Entrepreneurship
Summer Courses

Entrepreneurship Summer Course manual
# Table of Contents

1 Introduction 4

2 About this manual 6
   Objectives of the manual 6
   What is the Entrepreneurship Summer Course 6

3 Selection of Partners 8
   Local Ownership 9
   Example of cost-sharing 10
   Sustainability 11

4 Preparation 14
   Curriculum Design 14
   Teaching Methods 15
   Reading Materials and Teaching Equipment 15
   Logistical Matters 16
   Communication 17

5 Lecturer Recruitment and Selection 20
   The Co-Teaching Concept 20
   Recruitment 20
   Notification 21

6 Student Application and Selection Procedure 22
   Application Form 22
   Selection 22
   Notification 23

7 Implementation: Core Activities of the Summer Course 24
   Basic-Level Entrepreneurship Course 24
   Advanced-Level Entrepreneurship Course 25
   Examinations 26
   Competition 26
   Certificates and Credits 30

8 Measuring Results 31
   Monitoring and Evaluation 31

9 Conclusions and Ways Forward 32
   Case Studies 32
   Recommendations 32

10 Templates 34
1 Introduction

SPARK is an international not-for-profit foundation with a mission to develop higher education and entrepreneurship in order to empower young, ambitious people to lead their conflict-affected societies into prosperity. We have been working for 25 years now in different regions of the world, providing access to higher education and supporting entrepreneurship.

SPARK publishes a set of manuals dedicated to transferring the vast knowledge gained through various programmes and in different regions of the world to other practitioners. Practitioners that might be interested in applying similar programmes work in non-governmental organizations, employment offices, business associations, business incubators, accelerators, etc. The prerequisite is that they already have a strong cooperation with a university or a vocational school that will act as an equal partner. The role of the education institution is to provide local teachers, select students and ensure that the module is integrated into the regular curriculum.

This manual concerns the setting up and running of an entrepreneurship summer course. The summer course is a several-week intensive course aimed at deepening students’ knowledge and building their capacities to start up businesses. It can be organized on campus, or elsewhere – what matters is that the education institution is deeply involved in syllabus creation, organization and follow-up. Students get credits representing the workload and the defined learning outcomes of a given course.

Setting up and running efficient summer courses is the subject of this manual. A summer course aims to bring together students and professors, deepen the knowledge and build the skills of future entrepreneurs and test the expected learning outcomes. The manual is based on concrete examples from Jordan, where the entrepreneurship summer course was organized in partnership with the University of Petra in 2018.

It is important to note that we also draw on experience from Kosovo. There, SPARK has organized the Pristina Summer University in cooperation with Pristina University. A manual has been designed to describe this process, which is similar in form to the entrepreneurship summer course but has a different focus – peace and conflict studies.

The manual provides ‘how-to’ guidance on different stages in developing an entrepreneurship module that will become a part of the regular university curriculum. Ideas on how to strengthen sustainability and local ownership, as well as strategies on how to avoid some common mistakes, are integrated into all the sections of the manual.
The objectives of the manual are:
• To present in detail what makes a good entrepreneurship summer course;
• To present concrete steps in preparing, organizing and evaluating an entrepreneurship summer course;
• To help set up a strong partnership with a university;
• To pinpoint the main lessons learned and provide recommendations to all those interested in running an entrepreneurship summer course;
• To provide ideas for replicating/scaling up the programme.

What is the Entrepreneurship Summer Course?
The summer course is a method of intensive, several-week-long interactive work between students and professors, dedicated to deepening knowledge from the classroom and strengthening a specific set of entrepreneurial, innovation and managerial skills.

You may find other terms for the summer course: summer university, winter university, winter course, but all these refer to an interactive and intensive academic course. Some essential elements are: duration of the course of at least one month, teachers coming from both the university and the business world, and a concrete influence on university curricula and teaching methods.

The aims of the summer course on entrepreneurship are:
• To better prepare and equip students with practical skills needed for starting their business;
• To provide students with new knowledge about entrepreneurship, marketing, business models and finance;
• To provide guidance and help students decide whether they want to pursue the entrepreneurship path;
• To help students adopt entrepreneurial thoughts and practices when dealing with real-life work situations;
• To assist future entrepreneurs in developing and improving their business ideas;
• To support the best business idea with a small financial award;
• To offer credits to students who successfully complete the course.

