



D5.6 Replicability Guidelines



Tiimiakatemia
by jamk



KONFEKOOP
Euskadiko Kooperatiben Konfederazioa
Confederación de Cooperativas de Euskadi



diversity
4equality



CluBE
Cluster of Bioeconomy & Environment
of Western Macedonia



Mondragon
Unibertsitatea
Faculty of
Business Studies
MTA
MONDRAGON
TEAM
ACADEMY



Amplo Kaya



Initiative
Développement

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Executive Summary

This Replicability Guideline consolidates the full TEAMIT+ methodology and operational experience to enable any institution to successfully replicate the Expert Course — in full or in part. It integrates the scientific background of the Learning by Creating pedagogy (D3.1), the coaching guidelines (D3.3), the conceptual bases of the three modules (D3.4, D3.5, D3.6), and the ESCO-aligned micro-credentialing system (D3.2). It further provides a structured replication playbook, an evaluation framework, and a comprehensive collection of lessons learned by the consortium across two editions of the programme.

The TEAMIT+ Expert Course is built around three progressive, modular experiences:

MODULE	NAME	DURATION	REACH
Module 1: Understand	Ecological and Solidarity Transitions Day	1 day (simultaneous in 4 countries)	200–800 participants per edition
Module 2: Innovate	24 Hours of Innovation for the Planet	24 consecutive hours	150–400 participants per edition
Module 3: Create	Social4Impact Incubator	~12 weeks (bootcamp + remote + bootcamp)	40 participants, 4 countries

Across all three modules, the unifying thread is the Learning by Creating pedagogy — a transformative approach rooted in more than 30 years of evidence from Tiimiakatemia (JAMK, Finland) and Mondragon Team Academy (Spain). The methodology favours active, project-based, dialogue-driven learning over passive content transmission, and places team coaching at its core.

Key Takeaways for Replicating Institutions

- ⊕ Any of the three modules can be replicated independently or in sequence, providing flexibility to institutions of all sizes and contexts.
- ⊕ A coaching mindset — not a teaching mindset — is the essential prerequisite for all facilitators.
- ⊕ The programme is explicitly designed for diversity: multicultural, inter-sectoral, and inter-generational teams produce the richest results.
- ⊕ The ESCO-aligned Digital Passport system ensures skills earned are formally recognised across the EU.
- ⊕ Adequate time is not optional: the pedagogy requires space for trust, productive chaos, and emergence.
- ⊕ Modular architecture allows partial adoption — start with Module 1 and scale up as institutional capacity grows.

Introduction: The Purpose of This Guideline

About the TEAMIT+ Project

TEAMIT+ (Teampreneur Multicultural Impact Innovation Cooperatives) is a strategic partnership funded by the European Union under the Erasmus+ Programme (Grant Agreement No. 101111560). The project was conceived to address environmental crisis, such as climate change and biodiversity loss, by cultivating a new generation of teampreneurs: young professionals who combine entrepreneurial initiative, intercultural intelligence, and a deep commitment to sustainability. The call to action is that there is a need to re-think our actions to tackle the climate crisis through cooperative values. Therefore, *"Diverse people that join TEAMIT+ will have an environmental and social awakening with skills to co-create a greener economy in Europe"*. This is the purpose that has guided the program.

The consortium behind TEAMIT+ brings together nine European partners from France, Spain, Finland, and Greece, each contributing a distinctive institutional culture and expertise. Together, they developed the TEAMIT+ Expert Course: a modular, experiential training programme targeting young people aged 18–30 from higher education, vocational training, and vulnerable groups including young immigrants, refugees, and the unemployed.

What Is Replicability?

Replicability, in this context, refers to the capacity of an external institution to implement all or part of the TEAMIT+ Expert Course within its own educational, social, or professional context. It does not mean identical reproduction: the programme's architecture is intentionally modular and adaptable. What must remain constant is the pedagogical spirit — the commitment to Learning by Creating, to team coaching, and to real-world impact. The principle behind replicability is legacy: the results of TEAMIT+ must outlive the project itself.

How to Use This Guide

This document is structured to guide an institution from initial interest through full implementation. It can be read sequentially or consulted as a reference. The following reading paths are suggested:

PROFILE	RECOMMENDED READING PATH
First-time reader	Sections 3–6 for methodological foundations, then the module section most relevant to your context (Sections 7–9).
Programme designer	Sections 7–9 for module-specific detail, and Section 10 for the operational playbook.
Academic / researcher	Sections 3–5 for pedagogical and evaluation frameworks, and Annex B for ESCO mapping.

PROFILE	RECOMMENDED READING PATH
Institutional decision-maker	Section 10 (readiness, phasing, resources) and Section 11 (lessons learned).

Territorial Context: Common Challenges Across Partner Regions

The TEAMIT+ programme was designed to respond to real territorial realities. Each partner country faces a distinct but interconnected set of ecological and social challenges. Understanding this territorial context is important for replicating institutions: it explains why the three modules were designed as they are, and provides inspiration for how to contextualise the programme in new territories.

France — New-Aquitaine Region

New-Aquitaine is France's largest region by area. It faces significant challenges related to coastal erosion and flooding (particularly in the Gironde estuary and the Atlantic coastline), agricultural transition (the wine and cereal sectors must adapt to more frequent drought), and rural-urban inequality. The region also hosts a strong ecosystem of solidarity-based organisations and cooperative enterprises, making it fertile ground for the TEAMIT+ approach. Initiative Développement, an NGO with presence in Bordeaux, is deeply embedded in this territorial fabric and brings its civic engagement network to the programme.

Spain — Navarre and Basque Country

The Basque Country is internationally recognised for the Mondragon Corporation — the world's largest worker cooperative federation, employing over 80,000 people across industry, education, and finance. This cooperative heritage gives the Basque Country a unique institutional culture that aligns naturally with the TEAMIT+ values of collective entrepreneurship and social impact. Environmental challenges include the industrial transition of the steel and automotive sectors towards green manufacturing, and the management of the Bay of Biscay coastline. Diversity4Equality, KONFEKOOP, and the Universidad Pública de Navarra (UPNA) all bring this rich cooperative tradition into Module 3.

Finland — Jyväskylä Region

Finland is consistently ranked among the world's most innovative and sustainable economies. JAMK University of Applied Sciences, based in Jyväskylä, is home to Tiimiakatemia — the institutional birthplace of the Learning by Creating methodology. The Finnish educational system's emphasis on student autonomy, project-based learning, and low-hierarchy classroom dynamics aligns almost perfectly with the TEAMIT+ pedagogical approach, making Finland both a model and a natural partner.



Greece — Western Macedonia Region

Western Macedonia faces one of the most acute ecological and economic transition challenges in Europe: the region has historically been dependent on lignite coal mining and electricity production and is now undergoing a Just Transition process following European Green Deal commitments. The closure of coal plants has created significant unemployment and social dislocation, while also opening an opportunity to reimagine the regional economy around green energy, sustainable agriculture, and social innovation. CLUBE (Bioeconomy and Environment Cluster) brings this transition context directly into the programme, making Module 2's sustainability-focused challenges particularly resonant for local participants.

Common Challenges Across All Territories

CHALLENGE DOMAIN	SHARED TERRITORIAL CONCERN	MODULE CONNECTION
Climate Transition	All four territories must decarbonise energy, industry, and agriculture. Young people will inherit both the costs and the opportunities of this transition.	Module 1: awareness and commitment to act Module 2: solutions for company challenges Module 3: scalable social ventures
Youth Employment	Youth unemployment and underemployment remain above EU average in Greece and parts of France and Spain. Vocational Education and Training (VET) and job-seeker inclusion is a deliberate design choice.	All three modules target 18–30-year-olds including VET, job seekers, and vulnerable groups
Migration and Solidarity	All territories host significant immigrant and refugee populations whose voices are under-represented in climate and sustainability conversations.	Module 1: migration chairs game Ambassadors programme: EU advocacy
Cooperative Economy	Cooperative and social economy enterprises are growing in all four territories and represent a natural home for the teampreneur profile.	Module 3: Social4Impact incubator is built on cooperative values and social entrepreneurship principles in teams

Pedagogical Foundations: Learning by Creating

The pedagogical core of the TEAMIT+ Expert Course is Learning by Creating — a transformative educational methodology developed over more than three decades at Tiimiakatemia (JAMK University of Applied Sciences, Finland) and subsequently adopted and enriched by Mondragon Team Academy (Spain) and other institutions worldwide. It represents a paradigm shift from passive content consumption to active production and reflective practice.

