

Greg Bond, Sandrine Le Pontois, Liisa Timonen



ECMT+: Entrepreneurship and Communication in Multicultural Teams

Learning Pathways for Students and Staff



ECMT+: Entrepreneurship and Communication in Multicultural Teams

Learning Pathways for Students and Staff

Greg Bond, Sandrine Le Pontois, Liisa Timonen

Publication Series

C: Reports, 63

Chief Editor

Kari Tiainen

Authors

Greg Bond
Technische Hochschule Wildau

Sandrine Le Pontois
Université Jean Monnet Saint-Etienne,
Université de Lyon

Liisa Timonen
Karelia University of Applied Sciences

Layout

Kaisa Varis

© Authors & Karelia University of Applied Sciences

ISBN 978-952-275-290-1

ISSN-L 2323-6914

ISSN 2323-6914

Karelia UAS - Publications
julkaisut@karelia.fi

Joensuu, Finland 2019



Co-funded by the
Erasmus+ Programme
of the European Union



Contents

1 INTRODUCTION TO ECMT+	5
2 THE IMPACT OF ECMT+ ON FACULTY: THE ECMT+ COMMUNITY OF PRACTICE	11
3 THE IMPACT OF ECMT+ ON STUDENTS: THE ECMT+ INTENSIVE PROGRAMMES	31
4 ECMT+ AND EUROPEAN IDENTITY (Galina Kurasheva)	47
5 WHAT DID WE ACHIEVE AS A WHOLE – SUMMARY OF IMPACTS FOR DIFFERENT BENEFICIARIES	51
APPENDICES	56
Appendix 1 : Sample ECMT+ Intensive Programme Schedule Entrepreneurship & Communication in Multicultural Teams	
Appendix 2 : List of Publications on ECMT+	

1 Introduction to ECMT+

ECMT+ BACKGROUND AND AIMS

Entrepreneurial and intrapreneurial thinking and skills are globally needed to foster employability, entrepreneurship and economic well-being – transversal skills¹ are considered to be among the key skills in future working life.² It is important to ask how to effectively integrate entrepreneurial approaches into higher education. And how to create relevant and practical pathways for entrepreneurial learning.

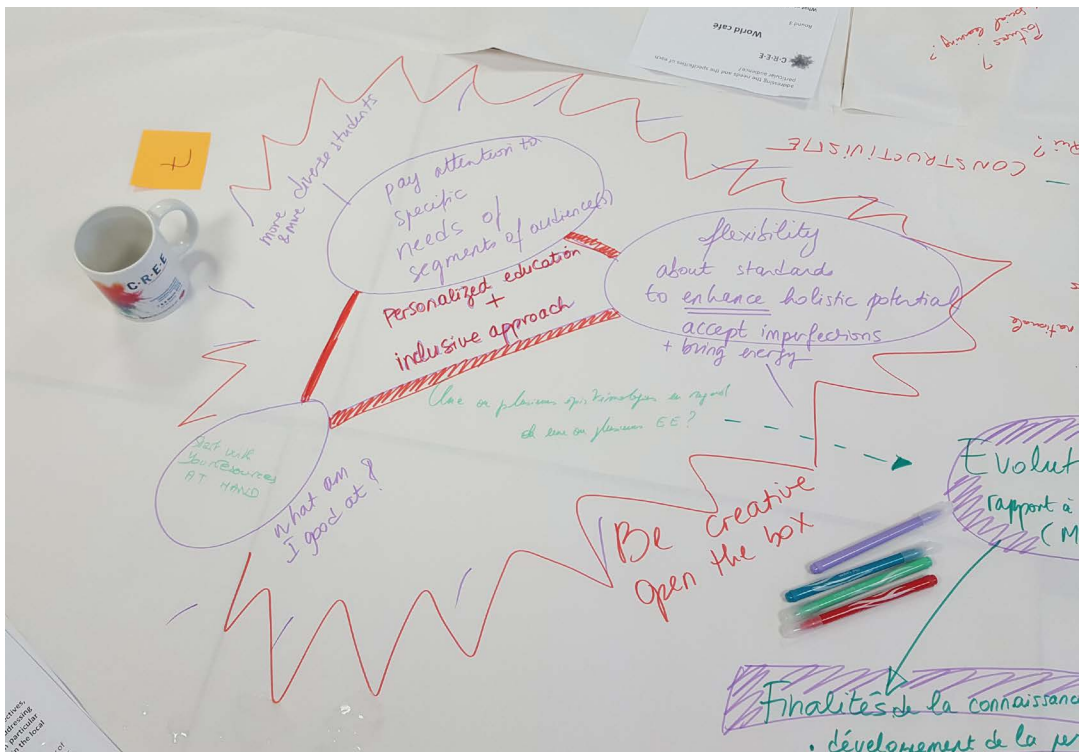
A variety of methods, tools and materials has already been developed to increase the attractiveness and effectiveness of entrepreneurship education. However, the question as to how to make the relevant choices and shape meaningful ecosystem partnerships still needs to be carefully considered by all higher education institutions (HEIs) working in this area. HEI students and graduates need transversal skills, as do teachers. Shaping entrepreneurial and intrapreneurial mindsets and communication skills, among others, is necessary for future graduates, and we need to make sure they are provided with the opportunities to gain such competences.

Our Erasmus+ Strategic Partnership project Entrepreneurship and Communication in Multicultural Teams (ECMT+) worked to find some concrete and learner-centred ways to create and develop entrepreneurial pathways for the benefit of both students and teachers. ECMT+ aimed at fostering the development of transversal competences and skills to promote future employability. Transversal competences and skills are mainly related to self-management, resilience, interpersonal and communication skills and they are all em-

¹ Transversal skills refer to a broad set of key skills that are known to be critically important to success in school, further education and the world of work. They include the ability to think critically, take initiative, use digital tools, solve problems and work collaboratively. Reference: Assessment of Transversal Skills 2020. EU. URL: <http://ats2020.eu/> (Erasmus funding program)

² <https://www.aegee.org/policy-paper-the-importance-of-transversal-skills-and-competences-for-young-people-in-a-modern-europe/> (accessed 30 October 2019).

bedded in all-round human development. One could say they are an integral part of intra-preneurship, yet it remains challenging to precisely define and distinguish the concepts of entrepreneurship and intrapreneurship.



WHO WE ARE AND WHAT WE DID IN ECMT+

ECMT+ involved seven universities or universities of applied sciences from Belgium, the Czech Republic, Finland, France, Germany, Poland and the United Kingdom.³ The project leader was Karelia University of Applied Sciences from Finland. Four of the partners had collaborated successfully on a previous Erasmus Intensive Programme entitled Effective Communication in Multicultural Teams, in which they had developed and piloted intensive courses on multicultural skills.⁴ These four partners continued with three new partners to form the ECMT+ consortium with broader expertise and diversity. The project team itself was diverse and multicultural, in terms of the professional backgrounds of participating teachers (several different disciplines, different levels of degrees), age, gender, languages, cultural backgrounds, professions, skills, talents, and, of course, personality features.

³ Karelia University of Applied Sciences, Université Jean Monnet St-Etienne, Silesian University in Opava School of Business Administration in Karvina, Technical University of Applied Sciences Wildau, Vives University of Applied Sciences, Poznan University of Technology, University of the West of Scotland.

⁴ These were Karelia University of Applied Sciences, Université Jean Monnet St Etienne, Salzburg University of Applied Sciences, Silesian University in Opava School of Business Administration in Karvina, Technical University of Applied Sciences Wildau, University of Tartu.

The work of ECMT+ was divided into three main areas: development of learning, development of teachers' expertise and reflective research, and aligning project outputs (see figure 1).

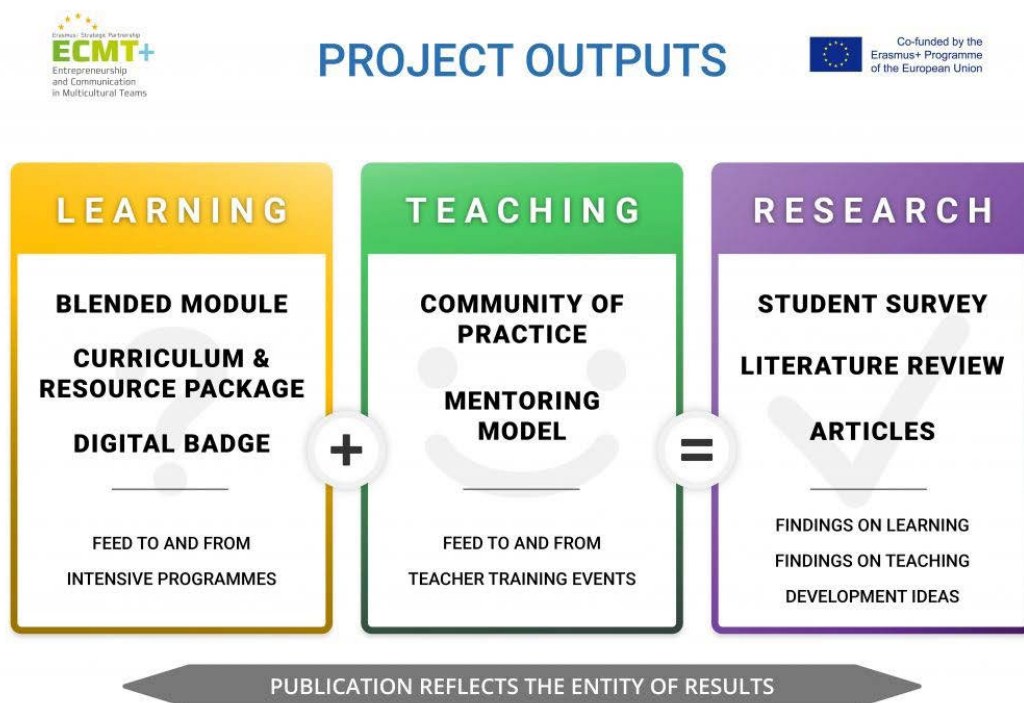


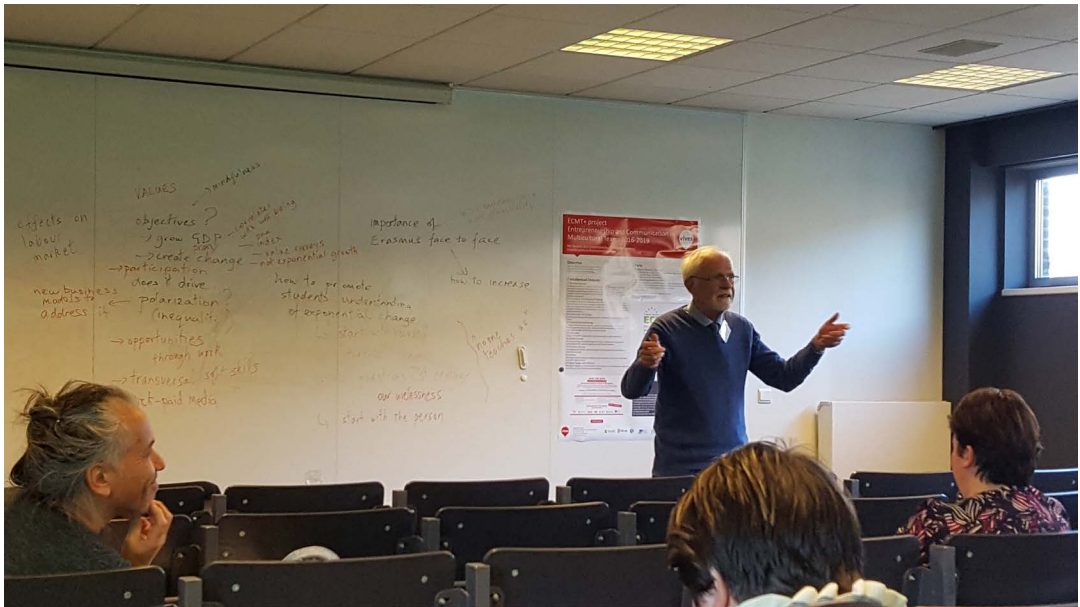
Figure 1. ECMT+ process, themes and outputs⁵