The summer course on entrepreneurship is even more relevant in conflict-affected areas. Conflict-affected environments offer fewer formal employment opportunities to young people. Running their own business gives these young people hope for the future. Our approach is to always include underserved groups and help them get access to knowledge, finance, technology and new markets.
For a successful entrepreneurship summer course, the selection of local partners is essential. A prerequisite for any summer course is the participation of a higher education institution, since it ensures sustainability and transfer of ownership. This way, the local university or vocational school improves its curriculum and teaching methods and provides new, quality content for its students.

The education institution should lead the design, implementation and evaluation of the programme. We highly recommend that you select your partner based on previous cooperation and their motivation to introduce the module into their regular curriculum. The stronger the partner you find, the more leadership you should give over to them.

We suggest that you sign a Memorandum of Understanding and a contract, where roles and responsibilities will be assigned, as well as an agreement on procedures for joint planning, implementation, monitoring and evaluation, the responsible team, the decision-making structure and the resolution of potential conflicts.

Below, we provide an example of how this was done in Jordan.

### Example of the division of tasks and responsibilities between partners

Three partners are involved in the organization of the Entrepreneurship Summer Course – SPARK, the University of Petra (Business Incubator SIQ) and the International Business College Mitrovica. The University of Petra (UoP) is a private, medium-sized (c. 6,000 students enrolled yearly) higher education institution offering BA and MA diplomas. The UoP is located in Amman, Jordan, and is oriented towards high-quality education in several areas: arts and sciences, administration, law, IT, engineering, architecture, etc. The UoP holds an accreditation from the Ministry of Higher Education (since 1991) and ranks as the 1st runner-up on the QS ranking of private universities in Jordan.

The International Business College Mitrovica (IBCM) is a higher education institution offering PA and BA diplomas. The IBCM was founded by SPARK and it currently offers practice oriented professional and BA education in marketing, management, public administration and environmental studies. It is well known for its mandatory internships. The IBCM offers double degrees with a university from Denmark and is accredited by the Ministry of Higher Education in Kosovo.

Based on the expertise of all three partners, here is how we have divided the tasks and responsibilities.

**SPARK:**
- Shares relevant information and resources with the University of Petra;
- Plans, organizes and evaluates the intensive summer course side by side with the University of Petra’s staff;
- Regularly consults with and informs the University of Petra about the progress of activities implemented in Jordan;
- Appoints a SPARK staff contact person at the Office for Jordan for matters related to the above.

**The Business Incubator SIQ at the University of Petra:**
- Shares relevant information and resources with the University of Petra;
- Plans, organizes and evaluates the intensive summer course side by side with the University of Petra’s staff;
- Regularly consults with and informs the University of Petra about the progress of activities implemented in Jordan;
- Appoints a SPARK staff contact person at the Office for Jordan for matters related to the above;
- Selects and nominates teachers and assistants who will be delivering courses with international partners.

**The International Business College Mitrovica:**
- Develops and/or adapts the existing curriculum;
- Selects international teachers who will deliver the course together with University of Petra local professors.

### Local Ownership

Our role is to assist in setting up procedures and building capacities of a local education institution to manage the entrepreneurship summer course independently.

This is why a university or a vocational school leads the process together with SPARK and, once the results are marked as successfully
achieved, the local institution can take over leadership in the organization of the summer course.

**Example of cost-sharing**

In Jordan, the University of Petra made a separate budget and account for the new Business Incubator SIQ. This was a great opportunity to plan the budget for the entrepreneurship summer course more freely than would have been the case with the university budget. The Business Incubator was able to include a line for co-financing the competition award in their yearly budget.

An important aspect of our work is building capacities of local institutions. This can be done in several ways:

- Organization of boot camps for teachers and the administration on how to manage an entrepreneurship summer course and start a more strategic cooperation with the business sector;
- Training of trainers to help teachers relate to the real business world and job market and make them a part of the courses they already teach;
- Organization of joint workshops for teachers on updating the curriculum;
- Co-teaching as a way to improve teaching methods and bring up-to-date content to the classroom.

