



Creative Spark Higher Education Enterprise Programme

Enterprise Education Formats

Catalogue of Creative Spark Programme
Ukraine Partnerships

About the programme

Creative Spark is a five-year programme of the British Council (launched in 2018) to support international university and institutional partnerships to develop enterprise skills and the creative economy in seven countries: Ukraine, Armenia, Azerbaijan and Georgia (the South Caucasus), and Kazakhstan, Kyrgyzstan and Uzbekistan (Central Asia).

Creative Spark covers several activity areas. In Ukraine, we work on developing enterprise education at the level of institutions, individual students, and emerging entrepreneurs, as well as at the policy making level.

Creative Spark Partnership Fund provides financial support for long-term partnerships between higher education institutions and organisations in Ukraine and the United Kingdom for the joint development of enterprise education. As of March 2021, 10 Creative Spark partnerships have been formed in Ukraine. These include 10 UK universities and 13 higher education institutions and 11 organisations from Ukraine. Creative Spark is currently implementing 50 projects in the seven programme countries.

Annually, Creative Spark organises its video pitch competition Big Idea Challenge which features video presentations of student-driven business ideas from programme partners in all seven programme countries. Competition finalists on the international level are selected in [open voting at the competition website](#).

This catalogue has been assembled by Marta Kobrynovych (Creative Economy Project Manager) and Volodymyr Vorobey (Executive Director) of PPV Knowledge Networks.



PPV Knowledge Networks is an economic development agency specializing in business and cross-sector relations. Our areas of expertise include Creative Economy, Green Economy, SME Development, Local Economic Development, Business Consulting and Grant Management. Based in Lviv since 2008, PPV Knowledge Networks provides services in project management, consulting and analytics for businesses and organizations.



The British Council Ukraine is an international organisation of the United Kingdom whose goal is to build and strengthen cultural relations and educational opportunities between people in Ukraine and the United Kingdom. The work of the British Council focuses on the arts and creative economy, society development, education, and the English language. You can find more information about the British Council in Ukraine on our website - www.britishcouncil.org.ua.

About This Catalogue

This catalogue is a compilation of the enterprise education Ukraine-UK partnerships active in the Creative Spark programme.

Descriptions of these formats were assembled using information provided in a survey conducted in January 2021 of Ukrainian Creative Spark programme partners.

The objective of the catalogue is to facilitate open exchange of experience and knowledge among Creative Spark partners and other stakeholders in Ukraine, as well as other Creative Spark programme countries.

For those who desire to learn more about a particular training format employed by a Creative Spark partner, we have listed the contact information for the responsible party (-ies) at the close of each description.

How to use this catalogue:

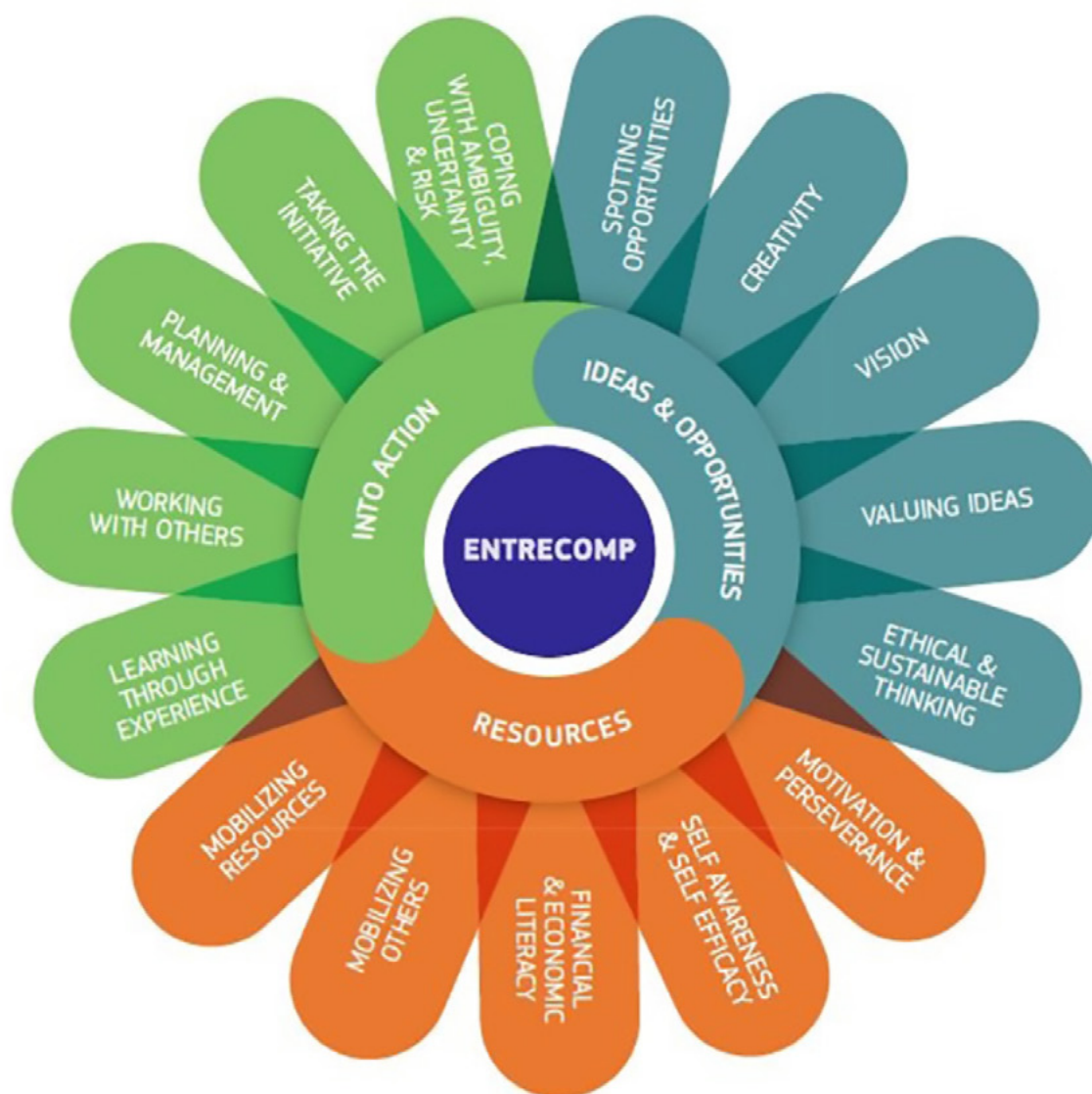
- learn about the educational formats employed by Creative Spark programme partners;
- learn which institutions have developed and implemented a particular format;
- apply practical experiences and new educational formats to your own work.

