.org/10.1111/psj.12388
- Avelino, F., & Wittmayer, J. M. (2016). Shifting power relations in sustainability transitions: A multi-actor perspective. Journal of Environmental Policy & Planning, 18(5), 628–649. https://doi.org/10.1080/1523908X.2015.1112259
UNDP. (2020). Guidance note: Civic engagement for the 2030 Agenda. United Nations Development Programme. https://www.undp.org/publications/guidance-note-civic-engagement-2030-agenda
- European Commission. (2023, June 1). Press corner: Commission acts to accelerate phasing out of animal testing in response to a European Citizens' Initiative https://ec.europa.eu/commission/presscorner/detail/en/ip_23_3993
Fridays for Future. (Fridays for future: A movement for climate justice. https://fridaysforfuture.org/
- Greenpeace Australia Pacific. Tools for grassroots activism
https://www.greenpeace.org.au/article/tools-for-grassroots-activism/
- European Commission. (n.d.). Eurobarometer surveys: All series. European Union. Retrieved April 16, 2025, from https://europa.eu/eurobarometer/surveys/browse/all/series/14861
- YouTube. (2019, April 18). How to make a social movement powerful | Raji K. | TEDxUofT [Video]. YouTube. https://www.youtube.com/watch?v=J4HwFp3tt_I&list=PLxqPwHD3yBpGE-NykTd8KksjV74ozuV-o&index=12

M4.13 - Risk and crisis management

Course Title (Unit Skill)	Module
Risk and crisis management	Module 4. The Economic Dimension | Entrepreneurial Skills

Week Nº (Teaching period)	Course Code	Lecturer	
Week 12	M4.14	GrantXpert Consulting LTD	
Number Hours/Week	**Language**	**Home Work (hours)**	**Assessment (hours)**
2.5	English		0.5
Theoretical Part (hours)	**Practical Part (hours)**	**Synchronous Lessons (hours)**	**Asynchronous Lessons (hours)**
2.5	0	0	2.5
ECTS Credits	**Observations/Notes**		
N/A	N/A		

Prerequisites

N/A

Skill - *What skill students will develop*

Apply risk and crisis management strategies to identify, assess, and respond to potential threats in regenerative enterprises.
Design resilience-building plans and contingency frameworks that enhance the adaptive capacity of organisations and communities.
Demonstrate systems thinking and inclusive decision-making to support collaborative responses and long-term regeneration

Knowledge/Skill - *What knowledge students will develop*

Understand the types of risks and crises that regenerative enterprises may face, including environmental, financial, social, cultural, and technological.
Gain knowledge of the risk management process, from identification to mitigation, and how it supports resilience and sustainability.
Learn the principles and strategies of organisational and community resilience, including redundancy, diversity, modularity, social capital, and learning culture.

Intended Learning Outcomes - *What students will have to do to achieve the learning objectives*

Apply a structured risk management process to a real or imagined regenerative enterprise, identifying and analysing key risks and proposing mitigation strategies.
Develop a crisis response and contingency plan, demonstrating foresight, adaptability, and alignment with regenerative values.
Reflect on the interconnections between organisational and community resilience, and design strategies that enhance long-term sustainability and collective capacity.

Content ("Skill" Unit Syllabus Outline)

"Introduction to Risk and Crisis Management
Types of Risks and Potential Crises in Regenerative Enterprises
The Risk Management Process: From Identification to Mitigation
Effective Crisis Management: Strategies for Response and Recovery
Building Organisational and Community Resilience"

Objectives and Competences

Understand the key concepts of risk and crisis management and their importance in sustainable and regenerative entrepreneurship.
Develop the ability to identify, categorise, and assess different types of risks.
Learn to design and implement effective risk management plans and crisis response strategies tailored to specific contexts.
Build skills in anticipating disruptions, communicating effectively during crises, and leading recovery processes.

Learning and Teaching Methods

Theory: Pre Recorded videos

Assessment

Online Exam : 100%

Activities

N/A

Mandatory Literature and Educational Resources

- "Barasa, E., Mbau, R., & Gilson, L. (2018). What is resilience and how can it be nurtured? A systematic review of empirical literature on organizational resilience. International Journal of Health Policy and Management, 7(6), 491–503. https://doi.org/10.15171/ijhpm.2018.06
- Boin, A., t'Hart, P., Stern, E., & Sundelius, B. (2005). Crisis Management. Cambridge University Press. https://theisrm.org/public-library/Boin%20-%20Crisis%20Management%20(Book).pdf
- Katten Muchin Rosenman LLP. (2021, October 5). Best practices for building a resilient crisis management program. Lexology. https://www.lexology.com/library/detail.aspx?g=e0c7e253-1e56-4417-8153-208c6e42bc14

Secondary and Complementary Educational Resources

N/A

Module 5: The Practical Part

The Practical Part structure: integration of course modules and their unit skills

