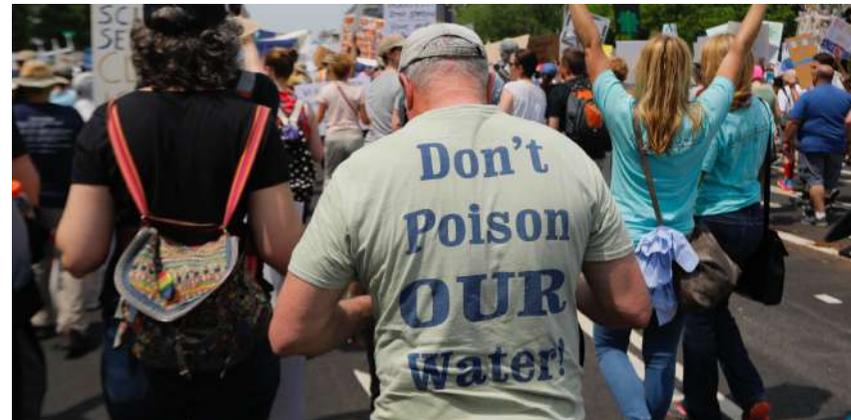


SOCIETAL ENTREPRENEURSHIP, NGO AND NON-PROFIT ORGANISATION



| | |
|---|---|
| City & organisation | Paris, ESS accelerator of Ile de France |
| Urban challenge(s) addressed | The Académie entrepreneurship with and objective of impact and development Via the SDGs |
| Name/title of learning practice | Societal entrepreneurship, NGO and non-profit organisation |
| Type of case study | Curricular |
| Programme level learning practice/ case study | National within HEC (country wide) |

BACKGROUND AND HISTORY

Years of establishment

Based on a MOOC (Massive Open Online Course) made by the SNO (Institute Society and Organization) a few years ago. The program was inspired by this MOOC and Emma France, head of programs at Impact, took it over two years ago. Titled "Entrepreneur of Change", there initially was no sustainable development axis for the program. Finally, there was talk of arresting this program, Marion thought it was too bad to abandon him. She reworked the program to be more focused on the SDGs (Sustainable Development Goals) and not only on entrepreneurship. It eventually became a new academy, operating with very new themes.

Motivation behind intervention

Introduce students to the different ways to become actors in the fight against climate change and in favor of the Sustainable Development Goals.

General content of intervention: Syllabus.

Target group: Bachelor's degree at Master 1.

Length of the course: 3 weeks.

Average number of students attending: 25 but there can be up to 45.

URBAN CHALLENGES ADDRESSED AND THE CONTEXT

Which urban challenge: Odd

Why was it addressed

Because the hard development goals and the impact and the ways of undertaking them are very important for the future and it is necessary that the students master them. They also help make participants realize that there are plenty of ways to act to change the world.

How is it addressed

Courses, workshops and many interventions of different actors involved in the themes, both at a functional level (value proposition, business models ect...) and at the level of impact themes.

ORGANISATIONAL DESIGN

Stakeholders involved

Students, Marion (to organize the project), speakers like Nathalie Rion for the IKIGAI method to find senseful project in a systemic way, modules already developed by Etienne Krieger in his own academy, an expert for business models.

Resources required (human, capital, physical)

A little budget, but not defined. It is proposed by Marion and once it is defined, HEC says whether it is possible or not. Marion is also helped by HEC on the communication part of the project. Communications are made by the SNO and the "Equal Opportunities" program, because it is also an academy that is open to people with disabilities.

LEARNING DESIGN

ECTS: Students obtain ECTS if they validate the academy, they do not lose any if they do not pass it.

Learning objectives

The objective is to make you aware of the different SDG thematics, know how to work in a team to work a business project and a BM, understand yourself with the IKlgai.

Training methodologies

Marion built the program by striving it to be as readable as possible and as least cumbersome as possible for students who also have their courses next door allowing for dedicated working time. Marion has developed a clear methodology on what is expected, with structured explanations of the different phases. To build the content, Marion drew from the HEC speakers who are used to dealing with the themes; on the SDGs, systematic introduction via dedicated support, as for IKIGAI, with video support so that students can later remember the methods and apply them.

Format

The program is almost daily for three weeks with hours of permanence so that students can have feedback on their personal work and group work to ensure the project is built coherently.

Student support systems

Marion and Adeline in office hours: a system that allows students to meet someone for a limited time in order to get effective feedback to reorient or deepen their work.

Assessment methods

There is a demo day at the end of the program during which students present their final projects to several speakers of the academy. This presentation is assessed. The work of reflection around the IKIGAI is also assessed.

Integration into curricula (if applicable)

Within HEC, all Master 1 students are obliged to attend an academy of their choice. The program is also open to those curious about License 3.

HINDERS

In relation to urban challenges

The challenges are complex and to produce a coherent solution, it takes time to discover them. Students struggle to conduct extensive and in-depth research at the beginning, but when this analysis part unlocks, the solutions are extremely interesting and structured.

In relation to delivery of intervention

Covid has made it difficult this year to maintain the attention and follow-up with students throughout the program; it took place entirely by Zoom. Additionally, there were many themes to deal with and not enough time to deal with each concept in detail.

ENABLERS

In relation to urban challenges

Access to the HEC bookstore database is a plus, as well as the ability to mobilize relevant stakeholders to help students understand the issues.

In relation to delivery of intervention

Everything is based on the interest of the students. If the variety of issues to discover is to some extent a hindrance due to the limited time, it is also an asset because there are many things to discover and in fact, students are not bored at any time of the program.

REFLECTION

Success factors

It has to be energetic, there has to be an ability to be concrete, reflectivity around subjects and around oneself.

Outputs, outcomes and impact

Marion made a measure of the impact of the program. The students particularly appreciated the very concrete side of the program, to be able to come out with a practical culture of themes as well as with tools directly applicable to any project. Some even pointed out that the academy was one of the most concrete programs among all those they have been able to follow since entering the school. Students also appreciate the different perspectives on the topics covered and the very discovery of topics that they would not otherwise have met. A program that opens your eyes!

Lessons learned and recommendations

Time management is a particularly sensitive issue given the time allocated for the program meaning you have to be efficient to run the program, Marion not have the time to do everything she wants to every time. For her, this is the great difficulty of this program. Additionally, the articulation between the different themes is not always easy to find. This academy required her to dedicate a lot of time and energy to organize, especially because she herself is not an in-depth specialist of the 17 SDGs.

Other: N/A

Note: The information contained on this description was extracted from the "Case Study report" (published by the Urban GoodCamp consortium in March 2022), available at: https://www.urbangoodcamp.eu/uploads/1/6/2/1/16214540/ucamp_-_case_study_report_1.pdf

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