MORE DETAILS AVAILABLE ONLINE: [TEAMIT+ Learning by creating methodology \(D3.1\)](#)

Philosophical Underpinnings

Before implementing Learning by Creating, educators must examine their own foundational beliefs about three deeply interconnected questions:

- ⊕ **Conception of Human Nature:** Learning by Creating is rooted in a humanistic view. Every learner is seen as unique, possessing intrinsic potential and the capacity for self-development. Dignity, autonomy, and holistic growth are non-negotiable.
- ⊕ **Conception of Knowledge:** The methodology draws on constructivist, social, contextual, and critical epistemologies. Knowledge is not transmitted — it is constructed, contextualised, and critically evaluated in interaction with others and with real-world problems.
- ⊕ **Conception of Learning:** Learning is understood as experiential, social, situated, affective, and phenomenon based. The learner's emotional engagement and ownership of the process are as important as cognitive achievement.

Four Core Learning Pillars

PILLAR	DESCRIPTION	KEY REFERENCE
Experiential Learning	Participants learn through concrete, real-world projects. Theory is applied, not memorised. Authentic problems demand authentic solutions.	Kolb (1984)
Team Learning	Multicultural and diverse teams serve as the primary learning engine. Shared goals, psychological safety, and collective responsibility enable deep learning.	Senge (1999), Tuckman (1965)
Learning by Dialogue	Continuous structured dialogue — listening, respecting, suspending judgement, speaking from the heart — generates and deepens collective intelligence.	Isaacs (1999)

PILLAR	DESCRIPTION	KEY REFERENCE
Self-Directed Learning	Learners own and lead their own learning journey. They set goals, choose methods, and evaluate progress. 'Teach me' becomes 'Let me learn!'	Cunningham (1999)

Critical Prerequisites for Implementation

Three conditions are structural requirements — not optional enhancements:

- ⊕ **Unlearning the Teacher–Student Hierarchy:** Coaches and learners must actively dismantle the assumption that knowledge flows top-down. The shift from 'teacher–student' to 'coach–teampreneur' requires explicit institutional investment, not just good intentions.
- ⊕ **Adequate Time:** The method produces delayed results. Teams need time to develop trust, move through Tuckman's stages, and allow learning to emerge organically. Institutions must protect time within their schedules.
- ⊕ **Tolerance of Productive Chaos:** Creative learning involves discomfort, ambiguity, and apparent disorder. Institutions must cultivate the resilience to tolerate — and design for — this necessary first phase of the creative process.

Tiimiakatemia — 30+ Years of Evidence

Founded in 1993 at JAMK University of Applied Sciences in Jyväskylä, Finland, by Johannes Partanen. As of 2024, Tiimiakatemia hosts six team coaches and 130 active teampreneurs organised in 9 cooperatives with a combined annual turnover of approximately 0,5M EUR. Over 300 business projects are done yearly. Studies last 3.5 years (210 ECTS) leading to a Bachelor of Business Administration. After graduation, 34% continues as an entrepreneur. Mondragon Team Academy (Spain) has applied and extended the model within the cooperative economy context.

Coaching for Learning by Creating

Why Coaching Instead of Teaching?

The TEAMIT+ methodology replaces traditional teaching with coaching as its primary facilitation mode. Coaching is more effective in this context because it is highly personalised to individual and team needs, empowers learners to take ownership of their growth, emphasises action and implementation over theory, promotes a growth mindset (Dweck, 2006), and creates a supportive, safe environment where teams can experiment, fail safely, and reflect — the essential conditions for innovation.

MORE DETAILS AVAILABLE ONLINE: [TEAMIT+ Team coaching methodology \(D3.3\)](#)



The Team Coach's Profile and Mindset

DIMENSION	DESCRIPTION
Mindset	Open, curious, future oriented. Embraces a growth mindset. Celebrates successes and models continuous learning.
Values	Aligned with TEAMIT+ core values: multicultural teamwork, sustainability, cooperation, impact entrepreneurship, and cooperative principles.
Coaching Spectrum	Skilled from non-directive (supporting self-directed learners) to directive (guiding teams that are stuck). Knows when to intervene and when to step back.
System Thinking	Able to see the team as a system, identify patterns, and address dysfunctions constructively and compassionately.
SDG Literacy	Knowledgeable about the UN Sustainable Development Goals, especially SDGs 4, 5, 8, 13, and 17, which are at the heart of TEAMIT+.

Key Team Coaching Competencies in TEAMIT+

TEAMIT+ team coaches operate across three overlapping domains of expertise:

Team Coaching Expertise

- ⊕ Guide teams through Tuckman's stages (forming, storming, norming, performing).
- ⊕ Address the Five Dysfunctions of a Team (Lencioni): absence of trust, fear of conflict, lack of commitment, avoidance of accountability, inattention to results.
- ⊕ Facilitate generative dialogue using Isaacs' four principles: listen, respect, suspend judgement, speak from the heart.
- ⊕ Create and maintain psychological safety within the team.

Knowledge Expertise

- ⊕ Climate change awareness and ecological literacy.
- ⊕ Impact entrepreneurship and social innovation.
- ⊕ Teampreneurship methodology and cooperative values.
- ⊕ TEAMIT+ ESCO-mapped skills and how they are developed across the three modules.

Pedagogical Expertise

- ⊕ Position the learner as the protagonist of their own learning.
- ⊕ Use projects as tools for solving real companies, institutions and community problems.
- ⊕ Coach the learning process, not just the content.
- ⊕ Accelerate learning through team dynamics and collective intelligence.

Evaluation and Assessment Framework

The TEAMIT+ evaluation framework is notably different from conventional academic assessment. Its tools do not primarily measure individual knowledge acquisition. Instead, they focus on the learner's overall development — competences, networks, self-awareness, and capacity for action. Self-assessment and reflection skills are central to the effective use of all tools.

The Learning Contract (Self-Assessment)

Origin: Ian Cunningham, The Wisdom of Strategic Learning, implemented by Tiimiakatemia / JAMK

- ⊕ Conducted at the beginning and at the end of Module 3 – Social for Impact.
- ⊕ Learner identifies competences and goals across professional, social, and personal dimensions.
- ⊕ Reviewed in dialogue with the coach and peers — blind spots are addressed collectively.
- ⊕ Creates individual ownership of learning and direction for the team.

Practical tip: *The most important outcome is not the document itself, but the dialogue it generates. Encourage learners to speak their contract aloud to their team.*

Personal/Team/Business Readiness Level Tracking Tool

Origin: TEAMIT+ (2026) – Inspired by the Technological Readiness level 1970 NASA and EU 2016

- ⊕ Coaches use the Readiness Level Tool during each regular coaching session with the Module 3 teams. The TEAMIT+ Readiness level is a self-developed tool on teams and individuals' team entrepreneurial behaviour inspired by NASA 1970 Technological readiness level which was later adapted for EU Tech investments in 2016.
- ⊕ General Principles
 - The purpose is developmental, not judgmental.
 - The focus is on progress over time, not isolated performance.
 - The quality of reflection and depth of work is more important than simply completing activities.
 - Coaches are expected to use professional judgment and provide qualitative explanation when needed.
- ⊕ This shared tracking system allows the coaches to:
 - Create a unified narrative across coaches.
 - Detect stagnation or acceleration early.
 - Support teams more strategically.
 - Generate evidence of learning and impact.

