Entrepreneurial Spirit

Simon Fraser University (Canada)

4D LABS

Over the last 10 years, Simon Fraser University (SFU) has invested in core facilities, which are purpose-built to house and provide access to infrastructure shared across the whole SFU research community and beyond. After establishing our world-class research facility, 4D LABS over a decade ago, the success of the lab has helped launch a number of other facilities at the university and are now all a part of SFU's Core Facility Program. At 4D LABS, we focus on accelerating the design, development, demonstration and delivery of advanced functional materials and nanoscale devices. We are a one-stop shop for the materials science and engineering needs of our academic and industry clients. We help them develop products and solve problems at any scale. A key element for bolstering the science innovation pipeline for industry is SFU Innovates – the university's innovation strategy – which is built on four pillars: Entrepreneurship; Social Innovation; Incubation and Acceleration; and Industry and Community Research Partnerships. Each pillar has its own support systems made up of SFU programs, services, facilities, faculties and people.

Deggendorf Institute of Technology (Germany)

The Silicon Valley School – Transforming Invention into Innovation through Scaling by following a scientifically proven process (Design Transformation Process)

There are three main phases the newly created Silicon Valley School provides, one founding on the other, with a smooth development, transition and hand-over process from one phase to the other. Entry is possible at any stage; transition is guided and lead by mentor and dedicated professor. From access to "maker's spaces," which are in our case world-leading high-tech laboratories of the university, which themselves are deeply interconnected with surrounding industry, to mentoring in business modeling (Business Model Inc. book authors on mentoring team) and access to investors, the Silicon Valley School content uniquely spans 360° of Entrepreneurial support requirements. The Silicon Valley Program gets invest ready, following a scientifically proven curriculum with 1-on-1 mentoring and hands-on support and unique network access (nine month curriculum), combining the best of both worlds - Silicon Valley mindset with German high-tech engineering.

Hanze University of Applied Sciences (Netherlands)

Hanze Entrpreneurship Model 2.0

Entrepreneurial thinking is one of the key competencies of today's university graduates. Whether it is starting a new company or solving problems in an entrepreneurial way – entrepreneurship

education has been established in many higher education institutions around the world. At Hanze University of Applied Sciences a unique model of entrepreneurship education was developed and is now present in all of its 15 schools. This year, the model has been augmented to stimulate the creation of spin-offs based on applied research outcomes from the innovation hubs where Hanze works with companies and institutions on societal challenges in multidisciplinary teams. Extracurricular programs include Bootcamps & RABO Bank Entrepreneurship Award, Startup Academy, Entrepreneurship College, Teach the Teacher Entrepreneurship Program, Hanze Design and Prototyping Factory, and Innovation Workplace Entrepreneurship. Intracurricular programs include Awareness Questionaire Monitor050, Awareness Sessions, Student Companies, Honours minors Da Vinci and The Northerners, Minors Business Class Entrepreneurship and Entrepreneurship & Technology, Specializations, and Hanze Top Entrepreneurship Scheme.

Aalto University (Finland)

Product Development Project (PDP)

PDP is an 8-months long project course where learning is tied to a real-life product development challenge usually given by partner companies. The course is recommended to be taken as part of voluntary master studies at any study program of technology, design or business. The teams form in September and deliver a functioning prototype in the final PDP Gala in May. Suggestions for topics are welcome from March to August. The PDP course covers the project phases from clarifying the task and working out the project plan to modeling, prototyping, testing and finally introducing the results in Product Design Gala. When the course is over, prototypes and reports will be transferred to the company partner. PDP course takes place in A Uni- Design Factory (ADF), which is an experimental co-creation platform of Aalto University. ADF as an operational environment is twofold. One is the material side consisting of team working spaces, machine & electro shops, prototyping & testing facilities, software tools et cetera. The second is its immaterial form which is composed of low bureaucracy, low hierarchy, interaction, development methods and workshops that support co-creation and planned coincidences.

University of California, Berkeley (USA)

The Fung Fellowship

The Fung Fellowship is a model of discovery education at the University—an immersive undergraduate learning experience that inspires students to become innovators for social good. Fellows work to address real-world public health challenges, engage with communities to understand needs, and develop viable solutions alongside industry partners. The Fellowship's learner-centered approach allows students to co-design their experience from crafting course content to sourcing future projects and collaborators. Alumni continue their engagement in the

program as mentors, as they pursue higher education, enter the workforce, or launch their own venture. Fellow diversity spans across academic disciplines, life experiences, and career aspirations, providing an enriched learning environment, supporting students underserved in innovation programs. Fellows learn from one another as they participate in campus service projects, professional development, and peer-to-peer mentorship. They are offered space to explore new ideas while gaining valuable skills in leadership, teaming, emerging tech, storytelling, and inclusive design.