Remember to invest time and energy in training local teachers since this will pave the way for institutional conversations with the governing body of the education institution. It is important not to lose the momentum for conversations about curriculum reforms and improvements of teaching methods.

Apart from building individual capacities of teachers, you can choose to work on a more strategic level. This involves measuring how entrepreneurial a university is on a strategic level before and after the entrepreneurship summer course. This way you will have concrete measurements to showcase to the university governing body/leadership in charge of making important decisions.

**Example of the extension of the summer course to a one-semester-long elective course**

After a successful delivery of the 7-week summer course by local UoP teachers and international teachers from the IBCM, the governing body of the UoP decided to update and extend the course to a full 15-week semester course. The new ‘Entrepreneurship and Creativity’ course was introduced as an elective and accredited BA course at the Department of Business Administration.

During the 2018 winter semester, students who enrolled on the elective course learned about a sustainable business model for their business ideas. The modules covered: Entrepreneurial Tradition and Heritage, the Development of Entrepreneurship, the Entrepreneurial Process, the Development of a Sustainable Business, Financial Management, Entrepreneurship Change, Innovation and Social Entrepreneurship.

The main objective was to instil a problem-solving entrepreneurial mindset into the students, potential entrepreneurs. The formal requirements for the successful completion of the course were: attendance and passing a mid-semester test, a group presentation and a final exam. The ‘Entrepreneurship and Creativity’ course was a natural continuation of the summer course with adapted materials, an extended and adjusted curriculum, and the continuous participation of IBCM international teachers. The co-teaching concept was once again used, leaving the leadership to local teachers and having IBCM teachers deliver 5 out of 15 teaching weeks.

**Sustainability**

Once ownership is transferred to a local education institution, there are several ways to ensure financial sustainability of the summer course. The largest share of the budget goes to international teachers’ recruitment, travel arrangements and accommodation. This is why you should consider options to cover these expenses first.

There are several funding streams that can be used:

- Applying for grants in the areas of higher education cooperation, mobility programmes and schemes, job creation programmes, migrant entrepreneurship programmes, etc.
- Sponsorships from big companies, business associations, chambers of commerce, and development agencies;
- Fees for international students’ participation in the summer course;
- Setting up a joint programme with foreign universities/vocational schools that have mobility budgets.
Nayrouz Najem Aldeen, 20, winner of business plan competition for her business idea, PalCare medical equipment rental
Ramallah, Palestine
4 Preparation

Curriculum Design
Each course – the basic-level entrepreneurship course and the advanced-level entrepreneurship course – has its own curriculum. The curriculum can be adapted from the existing one (if the aim is to improve teaching methods and integrate new content) or you can create a completely new one. The final say in choosing the curriculum design should be left to the governing body of the local education institution.

The curriculum typically refers to:
• Knowledge and skills students are expected to learn, including the learning objectives they are expected to meet;
• Course level and requirements for participation;
• Units and lessons that teachers teach;
• Assignments and projects given to students;
• Books, materials and readers used in a course;
• Tests, assessments and other methods used to evaluate student learning;
• Credits offered to students for the completion of the course.

The course curriculum is important since it will be printed on the certificates at the end of each course. The curricula for the basic- and advanced-level courses can be found in Annex 1 and Annex 2.

Don’t forget to think ahead about how to adapt the course so that it can meet its objectives in 14-17 weeks, which is the duration of a one-semester-long elective course. This way you will have everything prepared for its institutionalization.

Apart from the course curriculum that is developed at institution level, international teachers also offer their specific curricula for each subject.

According to the co-teaching methodology that is applied in the entrepreneurship summer course, the curriculum must be revised and approved by both local and international teachers, and validated by the governing body of the local education institution.

Teaching Methods
International and local teachers should discuss the methods they will use prior to starting the course. They can start communication about their subjects through emails. We recommend that international teachers come to the venue of the summer course a week prior to the official start to discuss all potential matters with local co-teachers.

In our previous experience, we have used the following methods:
• The learning-by-doing approach;
• Classroom discussion, peer tutoring and practical knowledge;
• Teaching through case studies;
• Guest lectures given by practitioners from the business/social enterprise world;
• The use of cases, scenarios, simulations, role play;
• Group work on projects/business plan development;
• Group presentations as assessment;
• ICT tools.