- ⊕ For each team member and each team (Personal, Team and Business Readiness Level)
 - Individuals and teams are rated between Level 1 and Level 5 based on the stage of development reached during the session, and a justification is provided.
 - The KPI column indicates whether key tools or milestones have been completed.
 - The evaluation must reflect depth of integration, not only task completion.

Practical tip: *The real indicators of success are the quality of dialogue, the level of accountability, the depth of reflection, and the maturity of action.*

Motorola Model (Project Reflection)

Origin: Robert Waterman (1999)

- ⊕ Applied after every significant project, event, or milestone.
- ⊕ Four questions: What went well? What went wrong? What did I/we learn? What will I/we apply in practice?
- ⊕ Can be done individually or as a team.

Practical tip: *The fourth question — 'What will I apply in practice?' — is the most important. The number of concrete answers is a proxy for the quality of the learning.*

Customer Consultations (External Feedback)

Origin of customer panel: Feargal Quinn (1990), adapted to customer consultations either by phone or surveys

- ⊕ The external feedback can be collected through customer panels, customer dialogues, or customer surveys.
- ⊕ A selected group of end-users or partners is invited to a facilitated session or called individually to facilitate the consultation process (qualitative feedback), or a survey can be shared to increase the number of answers (quantitative data).
- ⊕ Participants share experiences, improvement suggestions, and reactions to prototypes at the panel or individually by phone or through a survey.
- ⊕ A company or team representative listens without defending — an external facilitator is recommended.
- ⊕ Outputs are compiled into a development memo used to iterate the project.

Practical tip: *The customer panel is particularly powerful in Module 3 (Social4Impact), where teams are developing solutions for real social and environmental challenges.*

Team Discussions (Coach Evaluation)

Origin: Nonaka and Takeuchi Knowledge creating Spiral and Isaac 1999 Dialogue as practice through Socratic learning methods of Tiimiakatemia methodology (adapted to teams during Module 3 to train collective intelligence)

- ⊕ Conducted regularly (minimum five to ten times during Module 3).
- ⊕ First discussion: relationship-building, goal setting, and trust.
- ⊕ Subsequent discussions: skill assessment, feedback on performance, and new goal setting.
- ⊕ Learner provides feedback to the team coach — the relationship is bidirectional.

Practical tip: Skills assessed are comprehensive: attitudes, professional competences, social skills, ethics, responsibility, and leadership across four roles: team player, project worker, self-leader, and leader of others.

Feedback and Celebration Culture

Origin: TEAMIT+ inspired by Brene Brown (2010) and practice at Tiimiakatemia and Mondragon models

- Module 3 participants are encouraged to provide constructive and honest feedback to peers with written justifications shared with the community.
- They learn to connect with their vulnerabilities and celebrate both successes and failures.
- Coaches give feedback to teams verbally in team meetings and at the bootcamp, based on the actions they have done.
- Final feedback is provided at the team as well as at individual level through the personalized certificate after the final event.
- The final event where all teams shared their solutions was a time to reflect to celebrate the individual and collective journeys.

Practical tip: The worst feedback is not providing feedback at all.

The Innovation and Impact Teampreneurship Passport

ESCO Alignment and Micro-Credentialing

All competencies developed through the TEAMIT+ modules are formally recognised through a Digital Passport system aligned with the European Skills, Competences, Qualifications and Occupations (ESCO) framework. This ensures that the informal and non-formal learning acquired through teampreneurship is legible to employers, higher education institutions, and public authorities across the European Union.

From the outset, the project identified 18 pertinent skills from the ESCO database, spanning three categories: 8 Green Skills, 4 Digital Skills, and 6 Resilience Skills. These skills were selected for their direct relevance to the challenges of ecological and solidarity transition, digital collaboration, and teampreneur development.

The Three Digital Passports

MODULE	PASSPORT NAME	ESCO SKILLS
Module 1: Understand	Ecological and Solidarity Transitions Passport	7 skills (Green: 5, Digital: 3, Resilience: 1)
Module 2: Innovate	24h of Innovation for the Planet Passport	10 skills (Green: 3, Digital: 4, Resilience: 3)
Module 3: Create	Social4Impact Passport	8 skills (Green: 1, Digital: 4, Resilience: 4)

Open Badges Factory Platform

After benchmarking available platforms, TEAMIT+ selected Open Badges Factory (openbadgefactory.com) for delivering the Digital Passports. The decisive advantage was its direct integration with the ESCO database, enabling skills to be linked automatically to their official ESCO entries. A PRO account subscription is required to enable this integration.

Implementation Steps for Replicating Institutions

- ⊕ Create a professional account on Open Badges Factory (required for ESCO integration).
- ⊕ Design the badge for each module following the TEAMIT+ template available in the project repository.
- ⊕ Link the relevant ESCO skills to each badge using the platform's ESCO browser.
- ⊕ Define the assessment criteria for badge issuance (participation evidence, coach validation).
- ⊕ Issue badges to participants at the end of each module introducing all participants' emails.
- ⊕ Communicate to participants how to share their badges on LinkedIn and other professional networks.

MORE DETAILS AVAILABLE ONLINE: [TEAMIT+ Digital Passports design \(D3.2\)](#)

Module 1 — Ecological and Solidarity Transitions Day

Origin, Conceptual Basis and Core Values

Module 1, formally known as the "*Rendez-Vous of Ecological and Solidarity Transitions*", was originally created by the NGO Initiative Développement (ID) in 2020 as the "*Rendez-Vous of Solidarity Innovations*". Since 2023, it has evolved to reflect more precisely the urgency of ecological and climate justice. ID integrated it into the TEAMIT+ Expert Course as the gateway module — the

first structured contact point between young people and the challenges they will address throughout the programme.

The module's core philosophy rests on a single non-negotiable conviction: climate, justice, and solidarity are complementary priorities, not competing ones. Ecological transitions cannot be conceived or achieved without social transitions. The module actively resists greenwashing and the over-promotion of individual action, insisting instead on systemic understanding and collective commitment.

Four founding goals drive the module: (1) raising awareness of the challenges of climate change and the fight against inequalities; (2) providing a forum for meetings and collaboration; (3) promoting solidarity-based projects and ideas; (4) experiencing a different kind of co-construction through the 'learning by doing' methodology grounded in popular education.

MORE DETAILS AVAILABLE ONLINE: [TEAMIT+ Module 1 methodology \(D3.3\)](#)

Programme Structure — A Day in Four Movements

The day follows a deliberate pedagogical arc, running simultaneously in all four partner countries. The programme is staggered for time zones (Spain/France at +0h; Finland/Greece at +1h):

TIME (SP/FR)	TIME (FI/GR)	ACTIVITY
8:30–9:00	9:00–10:00	Welcome coffee — informal networking. Essential for building group energy.
9:00–9:15	10:00–10:15	Introduction. Keynote or video to frame the day's themes.
9:15–11:45	10:15–12:45	Climate Action Simulation (Climate Interactive). Full group (up to 80 per event). 2h30.
12:00–13:00	12:00–13:00	Inspiring project videos / Local Initiatives presentations.
13:00–14:00	12:45–14:00	Shared lunch. Social mix is intentional — participants debrief and connect.
14:00–16:00	14:00–16:00	3 parallel afternoon workshops (2h each). Participants choose 1 of 3.
16:00–16:30	16:00–16:30	Conclusion and closure.

The Four Workshops in Detail

Climate Action Simulation

The flagship tool, developed by Climate Interactive. Participants simulate an international climate summit, taking on the roles of different economic sectors (agriculture, transport, fossil fuels, activists).

They must negotiate a global agreement to limit warming to 2°C while defending their own interests — experiencing firsthand the political and economic tensions of climate governance. Runs 2h30. Requires expert facilitators from Climate Interactive, supported by trained young volunteers. Facilitators must undergo the free training provided by Climate Interactive before the event.

Migration Chairs Game

Created by the French association *Engagé.e.s et Déterminé.e.s*. Participants physically distribute themselves to represent world population, global wealth, and migration flows. Confronts participants with the gap between their assumptions and statistical reality. Runs 2h. Requires 1 facilitator per 20 participants, basic printed materials.

