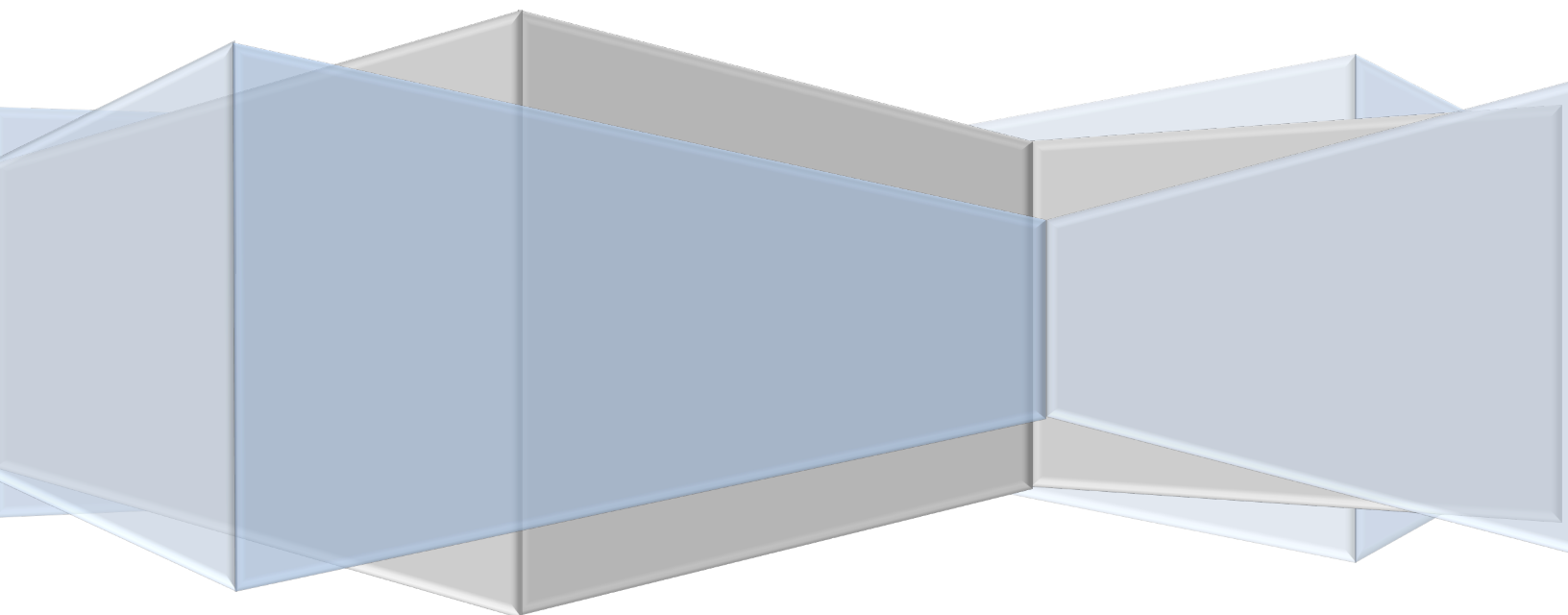# WP3.1 S4CH PROGRAMME PILOT COURSES GLOBAL REPORT

Coordinated by Universidad de Talca
Ivan Coydan T., Pablo González B., Ana Carolina Rodriguez A., Andres Astorga O. (Coords.)

PRESENTATION

The S4CH Pilot Courses Global Report provides a general summary of the main results obtained during the evaluation process of the pilot courses aiming to establish practices for the promotion of social innovation and social entrepreneurship in ten Latin American universities within the framework of the Students4Change programme.

This summary describes the **main processes and most significant conclusions obtained from the implementation of the pilot courses** taking into consideration professors' and students' opinions regarding the courses and its implications.

From a methodological point of view, a **Support and Monitoring Model** (**MAS** in its Spanish initials) was designed in order to collect and systematize reports, evidence and complementary materials provided by the participating institutions, including both methodological approaches and strategies used for the implementation of each of the pilot courses. Mixed research techniques were used, with an emphasis in qualitative methods.

This report is divided in four chapters: Institutional context, methodology and instruments, analysis and summary of the pilot courses, and global conclusions.

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INTRODUCTION

The purpose of social innovation is to develop substantial solutions to social issues through organizational alternatives that imply both private and public participation. In addition to this, it also aims to overcome existing hurdles in cultural, environmental and economic contexts. As a result, social innovation is promoted as a fundamental pillar in the restructuration of society and it is a subject of research in different fields.

Social innovation and entrepreneurship are phenomena that can be observed through the lens of several areas of study: Corporate environment, social responsibility, service sector or economy, all of which are scenarios that require concrete capabilities in order to establish sustainable social development models. From this point of view, the Students4Change programme provides an exploratory study regarding the needs and opportunities in the management of academic competencies focused on social innovation and entrepreneurship that may allow the generation of an impact on the social and community areas through the connection between different stakeholders.

This report is based on the collection of data on the status of education and training in social innovation and entrepreneurship from a sample of 10 Latin American universities. Its main goal was to explore priorities for the integration of social innovation and entrepreneurship in the curriculum and learning environments of universities, with special focus on students, so as to improve the quality and relevance of existing academic programmes in relation with the abilities that academics and students must develop in order to solve social problems affecting their region.

Therefore, this report provides an analysis of results obtained from the application of a support and monitoring system where the main topic is the integration of social innovation and entrepreneurship in a total of 48 pilot courses in ten Latin American universities throughout a 5 month period spanning August through December of the year 2018.

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Social Innovation

Although it is difficult to define the origin of the concept social innovation, it is know that the term has evolved through the years. During the 60s and 70s, it was used as a way to refer to different social transformations and collective activities. On the other hand, during the 80s, Peter Drucker used the term to refer to the need to adapt and the synergies between people within the management of an organization. He also emphasises society's challenge of overcoming the difficulty of managing large bureaucracies in business and government.

Nowadays, social innovation is seen as a strategy that promotes alternatives that help to relieve social issues. It is therefore linked to the search for solutions to address social issues such as exclusion, lack of wellbeing or the trend to promote human and sustainable development. The concept itself has become diverse in its approach and vision. Social innovation is an important concept for business management and organization management studies, as well as for economics, sociology, urbanism, political sciences and public management, creativity research, community psychology, design and many other fields of study. As a result, it is safe to say that it has a transdisciplinary nature and because of this, it can be studied from various different perspectives. The concept social innovation that is studied from such perspectives is approached from three different dimensions: Satisfaction of needs, reconfiguration of social relations and political empowerment or mobility.

Social entrepreneurship

The definition of social entrepreneurship is highly controversial among researchers because of its complexity, particularly when trying to present and differentiate it from commercial entrepreneurship, as some authors say that all companies have both social and economic values. Conversely, other authors consider it a process that generates value by means of the alienation of resources. Also, other proponents of the concept suggest that the difference between both types of entrepreneurship lies in the focus of its goals: While commercial entrepreneurship seeks private benefits, social entrepreneurship seeks benefit through the creation of social value.

When we talk about this concept and the concept of social innovation, confusion arises, especially because both share a similar goal. The academic community has shown a strong interest in making a clear difference between both concepts, as unclear definitions may cause problems when interpreting the concepts.

What, then, should we understand by these concepts?

Students4Change uses the following definition for the concept of social innovation:

Social Innovation

"A new solution developed for the satisfaction of social needs with the purpose of generating a social impact or change in the system. Social innovations are the result of comprehensive, diverse and participative processes".

Likewise, the Students4Change proposes the following definition for the concept social entrepreneurship:

Social Entrepreneurship

"The process of developing mechanisms for the creation of sustainable organizational models that are able to mobilize and integrate resources in order to deliver products or services that generate social value".

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Students4Change (S4CH)

The Students4Change programme is co-financed by the European Union within the framework of its Erasmus+ Key Action 2: Capacity Building in the field of Higher Education Part of the project are 15 European and Latin American universities and Ashoka, an international NGO. The project has a duration of 3 years, spanning October 2016 through October 2019. Students4Change has two outstanding features: first, it is an intercontinental cooperation programme between European and Latin American universities and; secondly, it is the first Erasmus+ programme that is coordinated by a non-European country. The coordination of the programme is in charge of the Instituto Tecnológico y de Estudios Superiores de Monterrey (México).

The purpose of the programme is to improve the quality and relevance of academic programmes that aim to develop social innovation and entrepreneurship competencies in Latin American universities and to increase the capacity to resolve and overcome urgent social problems that the region faces.

The completion of this main objective should be achieved by means of the following specific objectives:

Table 1 - Objectives of the programme

1	To implement educational models to promote the formation of competencies in entrepreneurship and social innovation in university students.
2	To offer training strategies to participating universities professors, and to provide teaching methodologies that enable the development of entrepreneurship and social innovation skills in students.
3	To design tools of approach and work that allow a better understanding of the needs of communities and improve the joint and sustainable resolution of identified problems
4	To devise a model to monitor and evaluate the development of social entrepreneurship competencies in the curriculum.
5	Design and implement political and institutional processes aimed at academic and administrative promotion of entrepreneurship and social innovation in participating universities.
6	Strengthen the social incubators of the participating universities, increase their relationship with curricula related to entrepreneurship and social innovation and with students.

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7	Generate alliances among participating universities, promote the exchange of information and the formation of research groups.

Source: Compiled by the authors

Competencies

Talking about competencies means talking about a set of professional knowledge, capabilities and attitudes, as well as specialized technical knowledge applied and used within a specific context. In this regard, a competence is formed by the set of knowledge and capabilities that enables the exercise of a professional activity, according to the requirements of the field and production.

The concept of competence does not only encompass the capabilities required for the exercise of a professional activity, but also the set of behaviours related to critical thinking, decision making and/or the transmission of information, all of which are considered necessary for the full and adequate performance of the occupational activities. Competencies can be developed through modular training or other types of professional training. In this line, when we talk about competencies, we make reference to the set of resources (knowledge, capabilities and behaviours) that may be used and implemented directly in a professional context in order to achieve ideal performance. As Julia González (2007) proposes:

"By competence it is understood knowledge and comprehension (theoretical knowledge in an academic field, the capacity to know and comprehend), knowing how to act (practical and operating application of knowledge in certain situations), knowing how to act (values as an integral part of the way in which we perceive others and live within a social context). "

In summary, a competence necessarily implies the mobilisation of resources by the student in order to solve specific problems relevant to a specific context, in a reflexive way.

In terms of the generation of evidence for the development of competencies, S4CH provides a set of techniques through a toolkit. The techniques associated to each competence can be found in a summary table (annexe 1).

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Toolkit

In order to allow anybody interested in developing strategies within the framework of social innovation and entrepreneurship to establish cooperation networks, promote dialogue and exchange ideas, a series of techniques and tools are proposed. These will allow the introduction of the aforementioned competencies. For this, a set of Educational/Didactic methods or techniques are proposed with the purpose of enabling the introduction, development and integration of certain competencies related to the area. The tool through which these techniques are introduced was named **TOOLKIT**.

The Students4Change programme aims to contribute to the generation of an effective curriculum around social Innovation in Latin America. It holds to the purpose of improving the quality and relevance of academic programmes in terms of the competencies that must be developed by a student in order to solve social issues affecting their region. The toolkit is aimed at professors who wish to improve social innovation and entrepreneurship, as well as students interested in acquiring such abilities. Likewise, the toolkit aims to reinforce the knowledge of entrepreneurs and people who need to carry out different processes in the field of social innovation.

In this regard, the toolkit represents an instrument that intends to facilitate the design, implementation, sustainability and scaling of social innovation and entrepreneurship projects by providing a set of methodological tools that can be used by students as a support for the application of each of their initiatives.

CHAPTER 1 – INSTITUTIONAL CONTEXT

This chapter provides a brief summary of all 15 European and Latin American universities, Ashoka (an international NGO), and Columbus network, that participated in this programme. Additionally, all Schools and Professors involved in the execution processed are presented.

1.1.- Institutions participating in the Students4Change programme

 Below we provide a brief summary of all 15 institutions that participate in this programme, including those where pilot courses of the project were carried out, as well as five cooperating institutions.

1.1.1.- Universidade de Aveiro

Universidade de Aveiro (UA) was created in 1973 and it rapidly became on the most dynamic and innovative universities in the international environment of higher education. UA was included by Times Higher Education among the best young (under 50 years old) universities in the world; it has a modern campus and it is constantly praised because of the quality of its infrastructure, its great research output and the excellence of its staff. The university has a vibrant national and international community of around 15,000 enrolled students from over 70 different countries, including undergraduate and postgraduate programmes. Universidade de Aveira is a research-focused higher education institution ranked very highly in international rankings. UA is divided in 16 departments, 4 polytechnic schools and research centres and a Business Incubator (IEUA). All of them offer a variety of highly acclaimed programmes from different academic areas.

1.1.2.- Corporación Universitaria Minuto de Dios

Corporación Universitaria Minuto de Dios (UNIMINUTO) is a private Catholic-inspired Colombian university with its main campus in Bogotá, as well as several other campuses throughout Colombia. It was founded in 1990 by the priest Rafael García Herreros. The university offers undergraduate programmes, specialization postgraduate programmes and Master's programmes, as well as continuous education both in classroom and through distance learning. Its academic programmes take place in the Schools of Human and Social Sciences, Corporate Sciences and the Communication, Education and Engineering Sciences.

1.1.3.- Instituto Tecnológico de Costa Rica.

Instituto Tecnológico de Costa Rica is a national autonomous higher education institution founded in June, 1971. It has over four decades of history, during which it has contributed to the integral development of the country through technological leadership by means of teaching, research and extension. It currently offers 17 technical programmes, 22 undergraduate, 16 Master's and 3 PhD programmes. The Institute has 2 campuses (Cartago and San Carlos), 3 academic centres and 2 technological transfer centres.

1.1.4.- Instituto Tecnológico y de Estudios Superiores de Monterrey.

Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) is a private higher education institution with its main campus in the Monterrey, Nuevo León, México. It offers a wide variety of academic programmes, going from BAs, professional programmes and postgraduate programmes. The Institute was accredited by the Southern Association of Colleges and Schools (SACS) and it is considered a Mexican university recognized by employers internationally, and that stands out because of the number of registered patents in Mexico during the last five years as well as because of its areas of research.

1.1.5.- Pontifícia Universidade Católica do Río de Janeiro.

Pontifícia Universidade Católica do Río de Janeiro. (PUC-Rio) was the first private higher education institution in Brazil, created by the Catholic Church. It was founded in 1940 by Cardinal D. Sebastião Leme and father Leonel Franca. It acquired the status of university in 1946. In 1947, the title of Pontifical was conferred, a rare honour conceded by the Vatican establishing a special link between this university and the Pope In 1995, the institution moved to its current campus. Beyond only providing higher education, PUC-Rio undertook the task of assisting the community, based on Christian ethical values, solidarity and human respect. It represents a space for achievement, overcoming challenges and development of its students. In 2014, PUC-Rio is granted the status of a public non-state institution – a communitarian university Nowadays, PUC-Rio offers Master's and PhD programmes in every department, with the exception of biology. In 1972, the first computer science centre in a Brazilian university, Rio Datacentro (DC), was created.

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1.1.6.- Pontifícia Universidade Católica do Río Grande do Sul

Pontifícia Universidade Católica do Río Grande do Sul (PUCRS) was founded in 1948 by the Marist Brothers. The University's mission is to produce and disseminate knowledge and promote human and professional development, driven by quality and relevance, with the objective of developing a just and fraternal society. In this same regard and since 2002, the university has put its effort into become an international reference in Higher Education by means of its innovative actions and social, environmental, scientific, cultural and economic development. PUCRS is an institution made up of undergraduate and postgraduate students, academics, professionals and administrative personnel.

1.1.7.- Pontificia Universidad Católica de Valparaíso

Pontificia Universidad Católica de Valparaíso (PUCV) is located in Valparaíso, Chile. It was born in 1925 as Universidad Católica de Valparaíso and it began its academic activities in 1928. Through the diocese of Valparaíso, the university has held a close link with the Catholic Church. In the year 2003, the Holy Seat conferred it the title of Pontifical. Currently, the university has nine schools: Law, Engineering, Economic and Administrative Sciences, Architecture and Urbanism, Philosophy and Education, Agricultural and Food Sciences, Ocean Sciences and Geography, and the Ecclesiastical School of Theology. During its 90 years of history, it has become a leader in undergraduate programmes, research, postgraduate programmes, extension and community interrelations. The quality of its academics and students reflect a valuable, long-lasting tradition with projections to the future: being the protagonists of their own lives, Valparaíso and the country.

1.1.8.- Universidad de Caldas

With the creation of the Department of Caldas in 1905, the possibility of rural, industrial, educational and cultural development is born; through the accumulation of resources coming from trade, mining, agriculture and other activities, the region aims to progress thanks to education, becoming a leading department in Colombia in terms of primary education. In November 1931, Bellas Artes was created and 12 years later (1943) a longing of the people of Caldas became reality as the Universidad Popular (People's University) was founded on 24th May, 1943. On 22 August, 1995, the Higher Council approved the university's Organic Structure, which entailed academic and administrative changes to the institution, giving rise to Universidad de Caldas (UCALDAS). All of the academic programmes of the university were divided in six Schools.

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1.1.9.- Universidad de Colima

Universidad de Colima (UCOL) is a public higher education institution located in the state of Colima, Mexico. It offers popular education in its nature as it is directed for the portion of the population that did not used to have access to education. It has a system based on education with social responsibility, trying to undertake a social role as institution in a framework of responsibility that fosters human development, both in students as in society itself.

1.1.10.- Universidad de Costa Rica

Universidad de Costa Rica (UCR) is an autonomous, democratic higher education and culture institution, formed by a community dedicated to teaching, research, social action, studies, meditation, artistic creation and the dissemination of knowledge. It offers a wide variety of undergraduate programmes in order to cover the demand of professionals of the Costa Rican society, while offering students an academic, research and humanistic education in each and every one of its schools. The institute offers undergraduate programmes (Certification programme and Special Specialization programmes) as well as over one hundred postgraduate programmes accredited by the Centro de Evaluación Académica.

1.1.11. - Technische Universität Dortmund

Technische Universität Dortmund (TUDO) is the fourth largest Technical University in Germany. The Sozialforschungsstelle (SFS) ["Social Research Centre"] is one of the main scientific institutes of TUDO. Founded in 1946, the SFS is one of the largest and oldest social science centres in Germany. Since the mid-80s, it has carried out or taken part in over 100 European cooperation projects with partners from almost every country of the European Union. Since over 10 years, the SDS decided to foster Social Innovation as its main research topic. This decision was based on its vast experience on the field of innovation, especially in the fields of education and labour, as well as on the need to focus in innovations that are not considered technological, but that include new social practices.

1.1.12.- Université Grenoble Alpes

Université Grenoble Alpes (UGA) was born from the merger of the three universities in Grenoble: the Université Joseph Fourier, the Université Pierre-Mendès-France and the Université Stendhal (Grenoble 3). It is the fifth largest university in France in terms of number of students (45000). It consists of 23 departments, schools and institutes, 80 laboratories and 5,500 workers. It offers a variety of programmes that cover a wide range of disciplinary fields and its research is aimed at

being at the forefront of innovation. By stimulating the interaction of learning and research in the social-economic and cultural world, Université Grenoble Alpes favours openness, interdisciplinary work and innovation.

1.1.13.- Universidad de Talca

The Universidad de Talca (UTALCA) is one of the 27 Chilean higher education institutions that are part of the Council of Rectors of Chilean Universities (CRUCH in its Spanish initials). The University of Talca was founded in 1981, as a result of the merger of the old headquarters of the Universidad de Chile and the Universidad Técnica del Estado (UTE). As of today, it has become one of the main national benchmarks for public non-profit higher education of excellence. According to recent rankings, UTALCA is considered the best Chilean state University outside of the capital, Santiago . Its main campus is located in Talca, capital of the Maule Region. The university has 5 other campuses located in the cities of Talca, Curicó, Colchagua (in the commune of Santa Cruz, O'Higgins Region), Santiago and Linares, the latter of which began its academic activities in March, 2014.| Over ten thousand two hundred undergraduate students of the fields of science, arts, humanities and technological innovation study on UTALCA's campuses, as well as more than one thousand postgraduate and medicine specialty students. Overall, the entire university has more than eleven thousand students.

1.1.14.-Universitat Politécnica de Valencia

The Universitat Politècnica de València (UPV) is a public university founded in 1971 with approximately 38000 students, 2600 professors and 1700 management employees. It is formed by 15 university centres (higher technical schools, higher polytechnic schools and departments) that offer over a hundred degrees and programmes, with an emphasis in engineering and architecture. However, the university also offers business management and fine arts programmes. UPV is a model among technological universities in Spain (it was the first Spanish polytechnic university to be included in the Shanghai Ranking) and internationally (it was ranked among the top 500 best universities in the world according to the same ranking). Its mission reflects the connection between technical-scientific and social development: "To educate people in order to enhance their skills; to research and generate knowledge, with the assurance of quality, rigor and ethics, in the fields of science, technology, art and business, with the aim of furthering the integral development of society and contributing to its technical, economic and cultural progress".

1.1.15.- Universidad del País Vasco/ Euskal Herriko Unibertsitatea

Universidad del País Vasco/Euskal Herriko Unibertsitatea was born of a long series of initiatives for the Basque Country to have its own university, responding to the many needs arising out of a dynamic and modern society. It was officialised in 1980, based on the foundation of the old University of Bilbao and taking inspiration from the Basque University from 1936. The university adopted an emblem designed by Eduardo Txillida and uses a famous Basque verse "*Eman ta zabal zazu*", which makes reference to the universal vocation of the Basque culture. Today, UPV/EHU houses a thriving community. With over 50,000 people working or studying in it, UPV/EHU is responsible for 70% of the research carried out in Euskadi and has seen over 300,000 students graduate from a variety of fields of knowledge.

1.1.16 ASHOKA NGO

International organization that promotes social entrepreneurship by affiliating individual social entrepreneurs into the Ashoka organization

1.1.17 Columbus Network

Columbus is an association of European and Latin American universities. Its main goal is to foster international cooperation and institutional development of its member universities by enhancing management processes and structures

1.2.- Pilot courses and participating institutions

As it has been described above, the Students4Change programme aims to develop competencies to face urgent social issues in Latin America by promoting the improvement of the quality and relevance of academic programmes that aim to develop social innovation and entrepreneurship competencies. In order to facilitate the adequate management and development of the competencies, pre-existing courses that would become pilot courses of the programme needed to address subjects such as entrepreneurship, business management, organization culture and strategies, social impact and innovation.

One of the main requirements for the application of the pilot courses in the institutions was defining which schools would hold the pilot courses of the programme and which specific courses. In general terms, there were some predominant categories, such as courses and schools that deal with subjects related to management and business, as well as those related to social sciences and

humanities. Figure 1 below shows a distribution of all courses, as well as their proportion, based in five main categories:

Figure 1 – Distribution of pilot courses by category

Administración
y Negocios
[34,7%]

Ciencias
Sociales y
Humanidades
[30,6%]

Otros [8,3%]

Disciplinares
[16,2%]

Salud [10,2%]
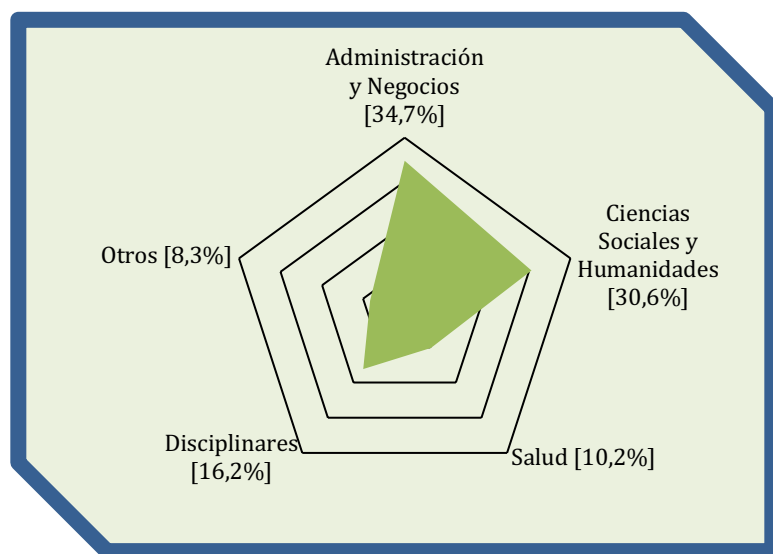
Source: Compiled by the authors

1.3.- Professors and students involved in the pilot course

In general terms, the pilot courses carried out in the different universities had the participation of full-time professors (approximately 90% of the total), most of which had worked between 2 and 20 years in the institution. It is worth noting that the participating professors were programme directors, researchers or lecturers.

