Interreg

Balkan-Mediterranean

SMecoMP

SMecoMP

A knowledge Alliance in Eco-Innovation Entrepreneurship to Boost SMEs Competitiveness"

**Final Conference
Friday, February 12, 2021**

The SMecoMP training program

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The WP4 objective and content in the proposal

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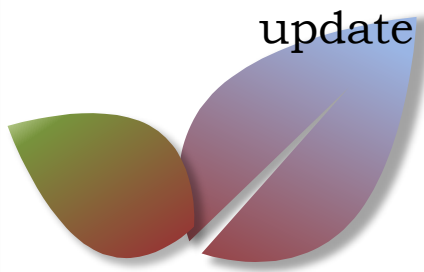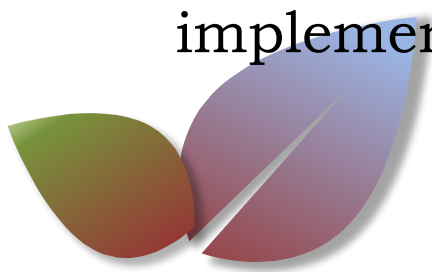
- *The **WP4 objective** involves the development and implementation of a transnational, innovative teaching and learning framework.*
  WP4 includes:

- *The establishment of 4 Eco-Innovation Entrepreneurship (EIE) Labs, where partners and experts met to define the elements of the SMecoMP teaching and learning framework.*

- *Joint development of Eco-Innovation Entrepreneurship Curricula based on the learning outcomes defined in EIE labs and the findings of WP3 surveys.*

- *The e-construction of the SMecoMP Training Platform. The platform is customized according to the developed curricula contents and uses the blended training delivery method.*

- *Joint development of 4 Training Modules based on the EIE Curricula addressed to Eco-Innovation and Management, Sustainability and Green Entrepreneurship and Entrepreneurial Opportunities.*
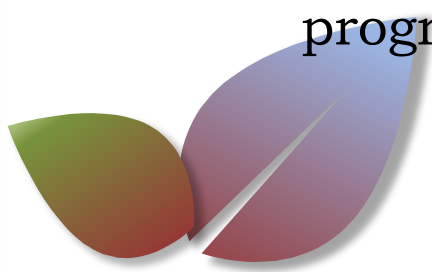
The role of WP4 in the SMecoMP Project

- As evident from the SMecoMP proposal, WP4 lies in the heart of the project. It draws on the findings of a primary research (WP3) which aimed to:
  - identify the existing eco-entrepreneurial training needs and available educational initiatives
  - perform a comparative analysis of the practices used
  - record global best practices and trends
  - design and deliver a training program that will bridge the cognitive gap between the existing and optimal practices by
    - informing the partners on relevant advances,
    - improve their skills and competences to embrace innovative and eco-management practices,
    - aid local academic and professional institutions to widen their scope, improve curricula, enhance cooperation, develop new training material, update their research agendas, and broaden and strengthen the skills of their students

The elements of the SMecoMP teaching framework

- A teaching and learning framework articulates to stakeholders the vision, priorities and foundational beliefs of the training organization, the SMecoMP consortium in this case. It guides, coordinates and directs the work of partners towards optimizing their collaboration in a system transformation. The effectiveness of this transformation required:
  - the selection and of an appropriate learning theory
  - its unpacking into a detailed pedagogical approach.
  - the design and provision of a rich, motivating training program, suitable for the context in which it meant to be used
  - considerations on the appropriate technologies for the effective delivery of the program
  - an understanding of the limitations to, and impacts of, the implementation of the designed activities.

(De-)Limitations of the SMecoMP teaching framework

- The main problem of designing the training program related to the need to appreciate, weight, and integrate multiple differing expectations resulting from the various legislative, economic, cultural, sectoral and social contexts of the stakeholders and making unfeasible the formulation of one single educational program that responds to divergent needs, requirements and characteristics.

- Time constraints have introduced another insurmountable obstacle as each module had to be taught in 5 three-hour sessions, with the first session introducing attendees to the business -natural environment relation and each of the remaining sessions devoted to one of the four modules, with the limited time frame necessitating selections and priorities.

  - Finally, important topics were left out of the final curriculum or course syllabi although suggested by academic experts or industry parties, as the partnering institutions lack expertise in certain fields. A more comprehensive approach can only be pursued through further specification and adaptation of this training programme to customized requirements of interested parties grouped in terms of size, sector or geography.
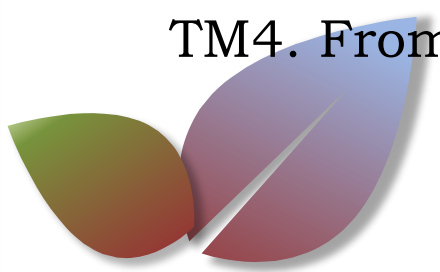
The SMecoMP training program

- Drawing on these premises, the SMecoMP training course was designed to (1) help existing Small and Medium size businesses (SMEs), to "green" their production practices and (2) to support aspiring entrepreneurs with "green" innovative ideas.