Based on ECQA's experience of conducting the practical components of EQF-certified training, and guided by the aims and objectives of the Ecoprise course, as well as its innovative content and syllabus, this section focuses on the structure of the practical assessment. It outlines the skills that students should develop in practice, applying the competencies and knowledge acquired in previous modules. This fifth module is particularly important, as students will have the opportunity to apply the foundations of the course in practice (Permaculture and the Ethics of Permaculture, the Ecovillage Design Course, Regenerative Development and the related Ecoprise Regenerative Model, and the basics of the Circular Economy) combined with the content of the main modules, through three Unit Skills: Application of Gained Skills, Permaculture Skills, and Sustainable Skills — particularly agricultural skills — while developing a four-fold case study set, with each one elaborating on a module thematic.

The Practical Part consists of 100 hours of practical work, during which students will develop four case studies related to each module. In order to complete the course and receive certification, students will need to submit a case study report for each module, for which they will need to allocate 25 working hours.

Case Study: Guidelines for Students and Trainers

In terms of assessment, for each module, the partners will prepare a Case Study. Through its analysis, learners will apply their acquired skills and knowledge in line with the module content and the three Unit Skills addressed in Module 5: *Application of Gained Skills*, *Application of Permaculture Principles* (including EDE and regenerative development) and *Application of Sustainable Agricultural Skills*. These 3 unit-topics are elaborated (and assessed) on in Module 5, as they form the basis of the Ecoprise course and are not covered in depth or in specific ways in the main modules. Module 5 is designed so that only learners who attend the entire course can complete the Case Studies. Therefore, if learners wish to receive a micro-credentials certificate, they need to successfully complete Module 5 and submit all four Module Case Studies. The evaluator uses an Assessment Grid to evaluate students' learning and application of skills.

The following structure should be used for each case study:

- a Word document with the presentation of the specific **Case Study** linked to the content of the related module. Additionally, it should be in line with the topics of our Skillset (*Application of Permaculture Principles, EDE, Regenerative Development, and Sustainable Agricultural* Skills).
- At the end or along the Word document ***practical questions and tasks*** should be listed and answered by the learners after finishing the analysis, which may include different annexes, such as business models, balance sheets, etc.
- Since learners must provide guidelines and **Solution Sheets** (answers) to the practical questions, the trainers will also provide **teaching notes**. The aim is for learners to know how to solve the case study correctly by the end of it. This material will be made available once the analysis is complete.
- An **Assessment Grid** for Evaluators linked to the content of the related module to examine the learner's Case Study analysis and evaluate each criteria (Learning Outcome and Knowledge/Skill) on a scale from 1 to 5 (1 - Not Acceptable, 2 - Needs Improvement, 3 - Acceptable, 4 - Good, 5 – Excellent).

The following section provides a brief description of the Case Study for each module, including the practical learning outcomes. The complete Case Study, with practical questions for each task, and the Solution Sheets will be available on the Ecoprise e-Learning platform (https://elearning.ecoprise.eu/).

Case Study: Module 1

Brief description of the Case Study exercise

The learner is an entrepreneur with a strong passion for sustainability and a focus on an environmental aspect of it. After completing a series of research and market analysis, the learner has decided to launch a new business that is both eco-friendly and economically viable. His/her goal is to create a business that not only thrives in the market but also contributes positively to the environment and society. The business should focus on sustainable agricultural practices, potential renewable energy solutions, and waste reduction through recycling and upcycling. **The learner is tasked with designing, implementing, and managing a sustainable business** that meets the following criteria:

- Introduces sustainable agricultural practices and advanced technologies to optimise farming.
- Integrates permaculture principles into the business model, focusing on food production, water management, and energy use.
- Implements a robust waste reduction strategy through recycling and upcycling methods.
- Reduces environmental impact by implementing green business solutions across operations/actions.
- Educates the community on climate change and offers practical business solutions to address environmental challenges.
- Applies renewable energy solutions and energy-efficient systems throughout the company.
- Uses digital tools to optimize business operations, improve efficiency, and ensure data protection compliance.

The outcome of the tasks the learner need to provide are:

- Short presentation of the business idea by filling the business model Canva.
- Business canvas filled in with a short explanation of all elements.
- Answer the table questions for tasks 1 to 8.
- Presentation of your results for the tasks from 2 to 6 (answers to the Qs), accompanied with e.g., diagrams of the permaculture design, your plans for restoration, potential energy solutions, recycling practices, educational campaign.
- A digital content plan (including sample content pieces, like blog posts, social media posts, or video concepts), adding an Annex which presents information about the Safety Measures and Data Protection.