The professors' participation and willingness to participate in the implementation of the courses and to adjust their work methodologies in order to establish the subjects of social innovation and entrepreneurship was one of the key components for the success of the execution of the pilot courses. Other noteworthy components were the good reception and willingness to establish the course, both in terms of planning as in terms of the connection with students when dealing with the subjects proposed from a social point of view.

Approximately 1500 students benefited from the programme in all 10 universities where the pilot courses were offered. Female participation was predominant in the courses, representing 58% of the students, as opposed to 42% of male participation.

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Distribution by sex

■ Male
■ Female
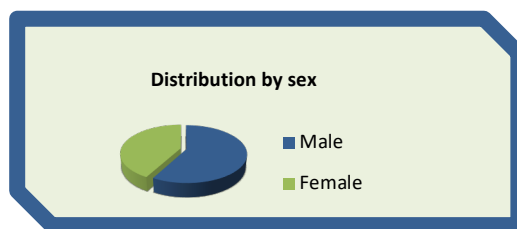
Source: Compiled by the authors

In general, students showed motivation and a positive attitude throughout the process. They consistently reported that the social approach of the courses allowed them to look at their own disciplines from a different perspective and, by extension, allowed them to look at a new area where intervention is possible. Likewise, having the possibility to create projects during the course that might continue afterwards was an attractive and significantly motivating factor. It would be interesting to further develop this factor in the future.

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This chapter presents a methodological proposal designed by the team at Universidad de Talca for the implementation of a support and monitoring plan for the pilot courses in the universities participating in the Students4Change programme. The method and tools used had the following goals:

- To monitor the development of competencies.
- To identify good practices, lessons learnt and existing areas of opportunity in different communities as detected by professors and students.

The structure of the methodological proposal includes the formulation of diagnostic, design-validation and implementation tools, fieldwork and the redaction of global reports. For their execution, different methodological and evaluation strategies were used, which allowed to collect information on the process and its main results. The stages and processes of the proposal defined the Support and Monitoring Model (MAS for its Spanish initials), which is detailed below.

2.1.- Support and Monitoring Model [MAS]

The MAS model is a methodological guide designed with the goal of supporting and monitoring all different phases of the pilot process of all 48 courses in the 10 partner universities of the Students4Change programme. One of its main objectives is to find applied evaluation methodologies, identify areas of opportunity and report good practices that will allow contributing to the design of social entrepreneurship projects or social innovation projects. It include a series of phases:

Figure 2 – Structure of the Support and Monitoring Model [MAS]
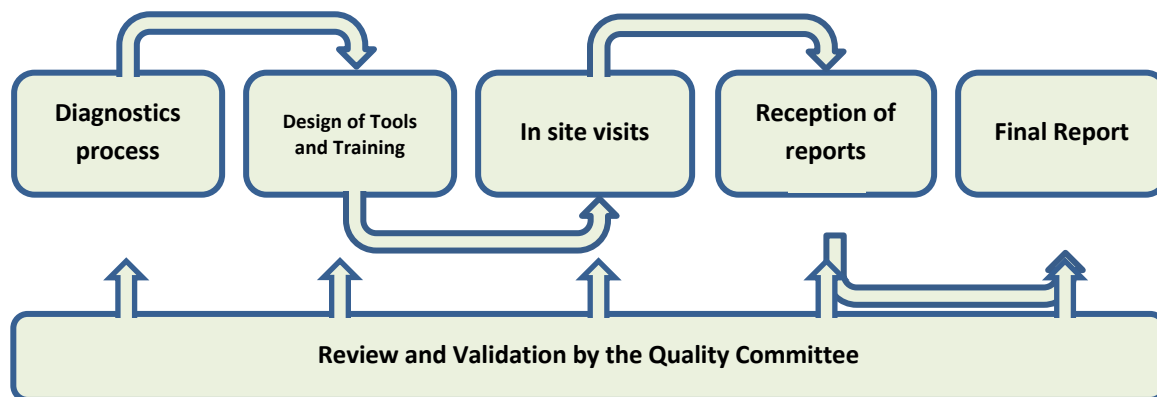
Source: Compiled by the authors

2.1.1.- Phase I: Diagnostics Process

The diagnostics process included a preliminary enquiry regarding subjects of interest for research such as Social Innovation and Entrepreneurship. For this reason, the purpose was to determine the level of development of the subjects of Social Innovation and Entrepreneurship in professors and in the different participating universities, both at the level of perception and in terms of resources and tools with that purpose. For this purpose, a questionnaire called "Questionnaire on the perception of the usage of the Syllabus by academics" **(Annexe 2).**

The diagnostics process included different areas and criteria: Evaluation of context, Structure, Development and Results of the Syllabus, among others. This resulted in the creation of a baseline.

A) Evaluation of the institutional context

This section presents perceptions of whether the Syllabus adapts to the characteristics, conditions and needs of the institutional context. Out of all polled academics (42), 46,7% of them said that they agreed that the Syllabus had indicators that allowed to identify the main characteristics of the module. However, 53.3% of them stated that they were indifferent to or in disagreement with such statement. On the other hand, 96.7% of them declared some degree of agreement with the statement "the Syllabus shows the competencies of the profile of graduation to which the module contributes", while 3.3% declared to disagree with such statement.

Main Characteristics of the module

- ■ Agree
- ■ Desacuerdo

Competencies of the Graduation Profile

- ■ Agree
- ■ Desacuerdo
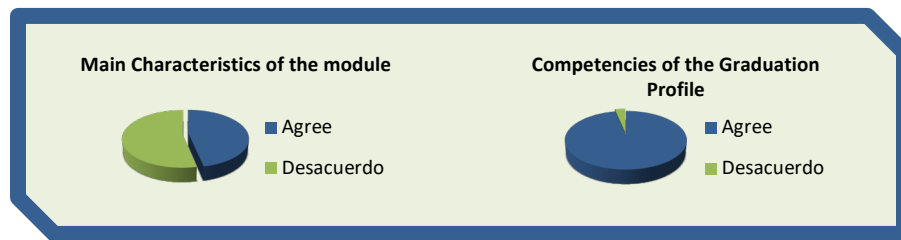
Source: Compiled by the authors

B) Structure of the Syllabus

This section evaluates whether the Syllabus presents competencies, strategies, activities and resources, as well as if it had been created taking the institutional context of application into consideration. Of out all of the polled individuals, 96.7% declared some degree of agreement with the statement "the Syllabus presents the competencies, strategies and resources of the module". Likewise, 66.7% declared some degree of agreement with the statement "the Syllabus was created taking the context of application into consideration", while 33.3% declared some degree of disagreement with the statement.

Competencies and Resources of the Module

- ■ Agree
- ■ Disagree

Created based on the context

- ■ Agree
- ■ Disagree
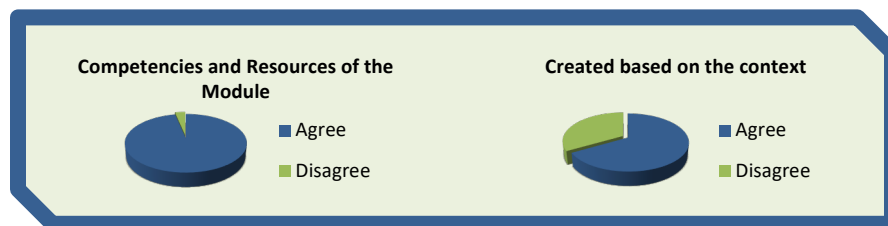
Source: Compiled by the authors

C) Development and implementation

This section evaluates the process in which the strategies, technical and human resources and the procedures manage to achieve the expected results. Out of all of the polled, 93.3% agree, at least to some degree, that the Syllabus evaluates the progress achieved by the students throughout the module. In addition to this, there is no consensus regarding the capacity of the Syllabus to create spaces of feedback on the performance of students after each evaluation; 50% declared some degree of agreement and 50% declared some degree of disagreement.

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Evaluation of the progress during the course	Feedback
■ Agree ■ Disagree	■ Agree ■ Disagree
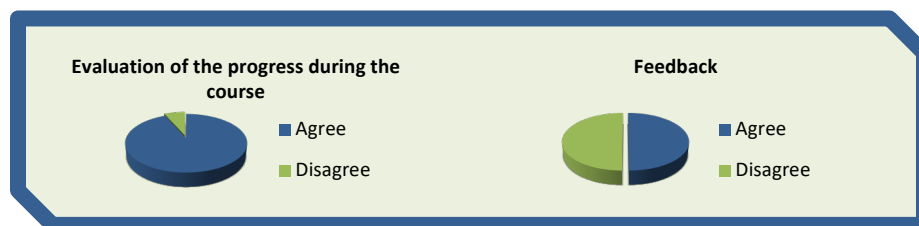
Source: Compiled by the authors

D) Results and impact

This section evaluates whether the application of the Syllabus contributes to the achievement of the expected learning outcomes and whether it implements evaluation mechanisms for the results, as well as the pertinence of the methods. Out of all of the polled, 93.3% agreed that the Syllabus proposed mechanisms for the evaluation of the performance of students. In addition to this, 99% declared that the structure and definition of the criteria of the Syllabus were adequate.

Performance Evaluation	Definition of Criteria
■ Acuerdo ■ Desacuerdo	■ Acuerdo ■ Desacuerdo
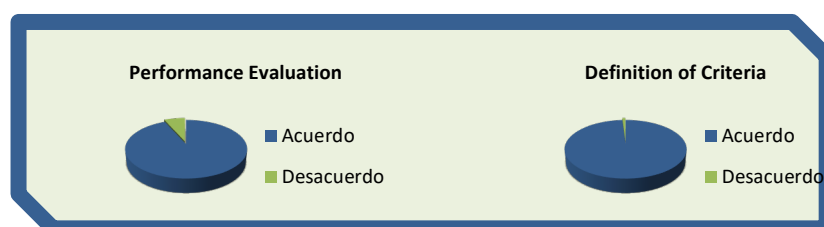
Source: Compiled by the authors

The information obtained through the application of this instrument allowed an initial approach to the subject under research. The data collected throughout the diagnostics process was essential in order to have a rough understanding of the current stance of each institution regarding the subjects of Social Innovation and Entrepreneurship. This allowed establishing a framework for the design of the courses in line with the Students4Change programme.

In summary, we can identify five relevant aspects at this stage of the study:

➢ The need to adapt the Syllabus/Class plan, in order to incorporate the subject of social innovation and entrepreneurship. We believe that instead of introducing it as another content, it is necessary to generate a type of learning that complements knowledge (Cognitive, procedural and behavioural knowledge), presented in a continuum starting from the installation of a learning trajectory in the discipline.

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- The need to establish training process in methodologies and teaching methods in order to develop the subjects in professors.
- The need to install an competence-focused approach during the formulation of the syllabus for specific contexts and with some flexibility during its implementation.
- The syllabus was considered a relevant tool to find very important results to be applied in the implementation of consolidated and practical projects for students.
- Another relevant aspect was that the syllabus should take into consideration institutional educational models in line with the methodology, evaluation and profile of graduation.

2.1.2.- Phase II: Design of tools

The following phase of the programme involved the creation of tools and instruments for the collection of information.

2.1.2.1.- TecDigital Platform

All relevant information concerning the coordination, progress and general development of the Students4Change programme was collected in the "tecDigital" platform created by Instituto Tecnológico de Costa Rica.

The platform enabled the collection, by means of a calendar, of the planning of activities carried out during visits to the different institutions in which the pilot courses took place. Additionally, there was a discussion forum that allowed different groups of professionals who were part of the process to connect, in order to answer questions and divulge information regarding key processes and events.

The platform was also used to share different guidelines and tools, as well as tutorials that might be used within the context of the programme. All reports of the visits and the tools that were applied during the visits were collected by means of the platform.

2.1.2.2.- S4CH Form

In order to collect information about the institutional syllabuses of the universities where the pilot courses took place, a tool named S4CH Form (*Matriz S4CH* in Spanish) was used initially.

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Because of the different formats used in every university, the tool did not work as expected. As a result, we had to create a standard tool to collect information and be able to de-classify and reorganize it more easily, combining certain criteria and allowing the use of a format that takes a more general approach to information. This tool was called S4CH Form 2.0.

2.1.2.3.- S4CH Form 2.0

S4CH Form 2.0, based on the original S4CH Form, is a standardised format that makes it possible to collect data more easily and provides monitoring and support guidelines (annex 3). The form is organised in three dimensions:

→ **Identification of the institution**
→ **Competencies, methods and techniques**
→ **Operating dimensions**

Each one of these dimensions had one keyword, on requirement and the description of its current status. The current status of the Syllabus can be evaluated in three levels: "Meets requirements", "Does not Meet requirements" and "Not Applicable" The forms were sent to the coordinators of each of the institutions and each them had the professors of the pilot courses fill the forms.

At the end of this stage, the Students4Change programme is expected to receive support from the work carried out in the state of the art and the key competencies, toolkit and professor training. Likewise, using the S4CH Forms 2.0 allows to control if professors are applying what they learnt during training in their classes.

2.1.2.4.- Semi-structured interviews

Semi-structured interviews were another tool that is worth using in the information collection process. Its main goal is to collect direct information from the involved stakeholders, i.e. professors and students that take part in the pilot courses. The interviews include questions regarding the planning of the course, development of competencies, expected learning results, teaching strategies and evaluation strategies.

The basic form of the interview can be found in **(annexe 4)**. Based on the support and monitoring phase and using the aforementioned tools, the collaborators collected information on the learning experiences in the classrooms of each of the partner universities.

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2.1.2.5.- Evaluation Guidelines

The phase of evaluation of the final results or products includes the application of the two following tools:

> → **Guideline for the evaluation of learning outcomes by the professor.**
> → **Guidelines for self-evaluation of learning outcomes by students.**

These tools allow us to determine the level of proficiency or achievement made by the student regarding the competency or expected learning outcome. Professors are expected to collect information that might allow them to guide the strategies for the improvement and optimization of the processes and expected learning outcomes. Both guidelines are included in the annexes **(annexe 5; annexe 6).**

2.1.2.6.- Tool for the standardization of good practices

The goal of this tool is to standardize and list the main changes and improvements perceived by the professor during the implementation of the pilot course within the framework of the Students4Change programme. These changes and improvements are logged through a descriptive analysis of the entire learning experience, in order to identify and create a system of good practices. A guideline for the collection of information was created **(annexe 7)**.

The Quality Committee designed five (5) total criteria through which prominent good practices can be analysed and collected.

> → **Teaching method**
> → **Sustainability**
> → **Relevance of the programme**
> → **Involvement of third parties**
> → **Interdisciplinary nature**

2.1.3.- Phase III: Training Process

Each university participating in the evaluation process undertook the responsibility of defining a maximum of two persons in charge of undergoing training in August, 2018 in order to evaluate the pilot courses and to learn how to use the S4CH Form 2.0, as well as all other tools and indicators to be applied with professors and students of the courses that will be visited (semi-structured interviews, evaluation guidelines and the tool for good practices).

The training was led by the team at Universidad de Talca, who were responsible for the creation of the S4CH Form 2.0. Also, institutional coordinators were named in each one of the institutions. They were in charge of meeting evaluators and managing visits in each of the universities, in addition to promoting the use of support mechanisms created for the programme. The list of coordinators of each institution can be found in Table 2.

Table 2 – Coordinators of each institution

University	Institutional Coordinator
Instituto Tecnológico de Costa Rica	Dyalá de la O Cordero
Pontifícia Universidade Católica do Río de Janeiro.	Magda Pischetola
	Ruth Espinola
Pontifícia Universidade Católica do Río Grande do Sul	Lucas Bonacina
	Flavia Ferro
Pontificia Universidad Católica de Valparaíso	Gladys Jiménez
	Camila Zamora
Universidad de Talca	Iván Coydan
	Andrés Astorga
Corporación Universitaria Minuto de Dios	Leonor Avella
	Jairo García
Universidad de Colima	Lourdes Galeana
	Georgette Murillo
Tecnológico de Monterrey	Ivón Cepeda
	Juan Dorado
Universidad de Costa Rica	Jeffry Bastos
Universidad de Caldas	Margarita López
	David Osorio

Source: Compiled by the authors

2.1.4.- Phase IV: In Site Visits

The logistics of method evaluation was organized after all previous phases were completed. This entailed having Syllabuses that include the competencies and methodological tools used in the Students4Change programme, as well as training for evaluators in each of the universities.

The purpose of this phase was to observe the phenomena under study from the point of view of the involved stakeholders. To this end, a qualitative approach was used, by means of a semi-structured interview directed to professors and students that participated in the pilot courses.

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Each evaluation team made a 5-day visit to one of the institutions. The final arrangement of visits and evaluating teams can be found in Table 3.

Table 3 – Evaluators and in site visits

Visited University	Country of Origin	Evaluating Team	University	Destination	Length of Stay
Tecnológico de Monterrey	Mexico	Francisco Díaz Juan Dorado	Instituto Tecnológico de Costa Rica	Cartago	5 days
Universidad de Talca	Chile	Pablo González Ana Carolina Rodríguez	Pontifícia Universidade Católica do Río de Janeiro.	Rio de Janeiro	5 days
Pontificia Universidad Católica de Valparaíso	Chile	Gladys Jiménez Camila Zamora	Pontifícia Universidade Católica do Río Grande do Sul	Porto Alegre	5 days
Pontifícia Universidade Católica do Río Grande do Sul	Brazil	Lucas Bonacina Flavia Ferro	Pontificia Universidad Católica de Valparaíso	Valparaíso	5 days
Instituto Tecnológico de Costa Rica	Costa Rica	Dyalá de la O Cordero	Universidad de Talca	Talca	5 days
Politècnica de València	Spain	Sergio Belda	Corporación Universitaria Minuto de Dios	Bogotá	5 days
Universidad del País Vasco/ Euskal Herriko Unibertsitatea	Spain	Gorka Orueta Igone Guerra	Universidad de Colima	Colima	5 days
Universidad del País Vasco/ Euskal Herriko Unibertsitatea	Spain	Gorka Orueta Igone Guerra	Tecnológico de Monterrey	Ciudad de México	5 days
Universidade de Aveiro	Portugal	Marta Ferreira Diego Galego	Universidad de Costa Rica	San José	5 days
Université Grenoble Alpes	France	Marielle Thiévenaz Carole Ferranti	Universidad de Caldas	Manizales	5 days

Source: Compiled by the authors

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2.1.4.2.- Visit schedule

All visit schedules and specific visit schedules for each institution, including planning and distribution of the support and monitoring week and every activity can be found in **annexe 8**.

2.1.4.3.- Tools applied

Table 4 – Official and complementary tools applied

University	Official Tools	Complementary Tools
Corporación Educativa Minuto de Dios	Interview with professors. Interview with students. Evaluation guidelines.	Participative workshops for students and professors. Meetings with managing staff from different centres. Interviews with beneficiaries of interventions. Observation of participants. Analysis of secondary interventions.
Instituto Tecnológico de Costa Rica	Interview with professors. Interview with students. Evaluation guidelines. Interview with relevant stakeholders of the community.	Presentation of pilot course programmes. Focus group. Recordings.
Instituto Tecnológico y de Estudios Superiores de Monterrey	Interview with professors. Interview with students. Evaluation guidelines. Interview with relevant stakeholders of the community.	Preliminary presentation of the objectives and activities of the visit General meetings. Observation of participants. Focus group. Meeting for the presentation of preliminary results.
Pontifícia Universidade Católica do Río de Janeiro.	Interview with professors. Interview with students. Interview with relevant stakeholders of the community.	Observation of participants. Recordings.

University	Official Tools	Complementary Tools
Pontifícia Universidade Católica do Río Grande do Sul	Interview with professors. Interview with students. Evaluation guidelines.	Observation of participants.
Pontificia Universidad Católica de Valparaíso	Interview with professors. Interview with students. Evaluation guidelines.	General meetings. Observation of participants.
Universidad de Caldas	Interview with professors. Interview with students. Evaluation guidelines.	Presentation of projects and balance by students.
Universidad de Colima	Interview with professors. Interview with students. Evaluation guidelines. Interview with relevant stakeholders of the community, internal and external interest groups.	Preliminary presentation of the objectives and activities of the visit Observation of participants. Focus group. Meeting for the presentation of preliminary results.
Universidad de Costa Rica	Interview with professors. Interview with students. Evaluation guidelines.	Focus group.
Universidad de Talca	Interview with professors. Interview with students. Evaluation guidelines.	Focus group. Audio-visual material.

Source: Compiled by the authors

2.1.5.- Reception of reports

Once the visit and evaluation process came to an end, the main results of the programme were presented. The main tool that was developed for this phase was a report called "Visit Report". This, in conjunction with the Report concerning the standardization of good practices, allowed controlling the fulfilment of the objectives and the main progress observed in each of the institutions. Each evaluating team prepared both reports based on their experience and observations during the visit.

2.1.5.1.- Visit Report

The aim of this tool is to summarise all activities carried out during the execution of the pilot courses. This was one of the most important resources of the Students4Change programme, as its purpose is to gather and standardize all of the collected information, from the organization of the visits, up to the main results seen during the execution of the pilot courses.

The structure of the visit report **(annexe 9)** includes listing and systematising the main methodological approaches and strategies used in the implementation of the process and the results of the support and monitoring phase of the pilot courses of the programme. There were two main lines of the mechanisms applied: Controlling the methods applied and identifying areas of opportunity and best practices.

This chapter addresses all of the reports of the pilot courses carried out in all ten participating institutions of the Students4Change programme. Here the main reported characteristics of each of the courses are reported, both in terms of the formal aspects and of the competencies, techniques and tools used during its execution. In addition to this, the main conclusions and learning outcomes are reported.

All of the courses took place during the period spanning August through December of the year 2018.

Categories

Three categories were proposed for the courses depending on the degree of development regarding the concepts of Social Innovation and Entrepreneurship (Initial, In development and Consolidated). These categories were based on the following criteria: Pertinence of the competencies and techniques, development of the entrepreneurship or innovation project and consistency.

Table 5 – Criteria for the categorization of the course level.

	Pertinence of the Competencies and Techniques	**Development of the Entrepreneurship or Innovation Project**	**Consistency**
Initial [Score: 1]	It is difficult to integrate the subjects of Social Innovation and Entrepreneurship in a relevant way during the course through the use of the proposed working methodology, tools and competencies.	The course designs and plans innovation or entrepreneurship initiatives or projects that are directed to the community, but only in the form of a theoretical model.	The tools and proposed competencies are identified, but they are not consistent with the goals of the S4CH programme. / 40% or less of the competencies and tools have been developed.

In development [Score: 2]	The subjects of Social Innovation and Entrepreneurship have been partially integrated during the course through the use of the proposed working methodology, tools and competencies.	The course designs and implements social innovation and entrepreneurship initiatives or projects directed to the community, but does not take an active part in its execution.	Tools and proposed competencies are identified, with some degree of consistency between these and the goals of the S4CH programme. / Between 41% to 69% of the competencies and tools have been developed.
Consolidated [Score: 3]	The subjects of Social Innovation and Entrepreneurship have been efficiently integrated in a relevant way during the course through the use of the proposed working methodology, tools and competencies.	The course designs and implements social innovation and entrepreneurship initiatives or projects directed to the community, which include an active participation in its execution.	Tools and proposed competencies are identified, showing consistency with the goals of the S4CH programme. / Between 70% or more of the competencies and tools have been developed.
Category according to aggregate score: [3-4=Initial] [5-7=In development] [8-9=Consolidated]			

Source: Compiled by the authors

3.1.- Corporación Universitaria Minuto de Dios

In the framework of the Students4Change programme, the Corporación Universitaria Minuto de Dios executed a total of 6 pilot courses, all of which are described below:

3.1.1.- Course 1: Innovation and creativity for the generation of business ideas.

a) Responsible professor	b) Category
Mario Delgado	Consolidated
c) Involved Competencies	**d) Techniques and methods**

Critical Thinking. Communication. Creativity. Social Analysis. Vision of Opportunities.	The main tools and techniques used during the course were mental maps, definition of the challenge, identification of the target audience, empathy maps, storytelling, map of the interest group, visual map of the problem, observation sheets and elevator pitch During the course, the students identify the problem and propose a challenge based on it, in relation to a concrete subject or collective. Very different topics are addressed (ranging from including psychomotor development to the conditions of market workers with health issues that carry heavy loads). Different tools are addressed every week during class. They are applied in the community during the week, progressing through the different phases of the innovation route.

e) Main results and learning outcomes
One of the main learning outcomes the students reported was being able to detect learning outcomes related to the key competencies under work. In this regard, empathy seems to be a key factor. Such mutual fostering of comprehension and complicity allowed them to learn and further their knowledge in reality, as well as to start creative processes connected to the same reality in a relevant way.

f) Main detected contributions and changes generated by the Students4Change programme
One of the main detected improvements during the S4CH project was the provision of new, concrete tools by the professor; including the generation of institutional spaces, motivation and alternatives to re-frame the course based on a direct connection with the community. It also has caused the professor to put a greater emphasis on the evaluation of the process rather than the evaluation of the result.