The development process included three cycles of pilots and their reflections both in learning and in teaching. These pilots and their results were further elaborated, and in the end the very final and shareable results were modified. During the project lifetime, there were three pilots on learning (intensive courses with blended modules: Finland 2017, Germany 2018, France 2019) and three on teaching (teacher/expert training workshops: Poland 2017, Belgium 2018, Czech Republic 2019). To involve all the partners in hosting one of the events, the project started in the United Kingdom in 2016, following the principle of equal participation and responsibilities.

The research element of ECMT+ discussed and reported the main findings throughout the process, enabling ongoing follow-up and providing anyone interested access to the development process (see the list of publications in Appendix 2). In addition, the teacher training events were open for anyone interested in attending and joining in the conversations. Most of the workshop materials are shared on the project web pages.⁶

⁵ In Timonen, L. (2018). Developing Transversal Competences and Skills. <https://unlimited.hamk.fi/amatillinen-osaaminen-ja-opetus/developing-transversal-competences-and-skills/> ISSN 2343-4708. *HAMK Unlimited: Journal*. (accessed 30 October 2019).

⁶ <http://www.ecmt-plus.eu> (accessed 30 October 2019).



VISIBILITY OF LEARNING RESULTS

One of the principles we had in our minds was that it is important that the competences and skills gained can become visible to participating students and their potential employers. Because it cannot be assumed that all the students or their potential future employers know what transversal competences and skills are, we made a considerable effort to provide participants with concrete tools to reflect and show their learning results. Moreover, the learners might need help to realise how valuable the entrepreneurial mindset is for their future, and, how valuable learning from peers in the multicultural context is – many of the competences and skills have started growing in this setting and are expected to flourish later on.

To support the students' learning process, we developed tools for self and peer reflection and an e-tool, a digital badge, to support the visibility, easy recognition, and understanding of the learning outcomes. These tools also promote growing networks and further learning as a continuity of the process.

A digital ECMT+ badge is a symbol of students' accomplishment, competences, skills as well as qualities and interest in entrepreneurial thinking. The aim of the badge is to make the results of formal, non-formal and informal learning during the intensive courses and preparatory online blended module visible for the students. However, it is more than the visibility of learning outcomes; the digital badge may also act as a motivator and increase student engagement. When students realise that they know, understand, and are able to do something useful, this can be an empowering experience promoting future learning too.



DISCUSSION

The current changes around Europe and more widely (economy, environment, demographics, consumer behaviour, IT, shared economy, robotics, crowd-sourcing, single market, politics and the opening and closing of borders) require new competences and therefore new ways of teaching and learning.

Universities and universities of applied sciences need to cooperate widely to be able to renew their curricula and practices responding to new needs and fostering more competitive and innovative economies. Consequently, the need for skilful and multiculturally competent HEI graduates with entrepreneurial and intrapreneurial mindsets is crucial.

To contribute to this, the ECMT+ project provided the following deliverables:

- » Joint module descriptions and resource packages for teachers that will be accessible and open for all after the project lifespan
- » International intensive course models supporting curriculum development and the internationalisation of education
- » Digital ECMT+ badge
- » Community of learning
- » Research publications supporting the dissemination, exploitation and sustainability of the ECMT+ results.

All the concrete project results are shared on the project web pages and/or through online tools for anyone interested to use. The aim is to create good practices and knowledge supporting professional development. There is a growing need for promoting greater exchange between different groups of experts who contribute to a Europe-wide discussion.



2 The Impact of ECMT+ on Faculty: the ECMT+ Community of Practice

THE GENESIS OF THE ECMT+ COMMUNITY OF PRACTICE (ECMT+ COP)

The practitioners, teachers and researchers involved in the three-year ECMT+ project wanted to focus on a way to improve their practice and performance both within the project and in their respective higher education institutions. Coming from seven European universities and from various academic fields (communication, entrepreneurship, project management, multicultural management, mediation, etc.), we decided at the outset that we needed to find a useful approach and space for sharing knowledge and learning from each other while being embedded in an international project. The aim was to share best practices and recent research results, to explore innovative ways to teach (observation, co-teaching, “out of the building”), to form a community including students, teachers and entrepreneurs (practitioners).



ECMT+ members wanted to be engaged in a process of collective learning and doing in the shared domains of “entrepreneurship and communication in multicultural teams.” The project included students, teachers and practitioners, with students part of a community of learning during the intensive programmes and practitioners and teachers part of a community of practice over four years, if the pre-project application phase and the months after the official project end in August 2019 are included.

THE BIRTH OF THE ECMT+ COP

Following Wenger & Snyder, communities of practice are “groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly.”⁷



Figure 2. Components of a social theory of learning, an initial inventory, from Etienne Wenger⁸

ECMT+ CoP took into account the three characteristics needed:

» The ECMT+ **domains**: the shared domains of interest were entrepreneurship and communication in multicultural teams. Members were distinguished from other people regarding their shared competences. The challenge was to combine **entrepreneurship** and **multicultural teamwork** expertise to sustain both a European and entrepreneurial collective identity.

» The ECMT+ **community**: relationships enabled members to **learn from each other**, by engaging in joint activities and discussions, sharing information and experiences, helping each other by observing members (shadowing), co-teaching, co-development, etc.

» The ECMT+ **practice**: ECMT+ was a community of interest around **European identity, multicultural teamwork and entrepreneurship**. Members were practitioners: teachers, researchers, entrepreneurs. The aim was to develop a shared repertoire of resources resulting from a shared practice (tools, experiences, reusing assets, cases, shared information, ways to address and solve problems, documentation, mapping knowledge and identifying gaps).

⁷ Wenger, Etienne, “Introduction to Communities of Practice,” <https://wenger-trayner.com/introduction-to-communities-of-practice/> (accessed 14 October 2018)

⁸ Wenger, Etienne, *Communities of Practice: Learning, Meaning, and Identity* (Cambridge: Cambridge University Press, 1998), p. 48.

To summarise and follow Wenger, a community in action helps start new lines of working, transfer best practices, sustain professional development, and identify and solve problems.

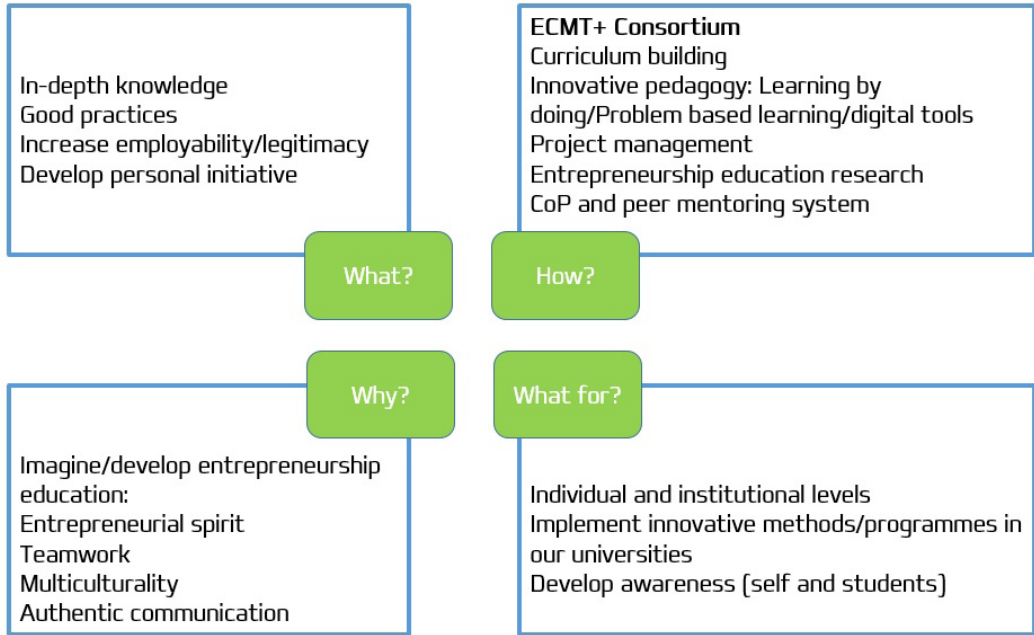


Figure 3. A community of practice: What? Why? What for? How?

ECMT+ COP IN ACTION

The combination of these three domains gave birth to the ECMT+ community of practice. Its 27 members and around 150 peripheral members were involved in the community for four years, including three Intensive Programmes (IP), meetings, teachers’ workshops, mentoring sessions and conferences. This CoP was applied to various areas linked with higher education (7 universities): professional development (3 teachers’ workshops, mentoring, 3 Intensive Programmes), ECMT+ web platforms (Moodle and Claroline Connect), and international project management (8 preparatory/review meetings).

The goals of the ECMT+ Community of Practice were as follows:

- » Work toward solutions to issues identified as priorities within the ECMT+ programme
- » Evaluate the success of the CoP on a regular basis
- » Look for collaboration opportunities with partners outside of the ECMT+ team
- » Develop and support ECMT+ best practices
- » Develop teaching materials needed in the ECMT+ programme
- » Encourage discourse on standards and their adoption

» Improve teachers' professional development

» Improve the ECMT+ overall programme



THE ECMT+ COP CHARTER

To frame and sustain this approach, the members decided to write an ECMT+ CoP Charter. The aim was i) to define the purpose of the community, ii) to give a community overview (innovative nature of this CoP) and iii) to identify and justify the ECMT+ members' needs, goals and actions. The following is an extract from the ECMT+ CoP Charter.