Case Study Overview and Practical Outcomes

This case puts learners in the position of a sustainability-driven entrepreneur who is developing a business combining ecological responsibility with digital innovation. The learner must integrate sustainable agriculture, permaculture principles, renewable energy, waste reduction, community education, digital optimization, and data protection into one coherent business model. The case is divided into eight practical tasks that guide learners through concept application, digital strategy development, and environmental innovation. The case encourages learners to critically assess how entrepreneurs can align profitability with sustainability, design systems thinking-based solutions, and utilize digital tools to enhance impact, visibility, and operational efficiency.

Case Study Learning Objectives

After engaging with the case, learners should be able to:

- Apply sustainable agriculture and permaculture concepts to real-world business scenarios.
- Develop actionable strategies for ecological restoration and renewable energy integration.
- Design business models that include waste reduction through recycling and upcycling.
- Create and assess educational campaigns focused on climate awareness and sustainable entrepreneurship.
- Use digital tools for marketing, content management, and customer engagement.
- Understand and implement core principles of digital safety and data protection (e.g., GDPR compliance).

Case Study' Pedagogy

This case is suitable for learners with a background in: Sustainable entrepreneurship, Environmental management, Digital marketing for startups, Green innovation & strategy, Circular economy and social impact. It is hands-on and modular Case Study, simulating the full entrepreneurial planning cycle. It is ideal for blended learning formats and practical workshops.

Case Study: Module 2

Brief description of the Case Study exercise

Every human activity causes certain impacts on the environment, which essentially represents a set of various factors that influence life. Humans are one of those factors, playing an increasingly dominant role in the global environment. Therefore, it is important to understand how our actions can positively or negatively affect various systems and subsystems in the environment, especially in our immediate surroundings. To encourage positive environmental impacts through business and economic activities in the area where we live and work, it is essential to understand the interconnections within the environment. Our operations must be linked to natural resources such as air, water, soil, plant and animal life. Finally, it is necessary to understand how and to what extent climate change affects both us and nature in our surroundings. **The task of the learner is to plan and implement activities that align with environmental protection, that preserve nature, and that can help mitigate climate change in your area.** These are the basic guidelines for achieving that goal:

- Educate the community about the environment, its degradation, and protection by following the GreenComp framework.
- Protect water sources, soil, and support local biodiversity.
- Preserve and restore natural areas – protect forests, wetlands, rivers, and meadows.
- Establish a circular economy mindset, especially in sustainable agriculture and permaculture by applying 10R framework strategies in your created business model.
- Promote waste reduction through effective resource management in economic activity.
- Encourage the understanding that the local community is part of the environment, and that its socially responsible entrepreneurship can help solve environmental problems.

The outcome of the tasks the learner need to provide are:

- A brief presentation of important features of the local environment and proposals for its protection – in PPT.

- A short report on the relationship between the local community and the environment in the past, with all advantages and disadvantages, as well as the creation of a vision and mission for such a future relationship, adapted to climate change adaptation actions – Word document.
- An action plan with the most important environmental protection activities (activity, deadlines, who is responsible for each activity) – Word document.
- A regenerative business model in sustainable agriculture under the guidelines provided in the full Case Study document.

Case Study Overview and Practical Outcomes

This Case Study centers on raising awareness about the impact of human activities on the environment and promoting actions that support environmental protection and climate change mitigation at the local level. It highlights the importance of understanding how daily operations and business practices affect interconnected natural systems, including air, water, soil, and biodiversity. By recognizing the human role in both environmental degradation and restoration, the case encourages individuals to take responsibility and become active contributors to sustainability efforts within their immediate surroundings. Emphasis is placed on environmental education following the GreenComp framework to help communities better understand environmental challenges and their roles in addressing them.

Participants are expected to plan and implement activities that preserve nature and support climate resilience through sustainable practices. This involves protecting local ecosystems, restoring natural habitats such as forests and wetlands, and fostering a mindset of circular economy by applying the 10R strategies in business and agriculture. Reducing waste through resource-efficient methods and promoting socially responsible entrepreneurship are key components of the initiative. The case ultimately seeks to inspire a shift in how local communities view their relationship with the environment, reinforcing the idea that economic development and environmental care can and must go hand in hand.

Case Study Learning Objectives

After engaging with the case, learners should be able to:

- Develop sustainable and regenerative business models (ecoprises).
- Implement recycling and upcycling strategies in business contexts.
- Educate peers and the community on climate change and sustainable solutions.
- Analyze and propose uses of renewable energy in entrepreneurial settings.
- Apply green practices across business operations.
- Use systems thinking to address environmental issues in business.
- Design and lead ecological restoration projects using permaculture and sustainable land-use practices.
- Integrate sustainable agriculture and renewable energy techniques into local development initiatives.