Princeton University (USA)

Andlinger Center for Energy and the Environment

The interdisciplinary approach to teaching and research is prevalent throughout Princeton University, mixing scientists and humanists, engineers and social scientists in a variety of ways to enhance discovery and better serve humanity. The Andlinger Center for Energy and the Environment at Princeton University is a multidisciplinary research and education center, whose singular mission is to develop technologies and solutions to secure our energy and environmental future. To this end, the center supports a vibrant and expanding program of research and teaching in the areas of sustainable energy-technology development, energy efficiency, and environmental protection and remediation. Since it began operations, the center has grown rapidly, with eight faculty hired, high-risk/high-payoff research catalyzed, partnerships with industry forged, and unique educational programs launched. A chief goal of the center is to translate fundamental knowledge into practical solutions that enable sustainable energy production and the protection of the environment and global climate from energy-related anthropogenic change.

Polytechnic Institute of Bragança (Portugal)

Innovation in Products and Processes

The Innovation in Products and Processes (IPP) offers an innovative hands-on, student centered and entrepreneurship project-oriented master to promote innovation, creativity, and entrepreneurship. The IPP master program is two years long (120 ECTS) and is designed towards graduates of science and engineering, offering them the opportunity of producing a real impact out of their scientific and technical knowledge. The real contribution to the region and society emerges when we enable students to generate opportunities, promoting the development of innovative and sustainable technology-based products and processes with business potential in competitive environments. The course structure includes a common base of skill development on the areas of Prospecting and Transfer of Technology, Collaborative Work and International Relations, Business Development and Management, and a branch structure with three options. The profile of the program comprises the development of the technical-scientific knowledge and professional

specialized skills in one of the three branches: Information Technology, Communications and Electronics; Chemical and Biological Technologies; or Agro-Environmental and Food Technologies. The selection of the branch is made by the students, considering their business idea.

University of Chicago (USA)

Rustandy Center - Social Entrepreneurship Program

The Rustandy Center for Social Sector Innovation integrates multidisciplinary approach to business education with experience-based learning and research. Through programs and events, the center increases our community's odds of solving complex social and environmental problems. The Social Entrepreneurship Program jump-starts businesses and nonprofits built on social missions. Among them: solar-powered light company LuminAID, Nigeria-based tractor-leasing company Hello Tractor, and online voter guide Ballot Ready. The program is part of a powerful entrepreneurial support system at the University that provides the resources that startups need to succeed. The Social New Venture Challenge (SNVC) is open to for-profit and nonprofit startups. Successful applicants must have a plausible plan for financial sustainability—either through equity investment, direct revenue, grants from philanthropy, government funding, or some combination. Six to seven finalists compete every June for $100,000 in prize money to further their social ventures. The Tarrson Social Venture Fellowship at the Rustandy Center for Social Sector Innovation is the capstone social entrepreneurship resource, providing funding and advising to graduating students or recent alumni of the University while they raise philanthropic or venture capital for their social enterprise.

George Mason University (USA)

Center for Innovation and Entrepreneurship, CIE

The Center for Innovation and Entrepreneurship (CIE) is an interdisciplinary hub in the School of Business that supports innovators and changemakers from all G University schools and programs. From innovative courses and clubs to startup trips and competitions, CIE offers participants opportunities to explore and learn about creativity, innovation and entrepreneurship, experiment with concepts and tools, and startup a venture or initiative. We work with a diverse set of collaborators on campus and off in our mission to help our students, alumni and community members realize their visions of the future. In addition to the three core elements of our mission, the Center has identified two high growth, innovation led areas of the economy to focus on: the business of well-being and the food and beverage industry. Both areas of the market are undergoing rapid change and full of opportunity. Student and alumni interest, regional importance and growth, and accessibility and the possibility for measurable impact are among the reasons these important social and economic sectors were chosen for programming, research and regional engagement.

Monash University (Australia)

World Mosquito Program (WMP)

The World Health Organisation identified dengue as one of the top ten global health threats in 2019. Dengue fever is considered one of the most critical mosquito-borne viral disease in the world, according to the World Health Organization. It's also the most rapidly spreading, with a 30-fold increase in global incidence over the past 50 years. The World Mosquito Program was first conceived from the need to address the problem of dengue, the world's fastest growing tropical disease. Years of research revealed that a naturally occurring bacteria called Wolbachia inhibits the ability for the Aedes aegypti mosquito to transmit the disease to humans. It has since been shown that the ability for Wolbachia-carrying mosquitoes to transmit other viruses – such as yellow fever, Zika and chikungunya - are also significantly reduced. Field trials show that where Wolbachia is well established in mosquito populations there have been no dengue outbreaks.

University of Oulu (Finland)

Entrepreneurship Program

University of Oulu offers programs for entrepreneur mindset and starting business. These programs are The Entrepreneur's Career Path 'Demola,' Polar Bear Pitching, Courses in entrepreneurship 'MindBusiness,' and Entrepreneurial ecosystems 'Tellus.' In Demola, the students will work in a multidisciplinary team solving real-life cases together with partner companies. During an eight-week process, the team co-creates solutions to the challenge set by the company. In Polar Bear Pitching, an internationally acclaimed startup event, students are provided with a conference with world class workshops and the most inspiring keynotes. The MindBusiness project develops a new operational model to advance practices for entrepreneurship thinking in higher education. The core idea is to inspire students' entrepreneurial awareness, supporting their self-identification of their own potential and prompting their entrepreneurial capacity. Tellus spaces are open collaboration and working environments for all members of the university and its partners. Using the spaces is free of charge for the university staff and students.