3.1.2.- Course 2: Strategic management

a) Responsible professor	b) Category
Jairo Izquierdo	Consolidated

c) Involved Competencies	d) Techniques and methods
Theoretical knowledge. Social Analysis. Critical Thinking. Vision of Opportunities. Involving the Community. Social Innovation Planning. Proactivity.	Usage of techniques and tools varied according to the objectives and the issues under analysis. During the course, the class creates an innovation project that attempts to apply tools discussed during the course in the analysis of a real case in which the professor is involved. Additionally, an in site visit takes place. In this course, it was a case of the Municipality of Cucunubá looking to support associativity and improve the transformation and commercialization of agricultural goods.

e) Main results and learning outcomes
The main learning outcomes detected are related to all three main competencies. In particular, students declared that they acquired a deeper knowledge of the business reality of specific contexts, as well as the harsh reality that the municipality is facing. Likewise, they developed the capacity of suggesting improvements and developing future potential social innovation projects. Additionally, the programme provided some concrete new tools for the professor,

which were also shown to the students. In general, a new space to connect with the community was formed during the course, taking advantage of the professor-student relationship.
f) Main detected contributions and changes generated by the Students4Change programme
It is worth noting that the professor seemed to handle new tools with ease. This gives way to a new space to connect with the community, taking advantage of the professor-student relationship.

3.1.3.- Course 3: Business culture.

a) Responsible professor	b) Category
Angélica Ayala	In development
c) Involved Competencies	**d) Techniques and methods**
Social Innovation Planning. Values. Social Impact. Vision of Opportunities. Entrepreneur vision. Social Analysis. Teamwork. Openness. Creativity. Innovation.	One of the main techniques and tools used during the course were empathy map, blue ocean and 14 questions. The course is based on the premise of looking at the social dimension of the business culture. From this starting point, an innovation route is taken, going from the identification of the problem to the creation of a proposal. The idea is that the students learn how to understand and act on problematic social situations in their direct environment, starting from the concept, ideas and language of the business culture, but from a social perspective rather than a purely profit-focused point of view.
e) Main results and learning outcomes	
One of the main learning outcomes of the course were the development of intense student reflection processes regarding their own environment, reality and role in the social community or work space, identifying problematic situations in their work or day-to-day personal life, and working on how to transform it. From this point of view, the students use the language and logic of the business culture, as well as innovation tools in order to ground the problem, generate ideas and define solutions using concrete tools, so as to finally generate products that can be relevant for the community or a particular work environment.	
f) Main detected contributions and changes generated by the Students4Change programme	
In order to identify and define opportunities, the professor used some tools provided in the toolkit. Also, the professor took the initiative of connecting the project developed during the course with the environment of the students: they identified changes in the previous versions of the course regarding how to do the final presentation, which was done as a elevator pitch, a more innovative and relevant product for the work in the environment.	

3.1.4.- Course 4: Organizational analysis and diagnosis.

a) Responsible professor	b) Category
Ángela Niño	In development
c) Involved Competencies	**d) Techniques and methods**
Responsibility. Critical Thinking. Teamwork.	Some of the main techniques and tools used during the course were the external analysis of organizations, empathy map,

	stakeholder matrix, detection of problems and creation of strategies, brainstorming, co-creation with business owners, corporate strategies, quick prototyping and elevator pitch. During the course the students worked in groups, trying to provide services in the field of production, distribution and sale of rice bread, a particularly important trade for the community. Each group focuses in one small business owners in Restrepo,
e) Main results and learning outcomes	
One of the main learning outcomes the students reported was being able to detect learning outcomes related to the key competencies under work. For the development of these competencies there seemed to be one key driver: the formation of a relationship and the generation of empathy with business owners of the trade in which the students worked. In addition to this, another key factor seems to be having all students work in the same trade, which creates a common framework for discussion based on different experiences, processes and cases. Students highlight that such relation with the business world is particularly interesting for the generation of soft skills, such as communication, punctuality and commitment.	
f) Main detected contributions and changes generated by the Students4Change programme	
In order to make changes to the course, diagnostic tools and solution searches from the toolkit were used. Another worthy contribution was the use of a elevator pitch as final product and as a way to give back. In general, the Students4Change programme has been an opportunity for innovation in teaching and to re-frame the course towards service-learning, which was one of the goals set by the professor before joining the programme.	

3.1.5.- Course 5: Innovation and creativity for the generation of business ideas.

a) Responsible professor	b) Category
Byron Rico	Consolidated
c) Involved Competencies	**d) Techniques and methods**
Vision of Opportunities. Entrepreneur vision. Theoretical knowledge. Teamwork. Openness. Critical Thinking.	Some of the techniques used during the course were social innovation route, mental map, infographics, theory of change, people and connections map, consolidation and socialization of innovative social entrepreneurship and elevator pitch. The purpose of the course is to be able to propose a business plan for a particular section of the community. To this end, the professor carries out preliminary work to connect with the organization and to prepare information for the students.
e) Main results and learning outcomes	
One of the main learning outcomes the students reported was being able to detect learning outcomes related to the key competencies under work. For the development of these competencies there seemed to be one key driver: the formation of a relationship and the generation of empathy and commitment built during the process. It is worth noting that in the beginning, students felt the context seemed alien to their everyday reality, which apparently	

shocked them, causing more empathy and making them acknowledge the value of locations, people and processes during field work.
f) Main detected contributions and changes generated by the Students4Change programme
Thanks to the programme, different diagnostic and solution search tools were used. It is also worth noting that elevator pitch was used as a final product and as a way to give back. In general S4CH has been a space for the professor to channel his interest in teaching innovation and to re-frame the course toward community service.

3.1.6.- Course 6: Professional internship in the public accounting programme.

a) Responsible professor	b) Category
Clara Montenegro	In development
c) Involved Competencies	**d) Techniques and methods**
Social Analysis. Teamwork. Social Innovation Planning. Creativity.	Some of the techniques used during the course were the generation of ideas, teamwork, definition of challenges, PATRI framework, social business canvas and quick prototyping. The purpose of the course was introducing entrepreneurship to students that are not used to it (bear in mind that it was in a public accounting programme). From this point of view, the class worked on an entire innovation route starting from the study of the context up to the generation of a business plan while connecting the process with one community initiative or association.
e) Main results and learning outcomes	
According to the students, one of the main achievements of the course were being able to detect learning outcomes related to key competencies under work. The most noteworthy learning outcomes are related to social work. A key learning outcome for the students was realising that they were able to cause positive changes in their community through their own initiatives. Other noteworthy learning outcomes are related to creativity as a competence, which was particularly appreciated by the students, who in general are not used to tools and processes involving creative design. In fact, placing creativity at the core of the learning process and co-creation with the community seemed to be one of the key drivers.	
f) Main detected contributions and changes generated by the Students4Change programme	
According to the professor, the participation in the programme caused a shift of the focus of the course toward entrepreneurship. It also provided concrete tools to support this shift in focus.	

3.1.7.- Tool of good practices

The application of a tool to systematise good practices included two phases. After their visit, the evaluator proposed to the UNIMINUTO coordinator and professors key subjects of each of the pilot course from which good practices were expected to be generated. Secondly, professors were asked to illustrate these practices and write down other reflections they could wish to share in a form provided by the evaluator. One of the most noteworthy mention is a strong empathy form the

students toward the social environment. This allowed the development of a prototype and final products in the course that were very relevant to the groups, communities and organizations with which they were working. For the implementation of this good practice it was essential to have a very clear, concrete and structured itinerary describing the entire innovation process. Continuous monitoring by the professor was also very important.

3.2.- Instituto Tecnológico de Costa Rica

In the framework of the Students4Change programme, the Instituto Tecnológico de Costa Rica offered a total of 5 pilot courses, which are described below:

3.2.1.- Course 1: Human Environment.

a) Responsible professor	b) Category
Oscar Rodríguez	In development
c) Involved Competencies	**d) Techniques and methods**
Critical Thinking. Creativity. Social Innovation Planning. Teamwork.	Some of the techniques used during the course were secondary source research, focus groups, identification of support networks, brainstorming and networking. Research project were carried out in groups of no more than 4 students; each of the groups were in charge of making a report stating which issues were studied and possible solutions. After that, each group made their own proposals and presented them to the rest of the class so that they could give each other feedback and discuss ideas and improvements. In the following weeks, each group was aided and guided by the professor in order to create a proposal for improvement, social innovation or entrepreneurship in the area they chose.
e) Main results and learning outcomes	
One of the most important learning outcomes of the course was becoming aware that social innovation processes are part of the social responsibility of organizations. In addition to this, a key concept for the course was having an impact on the area of human environment. The course was considered a great success because of the involvement of the professor, who was considered very positive for the process. The professor guided the students in dealing with problems related to teamwork and the business environment, as well as the adaptation in the formal content and application with a social focus. The formation of this institution does not have a special focus on social skills and this could be an area where improvement can be made. The students considered that good professionals are being trained. However, they believed these professionals behaved "like robots", as they did not question their environment and, therefore, students believed that humanities and social sciences should be more relevant to the curriculum. It was also noted that the students became more self-critical and socially critical.	
f) Main detected contributions and changes generated by the Students4Change programme	
A change perceived by the professors was the creation of the Office of the Vice-Rector for Research. This was a way for students to improve their communication skills in a work environment and to take advantage of the competencies.	

3.2.2.- Course 2: Seminar on Costa Rican studies.

a) Responsible professor	b) Category
Oscar Rodríguez	In development
c) Involved Competencies	**d) Techniques and methods**
Critical Thinking. Creativity. Social Innovation Planning. Teamwork.	Some of the techniques used during the course were secondary source research, identification of support networks, brainstorming and networking. Research projects were carried out in groups of no more than 4 students; each of the groups were in charge of making a report stating which issues were studied and possible solutions.
e) Main results and learning outcomes	
Because of the planning of the course, it is not yet possible to establish reliable learning outcomes. However, one notable expected learning outcome is generating a greater development in the commitment to the solution of social problems, empathy and solidarity. Also, the course is expected to integrate a project focused on social change. Additionally, the course is expected to generate a group bond and therefore an improvement in teamwork.	
f) Main detected contributions and changes generated by the Students4Change programme	
Students have a better perception of social problems and the need of academia to initiate processes of social change.	

3.2.3.- Course 3: Software Engineering.

a) Responsible professor	b) Category
Jaime Solano	In development
c) Involved Competencies	**d) Techniques and methods**
Innovation. Empathy. Social Analysis. Social Innovation Planning. Critical Thinking., Leadership	Some of the techniques used during the course were empathy maps, project management, quick prototyping, analogous inspiration, brainstorming, team building, elevator pitch and planning through social canvas. During the course, the students are encouraged to give concrete answers to real issues, challenging professional theory from the perspective of a social problem.
e) Main results and learning outcomes	
One of the main learning outcomes the students reported was that they learnt how to clearly and opportunely identify their target audience. Students considered that the course was a very positive experience, as it gave them the opportunity to come into contact with real issues and to generate social awareness, thus contributing to the elaboration of ideas. Students said they wished the course took place at the end of their programme of studies, as they considered it a great opportunity to learn how to deal with people and real social needs.	
f) Main detected contributions and changes generated by the Students4Change programme	
One of the changes perceived by professors was that students were encouraged to give concrete	

answers to real issues, challenging the theory of their profession from the perspective of a social problem. On the other hand, students said they were able to make sense of the theory they studied in other courses. Some even mentioned that including social innovation during the first semesters of their programme would be more beneficial.

3.2.4.- Course 4: Administrative theory II (Cartago Campus).

a) Responsible professor	b) Category
Ronald Brenes	In development
c) Involved Competencies	**d) Techniques and methods**
Innovation. Leadership. Critical Thinking. Empathy. Social Analysis.	Some of the techniques used during the course were problem tree, brainstorming, brainwriting, empathy map, identification of target audience, social canvas, quick prototyping and elevator pitch. During the course students made research projects related to the programme, which were later evaluated. In addition to commercial objectives, the course also had social objectives. In general, the entire course focuses on developing theoretical and practical knowledge on social innovation and entrepreneurship.
e) Main results and learning outcomes	
Some of the main learning outcomes the students reported were learning what social entrepreneurship really means and learning about its importance for business and current society. Students felt these were fundamental and necessary processes for society as a solution to constant problems. Another worthy learning outcome was the capacity to do diagnostic analysis of social problems and to do things more efficiently. Another area that showed an important impact was personal growth and the value of perseverance, as well as the use of personal values to avoid toxic competitive dynamics between groups.	
f) Main detected contributions and changes generated by the Students4Change programme	
Thanks to the Students4Change programme, students were able to have an active participation in entrepreneurship projects and to generate administrative tools used in activities. For students, a worthy improvement achieved thanks to the programme was understanding the real meaning of social entrepreneurship, as well as learning about its importance for business and current society. Students concluded these were fundamental and necessary processes for society as a solution to constant problems.	

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3.2.5.- Course 5: Administrative theory II (Limón Campus).

a) Responsible professor	b) Category
Marco Martínez	In development
c) Involved Competencies	**d) Techniques and methods**
Leadership. Innovation. Critical Thinking. Empathy. Social Analysis.	Some of the techniques used during the course were problem tree, brainstorming, brainwriting, empathy map, quick prototyping and elevator pitch.
e) Main results and learning outcomes	
One of the main learning outcomes the students reported was becoming acquainted with initiatives that affect their community. Students participated in radio broadcasts. It was very well received by the community. Participants state that changes could be made in the future. The introduction of social entrepreneurship in the course can help shape new managers that are aware of their environment. Another worthy learning outcome was the capacity to do diagnostic analysis of social problems and to do things more efficiently. Another area that showed an important impact was personal growth and the value of perseverance, as well as the use of personal values to avoid toxic competitive dynamics between groups.	
f) Main detected contributions and changes generated by the Students4Change programme	
The professor noticed an improvement in the awareness of the existence of social entrepreneurship, not only economic benefit. Students considered that there could be changes in the future, as the focus on social entrepreneurship will help shape new managers who are aware of their environment and its potential needs.	

3.2.6.- Tool for good practices

The tool for the systematisation of good practices was applied in Instituto Tecnológico de Costa Rica. This occurred after the semi-structured interview with the professors, so that they could remember the development of the pilot course and have a clearer idea of which good practices he encountered. Particularly noteworthy was the development of skills and knowledge that caused the participants to become aware of their social environments, thus motivating them to become an agent of change. In some courses, the Students4Change programme presented some projects in a business idea fair, which motivated students to develop their skills and knowledge to the fullest, in addition to making them take the social environment into consideration when creating new products.

3.3.- Instituto Tecnológico y de Estudios Superiores de Monterrey

In the framework of the Students4Change programme, the Instituto Tecnológico y de Estudios Superiores de Monterrey offered a total of 6 pilot courses, which are described below:

3.3.1.- Course 1: Ethics, people and society.

a) Responsible professor	b) Category
Ivón Cepeda	In development
c) Involved Competencies	**d) Techniques and methods**
Critical Thinking. Openness. Empathy.	Some of the main techniques and tools used during the course were problem tree, empathy maps and brainstorming The course was considered transversal in that every programme includes it, as it is considered a core course in the institution. The course also has a focus on another area: Gender studies. One goal of the course is to have the students be able to recognize cycles of violence of which they themselves may have been a part. Students are asked to propose different ways to address the issue.
e) Main results and learning outcomes	
One of the main learning outcomes the students reported was that they were able to organise and structure ideas with a broader scope for analysis. The tools were useful in guiding this line of thought. Additionally, students were able to generate flipped learning. Ethics can be address from a specific issue. Thus, theories can be analysed through a problem and from this starting point solutions can be found.	
f) Main detected contributions and changes generated by the Students4Change programme	
The professor found that the programme gives meaning to the use of tools linked to competencies, because, otherwise, students would feel they are hearing a meaningless discourse. The professor sees the students as agents of change. On the other hand, students feel that the course is different to others, as it is applied in reality because of the programme.	

3.3.2.- Course 2: Media, culture and society.

a) Responsible professor	b) Category
Gabriela Palavicini	In development
c) Involved Competencies	**d) Techniques and methods**
Communication. Teamwork. Critical Thinking. Innovation. Creativity.	Some of the main techniques and tools used during the course were brainstorming, problem tree, empathy map and teamwork. Students had to create a project linking theory learnt during the course and applying it in a practical way.
e) Main results and learning outcomes	

A noteworthy result was that the students felt they owned the subject itself. Thanks to the programme, they have been able to ground their knowledge to areas that can be useful for them as a link to society. They have seen that working with challenges in the courses that they like results in more effective and visible learning. A concrete result was the design of a website where they can present their projects. Students felt that working in a real innovation project is very positive for them, as they go out to reality and see what is actually happening. Students want to pursue the projects once the course ends
.

f) Main detected contributions and changes generated by the Students4Change programme

The professor perceived positivity from students as they feel that their careers benefit from a real innovation project, from going out to reality and from seeing what is happening in real life. Students are motivated to pursue the projects after the end of the course. Thanks to the programme, students feel they have left their comfort area, as they are urged to create change. Additionally, being able to choose the subject is favourable, as it allows them to focus on their interests.

3.3.3.- Course 3: Organizational culture.

a) Responsible professor	b) Category
Ignacio González	Between August and November, 2018.
c) Involved Competencies	**d) Techniques and methods**
Critical Thinking. Empathy. Social Analysis. Social Innovation Planning.	Some of the techniques used during the course were brainstorming, analogous inspiration, case method, social canvas, innovation flowchart and chain of value. The course connects with social innovation through the analysis of the impact of different cultures when doing business. Social entrepreneurship competence building is made through documentary research activities and empirical experiences that help to multiply students' skills, attitudes and knowledge.

e) Main results and learning outcomes

One of the main learning outcomes reported was being able to change the initial mentality of students and introducing the idea of the creation of social value. Additionally, they also appreciate the possibility of real application of the contents they learn. Students now integrate social innovation as an innovative long-term concept that focuses on deep issues. They are not only taught to create companies, but to create them to help their communities.

f) Main detected contributions and changes generated by the Students4Change programme

Social innovation is understood as a concept that needs to be implemented, as it focuses on deep issues. Students felt that the tools that were provided to them allowed them to be creative and analytic.

3.3.4.- Course 4: Ethics, profession and citizenship.

a) Responsible professor	b) Category
Francisco Díaz/Graciela Castillo	In development
c) Involved Competencies	**d) Techniques and methods**
Critical Thinking. Social Analysis. Commitment. Theoretical knowledge. Empathy. Leadership. Autonomy. Responsibility. Innovation. Teamwork.	Some of the main techniques and tools used during the course were definition of challenge, brainstorming, mental map and secondary source research. The course focuses on the development of a critical eye in the social context where students carry out their professional internship in order to solve social issues from their professional point of view.
e) Main results and learning outcomes	
One of the most important results was the acquisition of the value of ethics as a social competence. Additionally, teamwork and the concept of social innovation were strengthened significantly through the use of a common agenda.	
f) Main detected contributions and changes generated by the Students4Change programme	
The main improvement was having materials that have been built during the development of the programme, which allows students to link what they learn to practice. From the students' perspective, the programme has led them to understand that they can be social innovators by developing creative skills.	

3.3.5.- Course 5: Social responsibility and citizenship.

a) Responsible professor	b) Category
Graciela Castillo	In development
c) Involved Competencies	**d) Techniques and methods**
Creativity. Innovation. Empathy. Leadership. Teamwork.	Some of the main techniques and tools used during the course were SWOT, quick prototyping, convergent/divergent co-creation sessions and empathy map. Some of the contents are addressed from the concept of social engagement (citizenship, democracy, knowledge of their country's structure and which social issues are faced). The importance of citizen participation in social problems is at the core of the course.
e) Main results and learning outcomes	
Some of the main learning outcomes the students reported were being able to identify conceptual aspects and areas of incidence on which they work. Students create knowledge about themselves in relation to their capabilities. They learn how to propose new concepts or how to innovate through the adaptation of an already developed concept. They work with real issues, which implies identifying problems, learning about its components, being able to select a point of incidence, working in teams and addressing real needs. Additionally, they create and	

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appropriate the idea that we are socially responsible towards our community.
f) Main detected contributions and changes generated by the Students4Change programme
The professor perceived a change in students, as they are very interested in the course, since the programme makes them learn about problems in their environment and calls upon their ability to expose problems, analyse them and propose solutions. From the students' point of view, the course offers innovative teaching tools and they believe these help them improve the quality of services.

3.3.6.- Course 6: Ethics, profession and citizenship.

a) Responsible professor	b) Category
Graciela Castillo	In development
c) Involved Competencies	**d) Techniques and methods**
Critical Thinking. Social Analysis. Commitment. Theoretical knowledge. Empathy. Leadership. Autonomy. Responsibility. Innovation. Teamwork.	Some of the main techniques and tools used during the course were definition of challenge, brainstorming, mental map and secondary source research. The course focuses on the development of a critical eye in the social context where students carry out their professional internship in order to solve social issues from their professional point of view.
e) Main results and learning outcomes	
One of the most important results was the acquisition of the value of ethics as a social competence. Additionally, teamwork and the concept of social innovation were strengthened significantly through the use of a common agenda.	
f) Main detected contributions and changes generated by the Students4Change programme	
The main improvement was having materials that have been built during the development of the programme, which allows students to link what they learn to practice. From the students' perspective, the programme has led them to understand that they can be social innovators by developing creative skills.	

3.3.7.- Tool for good practices

The pilot course and the associate projects have not ended in the Institute. Because of this, good practices have not been collected as of the date of production of this report. However, possible good practices that may be adopted at the end of the course were classified in three categories: First, good practices of the course. Taking the student to a concrete context where they carry out their social projects creates an impact on their communities. As a result, this raises awareness about their role as potential agents of change. Secondly, good practices of the course project. These aim to generate an impact on the community, trying to foster constant growth and progress. Thirdly, good practices for sustainability. In this regard, an international social innovation centre was created,

which is directed to innovation projects in San Cristóbal de las Casas and hoping to extend the development to Ciudad de Mexico in the future. Additionally, the TEC21 model was included, which has a focus on social issues, thus generating a greater connection between the university and the community.

3.4.- Pontifícia Universidade Católica do Río de Janeiro.

In the framework of the Students4Change programme, the Pontifícia Universidade Católica do Río de Janeiro executed a total of 4 pilot courses, all of which are described below:

3.4.1.- Course 1: Social planning and social entrepreneurship projects.

a) Responsible professor	b) Category
Ruth Mello	In development
c) Involved Competencies	**d) Techniques and methods**
Social Innovation Planning. Innovation. Leadership. Communication. Teamwork. Entrepreneur vision. Creativity.	Some of the main techniques and tools used during the course were problem tree, brainstorm, quick prototyping, business plan, people and storytelling. The goal of the course is to identify social issues that might encourage the creation of sustainable entrepreneurship projects aiming to have positive social-environmental impact, analyse the field of action of social entrepreneurship by sector, create business plans in support of the creation of new organizations and initiatives and incite the expansion of social initiatives or launch divisions of social business in already existing organizations.
e) Main results and learning outcomes	
Thanks to the course, students became aware of action in the social-environmental area in general terms. As a result, they became able to identify social issues that might invite to create sustainable entrepreneurship projects aiming to have a positive social-environmental impact. Additionally, they were able to analyse the field of action of social entrepreneurship by sector, thus having an idea of how to plan projects and businesses that support the creation of new organizations and initiatives. The course also encourages the expansion of social initiatives and the creation of new innovation divisions in already existing organizations.	
f) Main detected contributions and changes generated by the Students4Change programme	
One of the most notable contributions perceived during the development of the course was the shift of attitude of students and an improvement in their relationships and confidence. Access to new tools allowed the development of skills that were very meaningful for their learning-teaching process.	

3.4.2.- Course 2: Entrepreneur attitude and behaviour.

a) Responsible professor	b) Category
Raphael Zaremba	Consolidated
c) Involved Competencies	**d) Techniques and methods**
Commitment. Research. Critical Thinking. Values. Openness. Empathy. Communication. Involving the Community. Teamwork. Creativity. Innovation. Leadership. Social Innovation Planning.	Some of the techniques used during the course were problem and opportunity tree, team building, definition of challenge, idea generation, empathy map, elevator pitch, quick prototyping and creativity workshop.
e) Main results and learning outcomes	
The course managed to awaken the development of an entrepreneur spirit in Brazilian students, stimulating their involvement and social commitment in students from different fields. The purpose of the course was to shed some light to the meaning of the concept of entrepreneurship while highlighting the importance of its application in different fields. There was a medium level of accomplishment of the expected learning outcomes by students. The discourse of students reflected the development of the entrepreneur spirit and the importance of its application in different fields. They talked about social entrepreneurship and innovation as a very meaningful topic that allows them to improve their formation process, making the compare learning experiences with real life, thus facilitating interaction with other people, other fields of knowledge and to assume an interdisciplinary point of view.	
f) Main detected contributions and changes generated by the Students4Change programme	
For students, the most important about changes and improvements perceived during the S4CH programme were experiencing the sense of cooperation of the proposal and being able to carry out interventions in spaces to improve habitability. They consider that the programme is a very innovative proposal.	