Case Study' Pedagogy

This Case Study is suitable for learners with a background in: Environmental sciences, Environmental management, Sustainable entrepreneurship, Geography, Agriculture, Tourism, Social entrepreneurship, Green innovation and strategy, Circular economy and social impact. This Case Study is designed to engage learners who have foundational knowledge of ecological systems, climate change, and sustainable development. The pedagogical approach emphasizes experiential and project-based learning, encouraging

learners to apply interdisciplinary knowledge in real-world contexts. Through critical thinking, collaboration, and active problem-solving, learners will connect theory with practice by designing community-oriented actions that reflect the principles of environmental protection, circular economy, and social responsibility.

Case Study: Module 3

Brief description of the Case Study exercise

The learner takes on the role of Elena, a social entrepreneur who has returned to her rural hometown to create a green-skills training program for marginalized youth. Partnering with GreenStore Solutions, a renewable energy company, Elena aims to address both environmental sustainability and social inclusion. However, the collaboration encounters multiple challenges: cultural resistance, poor communication, team tension, role confusion, and workplace stress. Through nine hands-on tasks, learners must navigate interpersonal conflict, clarify responsibilities, design inclusive leadership models, and implement well-being strategies. This case challenges learners to apply resilience-building techniques, inclusive leadership, and community engagement frameworks to real-world sustainability entrepreneurship.

The outcome of the tasks the learner need to provide are:

- A Systemic Analysis of Community Resistance: using the Iceberg Model to uncover deeper systemic causes behind local resistance to Elena's project. A better-informed strategy, applying a decision-making tool (e.g. cost-benefit analysis or decision matrix) described during the module.
- A Professional Email Drafted according to 7 Cs of communication and the BLUF (Bottom Line Up Front) method.
- An Assessment of Elena's current workload by categorizing her tasks into the Eisenhower Matrix. They also write "if-then" implementation intentions and propose a method to track her productivity under pressure.
- A Conflict Tree to explore root causes and visible tensions within the GreenStore team. They analyse team personalities using DISC profiles and recommend tailored conflict resolution strategies for each team member.
- A role's assignment across five key project areas using a RACI chart (Responsible, Accountable, Consulted, Informed), reflecting any overlaps or gaps in responsibilities and how their decisions could improve or hinder team collaboration.
- Personalized well-being practices for Elena using the Tiny Habits or Ikigai frameworks. They will also create a well-being plan for Dora's team, integrating the PERMA model and a mindfulness activity, while balancing performance goals.
- An inclusive team leadership structure redesign using sociocracy and permaculture-inspired decision-making principle, adapting power dynamics, ethics, and team well-being in a growing social enterprise.
- An Inclusion Analysis and Action Plan, to promote a psychologically safe, inclusive work environment.
- A Youth Empowerment Outreach Strategy: identifying barriers and misassumptions and applying two community engagement strategies to improve outreach and describe the anticipated impact of Elena's project.

Case-Study overview and Practical Outcomes

This case immerses learners in a complex entrepreneurial context, where personal resilience, team dynamics, and social responsibility intersect. Through Elena's story, learners explore how to respond to setbacks, balance organizational growth with inclusion, and cultivate sustainable practices in human systems, not just in environmental operations. The nine tasks simulate real entrepreneurial decision-making, encouraging learners to apply systems thinking, emotional intelligence, and participatory leadership frameworks. By the end, learners will have produced a suite of practical deliverables—from communication artifacts to empowerment plans—grounded in resilience-building strategies for green and inclusive entrepreneurship.

Case Study Learning Objectives

- Analyze systemic issues using frameworks like the Iceberg Model and feedback loops.
- Design communication strategies that consider emotional, cultural, and structural barriers.
- Implement time management and productivity strategies rooted in evidence-based tools.
- Apply conflict resolution strategies using DISC profiles and participatory methods.
- Develop inclusive leadership and role clarity through sociocratic models.
- Promote individual and collective well-being using models like Tiny Habits, Ikigai, and permaculture ethics.
- Foster psychological safety and intercultural inclusion in diverse teams.
- Create outreach strategies to engage marginalized communities effectively.
- Assess the dynamics of cross-sector partnerships and co-design educational initiatives.

Case Study' Pedagogy

This case is suitable for learners with a background in: sustainable entrepreneurship, inclusive leadership, community engagement, social innovation, or resilience education. It uses experiential learning to simulate the inner workings of a growing social enterprise tackling environmental and social challenges. Tasks are modular and build on one another, supporting blended learning environments. The pedagogical approach emphasizes empathy, self-awareness, adaptability, and systems thinking, encouraging learners to explore their own positionality while solving real-world sustainability challenges.

Case Study: Module 4

Brief description of the Case Study exercise

The learner has set up a company in the Case Study in Module 1. In this Case-Study (Module 4) **the learner should advance this idea by utilizing commercial and entrepreneurial skills.** As a person, the learner is passionate about sustainability and the environment and the business and has launched it eco-friendly and economically viable. This enterprise will incorporate sustainable agriculture, renewable energy, and circular economy ideas. Furthermore, it must exhibit ethical decision-making, innovative problem-solving, policy involvement, and quantifiable social or environmental impact.