ECMT+ CoP is innovative:

1. We create a form of autonomous, self-determined, lateral, non-hierarchical dialogue between peers on professional concerns related to teaching communication, soft skills and entrepreneurship that is seldom to be found in universities. We develop methods to make this dialogue rewarding and we do this internationally.
2. An international community of practice can reflect on the transferability of methods and approaches from one culture or university context to another, a level of international sensitivity and self-reflection not usually found in entrepreneurship resource collections and platforms.
3. An international community of practice that is established over three years can be sustained long-term and create an exceptional quality of trust and dialogue.
4. The experience and knowledge generated in a long-term international community of practice will filter into partners' organisations and workplaces, initiating dynamics of change. This fosters forms of organisational development.
5. An international community of practice of this kind will deepen ties between Erasmus partner institutions.
6. An international community of practice creates a form of professional learning and development that becomes iterative and self-renewing, while also contributing to the personal development, satisfaction, well-being and motivation of participating individuals.
7. A community of practice benefits the stakeholders and clients of participating individuals and institutions by improving the quality of teaching and education, first and foremost for students, but also colleagues and others.
8. A community of practice can serve as a model for personal and organizational development for others, including students, partner organizations and businesses.



THE FOUR PILLARS OF THE ECMT+ COP

ECMT+ CoP members were interested both in multicultural teamwork and entrepreneurship, as are the European students involved in the project each year. CoP worked through three concrete actions aiming at fostering teachers' professional development:

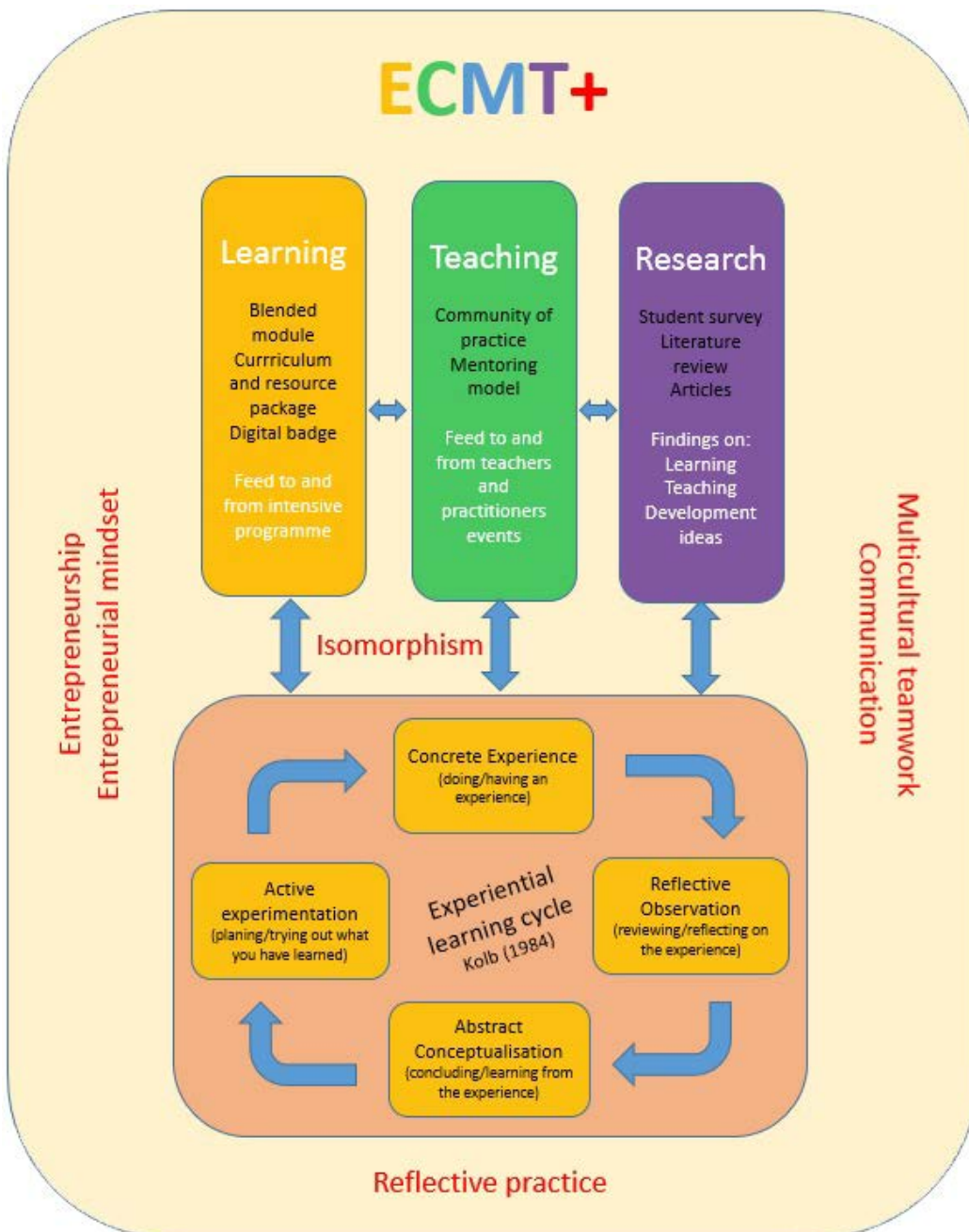


Figure 4. ECMT+ In Brief

THE FIRST PILLAR: REFLECTIVE PRACTICE AND TEACHERS' WORKSHOPS

Reflective practice aimed to link theory and practices. Being reflective involves being open to different ideas from different angles, being curious and patient when dealing with difficult issues, being honest and rigorous. The ECMT+ Intensive Programmes were a key forum for reflective practice. By observing and reflecting multicultural practices (as teachers, researchers, practitioners) through testing, practice and analysis, ECMT+ CoP members built a stairway to enhancing their own critical and self-critical thinking in order to develop their own professional selves, to improve the ECMT+ curriculum and to implement new paradigms in their own European institutions. The reflection involved how each member linked theory and practice, how knowledge developed, and how people learnt from what they did, experienced, or observed, following the reflective circle described by Gibbs (description, feelings, analysis, conclusion, action plan, description, etc.).⁹

The research team provided instructions and questions based on recent research in intercultural competence,¹⁰ multicultural teamwork, and entrepreneurship education to support both students and instructors in writing reflective diaries, especially on entrepreneurship or entrepreneurial competences. It is intended that a further research paper will be written about professional development, based on 20 qualitative interviews that were conducted during ECMT+.



⁹ Graham Gibbs, *Learning by Doing: A Guide to Teaching and Learning Methods* (Oxford 1988).

¹⁰ Michael Byram, Adam Nichols and David Stevens (eds.), *Developing Intercultural Competence in Practice* (Clevedon 2001).

The reflective practice in action also included teachers' workshops. Three one-day workshops on teaching methods in communication, culture and / or entrepreneurship were attached to the annual planning meetings (an extra day), with contributions by ECMT+ members and other experts and invitations to the whole ECMT+ teaching and research community and other teachers at the host institution.



The ECMT+ reflective practice aims in brief:

To embed ECMT+ CoP members in an observation and reflection process, including practice, testing and analysis

To develop reflective practice in order to find and develop their own voice

To foster critical thinking, institutional and personal ties

THE SECOND PILLAR: MENTORING PRACTICE (ENTREPRENEURSHIP, TEAMWORK AND SOFT SKILLS TEACHING)

The Community of Practice included a mentoring program in which participants from different institutions linked up to mentor each other on questions of professional relevance. There was peer mentoring between colleagues with similar experience and status and also mentoring of a junior colleague by a more senior colleague. For example, one experienced teacher / trainer was available during one of the Intensive Programmes with students to observe and give feedback and coaching to ECMT+ teachers and to then identify ideas for further training needs to the community as a whole. The aim was to provide support and fresh perspectives on questions and problems in teaching and broader professional life.

Mentoring included observation of teaching, sharing of materials, feedback methods, solutions-focus, empathetic dialogue, and two-way feedback and reflection on the mentoring itself, and took place during project meetings or via telephone, e-mail, Skype, etc.

Mentors and mentees were free to terminate or continue their process as needed. During and after the project, constellations of mentors and mentees changed. Various topics were discussed: pedagogy (paradigms, learning by doing, problem-based learning, tools), a multicultural teamwork (teamwork, cultural differences, decision making, mediation), entrepreneurship (entrepreneurial competences and skills, entrepreneurial mindsets). People shared their views in formal spaces (meetings, workgroups) and informal spaces, within different sizes of groups (two to six). Roles were developed, and mentees themselves gained mentoring skills. Concrete one-to-one mentoring remained confidential between mentor and mentee unless otherwise agreed.



The online platform was intended to include a CoP forum, but quickly the members expressed their preference for informal practice. Videos for teaching purposes (flipped classroom units) were provided by ECMT+ members and made available through the online platform. Materials collections were generated, with specific focuses, such as new classroom activities in a one-page format.

ECMT+ mentoring aims in brief:

To examine what a mentor is, what are the definitions of a mentor and mentoring, the diverse roles of a mentor and mentoring, and principles of effective mentoring in the field of peer mentoring

To enhance teacher skills and expertise to facilitate collective learning processes, problem solving, innovation, by sharing best practices

To build a team and create a diverse international teacher network empowered to gain greater self-awareness with a common culture and goals

To provide, share and cooperate on tools, resources and accessing new knowledge

To offer extended professional development for individuals within the project

To foster institutional and personal ties

To use skills gained with diverse student populations

THE THIRD PILLAR: RESEARCH PRACTICE

ECMT+ CoP also included researchers involved in educational sciences, entrepreneurship, economics and multicultural communication and mediation. Coming from various fields, they wanted to share their knowledge and experience through multidisciplinary research projects. Two researchers wrote a synthesis of the state of the art of entrepreneurship education for internal ECMT+ use. The aim was to build on previous research to design an effective curriculum (concerning entrepreneurship). Reflective practice has been the skeleton of the different research projects. Various professional development activities based on reflective practice were implemented in the ECMT+ curriculum. Several papers about intercultural collaboration within an entrepreneurial team were published after academic presentations and a further one is to be completed before the end of 2019, analysing the impact of ECMT+ on teachers' professional development. For details, see the publications list in Appendix 2.



In March 2019 an important conference on entrepreneurship education and teaching practice was held: CREE 2019 Conference, hosted by IUT Roanne, Jean Monnet University (35 presentations, 34 higher education institutions, 14 countries).¹¹ This included a presentation of the ECMT+ CoP. A double special issue documenting the conference will be published in 2020 in the French ranked academic journal *Entreprendre & Innover*.



¹¹ More on the CREE website: <http://www.cree2019roanne.com> (accessed 30 October 2019).



THE FOURTH PILLAR: ISOMORPHIC PRACTICE

The aim was to achieve what our students were actually doing, adopting an isomorphic posture. In parallel to the development of the students' communication and entrepreneurial skills during the IPs, the CoP members were the drivers of their own professional development in line with the ECMT+ community values. They practised peer mentoring, participated in professional workshops, and a few wrote their own self-reflective learning journals or self-reflective blogs for the ECMT+ blog on the project website.