Features of this catalogue - this is the first edition of the catalogue and detailed evaluation of the formats listed herein or their implementation is not provided.

The following proposed classification of educational formats corresponds to a review conducted by [IFF Research](#) of enterprise education formats in the UK.

Area 1. Training and Experience	Area 2. Competitions and Awards	Area 3. Incubation Services	Area 4. Partnerships & Joint Programmes
→ Model 1. Training sessions (seminars, practicum, guest lectures). → Model 2. Placements and enterprise years (aim: providing practical work experience). → Model 3. Live briefs (hackathons, practical situation-based exercises seeking solutions to specific issues). → Model 4. Mentoring (training and assistance by an experienced professional).	→ Model 5. Funding competitions (financial support allowing competition winners to implement an idea). → Model 6. Skills development competitions (analogous with training aimed at improving specific competencies). → Model 7. Micro-competitions (competitions with a limited focus, e.g., creative hub design). → Model 8. Travel visas for young entrepreneurs (an opportunity for foreign student-entrepreneurs to reside in-country to launch a start-up). → Model 9. Student awards (category-defined competitions, offering reward and recognition for winners).	→ Model 10. Incubation labs and programmes (structured support for student businesses from conception to incorporation). → Model 11. University innovation centres and business consultancy (centres for entrepreneurship development at universities, academies, institutes, often manifesting as physical space allotted for incubation programmes or office space for students and graduates engaged in a private business venture).	→ Model 12. Joint programmes between universities (multi-institutional cooperation, not excluding government agencies and local businesses). → Model 13. Local, regional or national partnerships with businesses (distinguished from other joint programmes by the prioritization of cooperation with business over higher educational institutions). → Model 14. International collaboration programmes (university adoption of entrepreneurial support and development formats successfully implemented in other countries).

ENTRECOMP: THE ENTREPRENEURSHIP COMPETENCE FRAMEWORK



EntreComp is an instrument intended to nurture the entrepreneurial potential of European citizens and organisations. The framework is the result of research conducted to establish a consensus on a common understanding of entrepreneurial sector competencies, identifying three areas of competence and 15 individual competencies, educational outcomes, and levels of qualification for use in both current and future initiatives. For more information on EntreComp see [the European Commission website](https://ec.europa.eu/entrepreneurship/en/entrecomp).

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LEGO Serious Play - Gaming

Ivano-Frankivsk National Technical University of Oil and Gas; BRIT (Bureau of Development, Innovation and Technology) NGO; Coventry University

Educational Format	Gamification for enterprise development (training sessions, theme-based exercises)
Methodology / Means of Implementation	Offline and blended formats
Stage of Readiness	Fully developed format (2019)
Duration	One day

CORE SKILLS DEVELOPED THROUGH THIS FORMAT:

- Spotting opportunity.
- Creativity.
- Vision.
- Valuing ideas.
- Ethical and sustainable thinking.
- Motivation and perseverance.
- Self-awareness and self-efficacy.
- Financial and economic literacy.
- Mobilising others.
- Mobilising resources.
- Learning through experience.
- Working with others.
- Planning and management.
- Taking the initiative.
- Coping with ambiguity, uncertainty and risk.

FORMAT GOAL:

Develop student skills in business modelling using game techniques.

FORMAT EXPECTED OUTCOMES:

Participants strengthen their business modelling skills using LEGO models.

FORMAT TERMS OF USE

The LEGO Serious Play game looks to create the model of an ecosystem for a proposed business for use as the conceptual foundation for project development (may be preserved in photo or video formats).

FORMAT STAGING

Stage 1.

Participants selection. Conduct an assessment survey among participants to evaluate their level of knowledge of creative entrepreneurship and to establish their desired outcomes and expectations of the game. Training is conducted in groups of 3 to 15 participants.

Stage 2.

Adaptation and selection of training materials appropriate to the group's experience and its stated desired outcomes. LEGO Serious Play involves the use of a range of games incorporating LEGO models.

Warm-up (individual participants are assigned a hands-on task, e.g., the assembly of a LEGO figure of their choosing). Following each LEGO construction stage, participants offer a brief presentation on their work and its associations with the theme of the assignment (your construction: what did you use? how did you use it? why?)

Game Level 1: determining participant preferences in creative economy area and education using LEGO toys (unassigned, free choice) to construct a LEGO model. Sample presentation of individually constructed LEGO models.

Game Level 2: In an individual assignment, group-members construct LEGO models representing the sector(s) in which their work is concentrated, again conducting presentations on their model for the entire group.

Game Level 3: Completion of a collectively constructed model assembled from the separate models presented in Level 2. Group-members present a narrative of their process and their desired outcomes (group assignment). The exercise demonstrates how differing perspectives may be united within an organisation.

Game Level 4: Identification of core tasks to be implemented by individuals to achieve the group's vision. This may take the form of an expansion on Level 3, but participants should not be discouraged from taking another shot at working with their LEGO creations. Example: the general model for a creative entrepreneurship educational course was developed during a training session.

Game Level 5: The most desirable approach is for the group to place the general model it developed somewhere in the office where it's accessible to the entire team. It is not necessary to use the actual model created during the training session, a photograph or photocopy of the original is sufficient. This approach should provide the stimulus for the strengthening of company consensus via the exchange and analysis among teams of established models and for further development of an ecosystem moulded around these constructs.