The outcome of the tasks the learner need to provide are:

By the end of this Case Study, learners are expected to produce the following tangible outcomes. These results demonstrate the application of knowledge from the units and should reflect the values of ecopreneurship, sustainability, and community impact. The general deliverables are:

- A full Regenerative Business Development Plan including mission, vision, stakeholder mapping, business model, and resource strategy.
- A concise Financial Plan including key financial statements (budget, income, break-even analysis) reflecting environmental and social priorities.
- A Personal and Team Resilience Plan with strategies and reflections.

Case Study Overview and Practical Outcomes

This Case-Study compels you to enhance, execute, and advocate for your business through:

- Establishing a values-driven business model grounded in regenerative design.
- Making plans to be resilient and financially sustainable.
- Managing administrative and legal obligations.
- Assessing and conveying your social and environmental effect.
- Formulating a proficient outreach and advocacy strategy.

Case Study Learning Objectives

After engaging with the case, learners should be able to:

- Demonstrate strategic thinking and ethical decision-making in designing a green business.
- Apply financial and administrative tools to ensure business viability and compliance.
- Measure social and environmental impact using appropriate tools and metrics.
- Communicate value through branding, networking, and advocacy.
- Navigate local and EU-level regulatory environments.
- Engage in participatory processes and apply regenerative development strategies.

Final Evaluation - Guidelines for Evaluators vs long term development of Ecoprise Course

Until the end of the Ecoprise project, the learners' evaluation will be conducted by the Ecoprise partners using an Assessment Grid endorsed by ECQA (see next section, Assessment Grids for Modules 1 to 4). After the compilation of the final evaluation, students will receive a micro-credentials certificate free emitted by ECQA.

After the end of the project, for 3 years, the evaluation will be conducted by the independent ECQA's experts who will use the same Assessment Grid. To receive the certificate and micro credentials, students will need to apply for the certificate and pay the fee (approximately 100 euros subject to slight changes). The fee covers the cost of the expert's work and the cost of the certificate production.

The long-term sustainability of the project, and consequently the adaptations to the course, module 5 assessment and guidance, will be addressed in further stages of the Ecoprise development to ensure long-term action after the three years of the project, particularly after the MOOC testing and piloting phases.

Figure 1. The ECQA Certificate the students will receive after completion of the course (front page).