A guideline, as an example, was provided to ECMT+ CoP members who were free to use it when writing their reflective diary. It was adapted for practitioners and another one was written for students.

Guidelines for instructors

Isomorphism is our leitmotif in this project. So, to help us to write our own reflective journal:

1. What did I learn *today (during the IP)/this first year?* (about myself, my ECMT+ team, our project, through peer mentoring, as a mentor or a mentee, ...)
2. What made me change the way I teach *today (during the IP)/this first year?* How? What would I abandon? What would be reinforced? What do I want to implement or test?
3. How did I interact with other people (ECMT+ teammate, stakeholders, public, ...)? What is my place in the team? How do I feel?
4. What tools helped me advance in and/or consolidate my professional development process? How is it better (or not:)?
5. What gave purpose to, or made sense of, my professional development today? Did this expand my own entrepreneurial mindset as an instructor?



“I am proud to be part of it! Multicultural communication, entrepreneurship, teamwork ... I have shared and learned so much.”

Access expertise

“Because I do not teach entrepreneurship, I support the team with other skills”

“It benefits teachers because you are motivated learning, experiencing, enjoying with European teammates.”

Improve communication with peers coming from foreign countries

“The program is great but time consuming. And there are so different types of decision making. It takes time. But ... we’ve done it!”



Increase productivity and the quality of work

“I am really happy with what we have done in the blended module.”

“Network to keep up-to-date in the field of entrepreneurship education and intercultural communication.”

“The main challenge is to link different perspectives.”

“The research part was challenging. So different ways to do entrepreneurship. Finally we have found our own way: Entrepreneurship as a tool to enhance multicultural communication skills and entrepreneurial mindset.”

Develop a sense of professional identity

“I feel I am part of a European higher education culture. I have learned so much thanks to this programme.”

Enhance professional reputation

“I feel like a pioneer, yes, because I have implemented some things coming from ECMT+ program in my own university. I have changed the way I teach entrepreneurship and I like it!”

The ECMT+ CoP also benefits the participants' own organisations by:

- » reducing the time/cost to retrieve information
- » reducing learning curves
- » improving knowledge sharing and distribution
- » enhancing coordination, standardisation, and synergies
- » reducing rework and reinvention
- » enabling innovation



3 The Impact of ECMT+ on Students: the ECMT+ Intensive Programmes

BACKGROUND AND AIMS

Students from the seven participating universities were invited to play a major part in ECMT+ from its conception. In fact, the project began with the idea of working with students, and grew to include intellectual outputs and other components from this source. The student component was a follow-up to a predecessor three-year Erasmus Intensive Programme, in which six universities had participated in three rounds of student mobility for two-week intensive courses each, on the subject of Effective Communication in Intercultural Teams.¹² These students had come together for three two-week intensive courses on international and cross-cultural teamwork.

This was to be continued in ECMT+, with the added focus on entrepreneurship and intra-preneurship. That seemed to be a clearly logical continuation, for several reasons. Firstly, several of the universities and in some cases the persons who had been involved in ECMT had a focus on entrepreneurship. Secondly, the ECMT Intensive Programmes had already asked students working in mixed international teams to devise a new business idea or product and to present this at the end of the two weeks to a forum of experts from within and outside the universities. Thirdly, everyone involved in ECMT had been very convinced of the value of the programme's short-term student mobility in terms of university profiles and, more importantly, the personal development of the students. We wanted to keep this going.

¹² These were Karelia University of Applied Sciences, Université Jean Monnet St Etienne, Salzburg University of Applied Sciences, Silesian University in Opava School of Business Administration in Karvina, Technical University of Applied Sciences Wildau, University of Tartu. Four of them: Karelia, Karvina, St Etienne, and Wildau continued in ECMT+.

The aims of the student mobility component in ECMT+ can be summarised simply. From the perspective of the students, they were to enhance team-working skills, cross-cultural awareness and competence, basic project management and self-management, and to encourage reflection on entrepreneurial thinking and identity. The latter did include some “hard” learning about entrepreneurship, markets, business plans, etc., but the focus of the student programmes was nonetheless also clearly geared to interpersonal communication skills. Not least, this included gaining self-confidence in unfamiliar settings and outside of the students’ comfort zones. From the institutional point of view, the aims were to provide students with an opportunity for short-term mobility and thus add to mobility options, and to link in with existing teaching on entrepreneurship, communication, or culture, while also sharing ideas on teaching and reinforcing partnerships. Also, the intellectual outputs that were linked to the Intensive Programmes were to provide teaching materials that could be used with other students back home and that had been developed through cooperation on the Intensive Programmes.

The two-week programmes for ECMT+ student intensive workshops took place at Karelia University of Applied Sciences, Technical University of Applied Sciences Wildau and Université Jean-Monnet (Roanne campus), always between winter and summer semester, so in January, February or March – of 2017 (Karelia), 2018 (Wildau), and 2019 (Roanne). The programme was structured with team building and ice-breaking elements, then the first week with more input from staff and gradually more and more time left for independent student project work leading to their final pitch of a business idea. There was also considerable input on entrepreneurship, mainly in the form of lectures, but also as workshops with students. This will be elaborated on below. First of all, some information about the students, their selection, and their tasks.



SELECTION OF STUDENTS BY HOME UNIVERSITIES, INTERDISCIPLINARY TEAMS, PREPARATION AT HOME

Each university selected its own students for the Intensive Programmes, and internal processes for this differed. In general, selection was competitive, with some universities asking students to write letters of motivation or attend interviews. The aim was for each university to send six students to each Intensive Programme, with an option for host universities to invite a higher number to the Intensive Programme they hosted.

Karelia University of Applied Sciences sent a total of 23 students, from International Business, Business, and Nursing undergraduate bachelor's programmes, of these 7 men and 16 women.

Silesian University in Opava School of Business Administration in Karvina sent a total of 17, of which 14 were bachelor's students, 1 a master's student, and 2 doing doctor's theses. There were 12 men and 5 women. The degree programmes were Business Economics and Management, Managerial Informatics, Public Economics and Administration (bachelor's students), Business Economics and Management (master's students), Business Economics and Management (doctoral programme).

Vives University of Applied Sciences sent 18 students, 16 of them fourth-year students from the advanced bachelor's in International Management, 1 each from the bachelor's in Business Management and Entrepreneurship and from the bachelor's in Marketing, 10 men and 8 women.

Poznan University of Technology sent 18 students, 15 from bachelor programmes in Engineering Management and Logistics, 6 from master's degrees in Corporate Management, 5 men and 13 women.

The University of the West of Scotland sent 18 students, from bachelor's programmes in Accounting, and Computing, and also from an MBA programme, 11 men and 7 women.

Université Jean-Monnet sent 23 students, 11 from a bachelor's in Business Management, 6 from a bachelor's in Marketing, 2 from Engineering, 2 from Supply Chain Management, and 2 from a programme in Network and Telecommunications, 11 men and 12 women.

Wildau sent 18 students, all from a bachelor's in European Management, 7 men and 11 women.

In total 135 students from seven universities participated in three Intensive Programmes over three years, including 65 men and 72 women. Although a majority came from business degrees, these varied in focus, and a significant number of students were studying something completely different (engineering, nursing, telecommunications). The project was interdisciplinary, which we believed would benefit students working in it. Also, the student cohort was by no means restricted to the seven nationalities of the seven universities, as a number of students had other international backgrounds. The cultural mix was far greater than meets the eye on paper.

Of the students who participated, most received credits that counted towards their degree programmes at the home university

For official recognition of participation and future use in their careers, students received a digital badge outlining the contents and competences of the programme. There were altogether 113 digital badges awarded for the completion of the three intensive programmes. The basic badge was awarded to 107 students and 6 applied for the advanced badge with attached evidence. Out of the 113 basic badges 40 badges were claimed and all the advanced badges were claimed by the students.

THE CURRICULUM AND THE INTENSIVE PROGRAMMES

Once selected, the students were given varying degrees of team building and coaching in their home universities. Some universities offered nothing here, while others provided supportive and facilitated workshops for students to get to know each other and work on the first elements of the curriculum, the “Pre-IP.” This had two parts. Firstly, teams were asked to produce a short team video in which they presented themselves and their home universities. This was a first creative task and a team-building activity. The videos were posted on the online platform that was used for student communication, curriculum materials and student outputs.

The second task in the Pre-IP was idea formation. Student teams were asked to come up with first business ideas that they would present on the online platform before the IP, and that would then be brought into the Intensive Programme, so that there was a range of ideas from which the ideas that would be developed in the Intensive Programme itself could be then selected.

The three IP curricula were very similar, notwithstanding certain differences.¹³ The general framework was teambuilding and ice breakers, input and reflection on entrepreneurship, development of own ideas and then team project work on these ideas. As the programmes progressed through the two weeks, students were given more time to work in their teams and to develop their ideas, leading up to a final pitch. Before any of this could be undertaken, it was necessary to form project teams.

Students did not stay in their home university (or “national”) teams for the IP. As one aim was to improve intercultural competence, and another to work in interdisciplinary teams, for each IP between seven and nine project teams were formed. There were different ways of doing this each time. For Karelia, teachers on the project selected teams in advance, on the basis of statistics on the students and focusing on creating mixed teams in terms of university of origin, nationality, gender, and discipline. In Wildau and in Roanne, students formed their own teams in a large facilitated marketplace of ideas on the first day of the programme, where students had to obey the principle of diversity when forming their own groups.

The first IP at Karelia UAS, Finland, focused on business idea generation and presentation skills. The students participated in the Business Idea Competition – Start me up! organised by the Business Joensuu. The TH Wildau IP had a thematic focus on “Driving Urban Entrepreneurship” (as Wildau is directly adjacent to the city of Berlin). There were elements in each programme that went beyond the more ordinary formats of a lecture or workshop given or facilitated by the teachers and trainers from the participating universities, and also beyond the student teamwork sessions. In Karelia, for example, a number of entrepreneurs were invited to hold short testimonial lectures on their businesses, and there was a longer externally facilitated pitch training session. In Wildau, students were sent into

¹³ As an example, the two-week programme from Wildau is included in Appendix 1.

the nearby city of Berlin to test their business ideas on the streets and in businesses. In Roanne, the same format was reiterated as students went to the city of Lyon to test their ideas. These elements added quality to the programme, which was based otherwise on a mix of the expertise in entrepreneurship that participating faculty members were able to offer from their own repertoires, and newly devised sessions and workshops designed for the Intensive Programme itself. The programmes also included social events, company visits, special events where students presented their home cultures or countries, sightseeing excursions, and a final party.