- To this end, after considering the proposals of the local business communities, the available best practices, and the aforementioned limitations, the SMecoMP training course was designed to include a selection of topics organized in four teaching modules (TM) labeled:

TM1. Environmental and Energy Economics – Cost Benefit Analysis - Environmental Finance and Accounting

TM2. Environmental Management – Environmental Impact Assessment - Corporate Social Responsibility

TM3. Eco-innovation and technology transfer

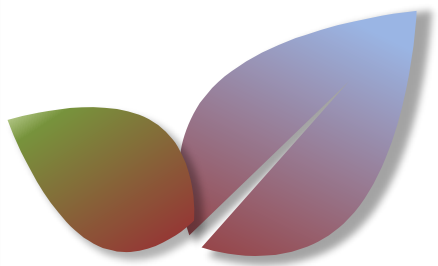TM4. From a green idea to a sustainable business

The content of the course: TM1-a

TM1. Environmental and Energy Economics – Cost Benefit Analysis - Environmental Finance and Accounting
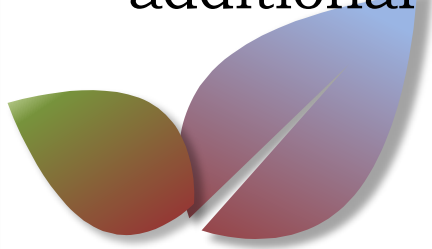
This training module establishes the need and provides tools for action required from businesses to move towards sustainable economic development. It is made up of three components: **TM1-a, TM1-b and TM1-c**.

TM1-a focuses on sustainable production and the interaction between economic activity and the physical environment, emphasizing selected critical issues, namely the use of resources, use of energy, and climate change

As a solution to these urgent problems TM1a prescribes the introduction of a circular economic growth model and describes its benefits

The content of the course: TM1-b

- **TM1-b** presents Cost-Benefits Analysis as an important tool that can be used by business in pursuit of sustainability

- CBA is a process of quantifying the economic <u>and</u> social costs and benefits of the various alternatives of completing a project, to allow a single scale of comparison for their unbiased evaluation.

- The purpose of CBA is to help effective social decision-making through efficient allocation of societal resources when markets fail and resources are used inefficiently.

- Private firms and organizations may also benefit from CBA application in their efforts to apply a Corporate Social Responsibility (CSR) policy, act proactively in a dynamic and demanding regulatory environment, or gain access to additional or less expensive funding.

The content of the course: TM1-c

TM1-c presents another important tool that can be used by businesses in pursuit of sustainability

Environmental accounting and reporting is an emerging field of accounting that provides a framework for developing measures of corporate environmental performance, assessing their reliability, allocating environmental costs to various activities, processes or products, presenting pertinent data (*reporting*) to external stakeholders, and assisting management in strategic and operational decisions that affect environmental costs and risks.

Environmental finance is the development, selection criteria, adjustment, and use of various financial instruments to enhance investment into green technologies, products, practices, initiatives and enterprises.

The content of the course: TM2-a

TM2. Environmental Management – Environmental Impact Assessment - Corporate Social Responsibility

TM2 covers the following topics: environmental management, environmental impact assessment, and corporate social responsibility. The aim of TM2 is to familiarize personnel, at a theoretical and practical level, with corporate aspects related to environmental legislation, development and implementation of environmental management systems, sustainable planning and implementation of environmental projects.
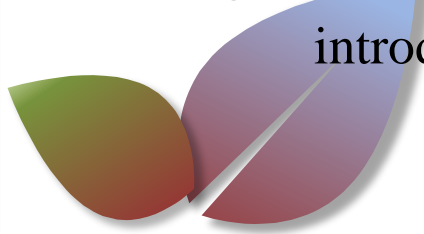
- **TM2-a** defines an environmental program as the planning of the organization for the pursuit of environmental goals and objectives set earlier. The program implementation takes the form of an explicit environmental policy, objectives and actions, an Environmental Management System application, and finally the publication of an Environmental Statement. The module presents the requirements for the effective implementation of an EMS, describes its impact on the organizational activities, services and products, and presents, compares and contrasts the two most prominent EMSs, namely EMAS and ISO14000.

The content of the course: TM2-b

- **TM2-b** presents the preparation, structure and content of an Environmental Impact Assessment Study, required for the adoption of the Environmental Terms Approval Decision.