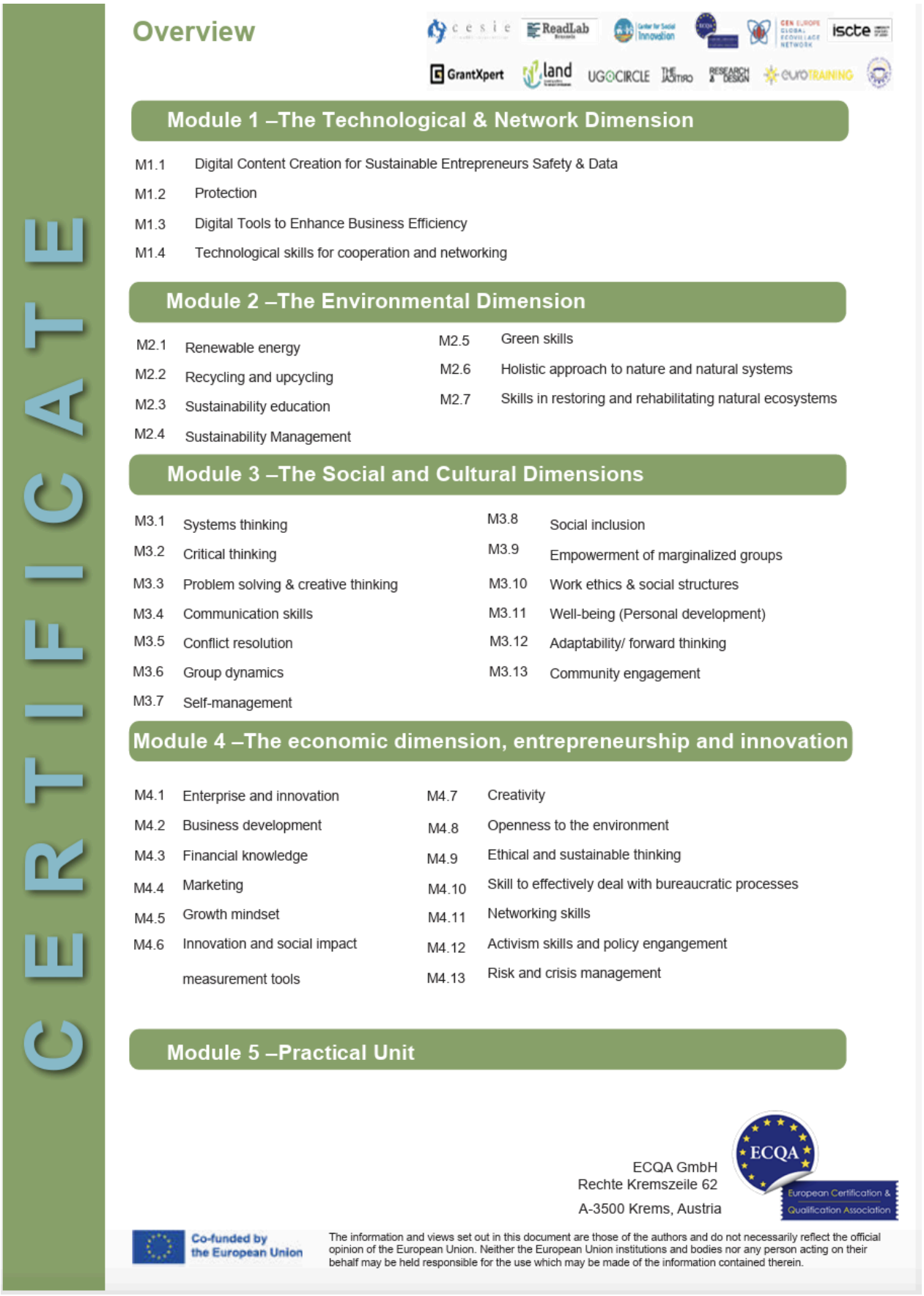

Figure 2. The 2nd page of the ECQA Certificate with the Syllabus completion in detail.

Assessment Grid for Evaluators: students evaluation

Assessment Grid for Evaluators (Module 1)

Student's Evaluation

Student's Name:
Student's Surname:
Student's Email:

Instructions:

- Examine the learner's case study analysis and evaluate each criterion on a scale from 1 to 5:
  1 - Not Acceptable, **2 - Needs Improvement**, **3 - Acceptable**, **4 - Good**, **5 – Excellent.**
- To receive the certificate, the student should receive an evaluation for all 10 learning outcomes, minimum 7 of which should be evaluated with criteria 3, 4, 5.

	Learning Outcomes	Criteria	1 - Not Acceptable	2 - Needs Improvement	3 - Acceptable	4 - Good	5 - Excellent
1	**Learners can start and manage ecoprises with a focus on sustainability.**	Ability to develop a sustainable business model, manage resources efficiently, and create measurable environmental impact while ensuring long-term viability.					
2	**Learners can apply recycling and upcycling methods to reduce waste in business practices.**	Understanding of waste reduction practices.					
3	**Learners can educate others on climate change and propose business solutions (e.g. organise educational activities).**	Awareness of sustainability solutions and practices, as well as sustainable behaviors.					
4	**Learners can identify implications and chances for the use of renewable energy.**	Understanding the pros and cons of renewable energy.					
5	**Learners can implement green solutions across business operations.**	Apply environmentally sustainable practices.					
6	**Learners can apply knowledge of ecological systems in business contexts.**	Understanding of interconnected natural systems.					

7	**Learners can apply advanced ecological and technical skills to plan, implement, and manage restoration and rehabilitation projects in degraded natural ecosystems.**	Technical knowledge and skills in restoring and rehabilitating natural ecosystems, with a clear understanding of ecological principles, biodiversity, and sustainable land-use practices. The learner can evaluate degraded ecosystems, identifying key issues, and implementing restoration strategies that promote ecological balance, resilience, and sustainability.						**G**

Application of Gained Skills

	Criteria	Skills/Knowledge	1 - Not Acceptable	2 - Needs Improvement	3 - Acceptable	4 - Good	5 - Excellent
1	**Applying digital and technological knowledge and skills for sustainable business.**	Ability to apply theoretical skills to a practical problem.					
2	**Applying permaculture principles in sustainable system design.**	Sustainable design approach that integrates agriculture, ecosystems, and human living environments to create self-sufficient and regenerative systems that work in harmony with nature.					
3	**Understanding sustainable agricultural techniques and renewable energy solutions.**	Practical knowledge of organic farming and renewable energy.					

4	**Understanding how to successfully manage a social enterprise**	Practical knowledge on financial management, social media marketing, business development and risk management					

Final Assessment

- **Percentage Achieved:** ____%
- **Final Decision:** ❑ Pass (≥ 70%) ❑ Fail (< 70%)

Evaluator's Comments:

Evaluator's Name & Signature*: _____
Date: _____

*Once filled in and signed, the evaluator sends the assessment grid to ECQA.