We suggest you make your own method selection, depending on students’ needs reported in evaluations of similar courses, the knowledge and practice of international teachers, or other criteria. In any case, the selection of teaching methods should be aligned with the overall aims of the course and the expected learning outcomes.

Note that in their email communication with teachers your staff should always underline that less traditional, more informal interaction between students and teachers is recommended. Also, have in mind that courses are taught in English, which is not the students’ mother tongue, and that translation might be necessary during classes.

Reading Materials and Teaching Equipment
Each teacher is requested to provide the titles of books, articles and other texts that will be used in class. Additionally, courses may have a reader comprised of essays, articles, etc. Also, different types of teaching equipment may be available for teachers to use during classes.

International and local teachers that work in pairs are required to indicate what literature is compulsory. They should also specify if parts of the selected titles should be included in the
reader. This should be done at least one month before the official start of the course.

Don’t forget to plan ahead a budget for reading materials. You can choose to purchase books, provide access to academic portals or print a reader specifically designed for the course.

When designing your course, please take into account that many university departments have limited teaching equipment available. Although blackboards and chalk are always present, other equipment often needs to be shared.

Logistical Matters
Logistics are an important part of the entrepreneurship summer course, since travel and longer stays of international teachers need to be organized well ahead.

When it comes to travel arrangements, they can be covered by the institution sending international teachers, by teachers themselves or by you. The travel reimbursement policy depends on your budget. However, don’t forget to make your travel arrangements as early as possible, since late bookings may result in high airfare prices. Make sure that you are up to date with visa requirements, if necessary. Also, accommodation arrangements should be made in advance for international teachers. Make sure you look for international teachers well in advance as most of them have full schedules for months ahead. We suggest that international teachers come at least 3 days preceding or following the teaching period, so that they can get acquainted with the city, the campus and local co-teachers.

We warmly recommend that you make information packs and Q&A lists once you have chosen the venue and gathered all the information on allowances and hotel and travel arrangements for international teachers. Both teachers and students appreciate receiving this information a month before the start of the course.

The info pack for international teachers includes the following sections:
• About the organizers;
• Course curriculum and teaching requirements, examinations, course credits;
• Conditions and advantages of participation;
• Logistical arrangements – travel, accommodation, allowances, visas, security matters;
• Information about the competition and the evaluation jury;
• Contact information and, in some cases, an emergency number which is available 24/7.

The info pack for students contains:
• About the organizers;
• Course curriculum;
• Conditions and advantages of participation;
• Requirements and examinations/competition;
• Information about certificates and credits;
• Contact information.

Info packs are sent with acceptance letters. Examples of info packs can be found in Annex 3 and Annex 4.

Communication
Start by making a communication strategy for the summer course, having in mind three things: what you want to achieve (goals), what audience you want to reach (target group) and how you want to achieve this using a variety of communication means.

You can reach out to students in order to motivate them to apply for the entrepreneurship summer course through:
• A website announcement;
• Direct emails sent through university mailing lists;
• Brochures, posters and other print material distributed on campus and in classrooms;
• A campaign through social networks and closed groups of students and alumni.

If you have an open call for teachers and need to recruit them from different universities, the options are:
• A website announcement;
• Academia mailing lists;
• Promotion at academic conferences.

Note that depending on the country context you may want to address security matters in the info packs. SPARK has its visitor guides that can serve as a good basis for different countries.
Example of an ad-like announcement for the advanced-level summer course

Do you have a great idea for a startup? This is your opportunity to support your idea with this summer course and the chance to win 5000 JOD! International specialized professors will be co-teaching the course, along with Dr. Husam Barham from UoP.

Limited Seats are available. Apply NOW! SPARK develops higher education and entrepreneurship to empower young, ambitious people to lead their conflict-affected societies into prosperity.