During the training session continuing communication between the trainer and group-members helps facilitate fuller disclosure of the theme being pursued with each subsequent level.

FURTHER CONDITIONS

Gaming methodology requires the possession of a set of LEGO blocks for use by the team. LEGO Serious Play is an open source, unlicensed methodology.

TIPS FOR ORGANISERS REGARDING THE USE OF THIS FORMAT

- Experience with the LEGO Serious Play has shown that more practical results are achieved when the training is conducted offline. Currently, there are no effective instruments available for conducting LEGO Serious Play training sessions entirely online. It is possible to hold blended format sessions where students assemble in one room, but trainers work remotely with the group.
- It is important to involve a trainer with experience in both group facilitation and working with LEGOs. Methodological considerations will shortly be available for perusal on our partner websites.

CONTACT PERSONS:

Artur Voronych

Director, Centre for International Cooperation at IFNTUOG a.voronych@nung.edu.ua

Oksana Malinka

Assistant Professor, Marketing and Entrepreneurship Department at IFNTUOG
ok.framboise@gmail.com

Serhii Maskymiuk

PhD candidate, Department of Energy Management and Technical Diagnostics IFNTUOG
sergmax94@gmail.com

nung.edu.ua/project/creative-spark
facebook.com/creative.spark.ivano.frankivsk



*Ivano-Frankivsk National Technical University of Oil and Gas.
Photo: © Kateryna Holubchak*

Boot Camp for Business Concepts

Lviv Polytechnic National University; Lviv Tech Start-Up School; Kingston University

Educational Format	Practical Training and Internship
Methodology / Means of Implementation	<i>Both offline and online formats are possible</i>
Stage of Readiness	<i>Fully developed format (2018, 2019, 2020, Lviv)</i>
Duration	<i>Several days</i>

CORE SKILLS DEVELOPED THROUGH THIS FORMAT:

- Creativity.
- Vision.
- Motivation and perseverance.
- Mobilising others.
- Mobilising resources.
- Learning through experience.
- Working with others.

FORMAT GOAL:

Strengthen the ability of students and motivated individuals to spot business ideas, shape them into start-ups and pitch them.

FORMAT EXPECTED OUTCOMES:

- Participants analyse markets and relevant challenges and devise solutions.
- Students prepare a model of their start-up idea, devise a business plan and prepare a pitch.

IMPLEMENTATION STAGES

Offline format:

Stage 1.

The participant pool is drawn from submitted application forms (publicly available). Groups may include both students and other motivated persons looking to develop a business concept or improve on their business-related competencies. If interest in the IT sphere predominates, organisers will give preference to case studies in this field.

Stage 2.

Boot Camp. At this stage participants write valuation proposals and business models, in particular, teamwork, marketing, team-building, attracting investment and market research. The minimum number of participants per session is 20; there is no maximum. Recommended group size is 3 participants, or 5 for more complex case-studies. The ratio of trainer to group should be 1 trainer for every 10 participants.

Stage 3.

Pitching Sessions. Development of an investor presentation and conducting a concept pitch. Students will be advised on their business concept and pitch.

Online format:

The offline format is employed in its entirety but with shorter sessions to limit participants' time spent at a computer. For the implementation of interactive assignments, participants are assigned to separate Zoom conference rooms where they are assisted by designated trainer-facilitators.

FURTHER CONDITIONS

- To participate in online conference sessions participants must provide their own computer laptop or other device with internet access.

TIPS FOR ORGANISERS REGARDING THE USE OF THIS FORMAT

- Instructors and mentors leading the course must possess strong facilitation skills to help offset the possibility of student passivity;
- When conducting offline events, prepare all educational materials and supplies for the group(s) – flipcharts, handouts, pens, markers, notebooks, a laptop and projector for general use and WiFi access – well in advance.

CONTACT:

Nadiia Olesko

Specialist, Tech Start-Up School,
Lviv Polytechnic National University
nadiia.olesko.2017@lpnu.ua

facebook.com/lvivpolytechnic
facebook.com/KafedraAFM



Lviv Tech StartUp School
Photo: © Nataliya Ivankova

Hackathon

Lviv National Academy of Arts; PPV Knowledge Networks;
Cardiff Metropolitan University

Educational Format	Case Studies (Hackathon)
Methodology / Means of Implementation	<i>Both offline and online formats are possible</i>
Stage of Readiness	<i>Fully piloted format – 26-27 June 2019, Lviv</i>
Duration	<i>Several days</i>

CORE SKILLS DEVELOPED THROUGH THIS FORMAT:

- Working with others.
- Problem-solving.
- Creativity.
- Vision.
- Valuing ideas.
- Others (according to the specific hackathon theme).

FORMAT GOAL:

- Discovery of new, highly effective ideas and solutions to specific issues and/or tasks.
- Involving a range of perspectives to develop an integrated approach to problem-solving, task resolution, professional exchange, and interpersonal networks.

FORMAT EXPECTED OUTCOMES:

- Hackathon participants improved their teamwork skills and their problem-solving abilities.
- Teams proposed five novel approaches to the proposed issue, evaluating each for its strengths and weaknesses.
- Hackathon participants engaged in professional exchange of experience, knowledge and approaches to relevant issues.

FORMAT TERMS OF USE

An advance brief provides hackathon participants with a technical issue to consider: to examine the issue, its context, potential solutions and required elements to be included in the team solution. At the link, [a sample brief](#).

Hackathon participants are selected in open competition. Selection criteria are determined by the event organisers.

STRUCTURE

Organisers are recommended to assign participants to five (5) teams, with a minimum of three (3) participants and a maximum of six (6) participants to each team. Each participant may work only with one team, submitting only one concept for consideration.

To facilitate the optimal exchange of experience and knowledge, it is recommended that organisers construct teams of participants from diverse backgrounds, e.g. students from different institutions, participants from different regions/countries, representatives of different business areas. Each team should have at least one representative of the session target group, e.g., a foreign visitor or representative of another field. Each group is to be assigned a mentor to advise the group throughout the hackathon resulting in more effective participation and a desirable outcome.