3.4.3.- Course 3: Group management.

a) Responsible professor	b) Category
Magda Pischetola	In development
c) Involved Competencies	**d) Techniques and methods**
Commitment. Values. Leadership. Autonomy. Openness. Research. Communication. Empathy. Teamwork. Creativity.	Some of the techniques used during the course were creativity workshop, empathy map, brainstorming, mental map, team building, Belbin team roles, storytelling and five whys. The purpose of the course is to generate a reflection around the concept of leadership and to manage groups within the framework of institutional change.
e) Main results and learning outcomes	
Some of the main learning outcomes developed during the course were being able to study human communication in groups and theoretical proposals for the understanding of the concept of a group. Additionally, students were able to learn and focus on their study of the understanding of group dynamics, addressing the concepts of verticality, horizontality and transversality, focused on the school context	
f) Main detected contributions and changes generated by the Students4Change programme	
The professor found that being able to link theory with practice was valuable, as it allowed students to see a real model in line with the discourse of the programme.	

3.4.4.- Course 4: Project Development.

a) Responsible professor	b) Category
Guilherme Toledo	Consolidated
c) Involved Competencies	**d) Techniques and methods**
Leadership. Teamwork. Entrepreneur vision. Creativity.	Some of the main techniques and tools used during the course were brainstorming, mental map, people and connections map and Belbin team roles. The purpose of the course is to make students experience different stages of research, creation, prototyping and validation of ideas of a project for the creation of products and services from the point of view of project development.
e) Main results and learning outcomes	
One of the main learning outcomes was giving the students the motivation to generate projects that have an impact on their community. Many students are now focus on social innovation, particularly those who are studying with a scholarship, as they feel managing this type of project is an opportunity to actively give back to their community. This shows that the concept of social responsibility was instilled in students and they established a link between this responsibility and the development of new entrepreneurship projects. While the course manages to develop the expected levels of progress based on a meticulous planning, both the students and the professor suggest that the time destined to the development of methodologies and activities was very limited. Likewise, they say that a greater degree of development could be achieved if the number of competencies and tools included in the course was reduced, so as to be able to address the most essential ones in depth.	
f) Main detected contributions and changes generated by the Students4Change programme	
The professor appreciates the fact that he could learn about the experience of other universities, as well as being able to discuss how other academics about working with creativity. However, he considers that it is important to experiment with other strategies that might optimise students' performance. While he appreciates the creation of the toolkit, he suggests including a different toolkit, such as MPTI or the toolkit called "10 papeles de innovación".	

3.4.5.- Tool for good practices

The tool for the systematisation of good practices was applied in the Pontifícia Universidade Católica do Río de Janeiro mainly in experiences related to the social entrepreneurship and innovation environment. These were meetings that involved visiting an organization or division where they made a presentation or talked about their experience. This also included questions by a team of facilitators. It is worth mentioning that most of the pilot courses were still taking place at the moment of the visit. In general, it was possible to determine that most of the course did not have an application phase that included an intervention to a group, institution or community. One of the projects that did have these criteria was the Course "Social planning and social entrepreneurship projects."

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3.5.- Pontifícia Universidade Católica do Río Grande do Sul

In the framework of the Students4Change programme, the Pontifícia Universidade Católica do Río Grande do Sul offered a total of 6 pilot courses, all of which are described below:

3.5.1.- Course 1: Business planning.

a) Responsible professor	b) Category
Maira Petrini	In development
c) Involved Competencies	**d) Techniques and methods**
Creativity. Entrepreneur vision. Teamwork. Innovation.	Some of the techniques used during the course were brainstorming, analogous inspiration, identification of support networks, research, identification of support networks, creativity workshop and quick prototyping. A new format of the course took place, in which entrepreneurship and business plans are developed. Some classes deal with management only and others put an emphasis on some aspects that entail more than one discipline. The classes are very hands-on, focusing on entrepreneurship. This is a great contribution to the learning process.
e) Main results and learning outcomes	
Some of the learning outcomes of the course are that students became aware of their living conditions and their peers' experience. They address the topic of social entrepreneurship in depth. Students learnt about the changes social entrepreneurship can cause and therefore feel satisfied. In the beginning, they face a reality that they do not pay any attention to and they do not want a more relevant role in it. Creating awareness on social issues seems to be more effective when it is taught by peers instead of by a professor.	
f) Main detected contributions and changes generated by the Students4Change programme	
The professor believes that sharing with their peers helped students to become aware of social issues. Among the main impacts of the S4CH programme were being able to work with other disciplines and being able to be supported by peers. Also, giving the opportunity to get to know the consumer through real approaches and not by addressing only the theory was considered relevant.	

3.5.2.- Course 2: Business entrepreneurship.

a) Responsible professor	b) Category
Vicente Zanella	In development
c) Involved Competencies	**d) Techniques and methods**
Teamwork. Entrepreneur vision. Creativity. Innovation.	Some of the main techniques and tools used during the course were problem tree and information sheets. Doing the problem tree was repeated and requested

	by student themselves, who said they needed to do more analysis in order to establish which real issue they wanted to work with the community.
e) Main results and learning outcomes	
Some of the main results were providing an experience to students that are not usually in contact with real issues. It was also considered an interesting opportunity to contribute to the construction of a sense of community and to strengthen it. Students had the possibility of looking at the different points of view of the teams and peers from different fields and mentalities. Students were able to create a project through teamwork and realised that the problem that they thought existed was a different one. Because of this, they became aware of different issues. In terms of interdisciplinary work and its contribution to the community, students from IT programmes do not normally have this type of practical work, so they found the course very important and meaningful. The impact of helping the community was more relevant for them than helping a large company.	
f) Main detected contributions and changes generated by the Students4Change programme	
An important impact on students was making them aware of the concepts of social responsibility, social innovation and social entrepreneurship. Additionally, the development of the course within the framework of the S4CH programme fostered innovation by itself as it proposed new dynamics and approaches that helped guide the course.	

3.5.3.- Course 3: Organization Behaviour.

a) Responsible professor	b) Category
Loraine Muller	In development
c) Involved Competencies	**d) Techniques and methods**
Critical Thinking. Leadership. Innovation. Teamwork. Social Innovation Planning.	One of the main techniques and tools used during the course was flipped classroom. The course is characterised by its focus on actual experience of the students in order to make them understand and apply the contents of the course in a social reality, which is unknown to half of the class. During the process, students received individual and group feedback during their presentations and while they worked on their assignments. All of this gives way to spaces where they can interact with each other dynamically.
e) Main results and learning outcomes	
Among the main learning outcomes of the course is the capacity of students to get to know other people and appreciate their differences. They also learned how to respect other people's opinion and how to overcome prejudice. Confidence was also an important topic that was addressed during the course, as well as learning how to observe and be empathetic in order to understand and connect with others.	
f) Main detected contributions and changes generated by the Students4Change programme	
Because of its social focus, the programme provided an opportunity for students to get to know themselves, generate respect and overcome prejudices. Teamwork helped foster confidence and empathy, and helped them learn by observing others. The professor believes that the module benefited from the S4CH programme, because it led to the comprehension of the concepts of	

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Social Innovation and Entrepreneurship. Additionally, it provided the toolkit and gave way to the execution of the pilot course and the visit of other professors from PUCV. By having a better understanding of the concepts and competencies, professors are able to review their own work and reflect on how these concepts interact with their discipline. Students were more motivated and committed to the course.

3.5.4.- Course 4: Innovation Management.

a) Responsible professor	b) Category
Lucas Roldán	Consolidated
c) Involved Competencies	d) Techniques and methods
Innovation. Entrepreneur vision. Social Innovation Planning. Creativity. Leadership.	One of the main techniques and tools used during the course was empathy map,. At the start of the course, a topic is introduced with the purpose of promoting the search for a link between different aspects of the topic with its application in different company realities.
e) Main results and learning outcomes	
One of the main results was that students found the course interesting, as it has a different approach that they do not see in other disciplines. This approach might apply to other disciplines, as the interaction with the real world is not very common. Likewise, students say it is a pity that they cannot have this type of experience until the end of their programmes. They report that the course is a first approach toward a more context-based teaching that provides spaces to approach their professional practice and the social reality of their community. Another fact that was appreciated by students was that they interacted with students from other programmes, which gives them a broader, multidisciplinary point of view.	
f) Main detected contributions and changes generated by the Students4Change programme	
The main long-term benefit of the program was developing competencies in students so that they may serve society in the future, as they were able to learn and work in contexts that are different to their own. The main change of discipline had to do with the case that was used for study. Students were more participative in the activities of their discipline. On-line and classroom classes were fundamental for the good development of the discipline, allowing contact with peers and sharing good practices in the application of existing tools. Students were able to learn about new possibilities. During the development week, PUCRS held a workshop about the programme in order to try to attract new professors to work with this system. The workshop had a very good reception by other academics.. Finally, a study group was created. This group meets every week to discuss tools and methodologies.	

3.5.5.- Course 5: Nutrition, health and community.

a) Responsible professor	b) Category
María Macedo	In development
c) Involved Competencies	d) Techniques and methods
Theoretical knowledge. Entrepreneur vision. Openness. Research.	One of the main techniques and tools used during the course was flipped classroom. The course addresses theoretical concepts related to nutrition and public health. Simultaneously, students must plan interventions, which they must present at a school. In this presentation, students

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	propose processes that help to solve specific problems that they detected. All of this is done within the context of food and nutrition.
e) Main results and learning outcomes	
Some of the main learning outcomes was being able to take theoretical knowledge into practice and facing a reality that they did not know before the interaction with the school. Additionally, sharing food with children was a great experience, as students can learn what children eat and how they connect with food as a result of their living conditions. For many of the school children, meals provided by the school are the only food they eat throughout the day. In this regard, students found it positive that the course took place at the beginning of the programme, as this can give a different focus to consequent courses.	
f) Main detected contributions and changes generated by the Students4Change programme	
The course helped to systematise experiences in the classroom and open new horizons for professor action during the learning process of future professionals.	

3.5.6.- Course 6: Electric residential and commercial projects.

a) Responsible professor	b) Category
Juliana Klas	In development
c) Involved Competencies	**d) Techniques and methods**
Theoretical knowledge. Entrepreneur vision. Creativity. Critical Thinking. Involving the Community.	Some of the main techniques and tools used during the course were empathy map and design thinking. During the course, students applied their knowledge in domestic electric installations. They were also visited by companies related to PUCRS, as well as external companies, so that students can talk to them based on what they have learnt.
e) Main results and learning outcomes	
Students appreciated the practical side of the course. They believe that experience involves more hands-on work and this made the course interesting. Student also reported that having a close approach to their community was a very interesting experience. They generated an important number of projects, all of which can become feasible, in addition to being interesting. In the course, teaching and, therefore, learning were grounded in a context.	
f) Main detected contributions and changes generated by the Students4Change programme	
Being part of the Students4Change programme was educationally valuable . It also gave students the opportunity to do hands-on work in a real, less controlled context. This made a difference for students, because they value the importance of being out of the laboratory, where every valuable is controlled, and being able to connect to reality. Students reported that because of the experience of the course they feel more motivated to address projects from a social perspective.	

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3.5.7.- Tool for good practices

Participant observation was used as a tool by means of visits to the Hospital Villa Fátima and the Nuestra Señora de Apreciada primary school. Bidirectionality was an important part in the implementation of the programme, as the courses were set in the context of their community in order to contribute to the standard of living of people, in this case, primary school students. The interaction between Nutrition students and school children reflected the types of interaction that the Students4Change programme promotes. In this regard, the professor in charge is very committed and, because of this, the curriculum of the course can be sustainable and even be applied to other courses of the Nutrition programme.

3.6.- Pontificia Universidad Católica de Valparaíso

In the framework of the Students4Change programme, the Pontificia Universidad Católica de Valparaíso offered a total of 5 pilot courses, all of which are described below:

3.6.1.- Course 1: Development of scientific projects.

a) Responsible professor	b) Category
Germán Ahumada	In development
c) Involved Competencies	**d) Techniques and methods**
Innovation, Creativity. Teamwork.	Some of the main techniques and tools used during the course were theory of change, co-creation session and secondary source research. The course addresses the development of scientific projects in a municipal school. In a first approach, experience is integrated through the observation of the local realities of students and by generating initiatives that can become social innovation projects through the application of concepts of Physics.
e) Main results and learning outcomes	
During the course students could work with the topic of social responsibility at the theoretical and practical level, as well as in the development of projects. This allowed them to become more directly involved in socially impactful work. Taking theory into practice implies giving it a meaning and thus generating knowledge. Students were able to talk about and reflect on competencies for social innovation and entrepreneurship or otherwise competencies inherent to social innovation and entrepreneurship. This second perspective sheds light on the importance of innovation and entrepreneurship for the curriculum.	
f) Main detected contributions and changes generated by the Students4Change programme	
Thanks to the programme, the topic of social responsibility was addressed both in theory and in practice. Working with scientific projects and allowing students to become part of the process of socially impactful research was a great experience. The experiences of the Student4Change programme promote the development of courses that deal with the creation of social innovation scientific projects with students in real contexts. In this case, students worked with educational institutions located in their vicinity. Students were able to project their competencies into their places of origins through initiatives in which innovation and knowledge of physics are combined.	

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3.6.2.- Course 2: Evaluation and support for intellectual disability: Adulthood.

a) Responsible professor	b) Category
Vanessa Vega/Pablo Zamora	In development
c) Involved Competencies	**d) Techniques and methods**
Entrepreneur vision. Teamwork. Empathy. Values. Autonomy.	Some of the techniques used during the course were elevator pitch, problem tree, co-construction, co-design strategies, theory of change and network map. The course uses case studies and hands-on work. The course addresses the development of projects directed to people with intellectual disabilities.
e) Main results and learning outcomes	
Students developed competencies of their discipline and learnt how to analyse and generate improvements. This boosted confidence and led to the development of creative projects. Some students had difficulties visualising results. The course also allowed students to shift their focus from the academic environment to the social sphere and so become active players of the latter. Students showed pro-social behaviours. They acted with respect to human dignity, horizontality and circularity in their interactions with seniors with disabilities. Students were able to approach seniors with disabilities and establish relationships with them through dialogue.	
f) Main detected contributions and changes generated by the Students4Change programme	
Student showed a positive attitude toward the course. The course promoted empowerment and the application of creativity by fostering the creation and development of ideas. A notable impact of the programme was the introduction of social innovation and entrepreneurship competencies. Another worthy contribution was the integration and development of specific teaching strategies and techniques related to the development of social innovation and entrepreneurship competencies.	

3.6.3.- Course 3: Business creation and planning.

a) Responsible professor	b) Category
Carlos Aqueveque	In development
c) Involved Competencies	**d) Techniques and methods**
Entrepreneur vision. Social Innovation Planning. Management of Financial Capital. Theoretical knowledge. Innovation.	Some of the main techniques applied during the course were the use of teaching resources for creativity, social canvas, co-construction and empathy maps. The course itself addresses the development of business plans.
e) Main results and learning outcomes	
Students connected with the social reality of communities in the region and disciplinary competencies to respond to the needs of the context under analysis. This was appreciated by students as a unique experience, which left a mark during the learning process.	
f) Main detected contributions and changes generated by the Students4Change programme	
Students showed motivation. They also valued the tools used to develop projects. Students value the motivation they could feel in the environment, where they were able to identify real problems as well as implement tools that make sense of their projects through the interdisciplinary interaction. These interactions occurred within PUCV, with other participating academics and also within the framework of the programme. According to the professor, the main change was the integration of social project development in a course that usually focuses on the development of projects for private companies.	

3.6.4.- Course 4: Pre-Graduation Seminar I.

a) Responsible professor	b) Category
Ariel Leiva	In development
c) Involved Competencies	d) Techniques and methods
Openness. Innovation. Teamwork. Entrepreneur vision.	Some of the main techniques and tools used during the course were swot, co-creation and quick prototyping. The course deals with projects for the graduation work of engineering programme students.
e) Main results and learning outcomes	
Thanks to the course, students were able to leave the university reality aside and learn about different realities. Based on this, they created practical projects with a social impact and were able to approach the social reality around them. Students developed social abilities and were introduced to innovation, the generation of processes and projects with a social focus. They learnt how to interact with people who benefited from simulators while learning how to make context-based professional decisions aiming at searching for transformations with a positive impact on a social reality or the environment.	
f) Main detected contributions and changes generated by the Students4Change programme	
Students were able to have a different perspective of their surroundings because a school was the focus of their projects. Students value the fact that they could polish their skills in a subject that they had not explored in depth. Thanks to the participation in the Students4Change programme, simulators designed for laboratories now have a social component that was not considered before.	

3.6.5.- Course 5: Manufacturing workshop.

a) Responsible professor	b) Category
Juan Carlos Jeldes	In development
c) Involved Competencies	d) Techniques and methods
Openness. Innovation. Teamwork. Social Analysis.	One of the main techniques and tools used during the course were design thinking, co-creation session, educational workshop and secondary source research. The course includes thematic lectures around the use of technologies and their historical meaning, as well as teaching strategies based on recreation. Additionally, there were practical sessions in which students experimented with the use of technologies. Students worked in the development of projects in the FanLab mobile laboratory and projects for Proyecto Travesía (a project directed at aiding sexually exploited children and adolescents).
e) Main results and learning outcomes	
One of the main results of the course was introducing social practice with a focus on learning. Also, students were able to learn about different tools, such as laser and 3D technology. Students reported that, because of that, working in FanLab had a focus on social projects and social needs. Students were introduced to the domain of manufacturing technologies while designing and participating in collective creative actions with the purpose of transferring	

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knowledge beyond the classroom to other people. As a result of this, they can learn, manage, explore and apply technologies in a creative way. This is a continuous design process that goes from the idea to the materialization of a product. To this end, students designed workshops through DIY and tinkering. The purpose of this was to encourage school children to discover and act coherently while being aware of their reality.
f) Main detected contributions and changes generated by the Students4Change programme
The most notable change was the introduction of a module focused in the comprehension of social entrepreneurship and/or innovation by students.

3.6.6.- Tool for good practices

One of the good practices identified in the Pontificia Universidad Católica de Valparaíso was building relevant competencies. Working with real cases was very valuable for the course. Training students how to use the toolkit was considered a very comprehensive process that made their application easier. Having exchange with the community promotes a good development of the projects.

3.7.- Universidad de Caldas

In the framework of the Students4Change programme, the Universidad de Caldas offered a total of 3 pilot courses, all of which are described below:

3.7.1.- Course 1: Research practice on social issues 3

a) Responsible professor	b) Category
Gretel Espinosa	In development
c) Involved Competencies	**d) Techniques and methods**
Critical Thinking. Research. Openness.	Some of the main techniques and tools used during the course were brainstorming, mental map, storytelling, empathy tools, graphic tools and problem and solution tree. This particular course is the conclusion of a long research process on homeless people living in the city of Manizales. Thanks to this, their real needs are now known, which led to solutions that involve a large number of stakeholders, including the authorities that commissioned the study.
e) Main results and learning outcomes	
According to the professor, teaching these new tools and working methodologies has given students more confidence and led them to become more involved with the subject and population under study. In the end, student played a key role in the development of this social innovation. It is worth noting that these tools were very appreciated by academics. Their introduction in curricula was proposed for different areas, as well as a change of evaluation methods.	
f) Main detected contributions and changes generated by the Students4Change programme	
The focus of the course, and therefore its development, has changed radically. The course is not only about one qualitative study, but about searching for solutions and a way to implement them. On the other hand, the roles of the professor and of the students changed significantly; the professor works with students in providing them with the tools they need—in particular creative tools— and students become active players of their learning process in the context of collective work.	

3.7.2.- Course 2: Entrepreneurship.

a) Responsible professor	b) Category
Oscar Ospina	In development
c) Involved Competencies	**d) Techniques and methods**
Communication. Innovation. Creativity.	Some of the main techniques and tools used during the course were elevator pitch, modelling and prototyping. The course is an elective course; some of the students had previously completed a social entrepreneurship course and other students were food engineering students.

e) Main results and learning outcomes
The course had positive results, with a high level of student commitment and motivation to create proposals. The tools used during the course allowed students to leave their comfort zone and to approach complex issues. This was essential in the development of commitment and teamwork. In the future, the professor hopes to have the resources necessary to carry out students projects.
f) Main detected contributions and changes generated by the Students4Change programme
The professor, who had training in entrepreneurship, says that the Students4Change programme provided more tools to work with students, which strengthens already existing work opportunities. He noticed greater commitment and social awareness in comparison with previous iterations of the course.

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The professor, who had training in entrepreneurship, says that the Students4Change programme provided more tools to work with students, which strengthens already existing work opportunities. He noticed greater commitment and social awareness in comparison with previous iterations of the course.

3.7.3.- Course 3: Analysis of agricultural issues

a) Responsible professor	b) Category
José Humberto Gallego	In development
c) Involved Competencies	**d) Techniques and methods**
Involving the Community. Empathy.	Some of the techniques and tools used during the course were the systematisation of experience, joint actions of students and communities, empathy and role-playing. During the course, students worked with rural communities and interacted with farmer

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	communities. Because of this, students worked in real environments. They are able to carry out a diagnosis of the problems and define the challenge. These are the first steps necessary to take action to solve any problem.
e) Main results and learning outcomes	
While the course could not be carried out as foreseen because of a strike, the intention of the programme is to favour interaction between students and communities on rural agricultural problems, as well as the search for concrete solutions to social, environmental and economic problems in their territories. The purpose of this is to promote key skills for the solution of conflict, as well as empathy process to acknowledge the environment.	
f) Main detected contributions and changes generated by the Students4Change programme	
The teacher believes it is too soon to make a comprehensive balance of the project, as it could not be properly developed as intended because of the strike. It is worth noting that the projects included in the course were in an advanced stage of development before the introduction of the Students4Change programme.	

3.7.4.- Tool for good practices

For the professors, an important competence developed by students was the capacity of reflecting on their learning. They saw an evolution in the competencies social analysis and critical thinking. They also saw in practical empowerment in students. Thanks to the opportunities arising out of the study and the direct work with the community, professors saw a greater development of empathy and innovation vision in students. Professors believe that a pending matter is finding some way to directly and effectively measure the actual development of competencies in students. In relation to the toolkit provided by Students4Change, professors believe that, while very comprehensive, it can be too broad, which hinders the identification of the most appropriate ones for the different courses.

3.8.- Universidad de Colima

In the framework of the Students4Change programme, the Universidad de Colima offered a total of 5 pilot courses, all of which are described below:

3.8.1.- Course 1: Research Seminar I

a) Responsible professor	b) Category
Guillermina Chávez	In development
c) Involved Competencies	**d) Techniques and methods**
Theoretical knowledge. Critical Thinking. Responsibility. Creativity.	Some of the main techniques and tools to be used during the course are conceptual maps and secondary source research. The purpose of the course is to give knowledge to students on how to design a theoretical framework, instil critical thinking in them and teach them how to design a good redaction. Students have already seen design elements in a theoretical chapter. Because of this, the course begins by articulating basic principles of theory with other theoretical frameworks.
e) Main results and learning outcomes	
The course had not started at the moment of the visit. It is expected that students can improve their writing skills and the expression of theoretical principles. Likewise, they are expected to apply what they have learnt. They are also expected to comprehend and interpret concepts and the theoretical positions of authors.	
f) Main detected contributions and changes generated by the Students4Change programme	
The professor expects students should be able to handle a solid theory in order to look at social reality differently. She appreciates the introduction of a new focus for the understanding of social issues as well as being able to intervene from a social perspective. She also appreciates the importance of understanding interdisciplinary work when addressing social issues.	

3.8.2.- Course 2: Academic paper writing.

a) Responsible professor	b) Category
Georgette Murillo	In development
c) Involved Competencies	**d) Techniques and methods**
Critical Thinking. Innovation.	Some of the main techniques and tools used during the course were empathy brainstorming and problem tree. The course consists in the definition of a problem, the application of a diagnosis, text revisions, dissemination of work, writing an essay and presenting a social entrepreneurship initiative.
e) Main results and learning outcomes	
An important learning outcome was greater awareness. Students are more aware of social innovation and entrepreneurship. Likewise, they have included a social focus in their analysis,	

showing more openness to identify practices around them.	
f) Main detected contributions and changes generated by the Students4Change programme	
The professor noticed that students are more knowledgeable in the topics of social innovation and social entrepreneurship. Students have included a social focus to their analysis. Additionally, they show more openness to identify practices around them.	