Date: 8-29 July 2018
Time: Every day from 1:00 pm to 6:00 pm
Language: English
Registration: Fill in the form
Deadline: 4 July 2018
Location: Co-Working space at the Startup Incubation Quarter [SIQ] 9123, Faculty of Administrative & Financial Sciences
For inquiries, please visit the Startup Incubation Quarter (SIQ)
Email: Dr. Husam Barham: hbarham@uop.edu.jo

By joining the Entrepreneurship Summer Course & Competition you will:

- Receive a joint participation certificate from SPARK & UoP;
- Participate in a startup competition at the end of the course to win 5,000 JOD and other valuable prizes;
- Gain advanced entrepreneurship skills in a fun and interactive way;
- Expand your real-world business and entrepreneurs’ network.

The above-mentioned example of a poster can be found in Annex 5.

The promotion does not end with reaching out to students and teachers. Once the programme starts, you want to communicate its results to the wider business community and other education institutions. A competition is a good opportunity to showcase the best business ideas and the direct results of the summer course.

We used the following means of communication to disseminate the results of the summer course and invite the wider business and academic community to the competition:

- Online: website, social media, digital newsletter;
- ATL campaign: Fb posts boosting, Google ads and internet banners;
- Public affairs: networking, activities and events, advocacy;
- Public relations: free publicity, network of journalists, publicity campaign.

Make sure to put a focus on stories and entrepreneurs. Make storytelling a priority in your communication: personal stories of entrepreneurs, decisions about taking the entrepreneurship path, plans for growth and the like. Another good idea is to present the stories of students who took the summer course but decided to continue their education or search for a job, rather than start up their business immediately. Storytelling is a good opportunity for donors, sponsors and other education institutions to get to know, understand and financially and logistically support the entrepreneurship summer course next year.
Each course can be taught in teaching pairs. Below, we show how the tasks and responsibilities of international and local teachers can be divided.

The tasks of international teachers:
• Lecturing, providing international best practices and acting as trainers, mentors and coaches;
• Assessing students;
• Participating in all extra-curricular activities;
• Delivering interim and final evaluations.

The tasks of local teachers:
• Assisting in the selection of students for the course;
• Lecturing, providing local case studies, and leading discussions;
• Assessing students;
• Assisting in interpretation if necessary;
• Participating in all extra-curricular activities;
• Delivering interim and final evaluations.

Recruitment
There are two types of international teachers’ recruitment. We have tested two options – the open call during the Pristina Summer University and the nomination process during the Entrepreneurship Summer Course in Jordan.

If you choose to make an open call, there are several steps that need to be made.
The process is as follows:
• Designing a general course curriculum and obtaining approval from the education institution governing body;
• Making proposals for subjects;
• Publishing the Call for Applications online;
• Promotion – online database, mailing lists, ads;
• Forming the selection committee;
• Selection based on the application form – teachers’ CVs, referrals and the proposals of specific teachers’ curricula;
• Informing the candidates about the decision;
• Adjusting the specific teachers’ curricula and finalizing the general course curriculum.

The other option is to directly nominate the teachers for each subject. This can be done if you partner with an education institution which will provide international teachers and nominate them directly based on course needs. However, we suggest you make prior contacts and arrange Skype meetings and phone calls with teachers to communicate all the curriculum details and teaching expectations in advance.

Example of the nomination process
The international teachers in Jordan were nominated by the partner education institution – the IBCM. The teachers agreed to act as trainers, coaches and mentors and co-teach with local professors from the UoP. Moreover, real-life entrepreneurs from the industry joined them as guest speakers, depending on the topic of the course.

Notification
After the teachers’ selection has been finalized, all applicants should be informed about the decision. Together with the notification, it is a good idea to send an info pack to the teachers that were selected.

Don’t forget to notify the selected teacher about the required adjustments to his/her specific teacher’s curriculum. If this is the case, the teacher needs to be informed about the desired changes and asked to provide a new proposal. If the adjustments are followed through, it is most likely that the teacher will be recruited.

The Co-Teaching Concept
As a reflection of trust in the capabilities of local teachers, all the entrepreneurship courses are co-taught by local and international professors. The idea is to share the best practices from abroad, but also to provide some local context and meaning. In addition, the co-teaching concept allows teachers to share their knowledge and teaching methods with students but also among themselves, and to strengthen additionally their teaching capacities.