Climate Change, What About Us? (Climate Justice Game)

A role-play created by the Belgian association CNCD-11.11.11, from the 'Climate Justice' kit. Participants are divided into 4 groups (one per country) experiencing climate change differently — as contributors or as those bearing the consequences. A 50-minute discovery phase is followed by a 50-minute debate on climate (in)justice and collective action. Runs 2h. 12 to 32 participants.

Circular Economy Collage or Game

The collage was used in the first edition but was replaced in the second edition by a Circular Economy game, due to facilitation complexity. Institutions replicating Module 1 should select tools that their volunteer team can master quickly, covering themes such as circular economy, biodiversity, or sustainable consumption. Tools from the Climate Fresk family are well-suited.

Stakeholder Roles

ROLE	PROFILE	RESPONSIBILITIES
Participants	50–200 per country event. Age 18–30. Mix of HE, VET, job seekers.	Attend the full day. Participate in 2 workshops. Vote for project award. Some continue to Module 2.
Volunteer Facilitators	12 French + 3 per partner country. Age 18–30. No expertise required.	Trained in September. Facilitate afternoon workshops. Support Climate Simulation expert.
Ambassadors	3 per country per edition (12 total).	Facilitate Module I. Then lead advocacy campaign remotely (Oct–Feb).

ROLE	PROFILE	RESPONSIBILITIES
Local Initiatives Presenters	NGOs, student groups, impact projects.	Present via pre-filmed video or in-person. Show pathways for civic engagement.
Other Partners	Venue, catering, videography, regional networks.	Ecological logistics, communications, values alignment.

The Advocacy Campaign — Ambassadors Programme

The Ambassador's Programme is the continuity mechanism between Module 1 and Module 2. It is one of the most distinctive and powerful elements of the TEAMIT+ design: it transforms participants from one-day attendees into sustained civic actors over a four-month period.

Phase 1 — Facilitation (5 months)

- ⊕ Ambassadors are recruited from June to early September in each country.
- ⊕ They undergo facilitation training in mid-September (face-to-face for French ambassadors; remote for European partners) to be able to facilitate the Module 1 workshops in English.
- ⊕ During Module 1, they co-facilitate the afternoon workshops alongside the expert facilitators.

Phase 2 — Advocacy Campaign (5 months)

- ⊕ From mid-October, all 12 ambassadors (3 per country) choose together a specific advocacy topic related to climate disruption.
- ⊕ Each national group separately studies the EU legislation and their own country's legislative and advocacy context on that topic.
- ⊕ During Module 2 (24h of Innovation for the Planet), the 12 ambassadors meet in person for the first time with ambassadors from other countries and participate in the hackathon with their own advocacy challenge.
- ⊕ They pool their national research, imagine an advocacy campaign (video, podcast, written commitment booklet), and draft policy recommendations for local and EU stakeholders.
- ⊕ From January to February, they work remotely to finalize the campaign and the commitment booklet.
- ⊕ They present the booklet to Module 3 participants and convince local stakeholders to sign up to their commitments.

Recognition: Ambassadors receive additional ESCO-validated badges recognising their advocacy skills, in addition to the full Module 1 participant badge set.

Replication Instructions

Step-by-Step Checklist

- ⊕ JUNE–SEPTEMBER: Recruit participants (target: 50+ per event). Partner with VET institutions, employment agencies, and immigrant support structures to achieve diversity targets.
- ⊕ JUNE–SEPTEMBER: Recruit volunteer facilitators (12+ per event). Select based on motivation, not prior expertise, assess language fluency. Age 18–30 only.
- ⊕ MID-SEPTEMBER: Train volunteers on all workshop tools. Minimum 2 full training days.
- ⊕ SEPTEMBER: Select Ambassadors (3 per country). They must be available for Module 2 travel.
- ⊕ 2–4 WEEKS BEFORE: Secure venue (eco-committed, accessible by public transport, flexible spaces). Confirm all partners.
- ⊕ 1 WEEK BEFORE: Test online connection logistics if running multi-country simultaneously.
- ⊕ DAY OF: Deploy facilitators, volunteers, and ambassadors.
- ⊕ AFTER: Issue ESCO-aligned Digital Passports. Debrief with team using Motorola model. Share self-evaluation survey and satisfaction survey. Begin Ambassador advocacy phase immediately and follow up regularly.

Ecological Commitments

- ⊕ All meals: vegetarian with vegan option. Source locally.
- ⊕ Encourage public transport or carpooling for all participants.
- ⊕ Offer online participation for partners who are geographically distant.
- ⊕ Use reusable crockery; minimise plastic and printed waste.

Module 2 — 24 Hours of Innovation for the Planet

From Innovation to Impact Innovation — the Conceptual Foundation

The concept of innovation has evolved beyond the classical Schumpeterian definition (a new product, service or process that finds its market). The TEAMIT+ programme defines impact innovation as: new services, products, or processes that meet economically viable markets to ensure the sustainability of their uses, while allowing them to neutralise and even make positive social and environmental impacts.

This is the intellectual and ethical foundation of Module 2. The 24 Hours of Innovation for the Planet is not a generic hackathon — it is a structured environment for generating impact innovations that respond to real sustainability challenges. Since 2021, ESTIA's '24h of Innovation' concept has been specifically adapted to focus on environmental outcomes, building on over 15 years of internationally proven experience.

Track Record

- ⊕ Created by ESTIA Engineering Institute in 2007 by J  r  my Legardeur.
- ⊕ 99+ editions organised on 5 continents: Europe, Americas, Asia, Africa, Oceania.
- ⊕ 26,195 participants from 355+ schools and universities in 40 countries.
- ⊕ 1,680+ projects developed for 1,320 organisations and companies.
- ⊕ Many early-edition solutions were subsequently industrialised and brought to market by companies.

MORE DETAILS AVAILABLE ONLINE: [TEAMIT+ Module 2 methodology](#)

The Pedagogical Core: Diversity as Creative Catalyst

The 24 Hours of Innovation is deliberately designed to make diversity its primary creative engine. Research on team creativity consistently shows that teams composed of participants from different academic backgrounds (engineering, design, marketing, social sciences), different institutions, and different cultural contexts produce richer and more innovative solutions than homogeneous groups.

The TEAMIT+ model operationalises this insight:

- ⊕ Teams are intentionally formed from participants with different disciplinary profiles — engineering, design, marketing, social sciences, and humanities.
- ⊕ Participants from different countries are mixed across teams wherever logistically possible.
- ⊕ The challenge selection mechanism promotes diversity: participants choose the challenge that interests them most, which naturally draws people together across institutional boundaries.
- ⊕ Coaches actively balance contributions, monitoring group dynamics to ensure quieter voices are heard and dominant voices are moderated.
- ⊕ Structured brainstorming techniques (presented in a 24 hours methodology booklet) ensure all perspectives enter the ideation process.

The Double Diamond and the Hybridisation Approach

Teams are guided through a flexible adaptation of the Double Diamond design process (British Design Council, 2005). The four stages are mapped onto the 24-hour timeline as follows:

STAGE	MAX HOURS	KEY ACTIVITIES
I. Discover and Analyse the Problem	0h → 5h	Understand problem, usage constraints, requirements. Find and collect information. State of the art.

STAGE	MAX HOURS	KEY ACTIVITIES
2. Generate Ideas	5h → 9h	Organise brainstorming. Generate and reformulate ideas. Map and cluster concepts. Evaluate for sustainability, originality, feasibility.
3. Design the Concept	9h → 20h	Select and develop the best concept. Design the solution: 3D rendering, prototyping. Develop business model and impact case.
4. Pitch the Solution	20h → 24h	Prepare and rehearse the 3-minute presentation. Pitch training. Deliver the live pitch to the jury.

The Double Diamond framework is applied flexibly via ESTIA's Hybridisation Approach (Legardeur, 2009): coaches combine multiple methodologies, tools and techniques based on each team's specific challenge. Available tools include: Design Thinking, Creative Problem Solving, Business Model Canvas, TRIZ, 6 Hats, Brainstorming, Blue Ocean Strategy, and Eco-Innovation methods.