IMPLEMENTATION STAGES

Stage 1.

Working in teams. This stage involves hackathon participants becoming acquainted with one another and working directly on a problem-solution concept by, for example, applying [the business model canvas](#) for creative industries.

Stage 2.

Final project presentations and hackathon winner selection.

[Full hackathon run-through.](#)

Winners are determined by closed ballot by a pre-selected jury. Evaluation criteria:

- precision and clarity;
- relevance (to target audience need);
- feasibility;
- sustainability (sustainable growth and commercial potential);
- creativity (creative approach).

One jury member is allowed to assign a maximum score of ten points per criteria per team.

[Sample scoring table.](#)

FURTHER CONDITIONS

Hackathon involvement should be available both free-of-charge and be open to participant contributions. Additional costs for transport, accommodation, meals and other costs may be covered by the participants, by organisers or financed by third parties.

Organisers are obligated to provide session materials, flipcharts, stickers, markers etc.

Each hackathon participant has equal rights and access to the event brief. Participation in the hackathon is strictly BYOD (bring your own device), with each participant in possession of laptop or other device suitable for any data retrieval and processing required in the preparation of final presentations.

Intellectual property rights of products created in the course of hackathon participation are the property of hackathon organisers.

TIPS FOR ORGANISERS REGARDING THE USE OF THIS FORMAT

- Qualified mentors well-versed in hackathon themes and capable of facilitating group activities are key to achieving an engaged audience and effective hackathon.
- The venue must be appropriate to the event, providing:
 - Separate rooms for individual groups, an assembly hall for general gatherings, lectures and project presentations;
 - Dependable Wi-Fi access and electrical outlets sufficient to the size of the group.
- Give advance consideration to ways of implementing session results: motivation may fade among participants who perceive that their ideas lack realistic potential for implementation.

CONTACT:

Ulyana Shchurko (Tkachuk)

Arts Management Department LNAA

u.shchurko@lnam.edu.ua

ldp.net.ua

facebook.com/lvivdesignpartnership

Boot Camp for Setting Up a Business

Kyiv National Economic University; University of Reading

Educational Format	Mentoring Programme
Methodology / Means of Implementation	<i>Blended format</i>
Stage of Readiness	<i>Fully piloted project (17–19 April 2019, Kyiv)</i>
Duration	<i>Short-term (up to a month)</i>

CORE SKILLS DEVELOPED THROUGH THIS FORMAT:

- Spotting opportunities.
- Creativity.
- Vision.
- Valuing ideas.
- Ethical and sustainable thinking.
- Motivation and perseverance.
- Self-awareness and self-efficacy.
- Financial and economic literacy.
- Mobilising others.
- Mobilising resources.
- Learning through experience.
- Working with others.
- Planning and management.
- Taking the initiative.
- Coping with ambiguity, uncertainty and risk.

FORMAT GOAL:

- To assist students in acquiring a holistic understanding of business and the assembly of its core components.
- To help students grasp the logic behind business start-up and development.

FORMAT EXPECTED OUTCOMES:

- Programme participants will gain an understanding of the various components of a business and be equipped to identify and apply opportunities in business development.
- Participants will be prepared to pitch their business idea to potential investors.

FORMAT TERMS OF USE

Boot Camp offers participants a novel approach to business start-up expertise without incurring significant expense or debt. Familiarising with core components of business start-up development (from launching a website to proven methods of product promotion and sales), participants will

hammer out core components of their business concepts and gain confidence in the potential of their commercialisation. Some participants will secure actual sales within the first week of the course.

Boot Camp is designed for higher education institution students and graduates and for young entrepreneurs and has as its aim their acquaintance with local business communities to develop relevant business skills.

Boot Camp is focused on the use of digital technologies in four key start-up sectors: ICT, business services, creative sector and education. The mentoring programme is conducted by experienced professionals, practitioners and successful entrepreneurs and investors.

STRUCTURE

Boot Camp is a practical course lasting between 7 and 10 days with a goal of shining a light on a broad range of core aspects of establishing a new business. Topics to be discussed include:

- how to start a business without start-up capital;
- how to launch a website for free and find success in Google;
- how to put together a company (fully registered and tax and legislation compliant);
- how to build the confidence needed to open a business.

IMPLEMENTATION STAGES

Selection process. Boot Camp is promoted widely through the [KNEU website](#), social media and a poster campaign in order to attract participants. Students who are looking to take part should register online and submit a motivational statement of no more than 200 words. Successful applicants for Boot Camp will be informed of their selection within one week following their registration.

Stage 1.

Work on an original business idea with direction from a mentor.

SAMPLE PROGRAMME CONTENT:

- Start-up ecosystem.
- Business-model and concept testing.
- Marketing and competition analysis.
- Business negotiations and networking.
- B2C and B2B Sales.
- Legal aspects of start-ups, investment and crowdfunding.

Stage 2.

A day of blitz-presentations for potential investors. Course participants pitch their developed business idea to potential investors and are offered investor feedback and response.

TIPS FOR ORGANISERS REGARDING THE USE OF THIS FORMAT

- Offered in an online format significantly hampers student activity and creates obstacles to student involvement. Facilitators employing this format must utilise methods and tools suitable for online facilitation.
- Mentors selected for leading this course should possess experience in creative entrepreneurship, effective communication skills (particularly if the course is taught online) and have an aptitude for motivating students for intensive participation.

CONTACT:

Maksim Belitski

Associate Professor in Entrepreneurship and Innovation, Henley Business School,
University of Reading
m.belitski@reading.ac.uk

facebook.com/kneu.edu.ua

cfe.kneu.edu.ua

Mentoring for Business Idea Development

Kyiv National University of Technologies and Design; University of Southampton

Educational Format	Mentoring Programme
Methodology / Means of Implementation	<i>offline</i>
Stage of Readiness	<i>Fully piloted format (2020, Kyiv)</i>
Duration	<i>Several days</i>

CORE SKILLS DEVELOPED THROUGH THIS FORMAT:

- Spotting opportunities.
- Creativity.
- Vision.
- Valuing ideas.
- Motivation and perseverance.
- Learning through experience.
- Working with others.