3.8.3.- Course 3: Marketing Management.

a) Responsible professor	b) Category
Norma Verduzco	In development
c) Involved Competencies	**d) Techniques and methods**
Theoretical knowledge. Social Innovation Planning. Social Analysis. Critical Thinking. Proactivity. Leadership. Teamwork. Vision of Opportunities. Entrepreneur vision. Creativity.	Some of the main techniques and tools to be used during the course were mental maps, secondary source research, generation of ideas and teamwork. The course focuses on the definition of a problem, the application of a diagnosis, development of audio-visual material and the presentation of a social entrepreneurship initiative.
e) Main results and learning outcomes	
Some of the main expected learning outcomes are a greater development of creativity and the capacity to identify and develop social entrepreneurship ideas. Students will be able to make realistic proposals based on the market they are analysing, taking into consideration the characteristics and context of people living in their community. The topic of social issues was something that students did not think was part of the subject. Now they are aware that they have to create a product while taking social needs into account and trying to be realistic in order to provide a concrete solution to a specific social problem.	
f) Main detected contributions and changes generated by the Students4Change programme	
A relevant change was the new awareness of students when creating a product, as they have a social perspective and take their environment in to account.	

3.8.4.- Course 4: Leadership and entrepreneurship.

a) Responsible professor	b) Category
Carlos López-Preciado	In development
c) Involved Competencies	**d) Techniques and methods**
Involving the Community. Innovation. Creativity. Leadership.	Some of the main techniques and tools used during the course were SWOT, innovation flowchart and social canvas. The course combines theoretical classes and the practical development of tools. The approach of the course to social innovation and entrepreneurship starts from an innovation flowchart in order to define each of the steps. At the end of the course, students present social innovation or social entrepreneurship pilot projects in groups.

e) Main results and learning outcomes
Thanks to the course, students have designed projects and have been introduced to a social focus in contrast to the materialistic perspective of marketing. Now they are aware of different perspectives, which provide them with a richer vision of the world. Projects developed by students do not stick to marketing only, but have a social and community focus.
f) Main detected contributions and changes generated by the Students4Change programme
The professor believes it was essential to focus and practice the comprehension of competencies, as students find it difficult to understand the terminology. Thanks to the practical work, they are able to understand the concepts.

3.8.5.- Course 5: Morphology laboratory I.

a) Responsible professor	b) Category
Lourdes Galeana	In development
c) Involved Competencies	**d) Techniques and methods**
Critical Thinking. Commitment. Values. Social Analysis. Research. Communication. Creativity. Leadership. Theoretical knowledge. Vision of Opportunities. Entrepreneur vision. Innovation.	Some of the main techniques and tools used during the course were problem tree creativity tools. During the course, the students were divided in two groups. One group worked with the same tools, while the second group worked with virtual laboratories of each discipline. The virtual laboratories included forums for collective learning and a laboratory for the development of competencies. In this way, there was a control group and an experimental group. This allowed to identify the learning differences between the groups and to establish strengths and weaknesses in both models.
e) Main results and learning outcomes	
Students addressed health problems from a biological, social, economic and environmental focus and proposed solutions from these approaches, not only in the form of medical treatment. Students developed competencies to become agents of change from the first stages of their training, to identify opportunities and propose innovative solutions planned for the promotion of health education and to solve environmental problems that have an impact on the community's wellbeing.	
f) Main detected contributions and changes generated by the Students4Change programme	
Students could handle biological concepts very well, but the programme managed to make them aware that they could search for alternative solutions to people's problems, such as entrepreneurship solutions or social innovation initiatives. For students, this new approach favours creativity and makes the course more interactive. Knowing the importance of the problem in society gives them a reason to understand their causes.	

3.8.6.- Tool for good practices

Although the tool was applied, it was not possible to develop it completely as most of the courses had not come to an end or their evaluation process extended beyond the end of the course. Because of this, two good practices that are considered relevant will be reported (which have not yet been developed, but that are included in the planning of the strategy and are being developed through different activities. Good practices were classified in three categories: Good practices in terms of collaborative work, educational model and methodology. Collaborative work: the course seeks the promotion of a professor training programme based in pre-existing and latent competencies. Educational model: Universidad de Colima started developing a new model through which students play key roles during their learning process, making the professor someone who acts as facilitator/manager of the processes and knowledge. Methodology: The flipped classroom technique is used. In this approach, students provide knowledge about their environment. This was considered a good practice as it aligns with the mechanisms that the programme seeks to instil in students.

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3.9.- Universidad de Costa Rica

In the framework of the Students4Change programme, the Universidad de Costa Rica offered a total of 4 pilot courses, all of which are described below:

3.9.1.- Course 1: Lecture on general marketing.

a) Responsible professor	b) Category
Walter Anderson	In development
c) Involved Competencies	**d) Techniques and methods**
Critical Thinking. Research. Vision of Opportunities. Teamwork. Social Analysis. Communication. Creativity. Social Innovation Planning.	Some of the main techniques and tools used during the course were brainstorming, problem and opportunity tree, focus group and SWOT. The course involves working in aspects of social responsibility. Students design projects that include different areas and subjects with proposal that are relevant to the local social needs of the Province of Limón.
e) Main results and learning outcomes	
Students were able to think beyond the trivial and are now able to innovate and become involved with society through actions that link social problems and solutions by means of initiatives that involve collaborative action. Taking students out of their comfort zone and the lecture format, making see beyond that, were meaningful changes for them. Both students and the professor felt that the creativity workshops were the best practice of the course, as it introduced the use and development of tools such as teamwork, asking society and developing abilities for innovation with more creative techniques.	
f) Main detected contributions and changes generated by the Students4Change programme	
One of the changes was the implementation of the tools used and the innovative way in which classes took place. Students declared that the experience they lived during the course was very valuable.	

3.9.2.- Course 2: Basic Principles of Organizations.

a) Responsible professor	b) Category
Marianita Harvey	In development
c) Involved Competencies	**d) Techniques and methods**
Commitment. Values. Critical Thinking. Empathy. Social Innovation Planning. Communication. Creativity. Teamwork.	Some of the main techniques and tools used during the course were problem brainstorming, team building and definition of challenge. The purpose of the course is to generate solutions to social challenges from the organizational point of view, leading students to develop learning dynamics that address the needs of the local community. Because of this, some of the most dormant aspects of the Limón community were the focus of the proposal of projects.
e) Main results and learning outcomes	

Students were able to have a different vision of the world, work with the community aspect and develop entrepreneurship projects from the starting point of innovation. The programme also fostered communication with external stakeholders. This methodology helped students think differently, not only making use of textbooks, but also concrete examples. Teamwork experience was the most relevant aspect for students during the course. Cooperation between teammates was seen by students as a way to prepare for the real conditions of the job market. One of the most meaningful changes in the course occurred thanks to the evaluation strategy, which shifted the mind-set of creating a company per se to being able to recognize social needs and creating a company with social responsibility. Networking was also relevant in order to develop the company in practical terms and not only in theory.

f) Main detected contributions and changes generated by the Students4Change programme

For the professors, the most relevant change was the introduction of teaching tools that enabled new teaching and learning strategies in the course. For students, the most relevant change was having a different view of the world, becoming more community-focused, developing things while being innovative and establishing communication with external stakeholders.

3.9.3.- Course 3: Research workshop III.

a) Responsible professor	b) Category
Julio Brenes	In development
c) Involved Competencies	**d) Techniques and methods**
Theoretical knowledge. Research. Critical Thinking. Creativity. Innovation.	Some of the main techniques and tools used in the course were creativity workshop, problem and opportunity tree, five whys, idea generation, analogous inspiration, secondary source research, brainstorming, mental map, people and connections map and theory of change. The course involves the presentation of plans and subjects for projects as a proposal of fore their final degree assignment. The competencies and tools will be also developed in their final degree assignments.

e) Main results and learning outcomes

Students were able to project their work to the community, which was innovative for them as they can visualise the projection of the competencies acquired during the course as a solution for society's problems. A critical review of the projects presented by classmates was a way to polish ideas and to understand that the discipline tries to foster networking and alliance building between different social stakeholders. This might be one of the most significant achievements of the course. The teaching methodology used during the course helped students' progress in their final degree assignments and let them look at their fields form a different perspective. Additionally, it helped them improve the way in which they do research, choose which tools to use and how to create a business plan with social challenges. During the last semester they were shown the possibilities that their final assignment could offer and give them more security about their professional careers.

f) Main detected contributions and changes generated by the Students4Change programme

As an improvement for the proposal for final assignments, the programme helped in the identification of problems, development of solutions and the presentation of proposals in a creative way. For students, the programme gave them the possibility of scaling up their projects and gave them more security about their professional careers.

3.9.4.- Course 4: Community Health II.

a) Responsible professor	b) Category
Jeffry Bastos	In development
c) Involved Competencies	d) Techniques and methods
Commitment. Critical Thinking. Research. Communication. Vision of Opportunities. Teamwork. Empathy. Social Innovation Planning. Creativity.	Some of the techniques and tools used during the course were brainstorming, team building, five whys, problem and opportunity tree, elevator pitch, creativity workshop, lean start-up methodology, social canvas, focal group and quick prototyping. The course was elective. Because of this, it was the course that brought students from the most diverse areas of knowledge. It attracted students because of the contemporary topics its addresses: national or global issues, public health problems and social difficulties in general.
e) Main results and learning outcomes	
A notable learning outcome was that students felt motivated to talk to their communities in order learn more about them and identify social challenges. Additionally, they approached key stakeholders, external actors and potential funders of the projects as part of a sustainability strategy of the proposals. Students were also motivated by this exchange of experience and social realities. Being in direct contact with social issues helped them understand the competencies and tools of the project better and develop social innovation initiatives that address local needs in the most efficient way.	
f) Main detected contributions and changes generated by the Students4Change programme	
The professor stated that the evaluation strategy that was applied in the course helped in the understanding of the impacts of using the tools implemented for the learning process at the end of the pilot course.	

3.9.5.- Tool for good practices

The institution did not clearly use the tools to systematise its good practices. However, they do mention the same good practices as in other courses. Both students and professors felt that the creativity workshops were the best practice of the course, as well as the use and development of tools such as teamwork, asking society and developing abilities for innovation with more creative techniques. Another notable good practice was that students became more aware of the social problems of their region.

3.10.- Universidad de Talca

In the framework of the Students4Change programme, the Universidad de Talca offered a total of 4 pilot courses, all of which are described below:

3.10.1.- Course 1: Pre-Graduation Workshop.

a) Responsible professor	b) Category
Eduardo Aguirre	In development
c) Involved Competencies	**d) Techniques and methods**
Autonomy. Critical Thinking. Proactivity. Involving the Community. Creativity. Communication.	Some of the main techniques and tools used during the course were focus group, in depth interview, definition of the challenge, empathy map and theory of change. The purpose of the course is to find ways in which architecture can contribute to recovering public spaces, building sustainable buildings and promoting culture, among other goals. This should lead to the design of socially impactful projects.
e) Main results and learning outcomes	
Some of the main results of the course were greater student proactivity and more of a self-management capacity when compared to students from previous generations. Allowing students to propose a subject was very effective, as they relate more to it. Students are more aware of the needs of the community targeted by the intervention. Additionally, students showed more maturity and responsibility.	
f) Main detected contributions and changes generated by the Students4Change programme	
Students are more aware of the needs of the community targeted by the intervention. Additionally, students showed more maturity and responsibility. The changes perceived by students have to do with being interested in recovering public spaces and personal growth.	

3.10.2.- Course 2: Labour Law.

a) Responsible professor	b) Category
Rodrigo Palomo	In development
c) Involved Competencies	**d) Techniques and methods**
Proactivity. Autonomy. Involving the Community. Teamwork. Social Impact. Empathy. Creativity. Social Innovation Planning. Entrepreneur vision.	Some of the techniques used during the course were definition of success, project management, identification of support networks, theory of change, empathy maps, creativity workshop, problem tree, brainstorming and definition of the challenge. The course involves creating a project that manages to strengthen a labour union of the Maule Region based on the needs detected by students. Because of this, students must participate in workshops and fieldwork.
e) Main results and learning outcomes	

Students were able to retain information and select information necessary to support a community targeted by an intervention. Additionally, students' perception on what is labour law and the concept of social responsibility changed. They acquired the ability to get involved in community issues and to face its challenges.
f) Main detected contributions and changes generated by the Students4Change programme
The professor saw an increase in attendance and interest in the course as a result of having a better chance of generating positive impacts in a community. The tools of the toolkit were useful to guide student action. Students reported that they changed their professional perspective. They now believe they can be successful professionals while contributing to the search of solutions to problems in their communities.

3.10.3.- Course 3: Advanced Mechanics of Materials.

a) Responsible professor	b) Category
Karin Saavedra	In development
c) Involved Competencies	**d) Techniques and methods**
Critical Thinking. Involving the Community. Communication. Empathy. Teamwork. Proactivity.	Some of the main techniques and tools used during the course were definition of the challenge, brainstorming, definition of the problem, thinking hats, generator of ideas and empathy map. The evaluation of the course was carried out through a learning-by-doing methodology and prototyping.
e) Main results and learning outcomes	
Students were able to create products with a social vision. They also have more technical knowledge through iterative processes and they know how to apply materials to a social product. Thanks to the technique creative hats in particular, students reported being able to identify different perspectives and prioritise areas through comparing originality vs. feasibility. Likewise, they say that brainstorming was very helpful for group dynamics and helped them develop respect and teamwork.	
f) Main detected contributions and changes generated by the Students4Change programme	
The S4CH programme brought up the need to re-frame the project of the course and to provide examples of complete models, as well as a space for interaction with other professors of the programme in order to propose more comprehensive projects. Students liked being able to see practical application in a real environment, teamwork being fostered, commitment, innovation and the promotion of less commercial and more socially focused projects. Thanks to the Students4Change programme, tools were made available for their use in creativity classes, raising awareness in students of how to approach social innovation from their specialties. Students were more committed to and more motivated with the module and to continue developing the project they started.	

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3.10.4.- Course 4: Community intervention: Health Education.

a) Responsible professor	b) Category
Viviana Estrada	In development
c) Involved Competencies	**d) Techniques and methods**
Critical Thinking. Communication. Creativity. Teamwork. Social Innovation Planning. Social Analysis.	Some of the techniques used during the course were brainstorming, empathy map, problem tree, definition of the challenge, innovation flowchart, social analysis, elevator pitch, focus group, secondary source research, idea generator and creative hats.
e) Main results and learning outcomes	
Students were confronted with reality and were motivated by this. Students valued practical experiences, which were favourable for their professional careers and allowed them to look at the real possibilities of their field and profession. They were also able to project future alternatives or improvements based on innovation in communities.	
f) Main detected contributions and changes generated by the Students4Change programme	
The professor said that students' soft skills were reinforced and that they were able to visualise a different opportunity in rehabilitation services. Students perceived changes regarding external projection, confrontation with reality and visualisation of the possibilities of their profession.	

3.10.5.- Tool for good practices

During the courses, students approached their communities by developing a final project and addressing all of its stages. The idea of the project is to present it to the target audience. Depending on the project, many stakeholders can be involved. There is a real involvement of students in the processes, allowing them to develop self-management and proactivity, ultimately driving students' motivation and increasing commitment. This is reflected in the quality of the developed projects and in the initiative of two female students of the "Advanced Mechanics of Materials" course to participate in the contest "Atrevete a emprender: mujeres innovando" (Dare to venture: women innovating in English) organised by the Office of the Vice-Rector for Innovation and Technological Transfer of the Universidad de Talca.

4.1.- Perceived commitment of teachers and students

Throughout the development of the programme, both professors and students progressively grew more receptive of the introduction of new approaches that provide tools for the development of the pilot courses and the competencies that are being promoted. There was some reluctance in the beginning of the programme because of a lack of clarity in some classes regarding the concepts of social innovation and entrepreneurship. However, as the course progressed, the tools, knowledge and competencies were acquired and managed to generate ideas which were then realised through projects in line with the needs of the communities.

From this point of view, the Students4Change programme provided an opportunity in which students and professors had to leave their comfort zone and re-frame their conceptions based on common goals, taking into consideration a social reality and how improvements can be proposed from different fields of knowledge in order to have a significant impact on the quality of life of people.

In particular, professors valued interacting with other academics and being able to share their experience during the activity and conclusions regarding the work they have done and how their own adaptation processes were. They suggest that it is necessary to have a commitment at an institutional level in order to ensure a greater reach and accessibility of the development of innovation and entrepreneurship instead of restricting it to a limited number of courses. The level of commitment was high in general, both from professors and students that participated in the programme.

4.2.- Main drivers and hurdles

When talking about some of the factors that intervened in the process of execution of the programme, its development and completion, it is necessary to determine which ones were positive for the process and which ones caused difficulties in order to take them into consideration in the future.

Practices shown by either students or professors and situations or contexts that promoted the fulfilment of the objectives of the programme, whether directly or indirectly, will be considered drivers. On the other hands, practices or situations that hindered, whether directly or indirectly, the fulfilment of the objectives of the programme will be considered hurdles. It is worth noting that while hurdles can be considered barriers that need to be overcome along the way, they do not prevent or fully stop the fulfilment of the objectives.

Some of the drivers were:

→ Commitment and motivation of the participants of every project.

→ Existence of spaces to present projects publicly and institutions that finance said projects.

→ Support shown by the authorities of the respective courses and universities.

→ Support of the external communities that will eventually benefit from the projects.

→ Toolkit and previous knowledge, which were fundamental for the good development of the course.

Some of the hurdles were:

→ Time as a limiting factor was one hurdle that was reported the most by institutions, both for the reception of information of projects and for their execution.

→ Occasionally, the creation of work teams was complex as this implies having students from different fields or programmes work together.

→ Lack of confidence of first year students to voice their ideas.

→ There is a lack of interest in some courses as they are not directly related to the students' programme. Because of this, some students see them as credit filler courses. This caused some confusion and lack of knowledge regarding the work that is carried out in the social area.

→ Lack of incentive to carry out the projects. Also, lack of relevance of some issues over others, which occasionally led to disinterest from participants.

4.3.- Perceived learning outcomes and acquisition of competencies

The Students4Change programme has provided professors and students with tools to identify the needs of their communities and to develop proposals to satisfy those needs, promoting critical thinking and abilities like empathy in a population under intervention, as well as innovation vision, fostering the development of social projects by all stakeholders.

One of the most relevant learning outcomes for all of the pilot course was making students acknowledge that having a direct approach to their community and the concepts of social innovation and entrepreneurship was very beneficial for them, both professionally and personally. There is a general consensus among students of all courses regarding the value that is given to direct approaches to social phenomena. It seems that these type of experiences are not very common in Latin American universities.

Through the different courses, students were able to change, reinforce and re-frame the perspective or focus from which they were looking at reality based on their respective disciplines, thus adding a social focus to their observation. Another very significant learning outcome reported by students was being able to acknowledge and validate their own role in the processes of social change. They started seeing themselves as facilitators of the processes and internalise the concept of social responsibility, which became a significant driver in many cases.

Likewise, professors have also gone through a learning process during the execution of the project by acquiring new tools that let them address the subject in their modules and so complement their own labour.

"Something that I find more valuable than the proposals created in the course is that students create a strategy for social innovation (...). From this, many were able to reach some conclusions about the meaning of responsibility and the practice of ethics in the exercise of their professions". (Comment of one of the professors participating in the Students4Change pilot courses)

In general, the institution that implemented the Students4Change programme chose the implementation of tools, techniques and strategies, which were gradually internalised by students

and have allowed them to develop competencies associated to innovation and entrepreneurship. Competencies addressed in each course and institution. The competencies addressed during the process were many, but some were more prominent than others (Figure 3).

Figure 3 – Distribution of competence frequency for the programme
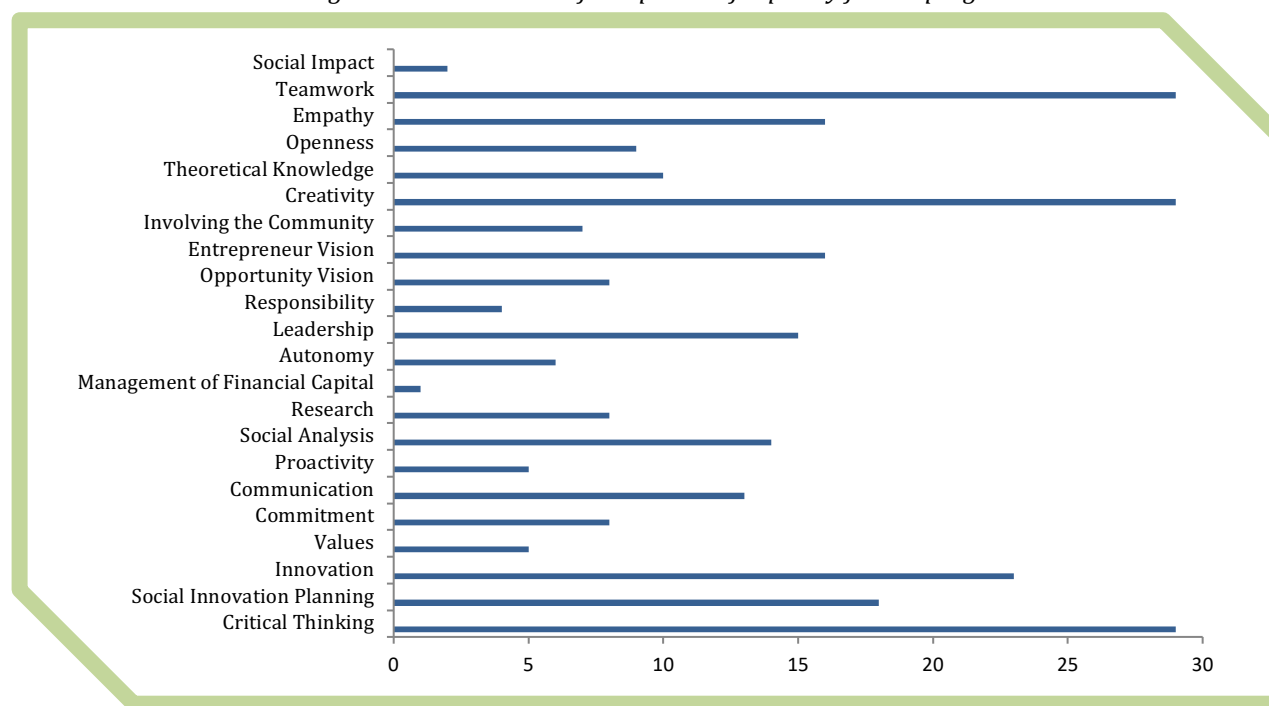
Source: Compiled by the authors

In each course, the development of competencies was guided by the objectives of the course and by the needs that were detected or considered more important by the professors. The integration of the objectives of the Students4Change programme enabled the development of these competencies with a greater number of tools, as well as the introduction of a social approach that fosters the acquisition of new competencies, which allow students to broaden the scope of their own professional and personal objectives. A relevant point of the high percentage of competencies developed in students and professors was that they will have a different perspective when presenting a project or product, and so will be able to comprehend the concepts of social innovation and entrepreneurship because of their experiences. In this regard, the development of competencies like empathy and the comprehension of the social environment are fundamental to encourage students to become agents of change of their environments or communities.

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4.4.- Good practices

In general terms, institutions listed good practices within their different contexts and degrees of integration of the central topics of the project. One good practice that was generally seen in every course was that students were able to see themselves as drivers of change within their communities. They were also able to learn more about their own context and environment and position themselves as shapers and developers of projects directed at improving the quality of life of their community or social environment.

In order to foster this feeling, professors value both the tools provided by the Students4Change programme and the support from their institutions. This was a key aspect as it made overcoming many hurdles possible both when introducing possible research topics and in the execution and dissemination of those subjects. Another good practice was the existence of projects aimed at the subject of social Innovation and entrepreneurship, such as the project "Ruas" (Rio de Janeiro) or the existing entrepreneurship ecosystem of Talca.

Collaborative work and the capacity from both students and professors to adapt to the context of the project could also be considered a good practice. Throughout the development of the course, new ways in which students can become more aware of their surroundings and integrate community work from different areas involving their professions were created. This lead to the identification of new potential focuses of intervention, whether in theory or in practice. While these are good practices in line with the objectives of the programme, it is necessary to create a contextualisation of the different social realities within different cultures. Because of this, it is difficult to determine how universal the term good practice is.

4.5.- Replicability of the programme and initiatives

The integration of the concepts social innovation and entrepreneurship is a fundamental teaching aspect for students and their future development as socially responsible professionals. Projects dealing with this subject allow re-framing the teaching objectives from a comprehensive point of view and directing them at the search of shared solutions for complex issues.

The replicability of each one of the initiatives presented by the institutions is high, provided there is institutional support. In this regard, the interconnection with other university programmes and schools, as well as the monitoring and dissemination of the projects carried out by students, is fundamental for students and professors to have access to the tools used in the execution of the projects and to assess their viability and adapt them to potential new needs. It then becomes necessary to have institutional support and to have competent professors that are able to undertake a leadership role in the development of innovation projects or proposals, guiding and supporting the students' management and motivating the community or social context that they wish to target.

In general terms, replicating the initiatives generated and developed throughout the project is feasible provided that institutions themselves support them and create the conditions or specific programmes that allow addressing the subjects of social innovation and entrepreneurship in a more comprehensive way. Logistics is also fundamental for the potential replicability of the programme. The number of students and the presence of communities or networks with which to work constantly and directly is a key factor for the success of courses aiming to generate a more direct approach or create proposals of social projects. Likewise, it is important to foster motivation in students to learn about innovation and entrepreneurship.