Format, Logistics and Assessment

ELEMENT	SPECIFICATION
Duration	Exactly 24 consecutive hours. Non-stop. This is intentional — the creative pressure of time constraint is part of the methodology.
Participants	150–400 participants. Teams of maximum 10 people. Team composition is free — strongly encourage diversity of profiles and origins.
Challenges	Proposed by real companies, laboratories, or institutions. Must relate to at least one SDG. Topics are revealed at the opening ceremony. Teams choose challenge on first-come, first-served basis.
Final Presentation	3-minute pitch to a jury of innovation professionals. Evaluated on: Innovation (creativity and uniqueness), Feasibility (realism), Sustainability (SDG contribution).
Coaching	Multidisciplinary coaching team (technical, innovation, communication). Do not act as teachers — act as high-intensity facilitators managing Double Diamond transitions. Ratio: 1 coach per 2–3 teams.
Awards	3 top teams + thematic awards. All prizes eco-friendly and locally sourced wherever possible.

Replication Instructions

Key Requirements

- ⊕ Contact ESTIA first: the '24 Hours of Innovation' is a registered format (24h.estia.fr). Access resources, templates, facilitation guides, and licensing terms before planning.
- ⊕ Secure a venue 4–6 months in advance: must accommodate 150–400 people continuously for 24 hours, including overnight access, flexible working spaces, and catering infrastructure.
- ⊕ Recruit company/institutional challenge partners at least 8 weeks before the event. Each must submit a real sustainability challenge tied to an SDG. One representative of the institutions needs to be present at least the first day to carefully explain the context, the objectives and challenges faced.
- ⊕ Build a coaching team trained in the Double Diamond and high-intensity facilitation. Coach-to-team ratio: ideally 1 per 2–3 teams.
- ⊕ Test all technology (streaming, communication platforms) at least 1 week before if running multi-site.
- ⊕ Plan breaks, food, and overnight management explicitly — critical for participant wellbeing and creative performance. Include, if possible, entertaining activities to create cohesion.

Key Learnings from TEAMIT+ Experience

- ⊕ Local challenges outperform international ones: participants engage more deeply when the problem is in their territory and they can build local professional networks.
- ⊕ The common international opening is a high-value moment — invest heavily in technical infrastructure to make it seamless.
- ⊕ Ambassadors from Module 1 must be fully integrated into Module 2: give them a dedicated challenge, linked to SDGs, but not necessarily presented but one of the structures. Dedicate physical and coaching space specifically for them.

Module 3 — Social4Impact

Introduction and Conceptual Foundation

Module 3: Social4Impact marks the culmination of the TEAMIT+ programme. It is a 3-month incubation process designed to inspire and empower 40 young individuals from Spain, France, Greece, and Finland to confront the pressing challenges of climate change through collaborative, innovative, and action-oriented approaches. By working in multicultural teams, they co-create sustainable solutions that draw on diverse knowledge, experiences, and cultural perspectives.

The module builds on foundational work by Diversity4Equality, whose innovative methodologies informed its conceptualisation. The TEAMIT+ consortium has significantly enhanced these foundations — adapting them to align with Erasmus+ standards and introducing novel tools, refined

methodologies, and inclusive mechanisms. Module 3 is both replicable across diverse institutional contexts and scalable to meet different local needs.

Module 3 is structured around Simon Sinek's Golden Circle as an organising logic: **Why** (Purpose) — to empower young people to lead climate initiatives; **How** (Process) — Lean Startup, Design Thinking, and Agile, iterating rapidly between challenge, prototype, and validation; **What** (Results) — tangible, scalable projects that create positive social and environmental impact on participants' communities.

MORE DETAILS AVAILABLE ONLINE: [TEAMIT+ Module 3 methodology](#)

Theoretical Frameworks

FRAMEWORK	APPLICATION IN MODULE 3
Lean Startup (Ries)	Validated learning and iterative testing. Participants follow Build-Measure-Learn cycles to ensure projects are scalable, sustainable, and meet real community needs.
Design Thinking	Human-centred empathy mapping and problem definition. Used particularly in the first bootcamp to ensure participants understand real needs before designing solutions.
Agile Methodology	Flexible project management for multicultural remote teams. Sprint cycles, retrospectives, daily standups, and milestone reviews structure the 3-month remote work phase.
Inner Development Goals (IDGs)	Development of inner capacities for sustained impact leadership: self-awareness, resilience, critical thinking, empathy, and systemic perspective.
Bennett's Intercultural Development (DMIS)	Guidance for teams through stages of cultural awareness, acceptance, and integration. Participants from 4 national contexts are intentionally placed together to maximise creative and empathic benefits.

The Four-Phase Methodology

Module 3 unfolds over approximately 12 weeks in four structured phases:

Phase 1 — Online Workshops: Self-Reflection (Weeks 1–5)

- ⊕ 4 interactive online workshops introducing participants to key concepts (IDGs, intercultural development, Lean Startup, social innovation).
- ⊕ Personal reflection exercise: participants explore 4 questions — Where do I come from? Where am I now? Where do I want to go? How will I know when I get there?
- ⊕ Outcome: each participant arrives at the first bootcamp with a clear personal purpose statement that anchors their commitment throughout the programme.

Phase 2 — First Bootcamp: Team Formation (Week 6 — 7 days, in-person)

- ⊕ All 40 participants from 4 countries meet for the first time. This is the critical trust-building stage.
- ⊕ Core activities: Team Creation, Challenge Definition and Context Setting, Ideation and Concept Validation, Market Validation and Early Prototyping.
- ⊕ Field research: teams go into the host territory to understand the real social/environmental context of their chosen challenge. This grounding in physical reality is non-negotiable.
- ⊕ Cultural Night: participants share food, music, and traditions from their home countries — an essential community-building and intercultural learning moment.
- ⊕ Golden Mistake session: normalise failure from day one. Teams share mistakes they have learned from.

Phase 3 — Remote Project Development (Weeks 7–10)

- ⊕ Teams work autonomously using Agile methodology, guided by a dedicated coach (minimum 1 meeting per week).
- ⊕ 4 key learning areas: Market and Customer Analysis, Application of Tech4Good, From Prototyping to Minimum Viable Product (MVP), Growth Strategy and Impact Scaling.
- ⊕ Weekly learning resources (videos, guides). Regular project update submissions. 2 synchronous online community sessions to share insights across teams.
- ⊕ Coach team holds weekly meetings to exchange insights and troubleshoot challenges collectively.

Phase 4 — Second Bootcamp and Final Event (Weeks 11–12 — 7 days, in-person)

- ⊕ Finalise projects, refine impact measurement, develop compelling pitches.
- ⊕ Core activities: Business Model Development, Impact Measurement and Communication, Prototyping, Pitching and Storytelling, Programme Crystallisation (Personal Reflection, Team Reflection, Community Manifesto).
- ⊕ Final public event: projects pitched to jury of practitioners and investors; awards issued; Digital Passports distributed, when possible, offer an incubation service for winner teams keen to further develop.

Methodology Tools

Each participant uses four dedicated tools throughout the module (detailed online in [TEAMIT+ Module 3 methodology](#)):

- ⊕ Transformational Passport: Personal development tool documenting individual growth. Structured around the 'hand' metaphor — each finger represents a development dimension.

Includes Reflection Canvas (What went well? What went poorly? What have I learned?) and a personal purpose statement.

- ⊕ Team Member Map (Team Map): Large-format visual tool mapping team roles, dynamics, and the Golden Circle (Why/How/What). Used in both bootcamps to align the team and track project evolution. Includes project development side covering challenge definition, ideation, prototyping, impact indicators, and sustainability business model canvas.
- ⊕ Project Toolkit: Structured resource covering all methodological stages from challenge identification through growth strategy and impact measurement. Teams use it as a reference guide throughout the remote work phase.
- ⊕ D4E Hub Digital Platform: Community collaboration platform for idea exchange, resource sharing, and learning. Strengthens relationships between participants across national boundaries during the remote work phase.