Indira Gandhi Delhi Technical University for Women (India)

Entrepreneurial Spirit

Indira Gandhi Delhi Technical University for Women (IGDTUW) is the only Government Technical University for Women in India. The university offers technical programs at UG, PG and Doctorate Level in engineering & technology, management, architecture, and computer applications. The program has various contents in its 'Strategic Intent.' It motivates girls' students & scholars/ aspiring candidates towards entrepreneurship, develops creative, innovative and entrepreneurial thinking,

develops innovating products, designs and services, provides Intellectual Property Rights (IPRs) facilitations through IPR cell, product commercialization, business growth and facilitation for investment through bank loan and alternate investment fund, provides master skills to manage time, network, health and stress, and boosts regionally towards achieved Sustainable Development Goals (SDGs) (Agenda 2030) set by United Nations. All of these contents are to be done in five different phases i.e. i) Pre-incubation, ii) Incubation, iii) Acceleration, iv) Post-incubation and v) Virtual Incubation.

Temple University (USA)

Master of Science in Innovation Management and Entrepreneurship

The Master of Science in Innovation Management and Entrepreneurship (IME MS) program teaches students to shift their perspectives to develop a deep understanding of strategy, innovation, creativity, and entrepreneurial thinking, as well as to develop relevant management skills necessary to effectively manage innovation in existing companies and/or to successfully found new entrepreneurial ventures. Because a diversity of perspectives and backgrounds enhance creativity and innovation, many of our students have 7 to 15 years of work experience and more, while students applying directly out of undergraduate programs are also welcomed. Transform students, students' company, and students' ideas with an M.S. in Innovation Management and Entrepreneurship. The program often works well for entrepreneurs looking to launch ventures that require specific expertise or skills taught in other schools and colleges across Temple.

Tra Vinh University (Vietnam)

Developing Innovative Entrepreneurship Ecosystem at Tra Vinh University

The University has connections with more than 150 partners outside the university, including incubators, accelerators, state sectors, sponsorship projects, investors, universities, colleges, and businesses to form an ecosystem for supporting students to start a business right at the university. In addition, the university has compiled and published 08 books on entrepreneurship and innovation for students. In addition, the University has delivered TOT training in entrepreneurship for more than 250 lecturers for the resources of teaching staff in entrepreneurship courses for students of the whole school. However, the University also has some limitations in supporting students to start a business, specifically: (1) The number of businesses ordering product research and development of new products is still limited, (2) Activities to connect and attract investment for students' start-up projects have not been as effective as expected. In the context that entrepreneurship is spreading strongly among young people, it is very necessary to develop an innovative startup ecosystem at Tra Vinh University.

University of Twente (Netherlands)

Entrepreneurship, Innovation & Strategy, EIS

The specialization in Entrepreneurship, Innovation & Strategy is a part of the Master's program in Business Administration. Students will learn the core essentials of international entrepreneurial management and explore the areas of creativity and opportunity recognition/evaluation as well as conceptual business models, with a specific emphasis on the high-tech context. Emphasis is on how to implement such complex factors by considering the level of the individual, team, organization, network, ecosystem and society, incorporating responsible business practices. Through lectures, guest lectures, project work, case studies and real-world application in diverse organizations, students will learn the cross-disciplinary principles of innovation and entrepreneurship. Important topics studied in the EIS track include Entrepreneurial process of international new technology-based ventures, Creativity and innovation management from the individual to the societal level, Sustainable business models in dynamic environments, Partnerships and external environment roles in business development, Strategic technology management and innovation, and Entrepreneurial financing.

Northern Kentucky University (USA)

Center for Innovation and Entrepreneurship

The Center for Innovation and Entrepreneurship helps students from across campus acquire excellence by providing them with the resources, education, and opportunities to build relationships that will carry through both their academic and professional careers. Students are given many avenues to showcase themselves through our signature programs – whether it is jumpstarting an idea through the INKUREKA program, making an idea real through our INKUBATOR program, or moving ideas forward through our INKUBIZ program to name just a few. INKUREKA provides resources and expertise to all University students, of any major or minor, who have business ideas and want to turn those concepts into a reality. It connects students who have entrepreneurial ideas with coaches who can guide them through the process of starting a business. INKUBATOR offers services including Business Intelligence, Marketing, Design, and Investment Prep. INKUBIZ is an on-campus marketing and research agency that provides students with the ability to gain experience related to their majors.