A key element was coaching. Each newly formed student team was allocated a coach from the faculty on the first day, and coaching sessions were integrated into the programmes. Here, students were able to present their ideas as they developed and to receive feedback, and also to ask questions and receive advice. As, with the exception of those from the home institution, faculty members usually stayed a few days only and not the whole two weeks, there was usually a change of coach during the first weekend of the project. Coaching was an important part of the programme, as students were shown appreciation and interest, and received expert input. Approaches to coaching varied considerably – in terms of the the coaching styles between directive and facilitative, and also the coaches' varying expertise (some were entrepreneurship lecturers, but many were not). As one of the project's rationales was that students would experience different styles of teaching and facilitation, this was all part of the experience.



The Intensive Programmes concluded with student pitches, which were done as classical presentations of an idea before an audience consisting of all of the IP participants and also a jury evaluating the ideas. This was a competitive format with winners and symbolic prizes.

Finally, students were asked to write reflective diaries on the project, with guided questions. These were submitted to the home university, where faculty members were free to give feedback in whatever form was appropriate. These reflective diaries were an important part of the student experience, and they also provided feedback for the universities and material for publications.

Students were also asked to fill out feedback forms on the Intensive Programmes, following various online and paper formats. Some reflective feedback sessions were also organised. Generally, the feedback was positive on the learning experience and personal development, but at every venue students were more critical of organisation and logistics, and also of some of the teaching formats and contents, where expectations were clearly high. This reflects the difficulties of organising such an event in which seven universities are providing input. Making that into an organic whole is very challenging – probably so challenging that it should not be an aim in the first place.

BENEFIT TO UNIVERSITIES FROM THE PERSPECTIVE OF THE UNIVERSITY

For this report, each university has identified benefits to the university from the student participation.



Karelia University of Applied Sciences

ECMT+ project was the first Erasmus+ Strategic Partnership project coordinated by Karelia University of Applied Sciences. It offered a great channel for systemic and strategic internationalisation of higher education and promoted professional learning in several ways.

The benefits derive from developing and creating an international intensive course in entrepreneurship in an international network, increasing student mobility, internationalisation at home and encouraging students to be more international, supporting students' entrepreneurial competence development, developing international partnerships and collaboration skills, developing project management tools and skills, and using the project as a systemic tool for the development of education. The course has been established into our regular study offering within complementary and multidisciplinary studies. These all meet with our strategic aims: internationalisation of education (curriculum development, course building in English, RDI [research, development and innovation actions] as a supportive/enabling tool), competence development (multicultural learning and working context; entrepreneurship), qualitative partnership development and negotiation skills, and mobility (mobility as required in the degree programme).

The project also supported teachers' and other staff professional development and international competence building and professional network building again meeting with the strategic aims of Karelia UAS. In addition, several spin-offs have already followed from the ECMT+ project as it has been used as an inspiration in other development areas.

Silesian University in Opava School of Business Administration in Karvina

Students who participated in the ECMT+ are much more willing to take part in other activities and are much more active. The majority of ECMT+ participants have decided for the Erasmus+ exchange, although they had previously no interest in such events. A lot of ECMT+ participants are Erasmus+ buddies, meaning they are active in helping Erasmus+ students in our faculty. The majority of ECMT+ participants are participating in other faculty projects and events, such as our Business Gate and International Student Seminar. Some of the students after ECMT+ want to be entrepreneurs and have taken extra courses in this direction. Our faculty benefits a lot from the know-how that was shared in this project and is a significant asset in our teaching programs, enriching some of the parts with a lot of practical know-how that would otherwise be only theoretical.

VIVES University of Applied Sciences

The main benefit was the international experience working together with other nationalities. Another advantage is that students can work outside the traditional setting of the university. It is easier to work intensively and continuously in a different setting away from the regular courses. It also proves that a lot of creative work can be achieved during only ten days. This is very motivating for them as well, especially for students who did not have the opportunity to go abroad with Erasmus. Furthermore, as the programme is sponsored, students from less affluent families have the opportunity to participate. The university benefits from face-to-face contact between staff and lecturers from abroad. This is essential in building lasting relations and mutual cooperation between universities. This way also

students benefit from the experience. If we compare three months Erasmus mobility with this project, we must conclude that the weakness of studying abroad is that the student has the benefit but that little added value is remaining in the university. In other words, the students leave and take the experience with them, in this project, by contrast, students, staff and university all have lasting advantages. Enhancing intercultural, communication and entrepreneurial skills of the students was linked to and was embedded in the business degree that they are enrolled in at VIVES. Learning by doing, experiencing collaboration in a multicultural team are the core benefits that were derived from this event.

Poznan University of Technology

Students benefit from acquiring knowledge and specific know-how from workshops abroad, developing transversal competences, increasing knowledge of social, linguistic and cultural matters, gaining practical skills relevant for setting-up a business and professional development, gaining practical experiences in project management, building up new contacts in a multicultural environment, sharing their own knowledge and skills with students from different countries, increasing self-confidence, increasing future employment and career opportunities and improving foreign language skills. The Intensive Programmes match the university's teaching and student internationalisation strategy by building and/or strengthening cooperation with partner universities, expanding professional academic networks and research collaboration etc., creating spin-off effects like curriculum development, development of joint courses or modules, leading to the introduction of new teaching subjects and contents, concluding inter-institutional agreements in the framework of Erasmus+ staff mobility for teaching and training as well as for exchange of students, increasing the quality and quantity of student mobility, experimenting with and developing new learning practices and teaching methods, sharing own knowledge and experiences with teachers from partner universities, improving services offered in intercultural collaboration with universities and institutions from abroad, enhancing the motivation of non-mobile students to do a traineeship abroad.

The University of the West of Scotland

The main benefit for UWS was the possibility for its students to engage in a short-term international exchange and thus to increase students' international exposure and meet the university's key performance indicators on student mobility. UWS's, and especially its Business School's, hallmark is inclusivity, i.e. accepting students from underprivileged backgrounds; these students often have difficult family circumstances and/or have to work to support their studies. As such, it can be challenging for them to participate in longer Erasmus exchange, but, due to the intense nature of the programme, the IP framework was perfect for them.

University of Applied Sciences Wildau

Students taking the European Management bachelor's programme are often very internationally oriented, with many starting the course already with quite a lot of international experiences and adventures. Therefore, participating in such a programme focusing on

entrepreneurship and cultural diversity is of great and extremely relevant value. The students learn a lot about themselves; their capabilities, their limitations and fears and how to overcome them, emerging from the IP experience wiser and stronger and more motivated and better equipped to pursue a career in an ever-changing and global environment.

For the university the project added value in internal networking and cooperation between participating departments and enhanced internationalisation through short-term student and staff mobility and the fact that this was our first Erasmus+ Strategic Partnership. Relations with several of the participating partners had already existed before the project and they were strengthened by it.

Jean Monnet University

The ECMT+ programme has undoubtedly contributed to the internationalisation of Jean Monnet University. From the students' perspective, ECMT+ changed their perception and enabled them to gain confidence in terms of studying in English and interacting with other European students and teachers. As a clear indicator, 40% of French participants went on to study in another European university the year following the ECMT+ programme.

As for the teachers, they clearly developed their language skills and confidence in teaching in English, and are now offering courses in English as part of Jean Monnet University regular programmes. One of the most valuable outcomes of ECMT+ was the further collaboration with Vives University of Applied Sciences. Following ECMT+, a joint module in Business English and Entrepreneurship has been designed and integrated into our second-year business management programme. As of 2019, between 40 and 50 students from France and Belgium will take this module designed as a blended mobility programme each year, thus enabling a wider range of students from our universities and other teachers to take part in an international programme.

Besides reinforcing language skills and European collaboration, ECMT+ also enabled teachers to further their professional development. In terms of curriculum, new Entrepreneurship programmes are now offered at the university, expanding from the ECMT+ model with great results. A research paper on the latter will be presented and published in the months to come (Le Pontois, S. & Jaillot, M. [2019], see Appendix 2).

Finally, ECMT+ was an amazing opportunity for everyone to participate in a highly demanding and complex project at a European level. Skills acquired in terms of professional and personal development are quite difficult to assess as each person is confronted with the complexity of working with people from various parts of Europe, with different cultures, personalities, perspectives and contexts, but the benefits are undoubtedly invaluable. University Jean Monnet values this experience and some of the staff involved in ECMT+ will play an active part in its new Erasmus+ European University Alliance project Arqus.¹⁴

¹⁴ More on the Arqus alliance project: <https://www.arqus-alliance.eu/> (accessed 30 October 2019).



BENEFIT FROM THE STUDENT PERSPECTIVE

To better assess the benefits of participation in the ECMT+ Intensive Programme for students we would have required a robust empirical research framework, with data from before the IP, data from immediately after, and data from a later period to assess sustainability. The student survey intellectual output in the project made steps in this direction, but the surveys did not include systematic pre-IP questioning or longer-term follow up. However, the student diaries do provide insightful subjective self-assessments. Generally, students were very positive about the effects of participation on their own learning and personal development, though there were some critical voices. Here are some soundbites from the diaries:

“EMCT+ helps every student find their inner competence, instil confidence, create opportunity to go further in our career and build the concrete business knowledge for us.”

“After the program, the intensive program becomes a memory that I cannot forget. The course is a great place for me to improve my professional knowledge as well as my connections.”

“The two weeks that the program lasted I learnt more about business than ever in school. The teachers were very motivated as the students as well. The group spirit was best I have ever worked in.”

“I am completely different person now, I know the most important part of personal development is to listen to others.”

“The ECMT+ project has been one of the most challenging and enriching experiences in my life so far.”

“These ten days were beneficial for all of us in many ways. I would dare to say that we will remember this programme our whole life.”

“For me work in multicultural teams was very valuable experience. I believe that participation in ECMT+ was an amazing opportunity to develop business and communication skills.”

“This project allows to shape my character, and look further in the future with self-confidence and positive attitude.”

“The ECMT+ Intensive Programme gave me a unique opportunity to gain new insights into business world. My entrepreneurial mindset had broadened thanks to the variety of ideas in the multicultural teams we were working in.”

“I think I gained my confidence and raised many new skills. Now, I know how to prepare a business plan, I know how to make a marketing plan. And, what is the most important, I know how to work in an international, multicultural team. It will be very useful for my future education.”

“I’m really glad I had an opportunity to take part in ECMT+ project. I had an inimitable chance to improve many of my skills, to develop my abilities, to get to know amazing people from different countries and to understand their cultures. Besides we had to learn how to cooperate with each other, we had to create our own business. We met many experienced people who wanted to share with us their knowledge.”

“For me, it was a great opportunity to meet a lot of interesting people from all over Europe. I changed my opinion about stereotypes and people taught me a lot of interesting things from each country.”

“Working in multicultural contexts and teams is an excellent opportunity for development. Exposure to diverse people and experiences can uncover that you might be making incorrect assumptions or missing out alternative perspectives due to overreliance on your own cultural background.”

“The opportunity to work on a product/service from the creation, initial idea until the pitch in front of investors was a challenge. To see how every step happens in practice and work on it as a team was really valuable.”

“After this project, I am still thinking about starting my own business, but just with the right idea and the right team. I learned that it is a long and hard way to start a company but it worth it because you really have the chance to make the world a better place.”