Assessment Grid for Evaluators (Module 2)

Student's Evaluation

Student's Name:
Student's Surname:
Student's Email:

Instructions:

- Examine the learner's case study analysis and evaluate each criterion on a scale from 1 to 5:
  1 - Not Acceptable, **2 - Needs Improvement**, **3 - Acceptable**, **4 - Good**, **5 – Excellent.**
- To receive the certificate, the student should receive an evaluation for all 10 learning outcomes, minimum 7 of which should be evaluated with criteria 3, 4, 5.

	Learning Outcomes	Criteria	1 - Not Acceptable	2 - Needs Improvement	3 - Acceptable	4 - Good	5 - Excellent
1	**Learners can start and manage ecoprises with a focus on sustainability.**	Ability to develop a sustainable business model, manage resources efficiently, and create measurable environmental impact while ensuring long-term viability.					
2	**Learners can apply recycling and upcycling methods to reduce waste in business practices.**	Understanding of waste reduction practices.					
3	**Learners can educate others on climate change and propose business solutions (e.g. organise educational activities).**	Awareness of sustainability solutions and practices, as well as sustainable behaviors.					
4	**Learners can identify implications and chances for the use of renewable energy.**	Understanding the pros and cons of renewable energy.					
5	**Learners can implement green solutions across business operations.**	Apply environmentally sustainable practices.					
6	**Learners can apply knowledge of ecological systems in business contexts.**	Understanding of interconnected natural systems.					
7	**Learners can apply advanced ecological and technical skills to plan, implement, and manage restoration and rehabilitation projects in degraded natural ecosystems.**	Technical knowledge and skills in restoring and rehabilitating natural ecosystems, with a clear understanding of ecological principles, biodiversity, and sustainable land-use practices. The learner can evaluate					

		degraded ecosystems, identifying key issues, and implementing restoration strategies that promote ecological balance, resilience, and sustainability.					

A**pplication of Gained Skills**

	Criteria	Skills/Knowledge	1 - Not Acceptable	2 - Needs Improvement	3 - Acceptable	4 - Good	5 - Excellent
1	**Developing and applying a business model focused on regeneration in business.**	They can implement a regenerative business model with a tendency to reduce negative impacts on the environment.					
2	**Applying permaculture principles in sustainable system design.**	Sustainable design approach that integrates agriculture, ecosystems, and human living environments to create self-sufficient and regenerative systems that work in harmony with nature.					
3	**Understanding sustainable agricultural techniques and renewable energy solutions.**	Practical knowledge of organic farming and renewable energy.					

Final Assessment

- **Percentage Achieved:** ____%
- **Final Decision:** ❑ Pass (≥ 70%) ❑ Fail (< 70%)

Evaluator's Comments:

Evaluator's Name & Signature*: _____
Date: _____

*Once filled in and signed, the evaluator sends the assessment grid to ECQA.

Assessment Grid for Evaluators (Module 3)

Student's Evaluation

Student's Name:
Student's Surname:
Student's Email:

Instructions:

- Examine the learner's case study analysis and evaluate each criterion on a scale from 1 to 5:
  1 - Not Acceptable, **2 - Needs Improvement**, **3 - Acceptable**, **4 - Good**, **5 – Excellent.**
- To receive the certificate, the student should receive an evaluation for all 10 learning outcomes, minimum 7 of which should be evaluated with criteria 3, 4, 5.

Resilience Skills Evaluation

	Learning Outcomes	Criteria	1 - Not Acceptable	2 - Needs Improvement	3 - Acceptable	4 - Good	5 - Excellent
1	**Learners can start and manage ecoprises with a focus on sustainability.**	Ability to develop a sustainable business model, manage resources efficiently, and create measurable environmental impact while ensuring long-term viability.					
2	**Learners can apply recycling and upcycling methods to reduce waste in business practices.**	Understanding of waste reduction practices.					
3	**Learners can educate others on climate change and propose business solutions (e.g. organise educational activities).**	Awareness of sustainability solutions and practices, as well as sustainable behaviors.					
4	**Learners can identify implications and chances for the use of renewable energy.**	Understanding the pros and cons of renewable energy.					
5	**Learners can implement green solutions across business operations.**	Apply environmentally sustainable practices.					
6	**Learners can apply knowledge of ecological systems in business contexts.**	Understanding of interconnected natural systems.					
7	**Learners can apply advanced ecological and technical skills to plan, implement, and manage restoration and rehabilitation projects in degraded natural ecosystems.**	Technical knowledge and skills in restoring and rehabilitating natural ecosystems, with a clear understanding of ecological principles, biodiversity, and sustainable land-use practices. The					

		learner can evaluate degraded ecosystems, identifying key issues, and implementing restoration strategies that promote ecological balance, resilience, and sustainability.					