Rensselaer Polytechnic Institute (USA)

Design, Innovation, and Society, DIS

Design, Innovation, and Society (DIS) offers a B.S. degree as well as dual major in Mechanical Engineering, Management or other curricula. The program prepares students to become innovative

designers capable of developing and designing the advanced products and technologies for the 21st century. Built around a design studio during seven of eight semesters, DIS combines the technical sophistication of Rensselaer's engineering or management curricula with the aesthetic and cultural insights and vision of the humanities and social sciences disciplines in the DIS curriculum. Through the DIS core of design studios, students obtain a hands-on opportunity that brings together the major curricula. The accredited mechanical engineering curriculum can also provide a fundamental education in mechanical engineering with a focus on design methodology in general and mechanical design techniques in particular.

IEDC-Bled School of Management (Slovenia)

Arts & Leadership

The objective of this course is to raise awareness among the participants of arts as source of reflection, inspiration, and motivation for management and creative leadership, as well as to offer fascinating parallels between the world of arts and world of leadership. As Peter Drucker noted: "the best way to predict the future is to create it." Pressing global trends and challenges require organizations to switch from managerial to leadership models supported by which, organizations can act responsible and emboldened by vision, imagination, enthusiasm and creativity. Like artists, leaders must draw on their unique personality, values and vision. Responsible leadership provides inspiration, supports self-expression, and evokes creativity. While traditional approaches in management and leadership development are focusing on developing skills and functional knowledge, the Arts & Leadership approach primarily aims at changing the mindset of students, and in this regard, IEDC is truly cutting edge on the world stage.

Queen's University (Canada)

Interdisciplinary Programs

Interdisciplinary programs combine two or more academic disciplines leading to a degree plan. It is the creation of something new by crossing boundaries, and thinking across them. It is related to an interdisciplinary field, which is an organizational unit that crosses traditional boundaries between academic disciplines or schools of thought, as new needs and professions have emerged. The university provides nine interdisciplinary programs in total as follows: 1) Computing, 2) Cultural Studies, 3) Environmental Studies, 4) Film & Media, 5) Gender Studies, 6) Global Development Studies, 7) Employment Relations, 8) Languages, Literatures & Cultures, 9) Religious Studies. With these programs, students graduate with a unique set of skills which will enable them to transition seamlessly into a career or further studies. The graduates enter the work force with strong critical thinking, communication, and problem-solving skills. Students also develop a comprehensive understanding of the driving forces of social, economic, and environmental changes, while learning

to creatively search for innovative solutions.

Kyushu University (Japan)

School of Interdisciplinary Science and Innovation

The rapid advance of globalization is creating problems that transcend regions and national borders to present common challenges for the whole of humanity worldwide, including issues relating to the environment, food, human rights, and economic disparities. To tackle challenges without an answer, we must first actively think for ourselves and plan solutions. In solving problems, it is vital to communicate with a variety of people and build up experience. Interdisciplinary science and innovation as defined by ISI means engaging in a repeated process of planning solutions, collaborating with others, and gaining experience to cultivate the attitude and intent to learn what is required of oneself for the problem faced, creating new knowledge that combines all the knowledge required, and putting it to use in the real world. ISI classifies the attitudes and abilities required to identify problems and derive solutions into four types—active learning skills, creative task-framing skills, practical teamwork skills, and international communication skills—and, by cultivating these skills, aims to ensure that students acquire interdisciplinary problem-solving skills.

Beijing Technology and Business University (China)

The Innovation and Entrepreneurship Project of the Transformation from Knowledge Absorption Education to Knowledge Creativity Education

According to the characteristics of multi-disciplinary universities in our university, guided by social needs, and based on the platform of laboratories as well as innovation and entrepreneurship practice bases, the University has constructed the system framework for innovation ability cultivation which has strived to achieve thinking transformations in seven aspects from knowledge-oriented learning to situational-oriented learning, professional learning to cross-border learning, classroom learning to practical cognition, conclusion-oriented learning to problem-based learning, static learning to extensive learning, standardized learning to personalized learning, passive learning to active learning. These transformations have promoted the reformation of innovation training of undergraduate and graduate students, and improved the innovation spirit, entrepreneurship awareness as well as innovation and entrepreneurship ability of students, thus becoming important indexes to evaluate the quality of talent training in our university.

Arizona State University (USA)

Project Hieroglyph

Inspiration is a small but essential part of innovation, and science fiction stories have been a

seminal source of inspiration for innovators over many decades. The name of Project Hieroglyph comes from the notion that certain iconic inventions in science fiction stories serve as modern "hieroglyphs." Arthur Clarke's communications satellite, Robert Heinlein's rocket ship that lands on its fins, Issac Asimov's robot, and so on. Jim Karkanias of Microsoft Research described hieroglyphs as simple, recognizable symbols on whose significance everyone agrees. What science fiction stories—and the symbols that they engender—can do better than almost anything else is to provide not just an idea for some specific technical innovation, but also to supply a coherent picture of that innovation being integrated into a society, into an economy, and into people's lives. Often, this is the missing element that scientists, mathematicians, engineers, and entrepreneurs need in order to actually take the first real steps towards realizing some novel idea. While the mission of Project Hieroglyph begins with creative inspiration, our hope is that many of us will be genuinely inspired towards realization. Project Hieroglyph is administered by A University's Center for Science and the Imagination.