“For me, it is my ability to listen and reflect that has been reinforced by the IP.”

“The IP experience really stimulated me to start doing things that I like right now and not to wait until I finish my studies. I’ll certainly use what we saw as a basis for knowing what to do next when launching an entrepreneurial project. It gave me a good vision of what needs to be done and I’ve learned about steps that I didn’t even know about when creating something.”

“Personally, this experience made me grow and opened my mind. On the one hand through the courses we had, but also by interaction and discovery of the other. We had to adapt to people, their ways of working, their points of view or their languages within our team. Although it was complicated at first, I soon realised that our differences were a way to go further and learn more. Even if each of us did not always agree, we managed to find common ground and continue to move forward in a serene way.”

“You can say working in a national team is easier; you do not have the language barriers which steal you a lot of energy, time, and patience with your team. But you could miss out on someone’s foreign knowledge and expertise! It takes more effort to work in an international team but it is worth it because you gain so much more knowledge and you get to know different methods.”

“The IP taught me to be open to all kinds of people and to have no prejudices because these are not true in most cases. It changed me as a person in a way that I became more confident, especially in speaking English.”

“All in all I am really happy that I participated in this project. Before the project I did not know a lot about entrepreneurship, but now I can confidently say that these two weeks gave me some insights and knowledge about it. If there will be a chance to do something like this again, I would always say yes.”

“What really helped us as entrepreneurs was that every member of the teaching staff told us to fail as early as possible. We were told to analyse what went wrong and change it.”

“During the discussions I had the feeling that the way we talked to each other was not the same as I knew it from class, even with international students. Here was an atmosphere in which trust and socialising must be achieved and also has to be earned as early as possible at the same time when reaching for the goal of developing the business idea on a professional level.”

“With reference to the workshops provided by different coaches from various partner universities, I was not only sometimes confused due to their content but also with their relation to the entrepreneurial approach. I was disappointed because I already dealt with most of the topics at my local university and expected to learn something new that might help me to start my own business in the future.”

“The IP forced me to work independently and on my own without any professional advice. In addition, I got a wider sense for multiculturalism and international understanding. It contributed to make me a more open-minded person and to improve my social competences. To be honest, I don’t think that the IP has actually changed me as a person. I already experienced working in a multicultural team in the past, so this was nothing new for me.”

“If someone would have asked me straight after the end of the program what the IP course had taught me, I probably would have answered that there was nothing I have learned and that I will never attend a program like this ever again. But now, since some time has passed, I am able to reflect my experiences in a positive way and I can say that the IP course definitely taught me something. Most importantly, I’ve learned that when different people have to build a team, I can’t always choose who my team colleagues are going to be, and I will never know beforehand if the other team members are willing and able to work with the same productivity and creativity as I would do.”

“The IP course taught me only an ordinary and basic knowledge of entrepreneurship and not, as expected, the full knowledge spectrum through interesting and attention grabbing lectures, speeches and workshops.”

“I am really grateful for the opportunity to take part in this IP and want to thank the European Union for funding such projects. I think some improvements can still be made, but we are certainly on the right track towards developing a fully functioning project which every person can benefit from. Not only as a student, but also as a teacher, people should be able to develop their international skills even more.”



FINAL THOUGHTS ABOUT IMPACTS ON STUDENTS

Throughout this project, teachers reflected many times on what we (the organisers, the faculty) were asking students to do, and on how complex this could be. Students were supposed to work in teams with people they had never met before, from other institutions, cultures and disciplines, and to produce an outstanding business idea and pitch it, and to do all this in what for most of them was a second language, and in many cases without prior experience of international team work, entrepreneurship projects, project management, or pitching. For some of them this was their very first international collaboration project. This took place in the relatively safe environment of universities, admittedly, but on the other hand for the students this was not always as safe as it might seem – they were in new places, countries and institutions, where expectations and parameters concerning organisation and information, and teaching methods and learning methods differed widely. There was the additional stress factor of sharing rooms in sometimes quite cramped accommodation.

In short, we were asking the students to do something that we ourselves, as faculty, would also find challenging. Would we have felt comfortable at a younger age with the tasks we set ECMT+ student participants? It is true that the world has become more global and many students have a wealth of international experience or gain it during their studies, but levels of self-confidence and skill sets still differ greatly. We were asking a lot.

Reflecting on our own abilities within faculty to work together on ECMT+, we asked ourselves if our own skills in intercultural teamwork would have enabled us to match the achievement of the students. Planning and working on the entire ECMT+ project involved much more than just the Intensive Programmes, and was far more complex, but our own challenges in communication, time and project management, and in the quality of the products of ECMT+ did help us appreciate how high the levels of student achievement really were.

The feedback students gave in their diaries and in the feedback forms was often very enthusiastic, and many mentioned unique and life-changing experiences. Even if this was fired by the energy of the moment, the ECMT+ Intensive Programmes have certainly facilitated the personal and professional development of most of the students who participated.

International teamwork requires many skills. Among these, the ability to deal with ambiguity is crucial. This means being patient when things are not clear or not seeming to go where they should be going, being curious, asking the right questions, and continually reflecting on your own expectations and mindset, asking if these are appropriate in the collaboration at hand as a whole or at any specific moment. For students participating in ECMT+, this meant accepting that elements of the organisation and the programme were not as expected, and working with great sensitivity in the mixed student project teams. Most participants achieved this with great skill, and that those who found it difficult along the way potentially benefited the most from this project.

If we were to embark on this kind of project again, as faculty we might be clearer that the programme we are putting together is never going to be completely integrated and rounded, and to make that transparent to the students. In other words, we could have done clearer expectation management, explaining to the students that they will see and work with different contents and methods from seven different contributing institutions, represented by more than twenty faculty members, and that they will find some of these methods

unfamiliar, as we ourselves as faculty do. This will apply to standards of organisation, levels, quality and timing of information provided, teaching methods, coaching methods, feedback, and approaches to informal social contact. If we were able to make this clearer next time, we would be aligning ourselves closer to the students, not seeming to adopt the lofty position of the experts at the helm, but rather sitting alongside the learners in the same boat. Honestly sharing the experience of ambiguity would have helped everyone to anticipate challenges and surmount frustrations inherent in such a project.

4 ECMT+ and European Identity

One of the less overt and nonetheless important aims of ECMT+ was to bring European institutions of higher education and European and other citizens together and to thereby enhance collaboration within the European Union. Galina Kurasheva, a master's student from Technical University of Applied Sciences Wildau wrote her master's thesis on ECMT+ and European identity. An executive summary is included here.

ECMT+: A PROMISING WAY TO STRENGTHEN EUROPEAN IDENTITY?

Galina Kurasheva

The revival of populism and nationalism, problems with the rule of law and with fundamental European values inside the European common home are all visible symptoms of the European identity crisis (Chopin 2018). Today, when the very idea of the Union is being questioned, European institutions are turning to educational and student exchange programmes to promote a “we-feeling” among European citizens (Strupczewski 2017).

Existing empirical studies analyse the effect of ERASMUS+ on European identity in the context of individual student exchange experiences that last from three and up to twelve months. At the center of my study was ECMT+ – an ERASMUS+ strategic partnership project that unites seven universities from seven different countries working together to develop students' entrepreneurial mindset and transversal skills, and to foster exchange and learning among academics as well as create links to the entrepreneurial community.

In the case of ECMT+, the main sources of a common identity formation process for the student participants were social interactions and direct personal contact, which are limited to a few yearly meetings, three Intensive Programmes (14 days each) and online communication, making it an interesting subject for research. The main questions that I tried to answer in my study are: Has participation in ECMT+ strengthened the sense of a European identity of the project participants? Has participation in ECMT+ contributed to positive attitudinal changes towards the Union and European integration?

First, it is important to understand why ECMT+ has a potential for fostering European identity. The answer is rooted in intergroup contact theory formalised by Allport. Allport (1954) argues that contact between members of different groups can have a transformative effect on participants' attitudes towards each other and can reduce prejudice and intergroup bias. These positive consequences occur when the contact situation meets the following conditions: equal status, intergroup cooperation, common goals, and support by social and institutional authorities.

Thus, the ECMT+ project constructs a promising contact situation for strengthening European identity. Students during each intensive programme work in international teams, have equal status, and work cooperatively towards common goals. Interactions between students are not limited only to classrooms, there are also some activities (e.g. sightseeing) integrated into the schedule of each programme that allow the project participants to get to know each other in an informal setting.

And the same is true for ECMT+ key team; teachers work together towards the project objectives but for the whole project duration (three years). Over the project lifetime the ECMT+ team has several face-to-face meetings (some of the meetings were integrated in intensive programmes) at the different partner universities.

To answer the research questions and test my assumption about a positive interconnection between participation in ECMT+ and European identity, I carried out an online survey complemented by several qualitative interviews. The interviews played only a supporting role and were conducted to illustrate and clarify the findings obtained by the survey.

The survey consisted of the respondents' profile and the following seven questions:

As a result of participation in ECMT+...

- » Question 1: Do you feel closer to other European countries?
- » Question 2: Are you more interested in further cooperation with other European people?
- » Question 3: Are you more supportive of further European integration?
- » Question 4: Are you more supportive of the EU overall?
- » Question 5: Has your image of the EU changed?
- » Question 6: Do you feel more attached to Europe?
- » Question 7: Do you feel more European?

The questions were accompanied by an open section where the ECMT+ participants had a chance to write down why or why not participation in ECMT+ has contributed to a greater sense of the European identity.

59 ECMT+ participants took part in the survey – 48 students and 11 teachers. The survey took place before the project was completed, and it included student participants from only the first two project Intensive Programmes.

Figure 5 shows an overview of the survey results. It is absolutely clear that there is a general positive trend in all of the survey aspects. However, the greatest positive changes happened within questions 1 to 4. These are the questions related to rapprochement with other European countries, cooperation, integration and support for the European Union.