FORMAT GOAL:

- Development of student capacity for entrepreneurship and business planning; preparation for implementation of original student business concepts.
- Improvement of effective link in the system of business-education.

FORMAT EXPECTED OUTCOMES:

- Students mastered the practical skills involved in developing business ideas, in particular: the process (algorithm) of starting a private business, the minimization of business risks (with guidance from experienced international and Ukrainian entrepreneurs).

FORMAT TERMS OF USE

The format is designed to utilise successful graduates who have entrepreneurial experiences in the creative industries. These should represent a range of fields so students may select mentors whose experience is most useful for them. In addition, the format addresses a broad spectrum of business-related aspects to provide students with a fuller picture of the realities of doing business.

STRUCTURE

Mentor-entrepreneurs start by giving a presentation about their businesses to give students a sense of their practical expertise in this field. They then present the groups with a practical task: develop a scenario for launching a specific business idea.

Overall, the recommended number of participants in a study group should not exceed 24. Teams should be divided into groups not exceeding 6 members and not fewer than 3 members. A student is limited to working with 1 team and may submit only 1 business idea to the group or general assembly.

To ensure the most effective results, mentors and institutional instructors should guide and consult directly with the students throughout the training period.

The advantage of using mentor-entrepreneurs from a range of business sectors is that it allows for the assembly of a targeted list of issues. This helps stimulate student thought, resulting in independently derived solutions to their business-related challenges and the achievement of a beneficial outcome. The mentor's job is to organise the process in such a way that their teaching fosters the professional development and self-realisation of the students-in-training.

IMPLEMENTATION STAGES

Stage 1.

Work in teams. This stage involves student familiarization and practical development of business ideas that they hope to develop.

Stage 2.

Final presentation of team results and feedback.

TIPS FOR ORGANISERS REGARDING THE USE OF THIS FORMAT

- The main difficulty of mentor-based training is the lack of availability of experienced mentors. They are actively managing a business and may lack the time to devote their efforts to students. It is advisable to develop a pool of mentors/coaches to draw from. It is further advisable to organise supplemental activities in which to involve students which include both tangible and intangible/material and intellectual motivational resources.
- University teachers can also assist in helping overcoming student passivity and should be encouraged to join mentoring. Teachers are not required for a successful programme but have proven to play an important role in programme success.

- It must be made clear to students that in this exercise there is no such thing as a “wrong answer”. One obstacle to the formulation of original ideas is a fear of evaluation (peer response). Students often restrain from expressing challenging and original business solutions due to fear of encountering scepticism or criticism from their peers.
- At the idea-generation stage, criticism of another student is not allowed. Interactive group members must be able to work free from prejudice and bias because of ideas they may propose.

CONTACT:

Oleh Shevchenko

Director, Institute of Internationalisation, KNUTD

project.office@knutd.edu.ua

facebook.com/knutd.ua

knutd.edu.ua

Mentoring Using Business Briefs

Taras Shevchenko National University of Kyiv; Northumbria University

Educational Format	Mentoring
Methodology / Means of Implementation	<i>offline</i>
Stage of Readiness	<i>Fully piloted format (2019)</i>
Duration	<i>Several days</i>

CORE SKILLS DEVELOPED THROUGH THIS FORMAT:

- Spotting opportunities.
- Creativity.
- Vision.
- Valuing ideas.
- Motivation and perseverance.
- Financial and economic literacy.
- Mobilisation of resources.
- Learning through experience.
- Working with others.
- Planning and management.
- Taking the initiative.

FORMAT GOAL:

- Familiarisation with British experience in the management of creative projects.
- Familiarisation with best practices of the contemporary leadership concepts. Enhancement of creative leadership.

FORMAT EXPECTED OUTCOMES:

- Acceleration of creative business ideas.
- Motivation enhancement for potential entrepreneurs and creative thinkers.
- Enhancement of financial literacy and awareness of opportunities for cooperation with institutions.

IMPLEMENTATION STAGES

Stage 1.

Theoretical instruction. This stage draws on four courses written by a team of 17 trainers from the [National centre for creative entrepreneurship development](#), all of whom have completed internships under British trainers from Northumbria University. All course materials are available free of charge (in Ukrainian) at the NCCE website. Links below:

- [Soft Skills for Entrepreneurs](#)
- [Creative Leadership:](#)
- [Creative Thinking:](#)
- [Evaluation.](#)

Stage 2.

Identifying and in-depth study of issues under debate. Mentors lead groups of up to 20 in identifying issues for further debate and discussion. The full team then works through any materials or issues requiring further clarification.

Stage 3.

Practical assignments. Participants work individually on solving business problems prepared for the course. The format and content of the cases assigned is up to the discretion of the course organisers.

Stage 4.

Discussion and analysis of issues under debate.

Stage 5.

Students prepare an original business case guided by the mentor's business brief. The objective of this exercise is the appropriation of business competencies through identifying an issue (following the business case format) that an entrepreneur may potentially face. The task functions to develop students' creative thinking, allowing them to more firmly absorb the theoretical material.

Stage 6.

Overview and comparison of student project results. The lecturer-mentor provides a brief description of the student tasks, offering them his subjective ranking and evaluation of their work.

Stage 7.

Selection of the best assignment result. All participants evaluate the work of other participants by voting for the best project. Based on these results, a ranking is developed which is then combined with the mentor's expert review of all the assignments to arrive at a final ranking of the individual projects determining the winner.

Stage 8.

A practical experiment: the winning student task is then delivered to partner educational institutions and NGOs involved in entrepreneurship development with the objective of testing the project's feasibility among an audience unfamiliar with the lecture series material from which the project was derived. This process affords participants an evaluation of the clarity and efficacy of the submitted business case. The evaluation is conducted by programme mentors.