University of Liberal Arts Bangladesh (Bangladesh)

Dhaka International Film Festival

The Dhaka International Mobile Film Festival (DIMFF) is a unique platform for artistic exploration and entertainment. It is a pioneer festival for films exclusively shot on mobile phones. DIMFF is the bridge that connects filmmakers to the world of storytelling that utilizes new mobile technologies. DIMFF has been organized for the last six consecutive years, and with each passing year, its popularity is increasing. Filmmakers from around the globe enjoy this new platform to uphold their voices. The festival upholds and promotes the motto 'New generation, New tools, New communication.' The festival is free of entry for students. There are three categories in the festival– screening, competition, and one-minute categories. The screening category is open for all. The competition category is restricted to university students at the undergraduate or graduate level, and the one-minute film category is limited to Grade 1–12 students. Films for this festival must be shot on a mobile phone (cell-phone/smartphone). However, there are no restrictions regarding the brand, model, and operating system of the phone, as well as post-production tools.

Draper University (USA)

Hero Training Program

Hero Training is an intensive, immersive five-week entrepreneurship program in Silicon Valley, CA. During the students' stay at our San Mateo campus, they will develop the essential startup skills you need to launch and sustain a successful venture, gain exposure to industry experts and network with other like-minded entrepreneurs who share students' vision of changing the world. Our innovative curriculum is composed of a wide variety of immersive experiences that will give students

hands on exposure to all that Silicon Valley has to offer surrounded by like-minded professionals looking to accelerate their careers. Students will learn from all-stars from companies such as Uber, American Express, Stanford, and Google, and will receive guidance and introductions from personalized mentors who are experts in their fields. Students will also take hands on workshops such as Prototyping, Lean Startup Methodology, Design Thinking, and Executive Coaching, and will gain opportunity to engage with startups and network on the campuses of companies such as Google, Facebook, Tesla, 500 Startups, Uber, etc. The programs include: 1) Hero Training, 2) Executive Program, and 3) Entrepreneurship Immersion Program.

National University of Management (Cambodia)

NUM Social Innovation Lab (New Initiatives 2021-2022)

Established in 2018 to promote social innovation and entrepreneurship among our university students, NUM Social Innovation Lab includes both an events space for interactive seminars & design thinking workshops and also a maker space equipped with 3D printers and Virtual Reality. NUM Social Innovation Lab serves as a bridge connecting the university with the greater society and economy, allowing a flow of innovative ideas and exposing our faculty and students to some of the latest international trends, especially via our online iLab Guest Speaker Series which was established during Covid and brings top authors, professors and startup entrepreneurs from around the world to connect with our students and greater community. NUM Social Innovation Lab also hosts the National Business Model Competition which is an annual student based lean startup competition open to all students in Cambodia. It hosts the annual Mekong Challenge which is an entrepreneurship competition involving university students from the Mekong Region and Bhutan. The US consulting firm, McKinsey & Company, serves as our main knowledge partner and also provides additional sponsorship support for our entrepreneurship programs.

University of Évora (Portugal)

EntrePOWER - collaborative intelligence, curricular innovation and gamification towards the development of a value-chain for students to become successful entrepreneurs

EntrePOWER was developed taking in consideration the significant efforts made by the University of Évora to surpass current challenges, namely: Lack of entrepreneurial mindset from the community; Under development innovative ecosystem profile; Reduced number of tech companies in the region. Taking this in consideration, a new strategy for the development of the innovative ecosystem of the region was developed. This strategy encompasses three main goals: 1) To increase recruitment efficacy and change the entrepreneurial mindset of students; 2) To align stakeholders' views about innovation; 3) To promote innovation in peripheral areas through international events. In order to accomplish these goals, a new strategy for the development of the innovative ecosystem

was designed, reinforcing the active participation of the academic community, through a set of initiatives that are involving students, teachers, researchers, technicians, alumni and civic/social entities from the region.

Bucharest University of Economic Studies (Romania)

Increasing employment in the South Muntenia region by developing entrepreneurial training, supporting the implementation of new businesses and self-employment, in the spirit of sustainable development and social innovation (BizPro)

The general objective of the project is to support the development of independent activities, based on technological innovation and support for sustainable development, employment promotion and economic growth at the regional level. The project is based on providing information and training in the entrepreneurial field, encouraging entrepreneurship through support services in developing a business plan (consulting and mentoring), financial assistance, counseling and monitoring. In addition, the project is stimulating self-employment and regional development by supporting the creation of value-added businesses through the implementation of a Virtual Cluster through which strategic partnerships will be made between the authorities, the business environment, relevant actors from the finance environment.