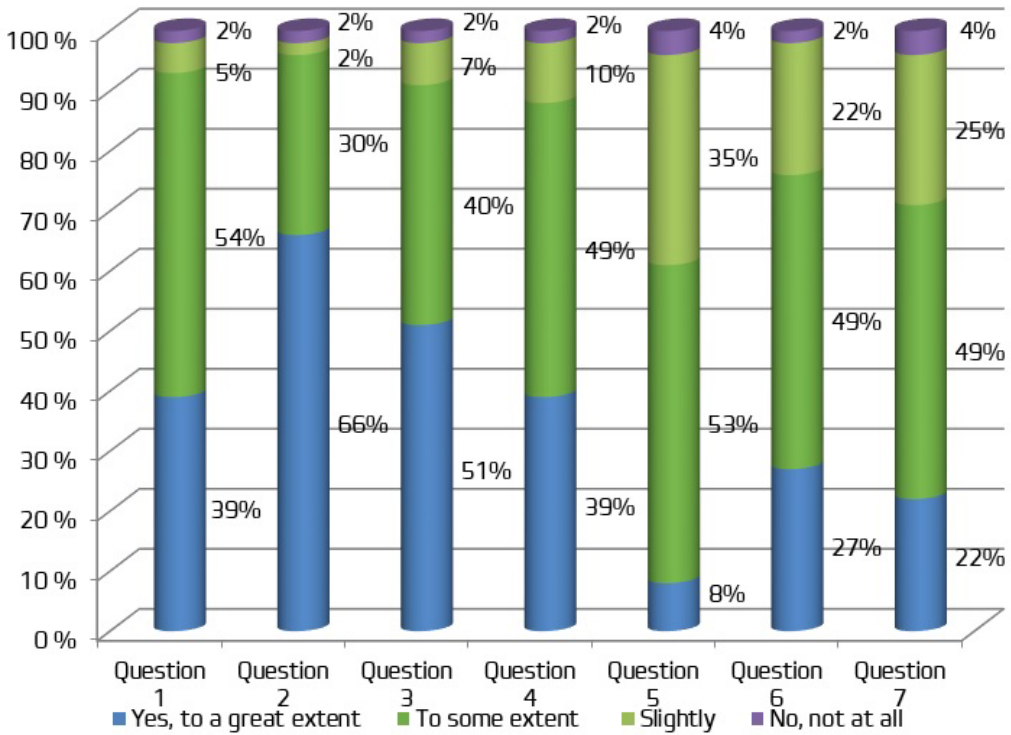


Figure 5. Overview of the survey results

The most moderate answers were given to the question 5 about the image of the European project. The result can be interpreted with the help of respondents' comments. The participants had already a very positive image of the EU before taking part in ECMT+.

When it comes to the questions 6 and 7, the overwhelming majority of the participants expressed that they have become more attached to Europe and that they have started feeling more European.

The results of the survey largely support the assumption that participation in ECMT+ strengthens European identity and contributes to positive changes in attitudes of the project participants towards the European Union and European integration.

The undisputed achievement of ECMT+ is a construction of a positive contact situation. The exciting opportunities to team up with international colleagues, work towards common goals, share ideas and knowledge and to exchange experiences are open to project participants.

Today when the European Union is going through turbulent times, the results of this study look very promising.

References:

Allport, G. W., *The Nature of Prejudice* (Cambridge, MA, 1954)

Chopin, T. (2018), "Europe and the identity challenge: who are 'we'?" <https://www.robertschuman.eu/en/european-issues/0466-europe-and-the-identity-challenge-who-are-we> (accessed 3 October 2018)

Strupczewski, J. (2017), "Education sought by EU to help build European identity," <https://www.reuters.com/article/us-eu-summit-education-idUSKBN1DH24Z> (accessed 3 October 2018)

5 What Did We Achieve as a Whole – Summary of Impacts for Different Beneficiaries

To sum up, a summarising collection of impacts is provided here. Through the project implementation, the partners including different beneficiary groups had a great possibility to learn from each other and develop both personal and organisational assets. Students and teachers have gained knowledge and experiences in entrepreneurial learning and teaching, transversal skills development and multicultural communication, which all will benefit also their future professions. The joint process enabled them to reflect and co-create new knowledge and practices. The project also offers a possibility to apply and learn new well working coordination practices. The main results of teaching and learning are reported in the previous chapters of this publication.

An ambitious, and also many times challenging for the whole team, project can thus have several impacts, many of which are hopefully long-lasting and thorough. Here is a summary of impacts reflected by the ECMT+ beneficiary groups (data collected in the final reflective workshop Poznan in May 2019 and in student surveys and event feedback inquiries).

Organisation

- » an international and multicultural intensive course running in English that can be established into regular offering -> meets with the need to develop courses in English, internationalisation at home and offering for exchange students, part of the new degree programme; can be developed and converted for the needs of global education, too
- » blended module that can be used and further developed in several ways
- » learning opportunities and networks for staff and students – organisational capacity building and self-esteem, professional development stories and development of teaching practices, content and tools
- » strengthened networks
- » organisational capacity building in entrepreneurship
- » organisational capacity building in the Erasmus+ programme management and coordination, image and network building (national agencies, international networks etc)
- » strategic partnership development and network establishment

Teachers and other staff

- » professional development in their own field of substance and pedagogical competences, added value from the various partners and diverse group of learners
- » international network building and teacher-to-teacher connection creation, new perspectives and insights into the teaching both in the IPs and the teacher training events
- » benefits from the content and materials, new learning experiences
- » international and multicultural competence development, personal growth and empowerment
- » internal team building and links with other units, faculties and schools
- » international peer-learning community building
- » learning from the process, communication and collaboration
- » tolerance and trust building

Students

- » professional development in the field of entrepreneurship and international competences, added value from the various partners and diverse group of learners
- » international network building, new perspectives and sights into the learning and teaching in partner countries
- » learning from the process, communication and collaboration

- » empowerment and self-esteem, support for personal development
- » support for learning and reflecting skills

Project coordinators

- » a lot of learning from the project management and coordination
- » a lot of learning from the communication, trust building and facilitation of teams
- » a lot of learning from the process and output development
- » many ideas for new projects, some applications done already
- » closer to international colleagues
- » minus: too much work compared with the project resources

One of the partners reports following:

”On a personal level and as a coordinator I upgraded my skills in terms of working in such an ambitious and wide project at a European level. I developed self-reflecting skills and learned to gain perspectives. I faced the challenge of working from a distance, working in a team that was facing personal challenges and busy workloads. I learned a lot about myself and about team process as well as personal process. This project was probably one of the most ambitious projects I have been involved in. It has been difficult to manage delivering the project while trying to manage my daily university workload. This caused quite a lot of stress, especially as we are struggling to convince our home universities to integrate European project work into our regular workload.”

Local and regional networks

- » The Erasmus university network was reinforced through this collaboration and encouraged all stakeholders to take part in other joint projects.
- » Both the local and international networks were reinforced. The programme enabled us to collaborate further with local companies and representatives from the business community.
- » more competent graduates in the future
- » more connections to benefit, more skilful partners
- » Indicators: number of network partners in IPs and multiplier events; later number and quality of graduate employment and business set up

European and international level

» Teachers involved all benefitted from working in a European setting. This collaboration had a direct impact on their approach to teaching entrepreneurship and communication skills. They benefitted widely from exchanging ideas with colleagues from partner universities and taking on board new approaches to teaching in terms of both delivery and content.

» Teachers widened their network for research, gained confidence and motivation in taking part in other European projects, were encouraged to reflect more on their teaching and practices as they were encouraged to compare their approach to approaches by other colleagues from other countries in Europe.

» Students benefitted from interacting with other European students during each IP. This meant getting to know other young Europeans and changing their perception of Europe as an abstract entity. This experience was even more interesting for them as they don't have any opportunity during their studies in their home university to study in English or to interact in English with students from other countries.

» They gained confidence and strengthened their language skills. They also developed a taste for Europe as 7 students out of 23 who took part in the IP decided to take part in an Erasmus Student mobility programme the following year.

» Students gained or strengthened their knowledge in intercultural communication, teamwork, entrepreneurship and business skills. Some changed their perception about entrepreneurship as well.

» They learned to managed an ambitious project in a limited amount of time with people they didn't know. They gained knowledge about themselves, developed their self-reflecting abilities, and were able to also reflect on their teamwork skills.

» They clearly enjoyed and benefitted from being taught and coached by a wide range of teachers from different universities who gave them different perspectives and approaches.

» This as whole supports relevance and internationalisation of higher education meeting with European education policy aims. Indicators: student and teacher journals and feedback, findings reported in several articles

Finally, we can also say, that the ECMT+ project boosts the participating HEIs' image and reputation and contributes into the strategic development of international networks as it both enabled deepening the ones involved and also created new synergies and collaboration possibilities. However, this kind of project is not all the time easy but it challenges all the team members and provides many lessons to learn, too, which can be carefully applied in future projects.



Wildau Intensive Programme: Driving Urban Entrepreneurship

26 February – 09 March 2018

Technical University of Applied Sciences Wildau

WELCOME TO THE ECMT+ INTENSIVE PROGRAMME AT TECHNICAL UNIVERSITY OF APPLIED SCIENCES WILDAU

In the next two weeks you will certainly be working intensively, meeting new people, discovering new ideas and ways of working. We encourage you to celebrate this, to work hard and to make the most of this special opportunity. There will be around eighty students, teachers, and other professionals working in many ways with each other throughout these weeks. Wishing us all a lot of fun and great learning!

The ECMT+ Trainer Team

ECMT+, Entrepreneurship and Communication in Multicultural Teams, is an Erasmus+ strategic partnership project. In this project, seven higher education institutions from seven different European countries are working together to develop teaching practice, entrepreneurship teaching research, and students' and teachers' entrepreneurial mindsets, practices and multicultural communication skills. This is a European cooperation project promoting collaboration and sharing across the continent.

The universities are:

Technical University of Applied Sciences Wildau, Germany – the host this week

Karelia University of Applied Sciences, Finland – the project coordinator

Jean Monnet University St Etienne, France

Poznan University of Technology, Poland

Silesian University in Opava, School of Business Administration in Karvina, Czech Republic

University of the West of Scotland, United Kingdom

Vives University of Applied Sciences, Kortrijk, Belgium

This programme is a two-week intensive workshop for students from the seven universities, dedicated to entrepreneurship education and preparing participants to face future challenges by enhancing their knowledge of the business world and developing essential skills and attitudes including creativity, initiative, tenacity, teamwork, an understanding of risk and a sense of responsibility. We understand entrepreneurship as the willingness and ability to develop new ideas, working with others to create them and make them workable. This can be both ideas for new companies and organisations and ideas for change within existing companies and organisations, where intrapreneurship thinking is much needed. Forging the entrepreneurial mindset will help future entrepreneurs and intrapreneurs turn ideas into action.

Research and Photography during the Intensive Programme

A major part of the ECMT+ project is research into entrepreneurship teaching. By participating in this intensive programme you agree to also participate in any surveys and evaluation that researchers undertake, and that your reflective essays that you produce at the end of the project may be used in research. All use of student input will be anonymous, and your name will not be used unless you are expressly asked and you expressly give permission.

You also agree by taking part in this intensive programme that the organisers may use your photograph for dissemination of the ECMT+ project only, and for no other purposes.

Thank you!

Day 1: Monday 26 February 2018

Time	Location	Format	Content
09:30-10:30	16-0093	Check-in	Check-in at UASW [Simon Devos]
11:00-12:15	16-0093	Roadmap	Introduction to the IP course [Dana Mietzner & Greg Bond & Team]
12:15-13:00	16-0093	Ice breaker	Ice breaker [Sandrine Le Pontois & Simon Devos]
13:00-14:00	Canteen	Lunch	
14:00-16:30	16-0093	Pitch it.	Formation of 9 International Project Teams Team contract, allocation of coaches [Greg Bond & Team]
16:30-17:00		Coffee break	
17:00-18:00	16-0093	Do it.	Teamwork & Project Management [Sini-Tuuli Saaristo & Kaija Sankila]

Milestone I

- » You are informed about the project weeks' aims and organisational issues.
You have an info pack.
- » You have met each other and teaching staff.
- » You have formed project teams and each team has decided on a business idea to develop.
- » Your team has a team name or acronym and a slogan, a team spokesperson and a staff coach or coaches for the two weeks.