The Co-Teaching Concept
As a reflection of trust in the capabilities of local teachers, all the entrepreneurship courses are co-taught by local and international professors. The idea is to share the best practices from abroad, but also to provide some local context and meaning. In addition, the co-teaching concept allows teachers to share their knowledge and teaching methods with students but also among themselves, and to strengthen additionally their teaching capacities.
After the reaching out phase, students apply for the entrepreneurship summer course. Different application options are at your disposal.

In our case, the basic entrepreneurship course being an accredited course required applications through the standard university portal, through a procedure called ‘add/drop’.

The advanced entrepreneurship course being an elective course required online applications, with the selection procedure ranking the best entrepreneurial ideas. The online application form for the advanced-level course is attached as Annex 6.

We recommend that you include the following sections in your application form:

• Personal information, education background, university ID number;
• Name of the project and team members;
• Business description;
• The precise stage of development of the business idea;
• Perceived limitations of the business idea.

The eligibility criteria that we use are:

• The applicant must be a student or a graduate of the university;
• If not, he/she must team up with a student or a graduate of the university.

After the first eligibility checks, applications go to the selection committee for further checks.

Selection
The selection committee makes a final decision about the students who will take the advanced-level entrepreneurship summer course. The members of the selection committee are local teachers from the faculty/department and summer course organizers.

It is important to ensure that the process is transparent and merit-based. The decision is made based on the following selection criteria:

• Readiness of the applicant/team;
• Novelty of the business idea;
• Applicability of the business model.

Don’t forget to communicate your selection criteria clearly and in advance. It is information that should be known to all potential candidates.

The selection should be listed in order of priority. We strongly advise selecting a slightly larger number of students than planned (seats available), in case of dropouts.

Notification
After the selection process has been finalized, all applicants should be informed about the results of the selection process. The form of the letter of acceptance is attached as Annex 7.
Typically, we offer two levels of entrepreneurship summer courses: basic and advanced.

Based on our experience, the ideal duration of the course is:
• 6 weeks for the basic entrepreneurship course;
• 3 weeks for the advanced entrepreneurship course.

During these weeks, lectures and workshops are delivered every day. We recommend that the group for each course have no more than 30 students for easier interaction.

The idea is that each course also has extra-curricular activities dedicated to fostering connections between students, and offers free time with teachers and informal learning opportunities.

You can choose between many options for extra-curricular activities:
• Networking events with entrepreneurs;
• Having guest speakers;
• Open debate forums;
• Field visits.

The learning objectives of the course are:
• To equip the students with the necessary skills to be able to start up their business in the real world;
• To improve the students’ understanding of financial management, local and global markets, contracts and negotiations;
• To encourage students to discuss and critique their business ideas in groups;

The ideal duration of the course is:
• 6 weeks for the basic entrepreneurship course;
• 3 weeks for the advanced entrepreneurship course.

During these weeks, lectures and workshops are delivered every day. We recommend that the group for each course have no more than 30 students for easier interaction.

The idea is that each course also has extra-curricular activities dedicated to fostering connections between students, and offers free time with teachers and informal learning opportunities.

You can choose between many options for extra-curricular activities:
• Networking events with entrepreneurs;
• Having guest speakers;
• Open debate forums;
• Field visits.

The learning objectives of the course are:
• To equip the students with the necessary skills to be able to start up their business in the real world;
• To improve the students’ understanding of financial management, local and global markets, contracts and negotiations;
• To encourage students to discuss and critique their business ideas in groups;
the best team. You can form the jury team from real-life entrepreneurs, and local and international teachers. An example of the invitation letter for the jury can be found in Annex 8.

We warmly recommend that you make the criteria for ranking and evaluating the best team in advance and communicate them to the evaluation jury and students well ahead.

Our list of criteria for the competition is as follows:

• Personal/team qualities;
• Applicability of the business model;
• Profitability and (financial) sustainability;
• Spin-offs for the local economy;
• Novelty of the business model.

Think about booking a larger venue for the competition event since this is a good opportunity to invite guests from the business world. Invitations can be sent to big companies, business incubators and accelerators, chambers of commerce, and business associations that can help with the realization of the presented business ideas. The event usually takes 2-3 hours, depending on the number of students/teams that will present their business ideas. The pitching presentations should take no longer than 10 minutes. The presentations are followed by Q&A sessions, and then the evaluation jury has 2 minutes to evaluate.