- **TM2-b** proceeds with the presentation of Corporate Social Responsibility (CSR) described as a *strategy serving the principles of sustainable development, creating benefits for the entire society, the environment and the business itself, i.e.,* serving the "triple bottom line" interests of business.

- **TM2-b** presents several CSR initiatives, aiming to decrease a firm's environmental impact in the most desirable way, applicable to all companies regardless of their industry, size or operations.

The content of the course: TM3

TM3. Eco-innovation and technology transfer

TM3 examines the transition from traditional to eco-industry, emphasizing the use of certain tools such as Life Cycle Assessment (LCA) and Multi-criteria impact assessment (MIA). The module uses case studies focusing on selected sectors where bio-economy is applicable such as agriculture, forestry, fisheries, aquaculture, etc.
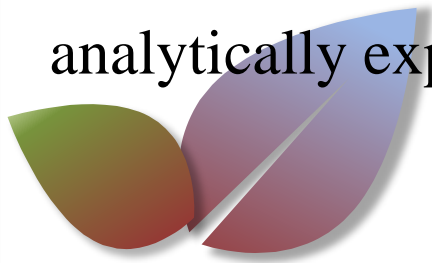
- **TM3** Theme **1** defines the term Bioeconomy, describes its origin and evolution, relates bioeconomy to sustainable development, green economy and circular economy, and identifies the key stakeholders in its promotion. Finally, it defines the term Eco-entrepreneurship and comments on the styles of Eco-entrepreneurs.

- **TM3** Theme **2** analyses and assesses changes and adaptation requirements to let business abide by SD, raised for traditional sectors and activities, describes the changes in consumption behavior, social expectations and environmental standards that instigate these changes, and prescribes policy models and mechanisms to address these needs

- **TM3** Theme **3** describes the transition from traditional to eco-industry operations introducing life cycle analysis in an attempt to identify and support green initiatives and strengthen their growth potential

The content of the course: TM4

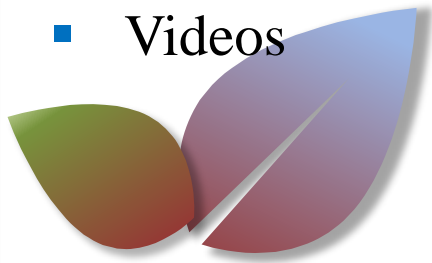## TM4. From a green idea to a sustainable business

The fourth training module focuses on endowing the participants with the basic knowledge and skills required to explore the potential of transforming an innovative business idea into a viable project, sustainable in both economic and environmental terms.
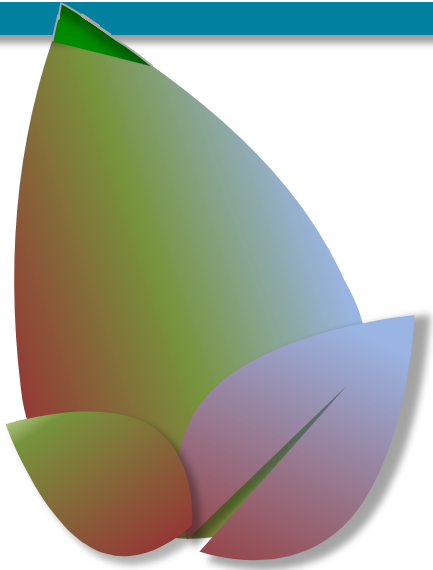
Issues related to the Product or Service deal, identification of the first potential market and customers, market segmentation, customer value proposition, specific ways to increase profits, early adopters' behaviour analysis, the financial aspects of launching a startup, market and demand analysis, suppliers and personnel issues, and ad hoc analyses of the main reasons that make the majority of startups fail, are analytically explored by applying a step-by-step methodology.

Delivery mode and means

The delivery of the selected modules was designed to include:

- Detailed outline of each section with a brief description of its content and explicit reference to its teaching purpose, objectives, and means of pursuing them.
- Extended power point presentations that cover comprehensivelythe components of each section
- Detailed notes from the teachers explaining satisfactorily and in detail parts of the material contained in the power point presentations that may require further analysis.
- Supportive material that includes selected professional and academic articles, reference manuals, and list of links to pertinent sites of international organizations, professional associations, chaaters etc.
- Appropriate case studies
- Short drills and self-assessment tests
- Exercises and numerical problems (with solutions)
- Videos

THANK YOU FOR YOUR ATTENTION!

The SMecoMP training program

- A **training program** involves the design and delivery of a series of courses with the aim to boost knowledge, skills, performance, or productivity on a certain topic defined as learning outcome.

- The content of each component /course /module of a study program is called curriculum.

- Contrary to the past, today lots of training programs are designed and delivered everyday adjusting to changing industry demands.

- The same applies with the number of courses and the curriculum content within each program.