



# Transnational Workshop on Entrepreneurial Education

Pisa (IT), 25 - 27 March 2026

<b>Day 1</b>	25 March 2026
<b>Title of the module</b>	<i>Entrepreneurship Themes (Knowledge driven modules)</i>
<b>Contents of the module</b>	<p>Modules are organised by <b>themes</b>; within each theme, <b>teaching tools are embedded</b> to support knowledge transfer.</p> <ol style="list-style-type: none"> <li><b>1. Entrepreneurial mindset, employability &amp; WIL logic</b> <ul style="list-style-type: none"> <li>• Entrepreneurial mindset and the jobs of the future: how initiative, problem-solving, adaptability, and value creation help students navigate emerging roles and changing labour-market needs.</li> <li>• Work-Integrated Learning (WIL) approach: bridging classroom learning and industry through structured experiences such as mentorship, real-world consulting projects, and internships, so students apply skills in practice and build employability.</li> </ul> <p><b>Teaching tools (example):</b> mini-case “career/venture path”.</p> </li> <li><b>2. The entrepreneurial process: idea → opportunity</b> <ul style="list-style-type: none"> <li>• Opportunity recognition &amp; evaluation (criteria, risks, assumptions)</li> <li>• Problem framing and local context (EU/ZA)</li> </ul> <p><b>Teaching tools (example):</b> guided case study (opportunity shaping).</p> </li> <li><b>3. Customer discovery &amp; idea validation</b> <ul style="list-style-type: none"> <li>• Segmentation, needs, value hypothesis</li> </ul> <p>Validation: rapid tests, minimum metrics</p> <p><b>Teaching tools (example):</b> customer interview role-play.</p> </li> <li><b>4. Value proposition, positioning &amp; go-to-market basics</b> <ul style="list-style-type: none"> <li>• Value proposition, channels, basic pricing</li> </ul> <p>Introduction to startup marketing levers</p> <p><b>Teaching tools (example):</b> role-play “selling to a potential customer”.</p> </li> <li><b>5. Business model &amp; strategy</b> <ul style="list-style-type: none"> <li>• Business Model Canvas (or equivalent) and model coherence</li> </ul> <p><b>Teaching tools (example):</b> Business model mapping.</p> </li> <li><b>6. Ecosystems and partnerships (startup communities)</b></li> </ol>





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	<p><b>Teaching tools (example):</b> Ecosystem mapping.</p> <p><b>7. Team, leadership &amp; execution</b></p> <ul style="list-style-type: none"> <li>• Team composition, roles, team dynamics, leadership</li> </ul> <p>Managing uncertainty and crises</p> <p><b>Teaching tools (example):</b> “crisis management” role-play.</p> <p><b>8. Finance &amp; investor readiness</b></p> <ul style="list-style-type: none"> <li>• Funding sources, investor/VC logic, readiness</li> </ul> <p>Preparing for Q&amp;A and negotiation</p> <p><b>Teaching tools (example):</b> investor negotiation role-play + checklist.</p> <p><b>9. Pitching &amp; storytelling for entrepreneurial ideas</b></p> <ul style="list-style-type: none"> <li>• Pitch structure, narrative, evidence</li> </ul> <p>Fast formats (1-minute pitch deck challenge)</p> <p><b>Teaching tools (example):</b> micro-pitch + evaluation rubric.</p> <p><b>10. Sector adaptation clinics (business / accounting / marketing / agriculture)</b></p> <p>Adapting the concepts to the 4 target curricula, with lesson-plan-oriented examples</p> <p><b>Teaching tools (example):</b> draft experiential lesson plan per discipline</p>
<p><b>Name of the trainer/s</b></p>	<p>Prof. Marco Guidi Prof. Andrea Dello Sbarba</p>

<p><b>Day 2</b></p>	<p>26 March 2026</p>
<p><b>Title of the module</b></p>	<p>Toolbox (Teaching tools-focused modules)</p>
<p><b>Contents of the module</b></p>	<p>The focus here is “<b>how to do it</b>”: tool design, facilitation, debriefing, assessment, and local adaptation (consistent with the teaching tools and guidelines outputs).</p> <p><b>10. Lab 1 — Role-playing design &amp; facilitation</b></p> <ul style="list-style-type: none"> <li>• How to build a scenario (brief, roles, timing, materials)</li> <li>• Debriefing and assessment (rubric + observation)</li> <li>• Ready-to-use variants: investor negotiation / crisis / sales / customer complaints</li> </ul> <p><b>11. Lab 2 — Case studies method</b></p> <ul style="list-style-type: none"> <li>• Selecting EU/ZA cases and ensuring “2 cases per discipline”</li> <li>• Structure: teaching note, guiding questions, learning checks</li> <li>• Adapting to the context and student level</li> </ul>



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	<p><b>12. Lab 3 — Startup pitch simulations framework</b></p> <ul style="list-style-type: none"> <li>• “Shark Tank” format, 1-minute pitch, panel setup, criteria</li> <li>• Rubric, feedback, fairness, and timing management</li> </ul> <p><b>13. Lab 4 — Work-Integrated Learning (WIL) strategies</b></p> <ul style="list-style-type: none"> <li>• How to integrate: consulting projects, mentorship, internships, partnerships</li> <li>• Minimum structure of a WIL project (brief, deliverables, tutoring, assessment)</li> </ul>
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<p><b>Day 3</b></p>	<p>27 March 2026</p>
<p><b>Title of the module</b></p>	<p>Integration, Quality, Next Steps</p>
<p><b>Contents of the module</b></p>	<p><b>14. Co-design sprint: “plug-in” into curricula</b></p> <ul style="list-style-type: none"> <li>• From theme → lesson plan → tool (shared template)</li> <li>• Output per partner: 1 lesson plan per discipline + tool-to-objective mapping</li> </ul> <p><b>15. Evaluation &amp; evidence pack</b></p> <ul style="list-style-type: none"> <li>• Questionnaires, satisfaction, evidence collection, materials to capture (for D2.4)</li> </ul> <p><b>16. Action planning for National Workshops &amp; adaptation loop</b></p> <ul style="list-style-type: none"> <li>• Peer-to-peer transfer plan + student involvement (South African context adaptation)</li> </ul> <p><b>17. Closing</b></p> <ul style="list-style-type: none"> <li>• Retrospective, commitments, and deliverables roadmap (tools + guidelines + repository)</li> </ul>
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