You can choose between splitting the financial award into several prizes or just providing one grant for the winner, while the others get non-monetary awards.

Note that you can also provide other forms of awards, such as internships or job shadowing opportunities. This allows students to gain an insight into an entrepreneur’s ordinary day, daily tasks, meetings and challenges.

We recommend that the winning student/team sign the expenditure commitment form that can be found in Annex 9.

The commitment form obliges the winning team to spend the financial prize on the launch of the business idea, and to send a follow-up progress report to the organizers.

• To improve each business idea and render it more feasible and profitable;
• To prepare students for the pitching competition.

---

Example of the advanced-level syllabus

Module 1: Entrepreneurship, Entrepreneurial Spirit, Entrepreneurship Examples
Module 2: Sustainability and Markets for Sustainable Products/Services in the Middle East
Module 3: Long-Term Development Targets and Business Opportunities
Module 4: Idea Generation and Developing Criteria for Evaluation
Module 5: Potential Customers and Channels to Reach the Customers: Communication and Distribution, Sourcing and Resource Management
Module 6: Marketing Strategy – 4Ps and 7Ps D
Module 7: Competition
Module 8: The Sustainable Business Canvas (SBC) as a Tool for Business Model Generation
Module 9: The Sustainable Business Canvas, the Sustainable Business Model and Value Proposition
Module 10: Finances, Funding and Fundraising
Module 11: Contracts and Negotiation
Module 12: Techniques of Presentation and Pitching
Module 13: Business Plan Preparation – Mentor Sessions
Module 14: Presentation of Business Plans
Module 15: Pitching of Business Plans

Examinations

In the phase of creating the teachers’ curricula for each subject, international and local teachers propose types of examinations for their subjects. Combining different forms of examinations/assignments is a good way to experiment, particularly having in mind that English is not the students’ mother tongue.

You can choose from a wide selection of examination methods: oral examinations, written exams, presentations, paper writing, multiple choice tests, etc.

In our case, the basic-level course had different types of examinations, while for the advanced-level course the only requirement was an attendance rate of 80%.

Competition

All advanced-level students are invited to take part in the competition. A jury will select
Mohammad Wael Zakkour (33, Syrian), Emrullah Gündüz (33, Turkish), Founders of Twin Gene Engineering and winners of EBDA business plan competition
Gaziantep, Turkey
Example of the competition organization

The competition was organized as a big public event at the University of Petra after the 2018 summer course. The event attracted considerable attention of the media and the business community. Around 10 students/teams presented their business ideas to a 5-member evaluation jury. The ‘Takalam’ team won the first prize of 3,000 JOD and the ‘Q.Jo’ team won the second prize of 2,000 JOD. Even though there were no requirements for awarding the prizes, the winning teams agreed to send a draft budget to indicate how the money would be spent to launch their business idea. The prizes were awarded by SPARK and the UoP, who made an equal financial contribution. Both teams signed the expenditure commitment form indicating that a follow-up progress report would be sent to the organizers.

Certificates and Credits

After the course, all students get a certificate of attendance. In our case, the requirement was an 80% attendance rate. This is why it is very important to keep track of students’ attendance each day. Think in advance about the criteria for issuing certificates and credits. All students who successfully complete the course will have the same number of credits, while the grading will differ depending on the examination results. Students will be able to transfer the credits earned to other education institutions.

In case your institution applies the European Credit Transfer System (ECTS), you need to think about these four basic aspects:

- The number of ECTS credits for a course;
- The grading of each individual student;
- Information package;
- Transcript of record.

In our case, the University of Petra has accredited 3 credit hours to the basic-level entrepreneurship summer course. You can find an example of the certificate for the advanced-level course attached as Annex 10.

Don’t forget to encourage international teachers to prepare their courses according to the exact number of credits that will be awarded to students. The credits indicate the workload necessary for the completion of the course, combining the number of class hours, reading hours, work assignment hours and preparation and examination hours.