Selection Process

The 40 participants (10 per country) are selected from those who completed Modules 1 and 2, on the basis of four criteria:

CRITERION	DESCRIPTION
Engagement in Modules 1 and 2	Strong commitment, problem-solving ability, and teamwork demonstrated in previous modules.
Background and skillset	Diverse range of expertise sought: science, technology, social innovation, community activism. Homogeneous teams are actively avoided.
Gender balance and cultural diversity	Gender equality and multicultural representation treated as design principles, not KPIs.
Personal motivation	Applicants who express genuine interest in continuing their impact-driven projects and taking personal leadership responsibility.

Academic Recognition (6 ECTS)

The full Module 3 process is officially recognised as an Expert Course by Mondragon Unibertsitatea (Basque Country, Spain). Participants who complete the module receive 6 ECTS credits — formally integrable into their academic trajectory. This recognition significantly enhances the programme's attractiveness, particularly to higher education students. Institutions replicating Module 3 are strongly encouraged to pursue similar recognition agreements with their own academic partners.

Replication Instructions

Key Requirements

- ⊕ Establish partnerships with institutions in at least 2 other countries (4 is ideal for the multicultural dynamic to function fully).
- ⊕ Secure travel and accommodation funding for two in-person bootcamps. Erasmus+ mobility grants can support this.
- ⊕ Build a coach team with both process coaching expertise AND thematic expertise in sustainability and social entrepreneurship.
- ⊕ Set up digital collaboration infrastructure (platform, communication channels and tools) before the first bootcamp.
- ⊕ Establish post-programme support structures: co-working access, incubation connections, impact investor introductions.
- ⊕ Negotiate academic recognition agreements before launching.

Adaptation Notes

- ⊕ The 40-participant, 4-country model can be adapted to 20 participants from 2 countries while preserving multicultural dynamics.
- ⊕ For institutions without international partnerships, run Module 3 nationally with intentional inter-sectoral and inter-institutional diversity.
- ⊕ The 3-month timeline is a minimum. Extending to 4–6 months improves project quality and team cohesion significantly.

Operational Replication Playbook

Institutional Readiness Assessment

Before committing to replication, institutions should honestly assess their readiness across five dimensions. This is a gap identification exercise that informs your implementation plan, not a barrier:

DIMENSION	QUESTIONS TO ASK	MINIMUM THRESHOLD
Leadership Alignment	Does institutional leadership understand and support the shift from teaching to coaching? Is there a champion at senior level?	At least one senior champion with decision-making authority.

DIMENSION	QUESTIONS TO ASK	MINIMUM THRESHOLD
Educator Readiness	Do your facilitators have experience with experiential learning? Are they willing to unlearn teaching habits?	At least 2 facilitators prepared to undertake coach training.
Structural Flexibility	Can your institution adapt schedules, spaces, and assessment systems to support project-based, team-centred learning?	At least one flexible timetable slot and one adaptable space.
Partnership Capacity	Do you have relationships with local NGOs, companies, and international institutions that can contribute?	At least 3 confirmed local partners.
Financial Sustainability	Can the programme be sustained beyond its first edition? Are there tuition, grant, or sponsorship models that apply?	A clear funding plan for at least 2 editions.

Phased Implementation Roadmap

PHASE	DURATION	KEY ACTIONS
Phase 1: Exploration and Alignment	Months 1–3	Institutional readiness assessment. Identify senior champion and core team. Read this guideline fully. Make a study visit to a TEAMIT+ partner institution. Join the TEAMIT+ community of practice.
Phase 2: Preparation and Design	Months 3–6	Send at least 2 facilitators to team coaching training. Build local partnership network. Design first module edition. Set up Open Badges Factory account. Create evaluation toolset templates.
Phase 3: Pilot Edition	Months 6–12	Run first edition of chosen module(s). Apply all evaluation tools rigorously. Conduct retrospective using Post-Motorola model. Document lessons learned and adaptations.
Phase 4: Consolidation and Scaling	From Month 12	Incorporate lessons learned. Expand to additional modules. Develop sustainability model. Share experience with TEAMIT+ community.

Resource Planning and Budgeting

RESOURCE	MODULE 1	MODULE 2	MODULE 3
Staff time (facilitators)	3–5 days/person	5–7 days/person	15–20 days/person
Venue	Full-day (50–200 pax)	24h (150–400 pax)	2 × 5-day (40 pax)
Travel/accommodation	Local only	Depends on geography	International (4 countries)
Materials/catering	Low–medium	Medium (24h catering critical)	Medium
Coaching training	Recommended	Required	Required
Open Badges Factory	Low annual fee	Shared across modules	Shared across modules

Legal and IP Considerations

What Is Freely Available

- ⊕ All TEAMIT+ deliverables are publicly available under the Erasmus+ open access policy.
- ⊕ The Learning by Creating methodology (D3.1, D3.3) can be freely adopted.
- ⊕ The module conceptual frameworks (D3.4, D3.5, D3.6) are available for institutional use.
- ⊕ The TEAMIT+ name and logo should be used with acknowledgement of the original project.

What Requires Licensing or Permission

- ⊕ The '24 Hours of Innovation' is a registered format developed by ESTIA. Contact ESTIA directly at 24h.estia.fr for licensing terms before organising any edition.
- ⊕ Open Badges Factory requires a separate subscription (PRO tier for ESCO integration).
- ⊕ Use of partner institution logos in promotional materials requires prior approval from each partner.

Implementation Templates and Checklists

The following templates and checklists are provided as practical starting points for institutions beginning their replication journey. They are derived directly from the TEAMIT+ consortium's

operational experience across two editions and should be adapted to local context, institutional culture, and available resources.

Template A — Recruitment Brief for Participants

This brief can be adapted and shared via partner institutions, employment agencies, universities, and NGOs to recruit participants for any of the three modules.

ELEMENT	CONTENT
Who we are looking for	Young people aged 18–30 from all backgrounds: higher education students, vocational training participants, job seekers, young workers, young immigrants and refugees. No prior experience in sustainability or entrepreneurship required.
What you will gain	Awareness of climate challenges and solidarity solutions. Skills in teamwork, problem-solving, digital tools, and innovation. An ESCO-validated Digital Passport recognised across the EU. A network of young European change-makers.
What we expect from you	Module 1: availability for a full day. Module 2: availability for 24 consecutive hours. Module 3: commitment for approximately 12 weeks including two international stays.
How to apply	[Customise with your institution's registration link and deadline]
Contact	[Customise with your institution's contact details]

Template B — Company/Partner Challenge Brief (Module 2)

This brief is sent to companies and organisations to invite them to submit a sustainability challenge for the 24 Hours of Innovation.

ELEMENT	CONTENT
What we invite you to do	Submit a real challenge your organisation faces related to reducing your environmental impact, developing a sustainable product or service, or addressing a social issue connected to climate change.
What you receive	Within 24 hours, a team of diverse young people will develop creative concepts, prototypes, and business model ideas in response to your challenge. You receive all outputs free of charge.
What we ask of you	Write a one-paragraph challenge description. Be present for the opening briefing to provide context and define the objectives and challenges. Attend the final 3-minute pitch presentations and provide feedback, if possible.

ELEMENT	CONTENT
SDG alignment	Your challenge must connect to at least one UN Sustainable Development Goal. Our team can help you identify the most relevant SDG(s) for your organisation.
Deadline	[Customise: challenge submissions due X weeks before the event]
Contact	[Customise with your institution's contact details]

Template C — Coach Briefing and Preparation Checklist

This checklist is for coaches being onboard to facilitate any of the three modules. It should be shared at least 4 weeks before the event.