Implementing the learning outcomes acquired during this first opportunity for the future development or potential replication of the courses and the Students4Change programme itself is an important foundation on which learning outcomes and professional, universal competencies can be developed within the framework of social responsibility. This will result in the formation of professionals that are aware of their communities and that have a vision of development for it.

4.6.- Entrepreneurship ecosystems and external stakeholders

In general terms, it is too early to talk about the consolidation of entrepreneurship ecosystem models considering that some criteria must still be evaluated. In spite of this, it is worth noting that incubators were created in order to help and encourage students to be entrepreneurs. In this same line, the programme fostered interdisciplinary contact and external interconnection with other networks and possibilities to connect other groups or communities.

From all of the participating institutions, a notable case is Universidad de Talca, where all institutional divisions contribute to the development of social innovation and entrepreneurship from their competencies, as students have ample opportunities to execute ideas or projects. The participation of external stakeholders is, without a doubt, a key component for the success of innovation projects aiming to have a significant impact.

In this point, another fundamental aspect for the development of innovation and entrepreneurship ecosystems is institutional and private support, as well as the coordination of projects with external and internal groups, which give way to the development of competencies between social groups and a better execution of the projects or programmes. When we talk about external groups, we do not only mean communities that benefit from projects, but also local authorities and private companies that have connections with the community and that can represent crucial agents of change, whether because of potential contributions or because of their influence within certain contexts.

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4.7.- Suggestions and recommendations reported during the development of the programme

In general, the development of the Students4Change programme had positive impacts on the courses where it was implemented, allowing students and professors alike to develop a social perspective in application to pre-existing contexts in depth.

One suggestion was implementing components of innovation and entrepreneurship from different disciplines, thus involving other schools and students in order to increase the reach of the programme. Another suggestion was creating additional materials that guide the use of tools and methodologies, providing recommendations based on experience so that they may be applied in different fields of knowledge.

Professors also suggest that a review of the competencies and further explanations becomes necessary, as the contexts of application and available resources —particularly time— differ from course to course. *"It would be preferable to have less competencies and more working tools for the development of each one of them" (suggestion of a participant of the pilot course).* In terms of competencies,

it is also necessary to have tools that allow to measure students' progress in the development and proper execution of the techniques that were addresses by professors.

4.8.- Final Remarks

The execution of the Students4Change programme, through the development of the pilot course in order to consolidate competencies represents, without a doubt, a landmark in the implementation of a model of competence integration in terms of social innovation and entrepreneurship, as well as in the international collaboration environment of the fifteen participating institutions.

It then becomes necessary to ensure the sustainability of the project and that its learning outcomes and good practices can be replicated in the future, in order to generate a continuum from which evaluations of the current model can be made. Based on these evaluations, possible improvements can be proposed in order to identify its main flaws and hurdles so that they can be corrected thanks to the use of different support and monitoring mechanisms, both at institutional level and at an external level. Because of this, it is advisable to look for instances that allow the long-term continuation of what was applied during the programme.

Beyond this, as it was the first execution of the programme, it is possible to conclude that the main proposed objectives were fulfilled satisfactorily, both from a methodological point of view and based on participants' satisfaction. Being able to provide the opportunity to integrate and internalise a social perspective in different areas, contexts and cultures was undoubtedly a challenge. However, the experiences and work that took place paved the way to direct future efforts, even if the final impact of the programme has not been fully seen. The acquisition of tools to work with in the future by the participants promises fruitful results.

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ANNEXES

Annexe 1.- Competencies associated to the Tools of the Toolkit

#	Tools	Competencies		
		FUNCTIONAL	**BEHAVIOURAL**	**TECHNIQUES**
1	Opportunity and Problem Tree	Critical Thinking		
2	Five Whys	Commitment		
3	Benchmarking	Social Innovation Planning. Innovation		
4	Alliance Building	Values	Social Impact	
5	Team Building	Commitment		
		Values		
6	Storytelling	Communication		
7	Definition of Success	Proactivity	Management of Financial Capital	
8	Definition of challenge	Critical Thinking	Empathy	Social Innovation Planning
9	Innovation Flowchart	Social Analysis	Social Innovation Planning	
10	Interview through Focus Group	Research	Communication	
			Involving the Community	
11	Funding Strategy	Management of Financial Capital		
12	Project Evaluation	Autonomy		
13	Investor's decision flower	Leadership		
		Management of Financial Capital		
14	Idea Generation	Critical Thinking	Communication	
15	Project Management PMI Method	Responsibility		
		Autonomy		
16	Identification of Target Audience	Social Analysis.		
17	Identification of Support Networks	Vision of Opportunities. Entrepreneur vision.	Social Impact	
		Involving the Community		
18	Improvement Drivers	Social Innovation Planning.		
19	Analogous Inspiration	Leadership		
		Creativity		
20	Secondary Source Research	Theoretical knowledge	Leadership	
21	Brainstorming	Openness	Communication	Creativity. Teamwork. Social Innovation Planning
22	Empathy Map	Empathy		
23	Map of Interest Groups	Commitment	Social Impact	
24	Mental Map	Research	Communication	
			Involving the Community	
25	People and Connections Map	Vision of Opportunities. Entrepreneur vision.	Social Impact	
		Involving the Community		
26	Client's Travel Map	Vision of Opportunities. Entrepreneur vision.	Social Innovation Planning	
		Social Analysis.		
		Critical Thinking		
		Involving the Community		
27	PATRI Framework	Innovation Planning		
28	Delphi Method	Research	Teamwork	
29	SWOT Methodology			
30	Lean Start-Up Methodology	Vision of Opportunities. Entrepreneur vision.	Management of Financial Capital. Social Innovation Planning.	
31	Logical Models	Productivity		
32	Social Canvas Template	Vision of Opportunities/Entrepreneurship Vision	Social Innovation Planning	
33	Elevator Pitch	Communication		
34	Quick Prototyping	Critical Thinking	Innovation	
35	Belbin Team Roles	Teamwork		
		Commitment		
36	Co-creation	Openness	Teamwork	Creativity
37	Creative Hats	Critical Thinking	Creativity	
		Openness		
38	Creativity Workshop	Teamwork	Creativity	
			Social Innovation Planning	
39	Theory of Change	Social Impact		

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Annexe 2.- Questionnaire on academics perception of the use of the Syllabus

Below, you will find a questionnaire whose purpose is to collect information on the perception of academics regarding the use of the syllabus in the development of their classes.

In this sense, we ask you to participate so that we can collect preliminary information about what professors are planning to do with their Syllabus.

Collected data will be used for academic purposes only.

Structure of the Questionnaire

Below, you will find a series of statements related to your learning experience and the potential improvements that the syllabus might bring for the development of your module.

I. Professor's Information

1.1 Name	
1.2 Sex	
1.3 Age	
1.4 Name of the module	

II. Contents of the proposals to be evaluated

For each of the statements below, there will be different options that you will have to choose. Please mark only one. Use the following scale:

Meaning	Value
Strongly Disagree	1
Mostly Disagree	2
Indifferent	3
Mostly Agree	4
Strongly Agree	5

Additionally, there is a section where you can write comments and elaborate on statements and/or answers that you might want to complement.

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2.1 General Information

Institutional context and/or environment Evaluate if the Syllabus adapts to the characteristics, conditions and needs of the institutional context (Competence based Model)	5	4	3	2	1
1. The Syllabus has indicators that allow identifying central characteristics of the Module.					
2. The Syllabus is a tool that I would use to plan my teaching practice.					
3. The Syllabus has teaching indicators that strengthen teaching practice.					
4. The Syllabus clearly establishes prerequisites for the Module.					
5. The Syllabus presents the competencies of the graduation profile to which the module contributes.					

2.2 Structure of the Syllabus

Structure of the Syllabus This section evaluates whether the Syllabus presents competencies, strategies, activities and resources, as well as if these had been created taking the institutional context of application into consideration.	5	4	3	2	1
1. I would add evaluation instances to the Syllabus, in which students must show behaviours similar to those that will be expected of them in their work environment.					
2. I would add the name of the person that developed the Syllabus.					
3. I include diagnostic evaluations in the Syllabus at the beginning of a course or unit.					
4. The Syllabus created spaces to describe tools that will allow students to evaluate each other (co-evaluation).					
5. The Syllabus describes learning outcomes/knowledge that will be developed.					
6. The Syllabus describes the learning units.					
7. The Syllabus describes tools that will allow students to evaluate themselves (self-evaluation).					

2.3 Development and implementation

Development and implementation This section relates to the process in which procedures, strategies, technical and human resources are connected in order to achieve expected results.	5	4	3	2	1
1. The Syllabus includes evaluation of the progress of students.					
2. The Syllabus provides feedback opportunities regarding the performance of students after each evaluation.					

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	5	4	3	2	1
3. During my academic activities I use the previous knowledge of students as teaching resources.					
4. I close each teaching activity (classes, supervisions, among others) with a summary of the contents or procedures used at the beginning of each teaching activity (classes, supervisions, among others).					
5. The Syllabus describes the use of information technologies used to communicate with students, such as online platforms, websites, among others.					
6. I organise activities in which students must simulate the application of the contents discussed in classes.					
7. I link the contents I am teaching and what students will learn in future courses of their university programmes.					
8. I organise collaborative activities in the classroom, such as working in groups, in pairs, among others.					

2.4 Results and impact

IV. Results and impact This section evaluates if the application of the Syllabus contributes to the fulfilment of the expected learning outcomes.	5	4	3	2	1
1. I review the activities I have planned (classes, supervisions, among others) in order to analyse progress achieved.					
2. I make content application questions that allow monitoring what students have learnt.					
3. I use performance rubrics for the evaluation of students.					
4. I use strategies that foster active student participation, such as problem based learning, learning through projects, service-learning, among others.					
5. I organise teaching activities (classes, supervisions, among others) based on the progress of students.					
6. I do oral recaps in order to monitor student comprehension (for example, I repeat concepts that must be clear to students and ask if anything was not understood).					
7. The Syllabus includes the expected level of achievement of the module.					
8. I would include other teaching resources in the Syllabus.					
9. The evaluation methods included in the Syllabus are appropriate.					

Relevant Comments

Statement #	Comments

Annexe 3.- Guidelines for Support and Monitoring

Guidelines for Support and Monitoring Syllabus 2.0

I. IDENTIFICATION OF THE INSTITUTION

Keyword	Requirement	Status		
		Requirements met	Not Applicable	Requirements not met
Name of the Module	Is the name of the module[1] described according to the Programme's Education Plan?			
Number of Credits	Does it describe [2] credits, class working hours and independent working hours of the module in accordance with the Education Plan?			
Period/Level	Does it describe the [3] Period/Level associated to the module in the programme's Education Plan?			

II. COMPETENCIES, METHODS AND TECHNIQUES

Keyword	Requirement	Status		
		Requirements met	Not applicable	Requirements not met
Competencies of the S4CH programme	Does it include **FUNCTIONAL/TECHNICAL/BEHAVIOURAL** competencies included in the **S4CH Programme**?			
Learning Outcomes	Does it describe expected learning outcomes for the module?			
S4CH Programme Methodology	Does it describe teaching methodologies in line with the **S4CH Programme**?			
Evaluation of Learning outcomes	Does it describe evaluation techniques in line with the **S4CH Programme**?			

III. OPERATING DIMENSIONS

Keyword	Requirement	Status		
		Requirements met	Not applicable	Requirements not met
Requirements	Does it describe any special requirements that are included in the module?			
Bibliography	Does it include basic and complementary bibliography?			

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[1] Module=Course=Class

[2] Credit Transfer System: ECTS =CTS-CHILE

[3] Period/Level: Year, Semester, Trimester or other

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Annexe 4.- Basic form of semi-structured interview

A4.1.- Basic form of semi-structured interview for professors

Semi-structured interview for Professors (Script)	
Planning of the development of the Course	Do you think that the components/indicators included in the Syllabus are achieved according to the planning?
Description of competencies and teaching tools	Are competencies included in the S4CH programme described clearly and in a way that is easy to understand? Are tools included in the S4CH programme described clearly and in a way that is easy to understand?
Learning Outcomes	Does the Syllabus define expected learning outcomes? Which learning activities do you ask of your students in order to achieve expected learning outcomes?
Teaching strategies	Which methodological strategy do you use for the development of your course? Which methodological strategy is preferred by your students?
Evaluation methodology and techniques	Which learning strategies do you implement for the evaluation of learning outcomes? How do you evaluate the achievement of the learning results of your students?
Changes and improvements brought by the S4CH programme as perceived by the Professor	What are the main changes that the module has experienced because of the S4CH programme?

A4.2.- Basic form of semi-structured interview for students

Semi-structured interview for Students (Script)	
Planning of the development of the course	Are the structure and components of the Syllabus easy to understand? Are the learning resources (bibliography, equipment, supplies) requested for the course accessible to you?
Description of competencies and teaching tools	Are the competencies included in the S4CH programme clearly described in the Syllabus and easy to understand? Are the tools included in the S4CH programme clearly described in the Syllabus and easy to understand?
Level of achievement of Learning outcomes	Does the professor define the expected results for each of the competencies described in the Syllabus? Is it possible to achieve the learning outcomes during the allocated time?
Teaching strategies	Do you consider that the teaching strategies used in the course are appropriate? Are the teaching strategies described from a theoretical-practical perspective?
Evaluation techniques	Do you consider that the evaluation techniques used in the course are related to the contents seen in class? Are teaching techniques described before their application?
Changes and improvements brought by the S4CH programme as perceived by the Professor	What are the main changes that the module has experienced because of the S4CH programme?

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Annexe 5.- Guidelines for the evaluation of learning outcomes by the professor.

Dear Professor,

In the context of the Students4Change programme, we are developing a study to collect information regarding your perception of the Auto-evaluation of the Teaching-Learning that you develop in your course.

Our goal is to evaluate teaching practices and learning outcomes through a class monitoring system that allows documenting the implementation of the syllabus and expected learning outcomes.

All information collected will be confidential and will only be used for a global analysis that provides feedback to the process of improvements that we are implementing.

We appreciate your help

I. Identification

University
Country
Module/Course
Responsible professor
Programme
Date of application

II. Development

Below, we provide a series of statements. Please mark with an X to state your agreement or disagreement based on your experience as a professor. Additionally, we request that you briefly argument your choice in the box provided for it.

Auto-evaluation of the Teaching-Learning process				
Statement	Agree	Disagree	Not Applicable	Comments
You have implemented innovative initiatives in your teaching methodologies				
You have published articles related to the methodology and evaluation of learning outcomes				
You are authorised to develop Teaching-Learning methodologies in a competence focused approach				
You are authorised to develop evaluation teaching strategies in a competence focused approach				
You are authorised to design validated, contextualised and coherent teaching resources in the competence based education system				
You use teaching strategies so that students can organise their independent working time effectively and efficiently				
Training opportunities provided by the programme have helped your teaching performance				
Currently, there are specific aspects that you need to strengthen.				

Annexe 6.- Guidelines for self-evaluation of learning outcomes by students

INSTRUCTIONS

The goal of this tool is to evaluate the skill level achieved by you during the development of the course. We ask your cooperation in answering the following questions. Your opinion is fundamental for the improvement of your learning process. These guidelines are not an evaluation. Your answers will be analysed from an educational perspective only, with the purpose of improving the course.

I.   Identification

Programme:	
Module/Course:	
Responsible professor(s)	

Instructions: Mark your degree of agreement or disagreement to the following statements with an (x) where 1= Strongly Disagree, 2= Disagree, 3=Agree and 4=Strongly Agree.

II. Evaluation of the module	1	2	3	4
1. The planning of the course (Syllabus, class plans) favoured the achievement of learning outcomes				
2. The planning of the course, both in face to face classes and independent working time, contributed to the achievement of learning outcomes.				
3. The methodologies used in the module allowed developing learning outcomes and knowledge included in the Syllabus.				
4. Evaluation strategies used in the module allowed demonstrating learning outcomes and knowledge included in the Syllabus				
5. The professor provided feedback (reasonable explanations of right and wrong answers) for the evaluations of the module in a way that helped my learning process				
6. Learning outcomes and knowledge included in the syllabus and associated with innovation and entrepreneurship were successfully developed during the duration of the course				

Comments:				
In my general assessment, the module was	Deficient	Appropriate	Good	Very Good

Annexe 7.- Guidelines for the Report of Systematisation of Good Practices

Form for the Systematisation of Good Practices

I. Identification	
Keyword	**Requirement**
Name of the experience or Good Practice	
Person in Charge of the Module	
Email	
Name of the Institution	
Country	

I. Description of the Experience	
Item	**Description**
Good practice	Describe the experience or Good practice that you will implement in the Module
Context	Identify potential involved stakeholders that will participate in the development of the experience
	What degree of involvement/participation do the involved stakeholders have in the proposal? (Describe the phases of participation)
	What is the educational and social context in which the experience takes place?
Changes / Transformations	Please answer the following questions in terms of the objectives proposed for the development of this experience What significant changes do you hope to achieve?
	What internal and external situations do you believe will be essential for the good development of the experience? (drivers)
	What internal and external situations do you believe will be critical in the development of the experience? (hurdles)
Resources	What type of resources do you believe will be fundamental for the development of this experience?
Methodology	From the methodological perspective proposed by the S4CH programme, what learning outcomes do you think will be important to emphasise?
Results	Were the learning outcomes taken into consideration from the beginning of the initiative?
	What degree of feasibility do you attribute to the expected learning outcomes?

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Annexe 8.- Schedule of visits

A8.1.- Description of Schedule of the Visit Week- Corporación Universitaria Minuto de Dios.

Time	Activity	Involved Stakeholders
MONDAY 29th OF OCTOBER BOGOTÁ		
8:30 – 10:00	- Visit to the main campus and UNIMINUTO's Social Innovation Scientific Park. - Presentation of UNIMINUTO	- Leonor Avella (in charge of Students4Change at UNIMINUTO) - Arley Rivera (assistant of professor L. Avella) - Sergio Belda (visitor that join the group during the process)
10:00-12:30	- Meeting with project coordinator: Review of schedule, evaluation focus and proposed techniques.	- Leonor Avella - Arley Rivera - Sergio Belda
12:30 PM – 2:30 PM	- Business lunch: presentation of pilot course in Bogotá and discussion about possible institutional implementation support.	- Professors of the pilot courses of the Bogotá campus (Jairo Izquierdo, Clara Montenegro, Angélica Ayala). - Edgar Germán Martínez (Dean of the School of Business Sciences UVD) - Yury Marcela Robles C. (Director of the Public Accounting Programme UVD) - Andrés Felipe Ortiz (Dean of the School of Business Sciences) - Jorge Cifuentes (Director of the Programme of Business Management) -Lízeth Rocío Cortés Nuñes (Director of Centro Progresa) - Sergio Belda
3:00 PM	- Visit to Villavicencio	- Sergio Belda
TUESDAY 30th OF OCTOBER VILLAVICENCIO.		
7:30 AM – 8:00 AM	- Reception at Hotel Villavicencio. - Review of schedule and objectives of the day	- Ángela Niño (professor of pilot course) - Julio Ramírez (coordinator of the Management Programme) - Joussef David Abuassi (student of the social communication programme) - Sergio Belda
8:00 AM – 10:00 AM	- Visit to Restrepo and meetings with two rice bread entrepreneurs that have participated in the pilot course - Visit to the business environment of the rice bread business and sampling of the product.	- Ángela Niño (professor of the pilot course) - Julio Ramírez (coordinator of the Management programme) - Joussef David Abuassi (student of the social communication programme) - Two rice bread companies: Lanza Llamas y el Alcaraban. - Sergio Belda
10:00 AM - 11:15 AM	- Workshop with the students of the pilot course at the UNIMINUTO campus in Villavicencio. Subject: process and	- Ángela Niño - Sergio Belda - 25 students of the pilot course

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	learning outcomes of the pilot course	
11:15 AM – 12:00 PM	- Attendance to a class of the professor of the pilot course with videoconference participation of academics working in S4CH from the Universidad de Caldas .	- Ángela Niño - Sergio Belda - 2 professors of the Universidad de Caldas. - 25 students of the pilot course
12:00 PM – 1:00 PM	- Visit to construction site of the new UNIMINUTO campus in Villavicencio.	- Ángela Niño - Julio Ramírez - Sergio Belda
1:00 PM – 3:00 PM	-Business lunch: discussion about the pilot course and potential sources of support; interview with Ángela Niño	- Ángela Niño - Julio Ramírez - Sergio Belda -Diana Jiménez (professor from UNIMINUTO)
3:00 PM – 5:00 PM	-Business meeting with managers from the Villavicencio regional centre of UNIMINUTO: institutional presentation, presentation of the pilot and discussion on impact, institutionalisation and support.	- Carlos Pabón, Orinoquía Regional Vice-Rector, UNIMINUTO, Villavicencio campus. - Nubia Cruz, research director Villavicencio campus - Julia Pardo, academic director, administrative of the Management programme - 5 professors interested in teaching innovation: - Sandra Vargas - Ángela Niño - Julio Ramírez - Sergio Belda
6:00 PM	Return to Bogotá	-Sergio Belda
WEDNESDAY 31st OF OCTOBER BOGOTÁ		
9:00 AM – 12:00 PM	- Workshop with all 4 professors of the pilot courses in Bogotá and Ibagué and students from every course: Reflection on the experience by case and general discussion of the processes and learning outcomes of the courses	- Jairo Izquierdo - Clara Montenegro - Byron Rico - Angélica Ayala - 4-6 students from each course (23 in total) - Kelly Henao (Columbus) - Leonor Avella - Arley Rivera - Sergio Belda
12:00 PM – 1:30 PM	- Interview with professors of the pilot courses in Ibagué and Bogotá	- Jairo Izquierdo - Clara Montenegro - Byron Rico - Angélica Ayala - Sergio Belda
1:30 PM - 3:00 PM	- Business lunch: reflection on the project and the evaluation process	- Kelly Henao - Leonor Avella - Sergio Belda - Byron Rico - 5 students from Ibagué
3:00 PM – 5:00 PM	- "Espacio "SinaPCIS": Seminar on social innovation and public policies, facilitated by Leonor Avella and conducted by Sergio Belda	- Sergio Belda - Leonor Avella - Arley Rivera - 12 attendants, staff members and students from UNIMINUTO.
THURSDAY 1st OF NOVEMBER. PASTO		
9:30 AM	- Flight to Pasto	- Sergio Belda
1:00 PM – 1:30 PM	- Reception, visit to UNIMINUTO campus Pasto and personal presentation	- Mario Delgado - Sergio Belda
2:30 PM-16:00	- Presentation of selected works by various groups of the pilot course	- Students of the pilot course (40 students). - Mario Delgado - Sergio Belda

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4:00 PM-5:00 PM	- Workshop with students of the pilot course from UNIMINUTO campus Pasto. Subject: process and learning outcomes of the pilot.	- Students of the pilot course (40 students). - Mario Delgado - Sergio Belda	
5:00 PM- 5:30 PM	- Interview with director of the UNIMINUTO Nariño campus	- Santiago Moreno - Mario Delgado - Sergio Belda	
5:30 PM – 6:30 PM	- Interview with Mario Delgado	- Mario Delgado - Sergio Belda	
7:00 PM – 8:30 PM	- Presentation in class of the pilot course taught by Mario Delgado	- Mario Delgado - Sergio Belda	
SATURDAY 3rd OF NOVEMBER. BOGOTÁ			
2:00 PM – 5:00 PM	- Discussion with coordinator of the S4CH programme in UNIMINUTO on the preliminary results of the visit.	- Leonor Avella - Sergio Belda	
9:30 PM	Return Flight	- Sergio Belda	

A8.2 Description of Schedule of the Visit Week- Instituto Tecnológico de Costa Rica

Date	Activity	Interaction Group	Comments
16/10/2018	Interview with students	Seminar on Costa Rican Studies.	This was our first experience with the pilot courses. We were given one hour and thirty minutes of a class. Students presented their projects for professor Óscar Rodríguez. After the professor left, we carried out an interview with a student focus group.
16/10/2018	Interview with professor	Software Engineering	It took place in the facilities of the School of Computer Engineering. This venue allowed sharing the experience. The competencies included in the course were developed and already existing ones were strengthened. On the other hand, it was stated that the methodological tools selected were appropriate to achieve their purpose. Dr Jaime Solano, responsible of the course, stated that having students collaborate in groups made them create a high quality product at the end of the project. Additionally, it allowed producing technical documentation on the specifications, analysis, design, components, tests and user manuals. One notable good practice is that Dr Solano works in collaboration with other professors so that they may become familiar with programmes such as S4CH. Finally, it is worth noting that 9 social entrepreneurship proposals were presented.
16/10/2018	Travel from Cartago to Limón		
16/10/2018	Interview with students	Administrative theory II (Limón Campus).	It took place in one of the meeting rooms at the Limón campus. The focus group included 6 professors (3 male, 3 female). In this group, a total of 6 projects were presented. One notable project was "Cultural Limón route", because of its preoccupation and interest in the promotion of different manifestations of the culture of Limón. Students said they were satisfied because of their academic achievements, which were presented in theory and in practice in this opportunity.
16/10/2018	Interview with professor	Administrative theory II (Limón Campus).	Professor Marco Martínez Mora teaches the course. A personal satisfaction is that that S4CH programme has made a comprehensive link between theory and life projects, says the professor. "In this course, one proposal made it to the final phase of the process of the FIN (Business Idea Fair) 2018" On the other hand, the competencies for the development of the course were entrepreneurship, leadership, innovation, critical thinking, empathy and social analysis. As these competences were acquired, both professors and students were satisfied. Marco expressed that he intends to start a cycle of conferences to educate the community in terms of social innovation and entrepreneurship. For this purpose, local government and TEC Emprende LAB (TEC) will be connected.