TIPS FOR ORGANISERS REGARDING THE USE OF THIS FORMAT

- This format employs British lecturers; programme participants are required to possess a sufficient level of English in order to ensure effective attendance in the course. Participants must also be fully acquainted in advance with materials prepared for the course and with lecturers' profiles.
- If courses are organized online, they should assume a classroom format. In the online format it is important to keep sessions short in order not to overwhelm students.

CONTACT:

Maksym Sitnicki

Associate Professor, Chair of the Department of Management of Innovation and Investment Activities, Taras Shevchenko National University of Kyiv (TSNUK)
maksym.sitnicki@ukr.net

ncce.knu.ua

facebook.com/ncceukr

instagram.com/ncceukr/



Taras Shevchenko National University of Kyiv
Photo: © Anton Hanul

Start-up Project Competition – You Try, Too!

Ukrainian Engineering Pedagogics Academy; Simon Kuznets Kharkiv National University of Economics; “The State and I” NGO; University of Bedfordshire

Educational Format	Skills Development Competition
Methodology / Means of Implementation	<i>Blended format (1st stage of competition held online – description of idea, implementation stages, resources, etc.; the format continues both on- and offline with a range of educational events)</i>
Stage of Readiness	<i>Fully piloted format (2018)</i>
Duration	<i>Medium term (from one to six months)</i>

CORE SKILLS DEVELOPED THROUGH THIS FORMAT:

- Spotting opportunities.
- Creativity.
- Vision.
- Valuing ideas.
- Ethical and sustainable thinking.
- Motivation and perseverance.
- Self-awareness and self-efficacy.
- Financial and economic literacy.
- Mobilising others.
- Mobilising resources.
- Learning through experience.
- Working with others.
- Planning and management.
- Taking the initiative.
- Coping with ambiguity, uncertainty and risk.

FORMAT GOAL:

- Develop and enhance student business modelling skills employing a start-up template.

FORMAT EXPECTED OUTCOMES:

- Students will master business model development in start-up training sessions, business simulations and business management gaming.
- Students will develop an original start-up project (business model, business idea presentation, and start-up project video-pitch).

FORMAT TERMS OF USE

The start-up project competition YOU TRY, TOO! allows students to test their potential. It provides them with a practical platform to test out their creative business ideas and fuel their development as prospective business leaders and creative entrepreneurs. [Informational release](#) informational release.

The competition is designed for young people, primarily students of higher and professional higher education institutions, who have turned 18, and are studying or working on creative start-ups. To ensure an atmosphere befitting a competition, a minimum of 12 teams should be enrolled. On average, between 70-80% of all enrollees reach the final stage of the competition.

IMPLEMENTATION STAGES

Stage 1.

Advance preparation: communication campaign and participant selection, formation of trainer team, consultants, jury, partners and competition specialists, all necessary negotiations.

Stage 2.

The competition is made up of the following core components:

1. Participants must form teams comprised of a maximum of 3 students and 1 mentor, choose a team name and take a creative team photo.
2. Teams create a project concept description according to a provided format: relevance, purpose, target audience, competition, partners, required resources, income sources, etc., and present it to the competition trainers and consultants.
3. Teams undergo a series of start-up and business simulation training sessions conducted by competition trainers and consultants.
4. Teams carry out a pilot stage implementation of their project (complete three initial steps toward the practical realization of their concept and prepare a presentation of these for delivery at the final competition).
5. In the competition finals, students present their project concept and their implementation process (algorithm). They also take part in an organised business gaming session to formulate a business model for their project concept.
6. Competition winners are judged based on their prepared project concept videos and the presentation of the business model developed during the organizational and business gaming sessions.
7. [Team evaluation form.](#)

Students are given the chance to present and receive an evaluation of an original business start-up project concept from competition trainers, consultants and business professionals from Ukraine and the UK.

The winners of the YOU TRY, TOO! Start-up Competition will be given the chance to visit working start-up centres like Start-up Kharkiv municipal start-up centre, Kharkiv Fashion Cluster and our partner university start-up centres. They will also be eligible to take part in the Big Idea Challenge.

FURTHER CONDITIONS

Implementation of this format requires a large organisational team, including volunteers, coaches, juries, experts and others. Each competition stage lasts between 2 and 3 months, requiring significant involvement from both organisers and participants.

TIPS FOR ORGANISERS REGARDING THE USE OF THIS FORMAT

- It is desirable to organise a competition of this scope at the regional level, (covering the territory of one Ukrainian oblast) and in conjunction with two or three key partners. Partners like Kharkiv Fashion Cluster or SME cultural and creative industry reps can provide excellent support for the initiative and help ensure student involvement.
- Advance qualitative planning attending to the location for the final competition, catering and other details can be aided by enlisting volunteers — consider students and mentors from past competitions.
- To encourage participation, consider adding supplemental opportunities led by event organisers: educational-training programmes; developing a dedicated team of trainers, consultants, jury members, partners and sector specialists. If possible, provide substantive incentives from the prize fund — training gift certificates, study visits, qualification for further competitions, consultations and meetings with thought leaders, etc.

CONTACT:

Olena Yarmosh

Associate Professor, International Economic Relations Department,
Simon Kuznets Kharkiv National University of Economics
ccespark@gmail.com

facebook.com/CreateCreativeEntrepreneurs
ccespark.info/uk



Create
Creative
Entrepreneurs
CREATIVE
Higher Education Enterprise Project



The final of... projects competition "YOU MUST TRY!" 2019

Within the Create Creative Entrepreneurs project
Creative Spark: Higher Education Enterprise Project
supported by the British Council

May 2019, Ukrainian Engineering Pedagogics Academy

Ukrainian Engineering Pedagogics Academy
Photo: © Olha Kaydalova

Start-up Incubation Programme

Kharkiv Medical Academy of Post-graduate Education; Donetsk National Technical University; Kingston University; Goldsmiths University of London

Educational Format	Incubation Programme
Methodology / Means of Implementation	<i>Both on- and offline formats are possible</i>
Stage of Readiness	<i>Fully piloted project (2020–2021)</i>
Duration	<i>Long-term</i>

CORE SKILLS DEVELOPED THROUGH THIS FORMAT:

- Spotting opportunities.
- Financial and economic literacy.
- Learning through experience.
- Working with others.
- Planning and management.
- Taking the initiative.
- Coping with ambiguity, uncertainty and risk.