Monitoring and Evaluation

Monitoring and evaluation are great tools for improving the quality of the entrepreneurship summer course. The process consists of collecting, structuring and analysing monitoring findings and translating them into adjustments to the programme.

We use the following structure for M&E, as per ISO 9001:

- Design of the monitoring protocol based on the key performance indicators (KPIs) specified in the project proposal;
- Measuring the progress of the summer course at specific intervals, through surveys and evaluations;
- Reporting to the donor based on programme management data and monitoring and evaluation data;
- Implementation of programmatic learning based on the collected data.

You can find the standardized evaluation forms for students and teachers attached as Annex 11 and Annex 12.

Finally, you may want to hire independent experts to make external evaluations. These reports serve to make recommendations and adjustments to the programme. They can be of special importance for future institutional conversations with the governing body of the education institution. They can show objectively the benefits of the programme for the institution.
9 Conclusions and Ways Forward

Case Studies:

Recommendations
Based on the evaluation, we have drawn some important conclusions from implementing the programme in Jordan. We present below the most actionable and valuable recommendations for future organizers of the summer course.

Curriculum recommendations:
• Make sure to use exercises, case studies and real-life examples in teaching;
• Be attentive to language barriers that may inhibit full participation of students and provide interpretation if necessary;
• Limit group size to 2-3 students for optimal group work;
• Communicate clearly and in advance what the expectations from students are;
• Create a positive atmosphere in which coaching is a regular part of teaching and teachers are available through emails for advice even after the course ends;
• Make sure to dedicate enough teaching hours to strengthening the financial management skills of students, since participants claim that feasibility studies, financial planning and management, cost structure and understanding, and pricing strategies are the hardest elements of entrepreneurship that need special attention;
• Give tasks to students that involve research on how to market their product, create a feasibility study and expand to other markets;
• Consider offering non-monetary awards and follow-up to the best business ideas – consultancy, mentoring and business development coaching;
• Consider introducing a pre-enrolment pitch to assess the feasibility and profitability of business ideas early on;
• Create a satisfaction survey that also assesses the course curriculum and make sure that dropouts fill in the questionnaires as well.

Management recommendations:
• Find an ally from the local education institution – Dean, Vice-Dean or someone from the governing body – to assist in complex procedures related to logistics, travel arrangements, and purchase of equipment;
• Diversify funding as much as possible through fundraising, participation in mobility programmes, sponsorships from companies, and participation fees from international students (if necessary);
• Involve all the partners equally in fundraising;
• Cross-disseminate your results – at networking events, regional and international conferences, and business events;
• Spend your budget on activities that would achieve the greatest impact, such as hiring quality international teachers or purchasing learning equipment, rather than on lunches, complex travel arrangements or expensive excursions;
• Ease the officer’s job by creating templates for acceptance letters, notifications, emails, info packs, agendas, curriculum forms and detailed timelines with task division;
• Train all key staff to perform monitoring and evaluation tasks;
• Create an oral evaluation session if you are constrained by the standardized assessments from the university since they often do not cover all the aspects of the summer course.

Sustainability recommendations:
• Make sure to use cost-sharing wherever possible – it creates a sense of joint ownership;
• Consider adapting the course curriculum to meet the objectives of a one-semester-long elective course early on in order to facilitate its institutionalization;
• Think of diversifying the funding streams for the entrepreneurship summer course by applying for grants, searching for sponsorships, and collecting participation fees from international students, and set up joint programmes with foreign education institutions;
• Invest in the strengthening of the capacities of local teachers;
• Communicate regularly and have institutional conversations with the governing body of the education institution about the changes in how entrepreneurial the university is after the entrepreneurship summer course.
10 Templates

1. Curriculum of the advanced-level course
2. Curriculum of the basic-level course
3. Timeline template
4. Info pack for students
5. Info pack for international teachers
6. Poster
7. Online application form
8. Letter of acceptance for students
9. Invitation letter for jury members
10. Expenditure commitment form for the competition winner
11. Certificate of completion of the advanced-level course
12. Evaluation form for students
13. Evaluation form for teachers
Contact

Stichting SPARK
Van Diemenstraat 70
1013 CN Amsterdam

Email spark@spark-online.org
Phone +31 (0)20 753 0311

www.spark-online.org