Application of Gained Skills

	Criteria	Skills/Knowledge	1 - Not Acceptable	2 - Needs Improvement	3 - Acceptable	4 - Good	5 - Excellent
1	**Developing resilient thinking to address conflict, uncertainty, and change, while also fostering personal well-being and community development in their social entrepreneurial projects.**	Ability to apply resilience skills to the social enterprise sphere.					
2	**Applying permaculture principles in sustainable system design.**	Sustainable design approach that integrates agriculture, ecosystems, and human living environments to create self-sufficient and regenerative systems that work in harmony with nature.					
3	**Understanding how to successfully manage a social enterprise**	Practical knowledge on financial management, social media marketing, business development and risk management					

Final Assessment

- **Percentage Achieved:** ____%
- **Final Decision:** ❑ Pass (≥ 70%) ❑ Fail (< 70%)

Evaluator's Comments:
Evaluator's Name & Signature*: _____
Date: _____

*Once filled in and signed, the evaluator sends the assessment grid to ECQA.

Assessment Grid for Evaluators (Module 4)

Student's Evaluation

Student's Name:
Student's Surname:
Student's Email:

Instructions:

- Examine the learner's case study analysis and evaluate each criterion on a scale from 1 to 5:
  1 - Not Acceptable, **2 - Needs Improvement**, **3 - Acceptable**, **4 - Good**, **5 – Excellent.**
- To receive the certificate, the student should receive an evaluation for all 10 learning outcomes, minimum 7 of which should be evaluated with criteria 3, 4, 5.

Green Skills Evaluation

	Learning Outcomes	Criteria	1 - Not Acceptable	2 - Needs Improvement	3 - Acceptable	4 - Good	5 - Excellent
1	**Learners can start and manage ecoprises with a focus on sustainability.**	Ability to develop a sustainable business model, manage resources efficiently, and create measurable environmental impact while ensuring long-term viability.					
2	**Learners can apply recycling and upcycling methods to reduce waste in business practices.**	Understanding of waste reduction practices.					
3	**Learners can educate others on climate change and propose business solutions (e.g. organise educational activities).**	Awareness of sustainability solutions and practices, as well as sustainable behaviors.					
4	**Learners can identify implications and chances for the use of renewable energy.**	Understanding the pros and cons of renewable energy.					
5	**Learners can implement green solutions across business operations.**	Apply environmentally sustainable practices.					
6	**Learners can apply knowledge of ecological systems in business contexts.**	Understanding of interconnected natural systems.					
7	**Learners can apply advanced ecological and technical skills to plan, implement, and manage restoration and rehabilitation projects in degraded natural ecosystems.**	Technical knowledge and skills in restoring and rehabilitating natural ecosystems, with a clear understanding of ecological principles, biodiversity, and					

		sustainable land-use practices. The learner can evaluate degraded ecosystems, identifying key issues, and implementing restoration strategies that promote ecological balance, resilience, and sustainability.					
8	**Learners can develop financial strategies for sustainable business.**	Ability to create budgets, break-even analysis, and use financial tools for green decision-making.					
9	**Learners can make ethical and sustainable business decisions.**	Application of ethical frameworks and integration of sustainable thinking.					
10	**Learners can engage in policy and advocacy processes for sustainable change.**	Ability to identify stakeholders, policy tools, and communicate sustainable messages.					

Application of Gained Skills

	Criteria	Skills/Knowledge	1 - Not Acceptable	2 - Needs Improvement	3 - Acceptable	4 - Good	5 - Excellent
1	**Branding and communication through social media (Task 1)**	Ability to design a visual identity, develop content, and promote sustainable values through strategic digital presence.					
2	**Strategic networking (Task 2)**	Sustainable design approach that integrates agriculture, ecosystems, and human living environments to create self-sufficient and regenerative systems that work in harmony with nature.					
3	**Financial literacy and green budgeting**	Competence in developing basic financial statements, break-even analysis, and sustainability-oriented financial planning.					
4	**Personal and team resilience**	Ability to apply emotional intelligence, adaptability, and wellbeing strategies for leadership and collaboration.					

5	**Regenerative business design**	Ability to apply the Ecoprise pillars in shaping inclusive, value-driven business strategies.					
6	**Social and environmental impact measurement**	Ability to define impact metrics and use assessment tools to evaluate outcomes in sustainability.					
7	**Creative problem-solving**	Capacity to generate innovative and eco-friendly business ideas using creative thinking techniques.					
8	**Ethical and sustainable decision-making**	Ability to apply ethical frameworks and principles to resolve dilemmas and guide business sustainability.					
9	**Administrative and legal navigation**	Understanding of legal compliance, registration, permitting, and EU environmental regulations.					
10	**Policy advocacy and activism**	Ability to engage in public discourse, identify policy barriers, and mobilize for sustainable change.					

Final Assessment

- **Percentage Achieved:** ____%
- **Final Decision:** ❑ Pass (≥ 70%) ❑ Fail (< 70%)

Evaluator's Comments:

Evaluator's Name & Signature*: _____
Date: _____

*Once filled in and signed, the evaluator sends the assessment grid to ECQA.