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17/10/2018	Travel from Limón to Cartago		
18/10/2018	Interview with professor	Administrative theory II (Cartago Campus).	Ronald Brenes Sánchez taught the course in Cartago. We were received in the meeting room of the School of Business Management. It is one of the courses with the largest number of proposals (8 in total). Two of them classified for the final phase of FIN 2018. On the other hand, the following competencies were developed: teamwork, leadership, empathy, commitment, vision, entrepreneurship, critical thinking, and creativity. All of them were consolidate and/or developed. Professor Brenes voiced his satisfaction with the training courses he took and the implementation of that knowledge in the courses that he taught this semester. GESTACOM was one of the entrepreneurship and innovation proposals. Its goal was to provide support to rural communities in the planning and execution of development of projects for the community (fairs, workshops, recreational activities, search and planting of trees. There is a consistent relation between stakeholders, class groups and university because of the commitments and links of the professor.
18/10/2018	Interview with students	Administrative theory II (Cartago Campus).	This interview can be divided in two parts: a general part where 8 projects were presented and a private part, where there was a conversation with a focus group with one representative for every team. In the latter, students were able to put professional theory, national reality and human commitment into context from a of social innovation project. The representatives of every group unanimously agreed that they were able to understand the concept of social entrepreneurship and its importance for business.
19/10/2018	Interview with students	Software Engineering	The space made the experience better for students. They thought the experience was very meaningful as being challenged to give an answer to a social need through proposals for a solution made them value their solid academic foundations. They regret that these type of projects con only be experienced at the end of their programmes. They expressed feeling sad that some of the proposals cannot be concretised. For them social innovation was in contrast to their conception of paid professional services. However, they were explained that social innovation does not necessarily mean unpaid work.
19/10/2018	Interview with Dyalá de la O		We interviewed Dyalá de la O, who is in charge of the technical side of the S4CH programme in Tecnológico Costa Rica. We were informed about the development of the pilot courses in the institutions, as well as their risks and opportunities.
20/10/2018	Visit to the Palo Verde rural community	Administrative Theory Project II (Cartago)	
22/10/2018	Interview with students	Human Environment	During the time allocated to the class, students presented their projects to Óscar Rodríguez, and, once the professor left, we interviewed a focus group of students, who were enthusiastic about participating in an international programme with other students from Europe and other Latin American countries.
22/10/2018	Visit to TEC Emprende Lab		Business incubator of the University. The participation in FIN 2018 exceeded expectations, both for the ICTR S4CH team and the organisers, as 50 projects from the private sector were registered in the fair. It is worth noting that the inclusion of the area of social entrepreneurship in the Fair of Ideas for Business (FIN in its Spanish initials) was a surprise to everyone. From a total of 122 projects registered in the Fair, 41% were social entrepreneurship initiatives.

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Date	Activity	Interaction Group	Comments
22/10/2018	Interview with professor	Seminar on Costa Rican studies. Human Environment	The seminar took place in the meeting room of the School of Social Sciences. Professor Óscar Rodríguez talked about the development and good practices of the two pilot courses that he taught in the framework of S4CH.

A8.2 Description of Schedule of the Visit Week- Instituto Tecnológico de Costa Rica

Date	Activity	Interaction Group	Comments
16/10/2018	Interview with students	Seminar on Costa Rican Studies.	This was our first experience with the pilot courses. We were given one hour and thirty minutes of a class. Students presented their projects for professor Óscar Rodríguez. After the professor left, we carried out an interview with a student focus group.
16/10/2018	Interview with professor	Software Engineering	It took place in the facilities of the School of Computer Engineering. This venue allowed sharing the experience. The competencies included in the course were developed and already existing ones were strengthened. On the other hand, it was stated that the methodological tools selected were appropriate to achieve their purpose. Dr Jaime Solano, responsible of the course, stated that having students collaborate in groups made them create a high quality product at the end of the project. Additionally, it allowed producing technical documentation on the specifications, analysis, design, components, tests and user manuals. One notable good practice is that Dr Solano works in collaboration with other professors so that they may become familiar with programmes such as S4CH. Finally, it is worth noting that 9 social entrepreneurship proposals were presented.
16/10/2018	Travel from Cartago to Limón		
16/10/2018	Interview with students	Administrative theory II (Limón Campus).	It took place in one of the meeting rooms at the Limón campus. The focus group included 6 professors (3 male, 3 female). In this group, a total of 6 projects were presented. One notable project was "Cultural Limón route", because of its preoccupation and interest in the promotion of different manifestations of the culture of Limón. Students said they were satisfied because of their academic achievements, which were presented in theory and in practice in this opportunity.
16/10/2018	Interview with professor	Administrative theory II (Limón Campus).	Professor Marco Martínez Mora teaches the course. A personal satisfaction is that that S4CH programme has made a comprehensive link between theory and life projects, says the professor. "In this course, one proposal made it to the final phase of the process of the FIN (Business Idea Fair) 2018" On the other hand, the competencies for the development of the course were entrepreneurship, leadership, innovation, critical thinking, empathy and social analysis. As these competences were acquired, both professors and students were satisfied. Marco expressed that he intends to start a cycle of conferences to educate the community in terms of social innovation and entrepreneurship. For this purpose, local government and TEC Emprende LAB (TEC) will be connected.
17/10/2018	Travel from Limón to Cartago		
18/10/2018	Interview with professor	Administrative theory II (Cartago Campus).	Ronald Brenes Sánchez taught the course in Cartago. We were received in the meeting room of the School of Business Management. It is one of the courses with the largest number of proposals (8 in total). Two of them classified for the final phase of FIN 2018. On the other hand, the following competencies were developed: teamwork, leadership, empathy, commitment, vision, entrepreneurship, critical thinking, and creativity. All of them were consolidate and/or developed. Professor Brenes voiced his satisfaction with the training courses he took and the implementation of that knowledge in the courses that he taught this semester. GESTACOM was one of the entrepreneurship and innovation proposals. Its goal was to provide support to rural communities in the planning and execution of development of projects for the community (fairs, workshops, recreational

STUDENTS 4 CHANGE

Date	Activity	Interaction Group	Comment
18/10/2018	Interview with students	Administrative theory II (Cartago Campus).	activities, search and planting of trees. There is a consistent relation between stakeholders, class groups and university because of the commitments and links of the professor. This interview can be divided in two parts: a general part where 8 projects were presented and a private part, where there was a conversation with a focus group with one representative for every team. In the latter, students were able to put professional theory, national reality and human commitment into context from a of social innovation project. The representatives of every group unanimously agreed that they were able to understand the concept of social entrepreneurship and its importance for business.
19/10/2018	Interview with students	Software Engineering	The space made the experience better for students. They thought the experience was very meaningful as being challenged to give an answer to a social need through proposals for a solution made them value their solid academic foundations. They regret that these type of projects con only be experienced at the end of their programmes. They expressed feeling sad that some of the proposals cannot be concretised. For them social innovation was in contrast to their conception of paid professional services. However, they were explained that social innovation does not necessarily mean unpaid work.
19/10/2018	Interview with Dyalá de la O		We interviewed Dyalá de la O, who is in charge of the technical side of the S4CH programme in Teconológico Costa Rica. We were informed about the development of the pilot courses in the institutions, as well as their risks and opportunities.
20/10/2018	Visit to the Palo Verde rural community	Administrative Theory Project II (Cartago)	
22/10/2018	Interview with students	Human Environment	During the time allocated to the class, students presented their projects to Óscar Rodríguez, and, once the professor left, we interviewed a focus group of students, who were enthusiastic about participating in an international programme with other students from Europe and other Latin American countries.
22/10/2018	Visit to TEC Emprende Lab		Business incubator of the University. The participation in FIN 2018 exceeded expectations, both for the ICTR S4CH team and the organisers, as 50 projects from the private sector were registered in the fair. It is worth noting that the inclusion of the area of social entrepreneurship in the Fair of Ideas for Business (FIN in its Spanish initials) was a surprise to everyone. From a total of 122 projects registered in the Fair, 41% were social entrepreneurship initiatives.
22/10/2018	Interview with professor	Seminar on Costa Rican studies. Human Environment	The seminar took place in the meeting room of the School of Social Sciences. Professor Óscar Rodríguez talked about the development and good practices of the two pilot courses that he taught in the framework of S4CH.

A8.3 Description of Schedule of the Visit Week- Instituto Tecnológico y de Estudios Superiores de Monterrey

Date	Activity	Interaction Group	comment
17/10/2018 5:00 PM- 6:30 PM	**Meeting for the presentation of the activities during the visit**	**Course coordinators from TEC Monterrey:** Ivón Cepeda Gabriela Palavicini Ignacio González	The meeting was done virtually through the Zoom app. This was a very positive activity that allowed sharing expectations of the monitoring visit with coordinators of the pilot courses as well as reviewing and discussing the agenda and review basic information of the courses.

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			Graciela Castillo
22/10/2018 7:00 AM-8:30 AM	**Observation of the course "Media, Culture and Society"**	**Evaluating Team** Igone Guerra and Gorka Orueta	Students presented their social entrepreneurship/innovation projects. This was a very positive activity as students showed the application of tools from the Toolkit such as brainstorming, definition of the challenge or empathy map. 3 groups presented the following subjects: - Waste treatment - Plastic use reduction - Migrations
22/10/2018 8:30 AM-10:00 AM	**Observation of the course "Ethics, people and society"**	**Evaluating Team;** Igone Guerra and Gorka Orueta	Students presented their social entrepreneurship/innovation projects. The purpose of the groups was identifying gender problems from the perspectives of different areas. Every group used the empathy map. All groups made their presentation in English, except for one of the groups that did it in Spanish. Group 1. Gender inequality Group 2. Violence Against women in the Catholic Church Group 3. Women not being allow to work Group 4. Aggression and intolerance against women when they breastfeed in public. Group 5. Women involved in the business world Group 6. Sexual assault against women in Mexico
22/10/2018 10:40 AM-11:15 AM	**Interview with Gabriela Vieyra and external interest group**	Gabriela Vieyra Director of the Humanities and Education Division, CSF **Evaluating Team** Igone Guerra and Gorka Orueta	• The professor believes involving universities in a common challenge is a very challenging idea. • It is difficult because each one of them has different methodologies and priorities, among others. • It was a wonderful opportunity for the development of competencies in young minds. • Social Innovation is necessary. This is something that is clear for people in the School of Humanities. • They know the objectives of the programme. **Benefits of Students4Change** How to approach a community with a learning approach and trying to empower it. Understanding the issues before trying to solve them. Generating structured methodology. Intentionally, not only trying to be helpful. Thanks to university exchange, the proposal is more feasible.
22/10/2018 12:15 PM-12:50 PM	**Interview with Gabriela Palavicini**	**Evaluating Team** Igone Guerra and Gorka Orueta	Importance of institutional support through the TEC21 project. Importance of multidisciplinary work and mixture of students (for example, students from first semester with students from third semester). This has been challenging, but very rewarding.
22/10/2018 12:55 PM-1:30 PM	**Interview with Ivón Cepeda**	**Evaluating Team;** Igone Guerra and Gorka Orueta	Therefore, the course tries to promote an understanding of human beings as "ethical animals" that develop their sense of ethics through their interactions with the world.
22/10/2018 1:35 PM-2:00 PM	**Interview with Ignacio González**	**Evaluating Team** Igone Guerra and Gorka Orueta	He highlights the importance of the project with Ibagué (Colombia), which he considers a good practice for the Students4Change programme and that must be presented in a video so that the rest of the consortium can know about its existence. He also believes that it should be publicised and exploited, so that the positive results of the Students4Change programme can be known by everybody.
22/10/2018 3:10 PM-3:50 AM	**Interview with Gabriel Morelos, Ludivina Herrera Oscar M. Fonseca, Internal Interest Group**	Gabriel Morelos Dean of the School of Business Ludivina Herrera Regional Director of Management and Leadership, School of Business, CSE Oscar M. Fonseca Division Director, School of Business,	Students are requesting the introduction of the subject of social innovation. The connections and articulation that social innovation demands are being adopted by the School of Business of TEC. The subject is already on the agenda. The Students4Change programme can have an impact in the project Conscious Capitalism. Value. Knowledge is not knowledge per se. Now, it is the entire development of interactions. Contact with the community.

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		CSE **Evaluating Team** Igone Guerra and Gorka Orueta	These competencies are very developed.
22/10/2018 4:00 PM-5:30 PM	**Observation of the course "Organizational Culture"**	**Evaluating Team:** Igone Guerra and Gorka Orueta	Discussion about Project Ibague Teamwork. Shared value. The group is requested to identify Pros and Cons of shared value. Discussion from the point of view of Social Innovation about the meaning of shared value in the supply chain: Local trade, support to local producers, environmental awareness.

Brainstorming. They used brainstorming in different occasions to make a first draft going from general aspects to specifics. Collaborative Work.

Final Activity. Online evaluation/exam |
22/10/2018 5:40 PM-6:15 PM	**Focus group 1, students of the course "Organizational Culture" taught by Ignacio González**	Kevin Grossman Katia Salazar René Capdeviel Carla Évora Edgar Esquivel **Evaluating Team;** Igone Guerra and Gorka Orueta	The subject of shared value is important. We need to migrate towards the concept. It is an innovative concept in the long term, as it focuses on core problems. "I had worked with social entrepreneurship before, providing consultancy. Now we are not only taught to create companies, but to create companies to help the community.
22/10/2018 6:20 PM-6:50 PM	**Interview with Ignacio González (2)**	**Evaluating Team:** Igone Guerra and Gorka Orueta	
23/10/2018 4:30 PM-5:20 PM	**Interview with Francisco Diez**	**Evaluating Team:** Igone Guerra and Gorka Orueta	The interview with Francisco Diez took place at the Hotel where the evaluating team was staying because of difficulties to go to the Puebla campus.
24/10/2018 12:00 PM-1:00 PM	**Interview with internal and external interest group, CEM**	CEM internal interest group: Mónica Lloret, Coordinator of the Course "Citizenship"; Ana Laura Centeno, Responsible for Social Services; Sheila Quintana, Coordinator of the Course "Ethics, profession and citizenship". External interest group: Representatives of the municipality Diana Luz Sierra, Department Director Ana María Macedo, Alfonso López YMCA Representative Elizabeth de la Rosa Esther Trejo **Evaluating Team:** Igone Guerra and Gorka Orueta	The plan was to have two separate sessions with the representatives of the internal and external groups. However, 3 representative of each one of the interest groups showed up at the session. As a result, we had to adapt the format of the interview. In the end, the interview was done with a focus group. The main conclusions were:

- The University is an institution that must have a positive impact on the community.
- Social innovation allows breaking paradigms and offers proposals for solutions. It fosters collaborative work with the community in order to have a social impact.
- Social entrepreneurship means an opportunity for change.
- Benefit
- It involves a new way of teaching and learning.

Sustainability. It relates to social service and continuity. It can be a first step towards sustainability. |
| 24/10/2018 6:00 PM-6:45 PM | **Focus Group 2, students of the course "Ethics, profession and citizenship", Puebla Campus** | José Luis Galindo Diego Calvo Elvia López Ulises Gainares **Evaluating Team:** Igone Guerra and | From creativity to innovation, it has not been difficult because TEC drives them toward social innovation.

The projects being developed are social innovation projects. Companies are more than just charity. TEC demands the projection of an impactful model. As object of research. |

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		Gorka Orueta	
25/10/2018 7:00 AM-7:45 AM	**Focus Group 3, students of the course "Media, Culture and Society".**	Armando Vargas Mariel Gómez Gabriel Schlam Fernanda Pastrana Ana Emilia Reyes Arana **Evaluating Team:** Igone Guerra and Gorka Orueta	The social part of entrepreneurship is being fostered by TEC. They are taking us out of our comfort zone. It is social responsibility rather than social innovation. With this type of projects, you are encouraged to change. Being able to choose the subject is already a plus.
25/10/2018 8:30 AM-9:15 AM	**Focus Group 4, students of the course "Ethics, people and society".**	Lucia Deschamps Santiago Fernández Andrea Vega Diego Quiroga **Evaluating Team:** Igone Guerra and Gorka Orueta	Flipped Learning. Ethics can be address from a specific issue. Theories can be analysed through a problem. Looking for a solution based on thinking.
25/10/2018 1:45 PM-2:20 PM	**Interview with Graciela Castillo**	**Evaluating Team:** Igone Guerra and Gorka Orueta	
25/10/2018 2:30 PM-2:50 PM	**Observation of the course "Social responsibility and citizenship"**	**Evaluating Team:** Igone Guerra and Gorka Orueta	It is appreciated that the course includes people from different disciplines. This allowed learning from peers. Students appreciated this interaction.
25/10/2018 3:00 PM-3:30 PM	**Focus Group 5, students of the course "Social Responsibility and citizenship"**	Martin Gutierrez Aimée Moreno Andrea García **Evaluating Team:** Igone Guerra and Gorka Orueta	
25/10/2018 4:00 PM-7:00 AM	**Observation of the course "Ethics, profession and citizenship"**	**Evaluating Team:** Igone Guerra and Gorka Orueta	Ideation Session. SDG Problems. They already had an interview. The idea was brainstorming to address the problem and later do the prototyping. 7 teams They are introduced to the keys of social transformation starting from the concept of citizenship with an SI focus. Dimensions of SI. Empathy Map. Map creation. Based on their empathy maps, determine what the interviewee needs to define the problem. Once they have described it, they will write it down, define the vision and the challenge they will tackle. Part of Ideation. Dividing the flipchart in 4 quadrants and working in idea generation.
25/10/2018 5:00 PM-5:30 PM	**Focus Group 6, students of the course "Ethics, profession and citizenship"**	David Flores Samaniego Erandi Gomez Jimenez Maria José Castillo Bojorque **Evaluating Team:** Igone Guerra and Gorka Orueta	It makes you see the reality of things and look for solutions. Being aware that not everything is in our hands. It makes you analyse and be more prepared to participate. It makes you involved in the problem and in the identification of more solutions. You become more assertive. From the focus of social innovation.
26/10/2018 10:00 AM-12:00 AM	**Presentation of preliminary results**	Ivón Cepeda Gabriela Palavicini Ignacio González Graciela Castillo Gabriela Vieyra Juan Dorado Leonardo Torres	The evaluating team presented a preliminary report with the conclusions of the visit. In site presentation with the representatives of the Mexico City campus and with representatives from the State of Mexico and Puebla through the Zoom app. Relevant aspects of the implementation of the pilot courses are highlighted. The session had a very positive reception. After the presentation of the evaluating team, there was a debate session with the participants.

A8.4.- Description of Schedule of the Visit Week - Pontifícia Universidade Católica do Río de Janeiro

Date	Activity	Interaction Group	Comments
26th of November 9:00 AM to 11:00 AM	Student focus group, Raphael Zaremba, Course " Entrepreneur attitude and behaviour"	5 students of the course and Facilitators from Utalca	Interview with the focus group. Some points were asked independently and finally there was a group activity in which they responded to a set questionnaire. *Application of the Basic Form of Semi-structured Interview for Students
26th of November 2:00 PM to 3:00 PM	General meeting	Coordinator of the Magda Pishetola Project and Facilitators from Utalca	Aspects related to logistics and operation were discussed
26th of November 3:00 PM to 4:30 PM	Interview with professor Magda Pishetola, course "Group Management"	Professor Magda Pishetola and Facilitators from Utalca	Semi-structured interview. Focus on the central aspects competencies, methodologies, evaluation and improvements. *Application of Basic Form of Semi-structured Interview for Professors.*
27th of November 11:00 AM to 12:00 PM	Meeting with manager of Project Ruas, PUC Ecosystem	Manager of NGO Rafael Ruas and Facilitators from Utalca.	The structure of the meeting was the following: presentation of the Manager of the Project, application of some questions related to good practices. *Application of the Form for the Systematisation of Good Practices*
27th of November 2:30 PM to 3:30 PM	Interview with Guillermo Toledo, course "Project Development"	Professor Guillermo Toledo and Facilitators from Utalca	Semi-structured interview. Focus on the central aspects competencies, methodologies, evaluation and improvements. *Application of Basic Form of Semi-structured Interview for Professors.*
27th of November 3:30 PM to 4:00 PM	Meeting with LAB Design Manager, PUC Rio Ecosystem	Manager Guillermo Toledo and Facilitators from Utalca	Guided visit through the different workshops of LAB Design and explanation of the activities that take place in every one of them.
27th of November 4:00 PM to 5:00 PM	Interview with Raphael Zaremba, Course "Entrepreneur attitude and behaviour"	Professor Raphael Zaremba and Facilitators from Utalca	Semi-structured interview. Focus on the central aspects competencies, methodologies, evaluation and improvements. *Application of Basic Form of Semi-structured Interview for Professors.*
27th of November 5:00 PM to 7:00 PM	Focus Group Students of professor Ruth Mello, Course "Planning of social entrepreneurship projects"	10 students of the course and Facilitators from Utalca	Interview with the focus group. Some points were asked independently and finally there was a group activity in which they responded to a set questionnaire. *Application of the Basic Form of Semi-structured Interview for Students
27th of November 7:00 PM to 10:00 PM	Presentation from Students of the Course "Planning of Social entrepreneurship projects"	Participation of all of the students and the professor of the course and Facilitators from Utalca.	Each group presented their final project. Q&A session.
28th of November 11:00 AM to 1:00 PM	Focus Group Students of Professor Magda, course "Group management"	6 students of the course and Facilitators from Utalca	Interview with the focus group. Some points were asked independently and finally there was a group activity in which they responded to a set questionnaire. *Application of the Basic Form of Semi-structured Interview for Students
28th of November 2:00 PM to 3:00 PM	International Cooperation Coordination Centre, ICCC	Meeting with Ricardo Borges, Manager of ICCC and Facilitators from Utalca	The structure of the meeting was the following: presentation of the Manager of the Project, application of some questions related to good practices. *Application of the Form for the Systematisation of Good Practices*
28th of November 3:00 PM to 4:20 PM	Centro de Vida Independiente, NGO of the PUC Rio Ecosystem	Sheila Salgado, José Carlos, Lilia Martinez, administrative of the ONG and	The structure of the meeting was the following: presentation of the Manager of the Project, application of some questions related to good practices. *Application of the Form for the Systematisation of Good Practices*

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		Facilitators from Utalca	
28th of November 4:30 PM to 5:30 PM	Interview with Murillo Marschner, course "Educational Research", at Leme Building	Professor Murillo Marschner and Facilitators from Utalca	Semi-structured interview. Focus on the central aspects competencies, methodologies, evaluation and improvements. *Application of Basic Form of Semi-structured Interview for Professors.*
29th of November 2:00 PM to 3:00 PM	Interview with Ruth Mello, course "Planning of Social Entrepreneurship Projects"	Professor Ruth Mello and Facilitators from Utalca	Semi-structured interview. Focus on the central aspects competencies, methodologies, evaluation and improvements. *Application of Basic Form of Semi-structured Interview for Professors.*
29th of November 3:00 PM to 4:00 PM	Agency PUC-Rio Innovación	Shirley Coutinho , official from AGI and Facilitators from Utalca	The structure of the meeting was the following: presentation of the Manager of the Project, application of some questions related to good practices. *Application of the Form for the Systematisation of Good Practices*	
30th of November 10:00 AM to 12:00 PM	Focus Group from professor Guillermo's course "Project Development"	5 students of the course and Facilitators from Utalca	Interview with the focus group. Some points were asked independently and finally there was a group activity in which they responded to a set questionnaire. *Application of the Basic Form of Semi-structured Interview for Students
30th of November 12:00 PM to 1:00 PM	Meeting with Instituto Génesis	Team of professionals from Instituto Génesis	The structure of the meeting was the following: presentation of the Manager of the Project, application of some questions related to good practices. *Application of the Form for the Systematisation of Good Practices*
30th of November 1:00 PM to 2:30 PM	General meeting with professors	Magda Pischetola Raphael Zaremba Ruth Mello Guillermo Teledo Murillo Marschner	Meeting to share experiences, discussion of the selection of projects that will participate in Bogotá 2019.
30th of November 2:30 PM to 3:00 PM	Interview for the media	S4CH Coordinator Course Professor Facilitators from Utalca	Interview for digital media. Publication of the visit and its general results.