FEU Institute of Technology (Philippines)

FEU Tech Innovation Center: The First Academe-based Venture Builder in the Philippines

FEU Institute of Technology is an academic institution that recognizes, supports, and strengthens students' involvement in innovation and entrepreneurial activities. By introducing excellent programs, infrastructure, expertise, and resources to young innovators, the Institute gears itself towards fostering the emergence of breakthrough ideas and technology that will solve both the present and future problems of society. The launch of the FEU Tech Innovation Center (FTIC) in 2019 pioneered a new way of building startups and impact-driven innovations in academic institutions. FTIC created the first academe-based venture builder program in the Philippines which utilized transformative technology solutions in crafting sharp and brilliant startup ideas. A Venture Builder (VB) is a distinct model in the venture industry where venture builders act as startup studios or startup factories. Participants of this program are given the opportunity to build, develop, launch, and scale startups and innovation solutions by building an in-house team and sourcing ideas from within to develop into commercial opportunities.

Ajou University (Korea, Rep.)

Startup Ajou 3by3 System

Ajou University has developed its own program, "Startup Ajou 3by3," to provide a unique startup education that effectively instils the practical knowledge necessary to lead the global business startups of the future. To this end, it aims to foster talent that seeks truth and is in possession of the Dasan Spirit. This unified startup support system divides startups into three categories (technical innovation, technological convergence, and new industry development), and aims to develop and operate a personalized three-stage educational process [Teach (education) – Touch (Support) – Training (Transfer to Business Incubator)] based on startups' individual needs.

University of Wollongong (Australia)

iAccelerate

iAccelerate is a unique business accelerator and incubator program run by the University of Wollongong. Operating from the purpose-built iAccelerate Centre on our vibrant Innovation Campus, it's a place like no other. Here, we support and empower startups, scaleups and intrapreneurs to shape bold new paths to sustainable growth. It's a thriving community of likeminded entrepreneurs with vision, purpose and passion. iAccelerate is a cornerstone of University of Wollongong's commitment to help build and scale sustainable businesses that have a positive impact in our region, our nation and the world. We seek out entrepreneurs that harness technology as an enabler for services and products that can be scaled and applied globally, helping people and the planet thrive. At iAccelerate, our mission is clear and ambitious: to foster a vibrant entrepreneurial ecosystem that empowers people to strive and innovate together for real and lasting impact.

Samsung Art and Design Institute (Korea, Rep.)

S2 University Curriculum

The institute operates a three-year curriculum for systematic and effective education. The three-year course, which is composed of courses essential to cultivating design competency, is a unique THE INSTITUTE program designed to minimize waste of time and maximize curriculum density. The major courses are run through subject modules and tracks. Through a total of eight tracks, including business, branding, and storytelling, as well as the original design areas such as visual, product, fashion, and UX, students learn the core competencies essential as professional designers through selection and concentration. Students autonomously select modules and tracks according to their aptitude and career path, and to graduate, they must complete two or more tracks. In addition, each track is organically linked to a module, and systematic learning is possible by providing a modularized subject that needs to be learned prior to studying the track.

Athens University (Greece)

Athens Centre for Entrepreneurship and Innovation (ACEin)

The 'open innovation' model that structures the Innovation Design and Entrepreneurial Action (IDEA) UBC program at the Athens Centre for Entrepreneurship and Innovation (ACEin) was first put into practice through collaboration with Athens international airport and the scientific support of the ELTRUN e-Business research laboratory of AUEB. The airport initially planned to run a corporate social responsibility activity supporting young entrepreneurs. They decided to devote some marketing budget to this strategy. ACEin issued an open call to young entrepreneurs, brought them together, facilitated the formation of interdisciplinary teams, presented them with specific problems the organization had and gave them time to work on these problems. The best proposals were presented to the organization, which decided to continue to work with seven teams. ACEin then supplied incubation support as the teams continued to work with the organization – right up to the point of signing a commercial agreement in some cases. The IDEA model that was developed is nested within a range of other UBC activities provided by ACEin that enable teams to incubate their ideas to the fullest extent possible.

Dalian Neusoft University of Information (China)

Integrative Framework of Entrepreneurship & Innovation Building

Entrepreneurship and entrepreneurship education have been central themes for policymakers, schools and educators on all levels. The students are to be enhanced with their entrepreneurial capabilities and are to be equipped to meet the challenges of the entrepreneurial climate of the COVID-19. Therefore, an integrative framework, combined with an appreciative feedback culture, can create a generative learning space that supports the development of leadership competencies needed to build and lead businesses which seize the opportunity to become successful entrepreneurs. The key points of this program are the establishment of relevant courses for entrepreneurial knowledge for managing entrepreneurial projects, combining theories with entrepreneurial practice, enhancement of engagement with students through tutors to provide timely support in their entrepreneurial process, and the use of online resources and data to promote effective teamwork and communication for entrepreneurship.

Riga Technical University (Latvia)

RTU Student Innovative thinking and Entrepreneurship skills development program

RTU Student Innovative thinking and Entrepreneurship skills development program consists of several integral programs and projects that develops closer cooperation between university, students, and industry. It promotes mutual engagement, development possibilities for each party and new innovative ideas. The purpose of the programme is to supplement, as well as promote effective operation of the innovation system, which is based on the work of existing companies, establishment of new companies, effective transfer of knowledge, skills and competences between industries,

higher education institutions and research institutes to develop new and competitive products and solutions. The program integrates all of the university previously established projects and activities such student business laboratories, incubators, hackatons etc.