FORMAT GOAL:

Assist motivated start-up entrepreneurs and academics to successfully develop and launch business start-ups.

FORMAT EXPECTED OUTCOMES:

1. Securing investment for business projects.
2. The monetisation of mentorships via equity shares drawn from successful projects.

FORMAT TERMS OF USE

Format implementation takes the following shape: individual consultations for the start-up team. Start-up teams are selected based on standard characteristics: potential market, team competency, product, business model.

The selected team is then introduced to mentors and consultants who are engaged pro bono. These may be entrepreneurs with start-up experience or venture investors or professionals in a given field (law, marketing, property development, etc.).

Participants are offered a choice of communication options with their mentors: regular consultations (hourly 1-4 times per month) or one-time consultations. Programme duration is

unlimited; participants routinely work with their mentors and consultants till receiving any initial significant investment. In a typical arrangement of the regular consultation format, a consultant / mentor signs a formal contract with the start-up specifying an exchange of profits (equity) for consultancy services delivered. The one-time consultation scheme is free-of-charge with consultations taking place long-range (e.g., twice per month) as long as the team requires guidance. Ultimately, a number of these projects should attract future investment, create new jobs, and influence the development of the economy and research environment in Ukraine.

STRUCTURE

1. Identify new start-ups via channels that engage the target audience. Search, for example, for lists of start-up and grant organisation competitions, Facebook groups and Telegram.
2. Check active networking and educational events organised across a range of formats.
3. Use Start-up Community as a resource for educational institutions for regional start-ups.
4. Identify and work with similar organisations for professional exchange, gaining contacts and co-advertising.
5. Identify a team of mentors and consultants with individuals drawn from a range of professions (marketing, law, development, manufacturing).
6. Provide a choice of monetization financial models: equity, royalties, etc. Services provided in the format should include co-working space, administration, training, mentoring, investor and capital access and free consulting services. In exchange, start-ups that secure investment will return a pre-determined share of investment capital (equity model). The royalty model returns a percentage of start-up profits over a pre-determined time period.
7. Working out of legal contracts between the parties — the start-up and the organisation.

The final determinant of the level of effectiveness of the cooperative enterprise entered into by the start-up and the mentor is the return on investment. This may be preceded at intervals by the development of minimum viable products (MVP), product sales launch, frequency of product pivots and elevated iteration frequency. One past participant in this format has recently received a project grant from the Global Challenge Research Fund.

TIPS FOR ORGANISERS REGARDING THE USE OF THIS FORMAT

- This is a long-range format with a duration of at least several months and constant support and motivation for students is vital.
- The relatively small number of Ukrainian start-ups presents a challenge, making it difficult to secure start-up expertise for the programme. For this reason, it is necessary to allocate sufficient time far in advance in order to form a start-up pool to draw from.
- The above also applies to mentors / consultants. Plan sufficient time — at least a few weeks — in order to secure them.

- It is important that the organising team be experienced in project launching. Absent this, it will be extremely difficult to do early-stage start-up marketing funnel assessments.

CONTACT:

Pavlo Tkachenko

Manager, Incubation Programme at KMAPO

paul.tkachenco@gmail.com

[instagram.com/cowork.inc](https://www.instagram.com/cowork.inc)

[facebook.com/coworkinc.kh](https://www.facebook.com/coworkinc.kh)



Kharkiv Medical Academy of Post-graduate Education
Photo: © Andriy Tkachenko

Programme for Improved Understanding of Social Entrepreneurship

V.N. Karazin Kharkiv National University; Anglia Ruskin University

Educational Format	International Cooperation Programme
Methodology / Means of Implementation	<i>online</i>
Stage of Readiness	<i>Format complete, but not yet piloted</i>
Duration	<i>Short-term (up to one month)</i>

CORE SKILLS DEVELOPED THROUGH THIS FORMAT:

- Spotting opportunities.
- Creativity.
- Working with others.
- Taking the initiative.
- Coping with ambiguity, uncertainty and risk.

FORMAT GOAL:

- The improvement of student skills in addressing social issues incorporating opportunity in social entrepreneurship.
- Students put business development theory to practical use addressing real social issues.
- Exchange of knowledge and experience between British and Ukrainian students and teachers.

FORMAT EXPECTED OUTCOMES:

- Students enhance skills through exercises applied to social issues, in the areas of issue analysis, stakeholder and target group identification, structured problem-solving measures, development of metrics for assessment of social measures enacted.
- Students prepare projects to address specific social issues.
- British and Ukrainian university students exchange knowledge, experience, problem-solving approaches and the implementation of their assigned task to a designated case.

IMPLEMENTATION STAGES

Stage 1.

In this course in social entrepreneurship British and Ukrainian university students are offered a brief on a problematic social issue. All course enrolees receive the same assignment and are directed to the following publications for direction in project management in working out a solution to the assignment:

- [Guidebook on Social Entrepreneurship Planning: a Course by the British Council](#) (Chapter 3);
- [Social Entrepreneurship Guidebook: East Europe Foundation](#).

Stage 2.

A representative from a partner British organisation offers an introduction to British and Ukrainian students of the organisation's work, takes Q&A from the students, offers a brief on a social issue and presents a related assignment: students are to use techniques of social and business project management in the preparation of a response/solution to a pressing social issue. Assignment term: one month.

Students are to work in teams of up to 3 (teams are formed independently and not required to be of international composition). The team prepares its project and delivers the results to the team of British and Ukrainian university teachers and industry or relevant social organisation representatives. Teachers from participating universities and the Karazin School of Business who have devised the assignment provide students with feedback on their project solutions.

Stage 3.

British and Ukrainian university teachers prepare a written analysis for the organisation that has submitted the social issue, including student-devised recommendations to address the issue.