Day 2: Tuesday 27 February 2018

Time	Location	Format	Content
09:30-10:15	100-214	Learn it.	General introduction to Entrepreneurship (Stephane Foliard & Lynda Saoudi)
10:30-11:15	100-401 100-301	Learn it.	Parallel sessions 1. Success Factors & Failure Management (Veronika Gustafsson) 2. Advantages & Obstacles in Intercultural Collaboration (Ewa Badzinska)
11:15-11:45	Hall 100	Coffee break	
11:45-12:30	100-401 100-301	Learn it.	Parallel sessions 3. Social Entrepreneurship (Jef Tavernier) 4. PEST-Trends Changing the World (Michal Stoklasa)
12:30-13:30	Canteen	Lunch	
13:30-14:00	100-214	Do it.	Introduction to Berlin Berlin Entrepreneurial Environment (Markus Lahr)
14:00-18:00	Berlin	Do it.	Student Team Field Trip

Milestone II

- » You have gained information about principles of and trends in entrepreneurship and intercultural teamwork.
- » Your team has visited Berlin and returned with 5 interesting entrepreneurial insights and practical ideas from the city, which you will present next morning.

Day 3: Wednesday 28 February 2018

Time	Location	Format	Content
09:30-11:30	16-0093	Present it.	What we Found in Berlin: Student Presentations
11:30-12:00	Hall 16	Coffee break	
12:00-13:00	16-0093 16-0095 16-1094 16-2094	Learn it.	Parallel Sessions 1. Pretotyping & Prototyping of Your Business Idea (Babette Grothe & Markus Lahr) 2. The Lean Startup Approach (Heikki Immonen) 3. Key Performance Indicators (Stephane Foliard) 4. Creativity (Ann Vandenbroucke)
13:00-14:00	Canteen	Lunch	
14:00-15:00	16-0093 16-0095 16-1094 16-2094	Learn it.	Parallel Sessions 1. Pretotyping & Prototyping of Your Business Idea (Babette Grothe & Markus Lahr) 2. The Lean Startup Approach (Heikki Immonen) 3. Key Performance Indicators (Stephane Foliard) 4. Creativity (Ann Vandenbroucke)
15:00-15:30	Hall 16	Coffee break	
15:30-18:00	16-0093	Do it.	Business Idea Pretotypes - New Approaches and Perspectives for Your Business Idea (Babette Grothe & Markus Lahr) Feedback on the prototype with coaches

Milestone III

- » You have presented your ideas from Berlin from yesterday.
- » You have gained information about developing business ideas and prototyping.
- » You have created a rough concept prototype of your own business idea and received feedback from your coaches.

Day 4: Thursday 01 March 2018

Time	Location	Format	Content
09:30-10:30	16-0093	Do it.	Prototype Collection of open questions, feedback & support on the prototype by coaches
10:30-11:00	Hall 16	Coffee break	
11:00-12:00	16-0093	Learn it.	Customer Observation & Profiling (Dana Mietzner)
12:00-13:00	Canteen	Lunch	
13:00-14:00	16-0093	Learn it.	Customer Profiles & User Tests (Michal Stoklasa)
14:00-14:30	Hall 16	Coffee break	
14:30-17:30	16-0093	Do it.	Preparation of User Tests Briefing for Next Day in Berlin

Milestone IV

- » You have developed your idea from a pretotype to a prototype.
- » You have learned about customer profiling and worked on your own customer profiles and created a design for the user tests.

Day 5: Friday 02 March 2018

Time	Location	Format	Content
09:00-12:00	Berlin	Do it.	Implementation and Utilization of Customer Observation Methods User Feedback Business Idea Iteration
13:00-16:00	16-0093 16-0095 Vinn:Lab Or work independently		Preparation of Presentation of the Final Tested Business Idea for Monday

Milestone V

- » You have tested your business idea in the city of Berlin and prepared a presentation of that idea for Monday.

Day 6: Saturday 03 March 2018

Sightseeing in Berlin including a tour of the Reichstag

Day 7: Monday 05 March 2018

Time	Location	Format	Content
09:30-11:30	16-0093	Present it.	Presentation of the Final Tested Business Idea [Moderation: Martin Bradbeer]
11:30-12:00	Hall 16	Coffee break	
12:00-13:00	16-0093	Learn it.	Business Models [Babette Grothe]
13:00-14:00	Canteen	Lunch	
14:00-15:30	16-0093	Learn it.	Business Plans [Joan Scott & Ron Beirens]
15:30-16:00	Hall 16	Coffee break	
16:00-18:00	16-0093	Do it.	Research Results and Canvas Models [Babette Grothe & coaches]

Milestone VI

- » You have presented your tested business idea.
- » You have gained information about business models and business plans.
- » You have applied lean canvas.

Day 8: Tuesday 06 March 2018

Time	Location	Format	Content
09:30-11:00	16-0093 16-2094	Learn it.	Parallel Sessions 1. Entrepreneurial Marketing I: Pitching, Presenting, Logo, Video (Lynda Saoudi, Michal Stoklasa, Nick Telford) 2. Entrepreneurial Finance: Instruments for Startups (Ron Beirens & John O'Donoghue)
11:00-11:30	Hall 16	Coffee break	
11:30-13:00	16-0093 16-2094	Do it.	Parallel Sessions 1. Entrepreneurial Marketing 2. Entrepreneurial Finance: Instruments for Startups
13:00-14:00	Canteen	Lunch	
14:00-16:30	16-0093 16-2094	Do it.	Parallel Sessions 1. Entrepreneurial Marketing 2. Entrepreneurial Finance: Instruments for Startups
16:30-18:00	16-2094	Present it.	Financing Strategy

Milestone VII

- » You have gained information about entrepreneurial marketing and financing.
- » You have begun to develop your marketing strategy and materials.
- » You have developed and presented a financing strategy.

Day 9: Wednesday 07 March 2018

Time	Location	Format	Content
09:30-11:30	16-0093	Learn it.	Entrepreneurial Marketing II: Marketing Campaign, Social Media (Lynda Saoudi, Warwick Downs, Nick Telford)
11:30-12:00	Hall 16	Coffee break	
12:00-13:30	16-0093	Do it.	Marketing Campaign
13:30-14:30	Canteen	Lunch	
14:30-18:00	16-0093	Do it. Test it.	Practice Your Business Ideas Fair & Pitch

Milestone VIII

- » You have gained further information on entrepreneurial marketing.
- » You have developed an entrepreneurial marketing campaign and materials.
- » You have developed and tested your final pitch.

Day 10: Thursday 08 March 2018

Time	Location	Format	Content
09:30-10:30	16-0093 16-0095	Do it.	Setting up Business Ideas Fair
10:30-10:45	Hall 16	Coffee break	
10:45-13:00	16-0093 16-0095	Pitch it.	Business Ideas Fair
13:00-14:00	Canteen	Lunch	
14:00-15:00	16-0093 16-0095	Evaluate it.	Feedback on the Programme (Vicky Allan)
15:00-...	16-0093 16-0095	Celebrate it.	Presentation TUAS Wildau Startup Party

Milestone VIII

- » You have presented your business idea in a final pitch.
- » You have received feedback.
- » You have evaluated the whole project.
- » You have celebrated your achievement

Day 11: Friday 09 March 2018

Departure

Appendix 2 : List of Publications on ECMT+

Ewa Badzińska and Liisa Timonen, “Entrepreneurial Mindset and Multicultural Communication Skills: a Reflection on the ECMT+ Intensive Programme,” *Zeszyty Naukowe Politechniki Poznańskiej. Organizacja i Zarządzanie*, 79 (2019), pp. 5–19.

Liisa Timonen, Developing Transversal Competences and Skills. <https://unlimited.hamk.fi/amatillinen-osaaminen-ja-opetus/developing-transversal-competences-and-skills/> ISSN 2343-4708. *HAMK Unlimited: Journal*. (2018).

Ewa Badzińska, “Empirical Study on Intercultural Collaboration in Project Teams: Preliminary Research Findings,” *Journal of Intercultural Management*, vol. 99, no. 3 (2017), pp. 29–44

Ewa Badzińska, “Evaluation of a Multicultural Approach to Teaching Entrepreneurship: Selected Research Results within the Framework of the ECMT+ International Project,” *European Journal of Social Sciences, Education and Research*, vol.11, no. 2 (2017), pp. 321–28

K. Heinz, M. Chylková, “Development of the European Project Erasmus+ ECMT – Evaluation based of the European Project Erasmus ECMT,” in T. Klietnik, *Globalization and Its Socio-Economic Consequences. Proceedings (Part II) 17th International Scientific Conference Globalization and Its Socio-Economic Consequences* (University of Zilina, 2017), pp. 636–44.

K. Heinz, M. Chylková, and L. Nenička, “Significance of ECMT+ Participants’ Feedback for their Future Entrepreneurial Careers within the EU,” in M. Staničková, L. Melecký, E. Kovářová, and K. Dvoroková (eds.), *Proceedings of the 4th International Conference on European Integration 2018* (Ostrava: VŠB-Technical University of Ostrava, 2018), pp. 447–56.

K. Heinz, L. Nenička, and M. Stoklasa, “Innovation of the Entrepreneurial Education on the European Level – Experience acquired in an International Project ECMT+,” in I. Majerova (ed.). *Proceedings of the 16th International Scientific Conference Economic Policy in the European Union Member Countries*. Karviná: Silesian University (2018), pp. 132–39.

K. Heinz and M. Chylková, “Self-evaluation of students’ progress within the ECMT Erasmus+ IP programme developing entrepreneurial and communicative skills,” in T. Klietnik (ed.), *Proceedings of the 18th International Scientific Conference Globalization and its socio-economic consequences*. Rajecké Teplice: ZU – University of Žilina (2018), pp. 127–35.

Le Pontois, S. and Jaillot, M. “De la créativité à l’innovation, de la capacité à la capabilité: l’incertitude comme levier de conversion en éducation à l’entrepreneuriat,” in *Dixièmes journées du groupe thématique innovation de l’AIMS* (Association Internationale de Management Stratégique), Grenoble, 16-18 Octobre 2019.

The project also had a project website: <http://www.ecmt-plus.eu/>, which included a blog: <http://www.ecmt-plus.eu>

In preparation: Sandrine Le Pontois and Liisa Timonen, “Challenging to Feel Like a Pioneer: European HE Teachers’ Professional Development through the ECMT+ Erasmus+ Project.”