Burapha University (Thailand)

STEAM DRONE EDU

STEAM of Things Co.,Ltd. is a growing startup company. It started with a student team from the Faculty of Geo-Informatics. Burapha University and the students are interested in space technology and exploration (space technology & earth exploration) tech-science, which play an important role in future career skills. This program helps develop Thailand to move forward, with the initiative to invent products that can be developed. THAI's continuing education, "STEAM DRONE EDU Curriculum," is the integration of 5 magnitudes: Science, Technology, Engineering, Art, and Math. These magnitudes are integrated into the learning process and are initiated for earth exploration with future geoinformatics jobs. The program provides unique play-based learning by using Robot Drone EDU.

Far Eastern University (Philippines)

TamBiz Forum 2021 | WSI Innovation Day with Partners

"Inspiring innovators, empowering entrepreneurs" is the main theme of TamBiz, with a different challenge selected each year to address one of the UN's Sustainable Development Goal(s). This year's challenge is incremental innovation. Given this sub-theme, students were asked to conceptualize any product, process, or service with low-cost improvements for their business plans. They will then transform existing ideas by identifying opportunities that will benefit both the stakeholders and the enterprise. To better promote awareness of a global business program, TamBiz Forum 2021 launched its initial virtual discussion along with the series of co-curricular activities undertaken in TamBiz 2020. Hosted via MS Teams, the official conferencing platform of FEU, the said forum was successfully implemented during the 1st semester of school year 2021 to 2022. The TamBiz Forum 2021 served as the culminating activity of the TamBiz Expo which highlights students' awareness on sustainable education. This forum was facilitated by the Network for Teaching Entrepreneur's (NFTE) World Series of Innovation (WSI) student champions under Mary Kay's challenge.

Hanbat National University (Korea, Rep.)

Realization of an entrepreneurial university

Realization of an entrepreneurial university is Hanbat National University's independent program associated with segmented capstone design education, field exercise and startup education (3 or more capstone design credits + 3 or more field exercise credits + 6 or more startup education units = HBNU certification (12 or more units). Through online and offline simultaneous operation of test-bed campus pilot project, Startup Idea Campus Markets, students are provided with opportunities to experience business start-up education, idea creation, prototype production, publicity, and sales. Startup club business item trading, evaluation, and feedback using points* can be used in the campus market (*10,000 Point=1 Unit). Key points are that entrepreneurship is spread through the creation of a whole-school entrepreneurial atmosphere, startups are inspired with entrepreneurial spirit through faculty startups, systematic startup education is provided based on the TEC algorithm, and systematic support is provided for startup clubs: balanced approach to startup and employment.

LSPR Communication and Business Institute (Indonesia)

Business Plan Presentation Program

LSPR Communication & Business Institute has a Center for Entrepreneurship (CFE) under the Business Faculty that has an incubation program for LSPR students who have entrepreneurial interest to gain knowledge and guidance in creating a creativity-based business. After the pre-incubation program, all the participants receive various business knowledge and slowly finalize their business model. The next step is a Business Plan Presentation, which is a day where all the participants make the pitch presentation of their business plan in front of the judges who will determine how much funding they will get to help them run the business. The program facilitates the transformation process of innovation through collaborative learning by industrial partner and government and encourages students to develop their own business that has a social impact on society. The Faculty of Business has a campus marketplace which can display products or services from students' business.

Lac Hong University (Vietnam)

Leaf-press Machine: A Start-up Project to Replace Single-use Plastics

Currently, our living environment is being seriously polluted due to the excessive use of plastic waste, directly affecting health and causing ecological imbalance. The number of recycled plastics or solution in general waste to contribute to environmental protection is quite small at the moment. One of the best ways to reduce single-use plastic waste is to replace them with utensils made from natural materials. With the message "Avoid using single-use plastics", the team has launched the solution product Leaf-press machine, taking advantage of post-harvest agricultural by-products (banana stalks, banana leaves, banana peels), to create products such as forks, cups, handles for coffee cups, etc. to both protect living environment and improve the income of the farmers.

Compared to the traditional approach in manually made products, this project will improve the hygiene and safety, increase capacity and productivity, and improve cost efficiency.

Singapore Management University (Singapore)

Institute of Innovation and Entrepreneurship: Global Innovation Immersion

The Global Innovation Immersion (GII) is a 3-month overseas summer internship open to all full-time Singapore Management University undergraduates who are returning for at least one semester of study after the program. The curriculum consists of 1) Bootcamp Training and 2) Language Classes. Bootcamp Training equips students with practical skills taught by industry leaders & entrepreneurs. Students will participate in a comprehensive pre-internship training, covering Business Analytics, Digital Marketing & Technology. Language classes are available in Bahasa, Thai, Tagalog, and Vietnamese. In addition, students will receive In-Country Mentorship, as the students will be coached by industry titans in-country. This program emphasizes on the cultivation of a growth and fail-forward mindset. Students will work alongside founders and industry experts and develop entrepreneurial skills through an experiential learning process. Lastly, what sets GII apart from other internships is that we pay for students' coffee chat bills for finding ways to make friends with the rainmakers in town.