A8.5.- Description of Schedule of the Visit Week - Pontifícia Universidade Católica do Río Grande do Sul

Monday 19th of November, 2018

TIME	PARTICIPANTS	ACTIVITIES	LOCATION
2:00 PM - 3:00 PM	Vice-Rector of Extension and Community Affairs, Prof. Heloisa Delgado – Head Consultant, Sandra Mino – Administrative Coordinator, Prof. Lucas Roldán – PROPESQ, Flavia Cauduro. Staff: Thais Gonçalves – Assistant for International Affairs	Reception of Consultancy for International Cooperation	Prédio 1, room 110

Time	Participants	Activities	Location
3:00 PM - 5:00 PM	Prof. Lucas Roldan – PROPESQ, Flavia Cauduro, Professors Participating in the Student4Change programme	Meeting with professors PUCRS	Prédio 1, PROEX
5:00 PM - 6:00	Prof. Maira Petrini Camila Zamora O. Gladys Jimenez A	Meeting with professor Maira Petrini	Prédio 50, School of Business
6:00 PM - 7:00 PM	Camila Zamora O. Gladys Jimenez A Prof. Lucas Roldán Student of professor María Petrini	Meeting with student Sabrina Pacheco	Prédio 50, School of Business
7:00 PM 10:45 PM	Camila Zamora O. Gladys Jimenez A. Professor Loraine Muller Students	Visit to course Professor Loraine Muller	Prédio 50, School of Business

Tuesday 20th of November, 2018

Time	Participants	Activities	Location
11:35 AM - 1:05 PM	Gladys Jimenez A. Camila Zamora O. Prof. Vicente Zanella Prof. Lucas Roldan – PROPESQ Students	Visit to course of professor Vicente Zanella	Prédio 50, room 405
2:00 PM - 5:00 PM	Gladys Jimenez A. Camila Zamora O. Prof. Flavia Cauduro Prof. Lucas Roldan - PROPESQ	Visit to Villa Fátima - Social entrepreneurship project of the PUCRS	Medical Centre Villa Fátima

Wednesday 21st of November, 2018

Time	Participants	Activities	Location
6:30 PM - 7:30 PM	Gladys Jimenez A. Camila Zamora O. Prof. Vicente Zanella Prof. Lucas Roldan – PROPESQ Students	Meeting with student Francisco Piazza from the area of Innovation Management	Prédio 50, room 313
7:30 PM - 10:45 PM	Gladys Jimenez A. Camila Zamora O. Prof. Lucas Roldan – PROPESQ Students Company Representatives	Visit to the course of professor Lucas Roldan	Prédio 50, room 313

Thursday 22nd of November, 2018

Time	Participants	Activities	Location
8:30 AM - 11:30 AM	Gladys Jimenez A. Camila Zamora O. Prof. Maria Rita Cuervo Students:	Visit to the Course "Electric Installations in Buildings"	Prédio 30, room B106

Friday 23rd of November, 2018

Time	Participants	Activities	Location
7:30 PM - 9:00 PM	Gladys Jimenez A. Camila Zamora O. Prof. Juliana Klas Students Company Representative	Visit to the Course "Electric Installations in Buildings"	Prédio 30, room B106

A8.6.- Description of Schedule of the Visit Week - Pontificia Universidad Católica de Valparaíso

Date	Interaction Group	Comments
5 / 11	**Meeting with all 5 professors**	Meeting with all 5 professors of the programme with the purpose of discussing the perception of the programme and some points included in the evaluation tool.
5 / 11	Course of Professor German Ahumada	Observation of the class and conversation with students about the perception of the course.
5 / 11	Course of Professor Pablo Zamora	Observation of the class and conversation with students about the perception of the course.
6 / 11	Course of the Professor Juan Carlos Jeldes	Observation of the class and conversation with students about the perception of the course.
6 / 11	Interview with professor Pablo Zamora	Discussion with the professor about the perceptions of the course and the programme.
7 / 11	Interview with students of the Professor Carlos Aqueveque: Sebastián Aguayo and Mauricio Pinilla	Conversation with the students about their perception of the course.
7 / 11	Interview with students of the Professor Pablo Zamora: Constanza Pizarro	Conversation with the student about her perception of the course.
8 / 11	Interview with student of Professor Ariel Leiva: Emmanuel Zúñiga Contreras	Conversation with the students about his perception of the course.
8 / 11	Interview Professor Ariel Leiva	Discussion with the professor about the perceptions of the course and the programme.
8 / 11	Interview with student of the Prof. Juan Carlos Jeldes: María José Muñoz	Conversation with the student about her perception of the course.
9 / 11	Project IMEKO: German Brito (Postgraduate student)	Conversation with the student about his project and its social impact.

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A8.7.- Description of Schedule of the Visit Week - Universidad de Caldas

Time	Monday 29th of October	Tuesday 30th of October	Wednesday 31st of October	Thursday 1st of November
8		Meeting with institutional coordinator David Osorio - Office of the Vice-Rector for Projection		
9		Social Work Course Presentation of workshop of the course Social Work with Rafa Villa Botanical Garden		
10	Reception by Margarita María López Pinzón Head of Office for Internationalisation Visit to Universidad de Caldas and Rogelio Salmona Centre		Interview with José Humberto Gallego and two students at the Botanical Garden of the Universidad de Caldas	Presentation of the Project: "Barrio Mío la Ruta del Color en el centro Rogelio Salmona" [My Neighbourhood, the Route of Colour in the Rogelio Salmona Centre] (by Rafa Villa)
11				
12	Lunch with Office for Internationalisation and institutional coordinator.		Lunch with Rector and Vice-Rector of Projection at their office	Interview with Rafael Villa and his team
13				
14	Interview with Gretel Espinosa Interview with students of the Sociology course Sociology Course Micaela Campus, professors' lounge	Preparation of S4CH reports	Meeting with 7 professors participating in S4CH - Rogelio Salmona Centre	Preparation of S4CH reports
15				
16			Interview with Oscar Alberto Ospina Velásquez, Building D, Office 302	

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A8.7.- Description of Schedule of the Visit Week - Universidad de Colima

Date	Activity	Interaction group	Comments
16/10/2018 4:00 PM-6:00 PM	Meeting to present visitors' activities	**Coordinators of the courses at Universidad de Colima:** Liz Georgette Murillo Carlos López Norma Angelica Verduzco Guillermina Chávez **Evaluating Team:** Igone Guerra Gorka Orueta	This was a very positive activity that allowed sharing expectations of the monitoring visit with coordinators of the pilot courses as well as reviewing and discussing and reviewing basic information of the courses.
16/10/2018 6:10 PM-6:50 PM	Interview with Guillermina Chávez	Guillermina Chávez, coordinator of the course "Research Seminar I" **Evaluating Team:** Igone Guerra Gorka Orueta	It has been very meaningful as it has allowed us to identify good practice number 1, as well as areas of opportunity developed and to be developed within the framework of the S4CH programme.
17/10/2018 9:30 AM -10:15 AM	Interview with Susana Preciado Internal interest group	Susana Preciado Jiménez. General Director of Development of Academic Personnel **Evaluating Team:** Igone Guerra Gorka Orueta	The most notable aspect according to director Susana Preciado is that the programme **allows collaboratively work** between different disciplines. "changing perspectives", "multidisciplinarily and transdisciplinary work"
17/10/2018 10:30 AM – 11:15 AM	Interview with Oriana Gaitán. Internal interest group	Oriana Gaitán. Director of School of Economics **Evaluating Team:** Igone Guerra Gorka Orueta	The project has provided **an opportunity to start a change of approach**: from (commercial) entrepreneurship to social entrepreneurship.
17/10/2018 12:00 PM – 1:15 PM	Interview with Alicia López Preciado. Internal interest group	Alicia López Preciado, Director of the Centre for the Development of the University Family (CEDEFU) **Evaluating Team:** Igone Guerra Gorka Orueta	Thanks to the Students4Change programme, **students develop creative thinking, there is an increase in opportunities for young people in other fields that had not been considered part of the previous training**, and they are pushing the initiative towards new ways of approaching the economy from a social perspective.
17/10/2018 1:15 PM – 2:00 PM	Interview with Professor Carlos López Preciado	Carlos López **Evaluating Team:** Igone Guerra Gorka Orueta	Professor Lopez Preciado highlights the value of the programme insofar as **it promotes the inclusion of competencies in social innovation and social entrepreneurship.** "I would like to point out that UCOL stands out for its development in social inclusion and development".
17/10/2018 2:30 PM – 3:15 PM	Focus group 1. Students of the International Business course Students of Norma Verduzco's course	Eduardo Araujo Karen Paola Ordoñez Jessica Vázquez Ibarra Jisele Hernández Miguel Angel Colín David González **Evaluating Team:** Igone Guerra	In general terms, students appreciate the social approach of the course. "At first it was difficult, but now they are involved in community projects" **They believe the approach can help decrease social gaps and have a more egalitarian society.**

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		Gorka Orueta	One student considers the trajectory of the course as valuable as it started with a slightly social approach but it ended up being "completely social" .
18/10/2018 9:30 AM – 10:15 AM	Focus group 2. Leadership and entrepreneurship students Students of Carlos López-Preciado's course	Braulio Acevedo Edith Florian Ronaldo Baltazar David Bolaño Mari Fé Chavira Maria Andrade **Evaluating Team:** Igone Guerra Gorka Orueta	The course has helped to structure the projects and the social approach has opened students' perspective. The materialistic perspective of marketing now offers other more social approaches that they hope will help change consumption patterns.
18/10/2018 10:50 AM-12:00 PM	Observation of the course "Leadership and entrepreneurship "	**Evaluating Team:** Igone Guerra Gorka Orueta	The observation session of the course was very positive. **Students worked on creativity and the definition of a social business idea in a collaborative way and with the advice of external experts.** The course promotes creative thinking and teamwork by helping students define their social problem or challenge and a proposed entrepreneurship and social innovation solution. Example. Social entrepreneurship project. Use of bacteria for the elimination of plastics in the sea. Example. Social Innovation project: Reforestation in degraded areas in the State of Colima
18/10/2018 12:00 PM – 1:00 PM	Interview with Dr Lourdes Galeana de la O, Course "Morphology Laboratory I "	**Dr Lourdes Galeana, Professor** **Evaluating Team:** Igone Guerra Gorka Orueta	**Contribution of the course** The course has contributed to the development of a social approach and perspective in primarily scientific studies.
18/10/2018 1:00 PM – 1:35 PM	Focus group 3. Students of the Course "Academic Paper Writing" Students Georgette Murillo's Course	Samantha Guerrero Fernando Romero Ismael Valdovinos Lisbeth Quesada **Evaluating Team:** Igone Guerra Gorka Orueta	**Social innovation and social entrepreneurship projects require proper writing.** The importance of writing in projects can help when presenting them. "As educators, we have to know what social entrepreneurship really is in order to develop small concepts to innovate and continue benefiting society".
18/10/2018 2:00 PM – 2:45 PM	Focus group 4. Students of the course "Morphology Laboratory I " Students of Lourdes Galeana's Course	Zeltzin Castellanos Hilde Gaytan Thalia Villafranca Diana Carillo Diana Carillo Edith Retolaza Noelia Valencia Diego Arrezola **Evaluating Team:** Igone Guerra Gorka Orueta	The cases under analysis were disease related problems. Students had to see or identify where the problem was and how the problem occurred and identify their social environment. How people felt, how those around felt, a course of action. One participant said: **"When you talk about**

			innovation, you think about entrepreneurship. Now we seek to benefit society without worrying about economic aspects."
19-10-2018 9:30 AM – 10:15 AM	Interview with Jorge de la O Alvarado	External interest group Director of Youth Development of the Youth Secretariat of the State of Colima Government. **Evaluating Team:** Igone Guerra Gorka Orueta	The guiding principle is to make public policies that benefit the State of Colima. Promoting entrepreneurial culture It is difficult to support social economy projects. A social economy project is more likely to be created and maintained with the benefits of the environment. If the subject is addressed within the university, it will be a support for the initiatives that young people have outside of academia. "Many students have ideas, but do not move forward with them, because they don't know who to approach. We need to convince those students to develop their ideas, because there are tools in order to do it". It is important for students to be able to structure their ideas properly. It is important to justify their benefit, the implementation of the project, the tools that may be favourable; all of this is important. It is important to be able to leave a mark. State programs that support social entrepreneurship: • Ecosol Youth is a state and federal government coordination • Young entrepreneurs in Social Economy • Productive project strategies for young people involved in violence and crime cycles • Support for repatriated migrants. • Support for eco-rural youth
19-10-2018	Interview with Georgette Murillo Norma Verduzco	Prof. Georgette Murillo Prof. Norma Verduzco **Evaluating Team:** Igone Guerra Gorka Orueta	The two professors were interviewed together. A notable aspect is the great motivation and implication that professors have in order to work with students using a social innovation approach, even though this approach was also new for them.

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| 19/10/2018 11:30 AM – 1:15 PM | Presentation of preliminary results. | Dr Lourdes Galeana Carlos López Prof. Georgette Murillo Prof. Norma Verduzco **Evaluating Team:** Igone Guerra Gorka Orueta | The evaluation team presents a preliminary report with conclusions from the visit. A recommendation is including a section for observations and recommendations for the Students4Change Coordination. It was also suggest that two sections should be included for Mexico's final meeting: Presentation of the implantation processes of the courses in Latin American Universities. Upcoming research lines that resulted from the development of the programme. |

A8.9 Description of Schedule of the Visit Week- Universidad de Costa Rica

Date	Activities	Interaction group	Comments	Tool
19/11/2018 9am-11am	Guided tour through the Caribe Campus facilities and the city (History of the Institution)	Personnel of the Caribe Campus	This activity allows us to provide background information on the Caribe Campus and its relationship with the Province of Limón.	
19/11/2018 11am – 12 pm	General Description of the Pilot Courses	Project Teaching Coordinator (Jeffry Bastos)	This activity provides context for the courses of the pilot programme	Discussion about the pilot courses
19/11/2018 12 pm - 1 pm	Lunch (Soda Caribe Campus).		Break	
19/11/2018 1pm – 4pm	SR-0066 course monitoring projects	Presentation of projects of students participating in pilot courses. Professor Jeffry Bastos	Methodology monitoring activity	Attendance to presentations
19/11/2018 4pm – 5pm	Interview with focus group SR0066.	Pilot course focus group #1	4 selected students	Focus group
Date	Activities	Interaction group	Comments	Tool
20/11/2018 08:30am – 09:30am	Meeting with Campus Management (Campus Council)	Director of the Caribe Campus and Coordinating Council	This activity makes it possible to involve the project support mechanisms of the Campus governing bodies.	Talk
20/11/2018 10am - 12pm	Interview with professor	Individual interview with the professor of the pilot course (Jeffry Bastos)	This activity makes it possible to learn more about his work and methodology.	Semi-structured interview
20/11/2018 12 am - 1 pm	Lunch (Soda Caribe Campus).		Break	
20/11/2018 1pm – 2pm	Talk on Social Action Projects	Social Action Department Coordinator - Marianita Harvey	Background and presentation on the Social Action work carried out at the Caribe Campus	Talk
20/11/2018 2 pm – 3 pm	Interview with professor	Individual interview with the professor of the pilot courses (Marianita Harvey)	This activity makes it possible to learn more about his work and methodology.	Semi-structured interview
20/11/2018 3pm – 4:30pm	Interview with focus group DN-0424.	Pilot course focus group #2	5 selected students	Focus group
20/11/2018 5pm – 5:30pm	Interview with professor	Individual interview with the professor of the pilot	This activity makes it possible to learn more	Semi-structured interview

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Date	Activities	Interaction group	Comments:	Instrument
20/11/2018 5:30pm – 7pm	DN-0424 course monitoring. Projects.	courses (Walter Anderson) Presentation of projects of students participating in pilot courses. Professor Walter Anderson	about his work and methodology. Activity for the monitoring of methodologies, tools and competencies	Attendance to presentations
21/11/2018 7am – 10am	Tour through the Southern Caribbean	Visit to projects with the Community of Puerto Viejo	This activity allows us to provide a context for the Province of Limón and Social Action activities.	Talk
21/11/2018 10am – 12am	Talk on social action projects -Fishing -The ocean and its benefits	Conversation with social actors of the Community of Cahuita	This activity is a support mechanism for the project, it allows the community to get involved.	Talk
21/11/2018 12 pm – 1pm	Lunch (SOUTHERN CARIBBEAN)		Break	
21/11/2018 2pm – 3pm	Depiction of campus students	Caribe Campus Advisor - Hernani Chaves	Information on students at the Caribe Campus	Talk
21/11/2018 3:00 pm – 4:30pm	Interview with focus group IF-5200.	Pilot course focus group #3	5 selected students	
21/11/2018 5pm – 7pm	Monitoring the IF-5200 course. Projects.	Presentation of projects of students participating in pilot courses. Professor Marianita Harvey	Activity for the monitoring of methodologies, tools and competencies	Attendance to presentations
Date	Activities	Interaction group	Comments:	Instrument
22/11/2018 9am – 11:30am	TE-0522 course monitoring. Projects.	Presentation of projects of students participating in pilot courses. Professor Julio Brenes	Methodology monitoring activity	Attendance to presentations
22/11/2018 11:30am – 12am	Interview with professor	Individual interview with the professor of the pilot course (Julio Brenes)	This activity makes it possible to learn more about his work and methodology.	Semi-structured interview
22/11/2018 12 pm – 1pm	Lunch (SOUTH CARIBBEAN)		Break	
22/11/2018 1pm – 3pm	Interview with focus group TE-0522.	Pilot course focus group #4	5 selected students	Focus group
22/11/2018 3:00 pm – 4pm	Tour through the Natural Path of the Caribbean Headquarters	Student Guide	Background on the Caribe Campus	
22/11/2018 6pm – 7pm	Feedback	Professors of the pilot courses - Hotel Restaurant	Feedback activity on the visit	Talk
22/11/2018 7pm	Farewell Dinner	Professors of the pilot courses - Hotel Restaurant	Leisure activity	Talk

A8.10.- Description of Schedule of the Visit Week - Universidad de Talca

Day 1 Monday 12th November TIMETABLE	ACTIVITIES
10:00-12:00	**S4Ch Team Talca Meeting**
12:00-12:30	**RSU Team Entrepreneurship and Social Innovation Ecosystem**
12:30-14:00	**Lunch**
14:00-16:20	**Community intervention: Health Education. Visit to the Brilla el Sol Community**
16:20-17:20	**Community intervention: Health Education.**

17:20-18:20	**Focus group** **Prof. Dr Viviana Estrada** **Community intervention: Health Education.** **In-Depth Interview**
Day 2 Tuesday 13th of November TIMETABLE	**ACTIVITIES**
10:00-12:00	Office of the Vice-Rector for Innovation and Technological Transfer **Meeting**
12:00-13:00	Undergraduate Social Responsibility (USR) **Meeting**
13:00 -15:00	Lunch
15:00 -15:30	Venue transfer
15:30 -16:30	Prof. Rodrigo Palomo Labour Law. **In-Depth interview**
17:20-18:20	Labour Law. **Focus group**
Day 3 Wednesday 14 November TIMETABLE	**ACTIVITIES**
11:00-13:00	S4Ch Steering Committee
13:00-14:00	Lunch
14:00-14:20	Venue transfer
14:20 – 15:00	Labour Law. **Visit**
15:00 -16:00	Graduation Workshop. **Visit**
16:00-17:00	Graduation Workshop. **Focus group**
17:00-18:00	Prof. Dr Eduardo Aguirre Graduation Workshop. **In-Depth interview**
Day 4 Thursday 15 November TIMETABLE	**ACTIVITIES**
11:00-12:00	Javiera Montesino, Office of the Vice-Rector for Student Development **Meeting**
12:00-13:00	Office of the Vice-Rector for Student Development **Meeting with students**
13:00 -15:00	Lunch
15:00 -18:30	Visit to boroughs day
Day 5 Friday 16 November TIMETABLE	**ACTIVITIES**
8:30-9:30	Venue transfer From Talca to Curicó
9:30-10:00	Advanced Mechanics of Materials. **Visit**
10:00-11:00	Advanced Mechanics of Materials. **Focus group**
11:00-12:00	Prof. Dr Karin Saavedra Advanced Mechanics of Materials. **In-Depth interview**
12:00-14:00	Lunch
14:00-15:00	Educational Robotics Student project aimed at the Talca Community
15:00-17:00	Transfer to Santiago

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Annex 9 - Format for Visit Report

Structure of the Report

The report should include the following components:

1. Institutional Context
2. Description of the application of official and complementary tools
3. Analysis and interpretation of specific results by pilot course
4. Overall conclusions

CHAPTER I: INSTITUTIONAL CONTEXT AND GENERAL INFORMATION (*Identify characteristics of the institution, courses, professors, among other relevant information of the University in which you made the monitoring visit. You can follow the points listed below or you may include others*)

1.1 General Characterization of the Visited Institution

1.2 Identification of the Schools that host the Pilot Courses

1.3 General Description of the Pilot Courses

1.4 General description of the professors who teach the Pilot Courses (years they have worked at the University, years they have been teaching the courses, type of contract, among others).

1.5 General profile of the students (number of students, gender ratio, among others)

1.6 Other Relevant Aspects

CHAPTER II: DEVELOPMENT OF FIELD WORK (*Specify the methodology used for field monitoring, planning activities and linking. In this section, you can follow the following points or you may include others*)

2.1 Description of Schedule of the Visit Week (*Describe how you planned and distributed the support and monitoring week in the institution visited, which activities you coordinated, who you met and when you met them, and other relevant comments*)

Activity	Date	Interaction group	Comments:

2.2. **Description of the application process of official and complementary tools** (The **application of support and monitoring tools** entails two phases: *Phase I entails the application of tools in situ, which made it possible for the facilitators of the Universities participating in the project to document and systematize learning experiences. Qualitative tools were used, specifically Semi-structured Interviews, with a script*).

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Description of official tools		
Describe the process of application of the tool Semi-structured Interview for Students and Professors considering Hurdles and Drivers for each one of the selected modules.		
Description of Complementary Tools		
In the case of applying other types of tools, describe the process of design and application of tools that are not considered in the initial proposal.		

Phase II included the implementation of a tool called the Tool for the Systematisation of Good Practices. The goal of this tool is to standardize and list the main changes and improvements perceived by the professor during the implementation of the pilot course within the framework of the S4CH programme.

Description of the Tool for the Systematisation of Good Practices
Describe the process of implementation of Tool for the Systematisation of Good Practices (Drivers and Hurdles).

CHAPTER III: ANALYSIS AND INTERPRETATION OF RESULTS BY COURSE (Identify the most significant results for each of the courses, considering tools applied in your visit. For each of the courses you must collect at least the following information)

a)	Name of the Course
b)	Course Implementation Period
c)	Professor who taught the course
d)	Describe the Competencies, Methodologies and Evaluation Techniques of the programme that were declared in the S4CH Matrix and indicate, in general terms, which of them were actually applied in the course, how the internalisation process was and which contributions you could highlight. What elements were drivers and/or hurdles of the implementation process?
e)	Description of the most significant results of the semi-structured interview. Take the following categories described in the tool:
Professors	
➤	**Planning of the development of the course**
➤	**Description of teaching skills and tools**
➤	**Learning outcomes**
➤	**Teaching and learning strategies**
➤	**Evaluation methodologies and techniques**
➤	**Changes and improvements brought by the S4CH programme as perceived by the Professor**
Students	
➤	**Subject development planning**
➤	**Description Pedagogical skills and tools**
➤	**Level of achievement Learning outcomes**
➤	**Teaching and learning strategies**
➤	**Evaluation techniques**
➤	**Changes and improvements brought by the S4CH programme as perceived by Students**
f)	**Description of the most relevant good practices. Select and describe a good practice or impactful project that arose from the development of the course. Based on the following criteria, also identify the most relevant areas of opportunity.**
	Criteria to consider:
1.	Educational and Social Context
2.	Significant Changes
3.	Drivers and Hurdles
4.	Replicability of the experience
5.	Main learning outcomes

CHAPTER IV: GLOBAL CONCLUSIONS *(Taking the results for each of the courses under analysis into consideration, describe the main conclusions of the process of implementation and development. Take the points following points into consideration)*

4.1 Perceived learning outcomes related to the content taught in the S4CH programme (Competencies, methodologies, evaluation techniques, etc.)
4.2 Perceived commitment by the professors
4.3 Perceived motivation of students
4.4 Participation of stakeholders involved in the entrepreneurship and innovation ecosystem
4.5 Replicability of initiatives considering good practices and/or incubator projects
4.6 Implementation of an already existing design or model of entrepreneurial ecosystem at institutional level

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