TIPS FOR ORGANISERS REGARDING THE USE OF THIS FORMAT

- In addition to the final grade and / or credit awarded for course completion, consider offering supplemental forms of student motivation: products or souvenirs from the university or organisation that prepares the case study; additional academic credits; opportunities for study visits at participating organisations.
- A brief prepared by a British presenter may lack immediate relevance in a Ukrainian context. Consider identifying local issues and engaging Ukrainian social entrepreneurship sector specialists to guide the process.

CONTACT:

Iryna Soldatenko

Associate Professor, Department of Applied Sociology and Sociological Communications V.N. Karazin Kharkiv National University
irinasoldatenko@karazin.ua

facebook.com/SociocomKarazin

Comprehensive Approach

Poltava University of Economics and Trade; Poltava Region Adult Education Centre, NGO; University of Portsmouth

Educational Format	Mixed approach
Methodology / Means of Implementation	<i>Both offline and online formats are possible</i>
Stage of Readiness	<i>Fully piloted format (2019–2020)</i>
Duration	<i>Medium term (from 1 to 6 months)</i>

CORE SKILLS DEVELOPED THROUGH THIS FORMAT:

- Spotting opportunities.
- Creativity.
- Vision.
- Valuing ideas.
- Motivation and perseverance.
- Financial and economic literacy.
- Working with others.
- Planning and management.
- Taking the initiative.
- Coping with ambiguity, uncertainty and risk.

FORMAT GOAL:

- To assist students in mastering business modelling skills and developing business projects in the creative industries sector.
- To facilitate links between the business and education sectors through different audiences' engagement – university students and teachers and the business community including young entrepreneurs, consultants, and other professionals.

FORMAT EXPECTED OUTCOMES:

- Learning results in students gaining business competencies, developing and formalising original business ideas.
- Mentoring results in completing fully realized business projects ready for implementation.
- Public presentations of students' prepared business projects help them develop skills in business project presentation and provides direct professional assessment of their work.

FORMAT TERMS OF USE

The programme comprises a logical sequence of the following components:

1. Motivational Component.

Holding a public lecture series led by recognised entrepreneurs from the Ukrainian creative industries sector. Lecture topics relate to creative economy as a legitimate business phenomenon involving the creative industries, marketing, gender-related business and more.

2. Educational Component.

The Creative Entrepreneurship training programme employed here offers the following:

- defining creative entrepreneurship;
- creativity as a characteristic of the contemporary entrepreneur;
- intellectual property rights in the creative industries;
- business modelling in the creative industries;
- marketing in creative entrepreneurship;
- creative entrepreneurship sales technique;
- the economic/financial fundamentals of creative entrepreneurship;
- securing funding for a creative industries' business project;
- preparing a business pitch

Training completed in the programme:

- Students attend Boot Camp which includes training sessions and course instruction; individual assignments with consultant support from programme instructors; culminating in a project pitch — conducted during a three-day retreat for 30 'Boot Camp' participants.
- For young entrepreneurs and those looking to start a private business: an offline, two-day training session (four such sessions were held during the pilot programme); an online, 5-day, 5-workshop programme with each session lasting 2.5 hours

3. Mentorship support programme.

The programme is designed to assist participants in the formation of a business concept developed as a business plan and resulting in a fully formed business idea. Duration of the course is from 2 weeks to 2 months (terms identical for all participants). Work with an assigned mentor (university teacher) follows a weekly cycle during which the student meets with the mentor at the beginning of the cycle to address any questions and set assignments for the coming week. After 5 days, the student delivers their work to the mentor who evaluates it and provides direct feedback.

4. Business project Crash Testing – internal mini-competition.

The internal mini-competition involves the public pitching of a business idea by course participants in front of course trainers and designated professionals from the sector. These sessions figure in the selection of participants for the [Big Idea Challenge](#), international video-pitch competition attended by young entrepreneurs, university students and other participants in the British Council's Creative Spark programme.

Prior to the competition, participants submit a video-pitch and description of their business project under consideration. Sector professionals and trainers acquaint themselves with the projects and provide feedback. Project pitch includes: a public spoken presentation by the participant; an open-mike discussion of the project. Time limit: 15 minutes per project.

Following the training sessions, participants offer feedback, reactions, evaluations of the event via individual survey and analysis forms.

Following the project pitches, assistance in securing financial backing for a business project is offered, including recommendations for participation in investment and grant competitions.

A student is allowed to consult the mentor on questions that do not require a detailed response during the week. When required, a participant will be provided with an additional comprehensive consultation with a mentor in the course of the prescribed weekly consultation cycle. Weekly consultations are limited to 1 hour in length.

The preparation of a business plan is an optional activity responding to the individual preparedness and motivation of a course participant. If a student is not prepared to devote the necessary time to the formation of a fully-realised business plan, it is advisable to limit the activities to writing a detailed description of the business concept.

TIPS FOR ORGANISERS REGARDING THE USE OF THIS FORMAT

- The format requires significant expertise and time of trainers and mentors who will be working with participating students and young entrepreneurs. Typically, teams of teachers from partner institutions share this responsibility. This approach will help to avoid the risk of participants being unable to meet the programme deadlines for developing a business concept during the mentorship programme or writing a business plan with a financial justification.
- In a spirit of encouragement and the avoidance of offense during sensitive public evaluations of private work, jury feedback must underscore a business plan's strengths as well as its weaknesses, offering constructive criticism and general support for continued effort.

CONTACT:

Inna Pakhomova

Director, Institute of Projects and Innovation
Poltava University of Economics and Trade
project.puet@gmail.com

bit.ly/creativesparkpoltava
facebook.com/creative.spark.poltava



BRITISH COUNCIL

29 Zhylianska St.

Kyiv, 01033

+38 066 170 00 54

+38 050 388 08 14

www.britishcouncil.org.ua

www.facebook.com/BritishCouncilUkraine

www.instagram.com/uabritish/



PPV KNOWLEDGE NETWORKS

12 Shota Rustaveli St.

Lviv, 79005

+38 067 67 47 012

www.ppv.net.ua

www.facebook.com/ppvknowledgenetworks