PREPARATION STEP	TIMELINE	NOTES
Read D3.1 (Learning by Creating methodology) and D3.3 (Coaching Guidelines)	6–8 weeks before	These are the philosophical and practical foundations. Non-negotiable.
Attend team coach training session (minimum 1 full day)	4–6 weeks before	Delivered by lead coach or TEAMIT+ partner. Covers: Motorola, Learning Contract, facilitation techniques.
Study the module-specific brief (D3.4 for M1 , D3.5 for M2 , D3.6 for M3)	3–4 weeks before	Understand the specific Double Diamond timeline, tools, and expected outputs.
Review participant profiles	1–2 weeks before	Know who is in your team(s): backgrounds, nationalities, prior experience.
Prepare your personal Motorola debrief for the previous edition or a comparable experience	1 week before	Modelling reflection is a key coaching behaviour.
Meet with other coaches for alignment session	2–3 days before	Agree on shared language, intervention thresholds, and support protocols.
Confirm availability for full event + debrief session	Day before	No partial participation — coaches must be present for the full duration.

Template D — Post-Module Evaluation Framework

This framework guides the post-event retrospective that every organising team should conduct within 2 weeks of completing any module. Based on the Motorola model.

DIMENSION	QUESTIONS TO ANSWER	DATA SOURCES
What went well?	Which activities generated the most energy and learning? Which partnerships worked? What logistical decisions proved correct?	Participant satisfaction forms, partner feedback, coach observations
What went wrong?	Where were participants disengaged? What logistical failures occurred? Which activities did not land as intended?	Satisfaction forms, post-event interviews, coach debrief notes
What did we learn?	What assumptions did we hold that were proven wrong? What surprised us positively? What do we now understand about our target audience?	Synthesis of all above + team reflection session
What will we do differently?	List 3–5 concrete changes for the next edition. Assign owners and deadlines to each.	Team decision-making session — must result in written action plan
KPI achievement	Were participation targets met? Were diversity targets met (gender, VET, immigrants)? Were satisfaction thresholds met (target: >80% satisfied)?	Registration data, satisfaction forms, partner reports

Sustainability and Long-Term Viability

Replicating the TEAMIT+ programme once is a meaningful achievement. Sustaining it across multiple editions — deepening its impact, growing its community, and improving its quality — is the real measure of success. This section addresses the financial, institutional, and community dimensions of programme sustainability.

Financial Sustainability Models

Institutions that have successfully sustained experiential learning programmes of this type typically combine several revenue and funding streams. The following models are not mutually exclusive:

MODEL	DESCRIPTION	SUITABILITY
Erasmus+ Co-funding	The most accessible entry point. KA2 Strategic Partnerships, KA3 policy reforms, or Erasmus+ Capacity Building projects. TEAMIT+ itself is an example.	All institution types. Requires a consortium of at least 3 partners from different countries.
Company Sponsorship (Module 2)	Companies that submit challenges for Module 2 can be invited to become annual sponsors, funding prizes, catering, and logistics in exchange for visibility and access to talent.	Best suited to Module 2 where company engagement is structurally embedded.
Participant Fees	A small participation fee (e.g. €50–150 per participant for Module 3) makes the programme partially self-funding and increases commitment. Requires a scholarship mechanism for participants from disadvantaged backgrounds.	Most appropriate for Module 3 given its 12-week duration and high-value outputs.
Institutional Integration	Embedding the programme within the regular curriculum (as an elective, a project module, or an extracurricular credit pathway) provides stable institutional funding.	Requires strong internal champion at department or faculty level.
Regional Authority Funding	Regional councils, provincial governments, and metropolitan authorities increasingly fund climate education and youth entrepreneurship programmes.	Particularly strong in Spain (Basque Country), France (Regions with CPER contracts), and Finland.
Social Economy Ecosystem	Cooperative federations, social economy networks, and foundations aligned with TEAMIT+ values may provide grants or in-kind support (venues, coaching, mentorship).	Strongest in Basque Country, New-Aquitaine, and Finland.

Building a Community of Practice

Beyond financial sustainability, the long-term vitality of the TEAMIT+ approach depends on a living community of practitioners who learn from each other, challenge each other, and collectively advance the methodology. The TEAMIT+ consortium is committed to building and maintaining this community beyond the project period. Replicating institutions are invited to participate through the following channels:

- ⊕ Online Community Platform (through D4E Hub Digital Platform): access to shared resources (templates, evaluation tools, coach training materials, participant testimonials) via the TEAMIT+ project website (teamitplus.eu).
- ⊕ Peer Learning Visits: institutions are encouraged to organise reciprocal study visits to observe each other's editions in action.

Measuring Long-Term Impact

The TEAMIT+ programme's impact extends well beyond the duration of participation. Replicating institutions should design alumni follow-up mechanisms to track medium- and long-term outcomes. The following indicators are recommended for annual alumni surveys at 6-month, 1-year, and 3-year intervals after programme completion:

INDICATOR	MEASUREMENT METHOD	TARGET
Employment or entrepreneurial activity in sustainability-related field	Alumni survey question	>40% within 3 years
Continued civic engagement (volunteering, advocacy, cooperative membership)	Alumni survey question	>60% within 1 year
Application of ESCO skills in professional life	Alumni survey — LinkedIn profile review	>70% within 2 years
Network connections maintained from the programme	Alumni survey question	>50% still in contact with programme peers after 2 years
New ventures or initiatives launched	Alumni survey — voluntary declaration	>10% of Module 3 graduates within 3 years

Lessons Learned and Success Factors

What Worked Well

- ⊕ The modular architecture proved highly valuable: institutions could engage with one module without committing to the full programme, lowering the barrier to entry significantly.
- ⊕ Diversity as a design principle — rather than a box to tick — consistently produced richer outputs. The intentional mixing of backgrounds, disciplines, and nationalities is the biggest driver of creative quality.
- ⊕ The Digital Passport system generated strong participant motivation. Young people were eager to obtain ESCO-validated micro-credentials they could display on LinkedIn and in CVs.
- ⊕ The 24 Hours of Innovation format proved robust in attracting company partnerships even at first edition: companies value the concentrated focus on their real challenges at no direct cost.
- ⊕ Coaching investment — when coaches were genuinely trained and philosophically aligned — produced measurably stronger team development and project quality.
- ⊕ The Ambassadors Programme created a cohort of young people with a sustained civic commitment that extended well beyond a single event. Their peer-to-peer influence was a powerful motivational force for other participants.
- ⊕ The advocacy dimension of Module 1 gave participants a genuine sense of civic agency and European citizenship that they carried into Modules 2 and 3.
- ⊕ Module 1 satisfaction scores and knowledge improvement data validate the effectiveness of the experiential workshop format for climate awareness.

Challenges and How to Address Them

CHALLENGE	HOW TO ADDRESS IT
Institutional resistance to the coaching paradigm	Invest heavily in pre-implementation alignment. Use D3.1 and D3.3 as discussion tools with sceptical colleagues. Invite them to observe the first edition before judging.
Difficulty recruiting diverse teams (VET, immigrants, women)	Build recruitment network across institutions 4–6 months before each module. Partner with VET providers, employment agencies, refugee support organisations, and women's networks explicitly.
Managing the chaos phase of team learning	Brief participants explicitly at the start: uncertainty and discomfort are features, not bugs. Name and legitimise the storming stage as a normal and productive phase.
Sustaining motivation during 3-month remote phase for Module 3	Establish clear milestones with public accountability. Weekly coach check-ins are non-negotiable. Peer review sessions and community calls maintain energy.

CHALLENGE	HOW TO ADDRESS IT
Securing company partners for Module 2	Start outreach 3 months before. Emphasise the benefit to companies: fresh, diverse perspectives on their real challenges at minimal cost.
International opening quality for Module 2	Test technology at least 1 week before. Assign one person per site as technical lead. Have a fallback plan for connection failures. Use local language for local facilitation, English for common moments. Consider providing translations when needed.
Financial sustainability beyond the first edition	Explore tuition fees, local authority funding, company sponsorship, and EU grants (Erasmus+, Horizon Europe, ESF+). Build financial models into your implementation plan from day one.