Linnaeus University (Sweden)

Innovation through Business, Engineering and Design

The program is based on the assumptions that our resources are limited and that we will have to satisfy the needs of a constantly increasing number of people in the future. This will increase the complexity of society. We strive to find out how multidisciplinary knowledge supported by theoretical insight and emerging technologies can bridge with the social needs and values of our societies to provide the best possible local and global futures. Students engage with local and international companies and organizations to train in the innovation process in teams with different competences and work in an environment of collaborative creativity. This unique learning model empowers participants with the right skills and methods to apply business-, engineering-, and design-led perspectives to complex societal issues by a co-creative approach and guides them to further evaluate innovative products and services to create a sustainable effect on the people and the planet.

University of Aveiro (Portugal)

XSOC – eXtended Security Operations Center

Cybersecurity requires new integrated and collaborative responses. Security operations centers are an essential infrastructure to respond the growing risk coming with the Digital Transformation of the University. XSOC – eXtended Security Operations Center builds a collaborative security operations center, leveraging a new approach to cyberattacks prevention, detection and response. This collaborative approach intents to be a model to be spread among HEIs and Public Administration, incorporating knowledge developed in cybersecurity research teams of each HEI. The center will improve the confidentiality, integrity and availability of information and systems, providing a resilient ICT infrastructure. Experts from industry are closely involved in the project activities, namely, through the architecture design and implementation of processes and technologies. The project is funded through competitive funding provided by FEDER.

Ilia State University (Republic of Georgia)

Engineering School 101 for High School Girls

The main goal of the project 'Engineering School 101 for High School Girls' is to drive motivation among female participants in technical and engineering fields. The intervention was launched to tackle the gap of gender participation in STEM fields because it is well known that engineering traditional has been acknowledged as non-female profession; hence our team efforts in this program have been dedicated to help girls develop interest in Tech and Engineering fields to choose engineering careers; this was coupled with a continuous process of successful women mentoring in this field, which includes teaching coding, engineering training and participation in fun competitions. This project offers the university-based engineering introductory education to the school level users free of charge for the public good which is quite rare in the Georgian reality. Hence, it strengthens the university and school linkage respectively. For the given reporting period, the program met its aims.

Badr University in Cairo (Egypt)

Entrepreneurial Spirit

BUC is investing both in formal programs as well as in extra-curricular activities to channel students' interest in solving global problems through entrepreneurship. Formal programs include degrees and certificates in entrepreneurship, while extra-curricular activities include business plan contests, entrepreneurship clubs, and startup internships. BUC has launched its Green Smart Advanced Incubator (B-Gain) in November 2021, which represents one of its milestones as an Entrepreneur University. B-Gain is not for the students only. It was launched to serve the surrounding community and near cities. BUC successfully achieved integration between all programs. Generally, research Hubs focus on scientific research only, but they are not working on supporting Entrepreneurs or Technology Transfer. BUC Innovation Hub supports different activities and all fields

of human development, supporting researchers and students to be entrepreneurs, and to develop their ideas or graduation projects to startups. In addition, the BUC incubator will provide technical and financial support until they reach the market.

Mingachevir State University (Azerbaijan)

Artificial Irrigation

Artificial irrigation mechanism is to reduce water consumption. It consists of a water tank, pipes according to the size of the area and a smart device that works with a special program. These tanks are fitted with pipes according to the number of planting-beds and are in direct contact with the smart device. The device calculates automatically the amount of water required for each planting-bed (how many tons) and sends water to the site from all pipes at the same time. The artificial irrigation system calculates how much water to send, and stops the water after the irrigation is over. In addition, the frequency of irrigation of the soil is also important for the device. So, there is a big difference between watering before 3 days versus 1 week. It is clear that the land irrigated 1 week ago will require more irrigation. The smart device will also work here. This can also be done with a sensor that measures soil moisture. It is also planned to add rainwater to the tanks after cleaning with special filters and to use it for irrigation in the future.

Telkom University (Indonesia)

E-Wallet Challenge

The E-Wallet Challenge is a challenging activity that invites active collaboration of students from all universities in Indonesia to propose new and creative ideas that can be used for the development of a better E-Wallet. In order to realize the development of a better E-wallet, the Indosat Ooredoo company held challenges that involved active students from all universities in Indonesia to actively participate by proposing the best ideas related to the development of a better E-Wallet. With the project, students are directly involved with the industry and are invited to develop the best ideas related to e-wallet. Lecturers participate starting from the assessment process to pitching the participants. Indosat is very satisfied because this project was successfully implemented and introduced e-wallet innovation to the entire industry. The future plan of the project is that students of Telkom University will be able to do internships at PT Indosat.