Key Recommendations for Replicating Institutions

1. Start with the module most aligned with your institution's existing strengths and networks.
2. Invest in coach training before investing in programme design. The facilitators are the programme.
3. Build diverse cohorts from the start: mix disciplines, genders, nationalities, and backgrounds deliberately.
4. Protect time: do not compress the methodology into shorter slots to fit existing calendars.
5. Embrace the chaos: document, reflect, and learn from the messy phases rather than suppressing them.
6. Connect every activity to a real problem or a real community: authenticity is the engine of motivation.
7. Use all evaluation tools, not just the ones that feel comfortable.
8. Issue the Digital Passports consistently: they are the formal recognition of real learning.
9. Build a community of practice across editions: alumni, coaches, and partners are your biggest asset.
10. Share your experience: contribute to the TEAMIT+ replication community and help the next institution succeed.

Looking Ahead: The Future of Teampreneurship Education

The TEAMIT+ consortium believes that the convergence of three global trends is creating a historic window of opportunity for the kind of education this programme represents. First, the ecological emergency is generating unprecedented urgency: governments, companies, and civil society are all looking for a new generation of leaders who can navigate complexity, build across cultures, and act with purpose. Second, the rise of non-formal and work-based learning credentials — driven by the ESCO framework, the European Skills Agenda, and national qualification frameworks — is legitimising the kind of experiential learning that TEAMIT+ provides. Third, the cooperative and social



economy is growing rapidly across Europe, creating an institutional ecosystem that is ready to host, fund, and benefit from teampreneurs.

In this context, replicating TEAMIT+ is not simply a matter of copying a programme. It is an act of institutional transformation: choosing to educate differently, to assess differently, and to measure success differently. The institutions that make this choice will not just produce graduates who know about sustainability — they will produce agents of change who have lived it, failed at it, and grown through it.

The TEAMIT+ consortium invites every replicating institution to see itself as a co-creator of this future. Your local adaptations, your lessons learned, and your alumni stories are all contributions to a growing body of evidence and practice. Together, we are building educational infrastructure for the ecological and solidarity transitions that our societies urgently need.



Annexes

Annex A — Glossary of Key Terms

Teampreneur: A young person who combines entrepreneurial initiative with team intelligence and a commitment to social and environmental impact. The central figure of the TEAMIT+ Expert Course.

Learning by Creating: The pedagogical methodology at the heart of TEAMIT+. Developed at Tiimiakatemia (JAMK) over 30+ years. Learning occurs through active production, real projects, and reflective dialogue.

Team Coaching: The primary facilitation modality in TEAMIT+. Focused on developing team dynamics, collective intelligence, and shared goals. Distinct from subject-matter instruction.

Impact Innovation: New services, products, or processes that meet economically viable markets to ensure the sustainability of their uses, while neutralising or making positive their social and environmental impacts.

Double Diamond: A design thinking framework used in Module 2. Structures the innovation process in two diverge-converge cycles: (1) Discover/Define the problem, (2) Develop/Deliver the solution.

Motorola Model: A four-question project reflection tool: What went well? What went wrong? What did I learn? What will I apply in practice?

ESCO: European Skills, Competences, Qualifications and Occupations. The EU's multilingual classification system for skills and competences.

Digital Passport / Open Badge: A verifiable digital credential issued on the Open Badges Factory platform at the end of each module, documenting ESCO skills acquired by the participant.

IDGs: Inner Development Goals. A framework for developing interior qualities needed for leaders working on complex systemic challenges: resilience, empathy, collaboration, and systemic thinking.

Psychological Safety: A team climate in which members feel safe to take interpersonal risks — to speak up, admit mistakes, and propose bold ideas — without fear of punishment or humiliation.

Ambassadors: Young volunteers who facilitate Module 1 workshops and then lead a 4-month international advocacy campaign on a climate topic, producing a commitment booklet addressed to EU stakeholders.

Annex B — ESCO Skills Mapping

The following table lists the 18 ESCO skills validated across the three TEAMIT+ modules. G = Green skill, D = Digital skill, R = Resilience skill. Module columns show which modules formally validate each skill.

#	SKILL (ESCO CLASSIFICATION)	CAT.	M1	M2	M3
1	Evaluate environmental impact of personal behaviour	G	x	x	x
2	Adopt ways to reduce negative impact of consumption	G	x	x	x
3	Environmental policy	G	x		
4	Circular economy	G		x	
5	Environmental legislation	G	x		
6	Promote environmental awareness	G	x		
7	Environmental engineering	G		x	
8	Measure companies' sustainability performance	G			x
9	Creatively use technologies	D		x	x
10	Collaborate through digital technologies	D	x	x	x
11	Browse, search and filter data and digital content	D	x	x	x
12	Develop digital content	D	x	x	x
13	Work in teams	R	x	x	x
14	Solve problems	R		x	x
15	Show entrepreneurial spirit	R			x
16	Intercultural competence	R			x
17	Think innovatively	R		x	x
18	Promote ideas / products / services	R			x

Annex C — Recommended Resources and Contacts

TEAMIT+ Project Website: teamitplus.eu — Access all public deliverables, news, and contact information.

24h of Innovation: 24h.estia.fr — Official website for the 24 Hours of Innovation format and licensing.

Open Badges Factory: openbadgefactory.com — Platform for designing and issuing ESCO-aligned Digital Passports.

Tiimiakatemia by JAMK: tiimiakatemia.fi — 30+ years of team entrepreneurship education. Study visits available.

Mondragon Team Academy: leinn.es — LEINN degree programme integrating cooperative and teampreneurship values.

ESTIA: estia.fr — ESTIA acts the TEAMIT+ project coordinator.

ESCO Database: esco.ec.europa.eu — Browse the full classification of European skills and competences.

Inner Development Goals: innerdevelopmentgoals.org — Framework for developing transformative leadership capacities.

Climate Action Simulation: climateinteractive.org/climate-action-simulation — Open-source climate summit simulation for Module 1.

Climate Fresk: climatefresk.org — Open-source climate awareness workshop suitable for Module 1 integration.

Initiative Développement (ID): id-ong.org — Creator of Module 1. Contact for Rendez-Vous replication support.

Diversity4Equality: diversity4equality.eu — Creator of Social4Impact (Module 3). Contact for Module 3 replication support.

Annex D — TEAMIT+ Consortium

PARTNER	COUNTRY	ROLE / EXPERTISE
ESTIA Engineering Institute	France	Project coordinator. Creator of 24h of Innovation format. Lead for Module 2 and overall programme architecture.
Tiimiakatemia by JAMK	Finland	Pioneer of Learning by Creating. Lead for pedagogy, evaluation framework, and coaching guidelines (D3.1, D3.3).
Mondragon Unibertsitatea (MTA)	Spain (Basque Country)	Co-developer of coaching methodology. Academic recognition (6 ECTS). Cooperative values integration.
Initiative Développement (ID)	France	Creator of Module 1 (Rendez-Vous). Lead for Modules 1 and Digital Passport design (D3.2, D5.3).
Diversity4Equality S.COOP	Spain (Basque Country)	Lead for Social4Impact incubator (Module 3). Expertise in diversity, inclusion, and social entrepreneurship.
UPNA (Universidad Pública de Navarra)	Spain	Module 1 local organisation (Spain). Research and academic support.
KONFEKOOP	Spain (Basque Country)	Cooperative values expertise. Territorial anchoring in the Basque cooperative economy.
CLUBE	Greece	Module 1 and 2 local organisation (Greece). Territorial network in Western Macedonia.

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TEAMPRENEUR MULTICULTURAL IMPACT

INNOVATION COOPERATIVES

About the TEAMIT+ project

TEAMIT+ aims to develop an innovative educational program applying a pedagogical methodology based on the “learning by creating” approach. The specific pedagogical methodology will be applied to vocational training students, to higher education students, as well as to young immigrants, refugees and the unemployed from different academic subjects. The aim is to enable them to become future teampreneurs who will influence society by understanding the importance of the transition to a greener economy, based on green, digital and climate resilience skills.



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