



Klaus Fichter & Anne Seela

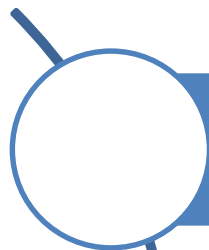
Carl von Ossietzky University Oldenburg, GER

# Can Student Business Challenges Make a Difference?

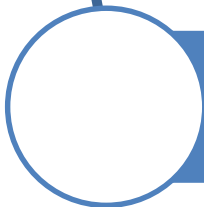
## How to capture and visualize the impact.



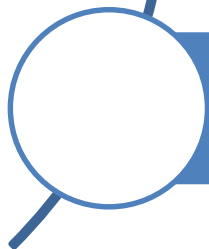
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Some conceptional foundations



Do we need impact monitoring?



How to implement impact management.



## Some conceptional foundations



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# Steps and Tasks in Student Business Challenges

## **ENGAGE**

Formulating the challenge



Understanding the challenge



Understanding the need



Developing solutions



Creating business case

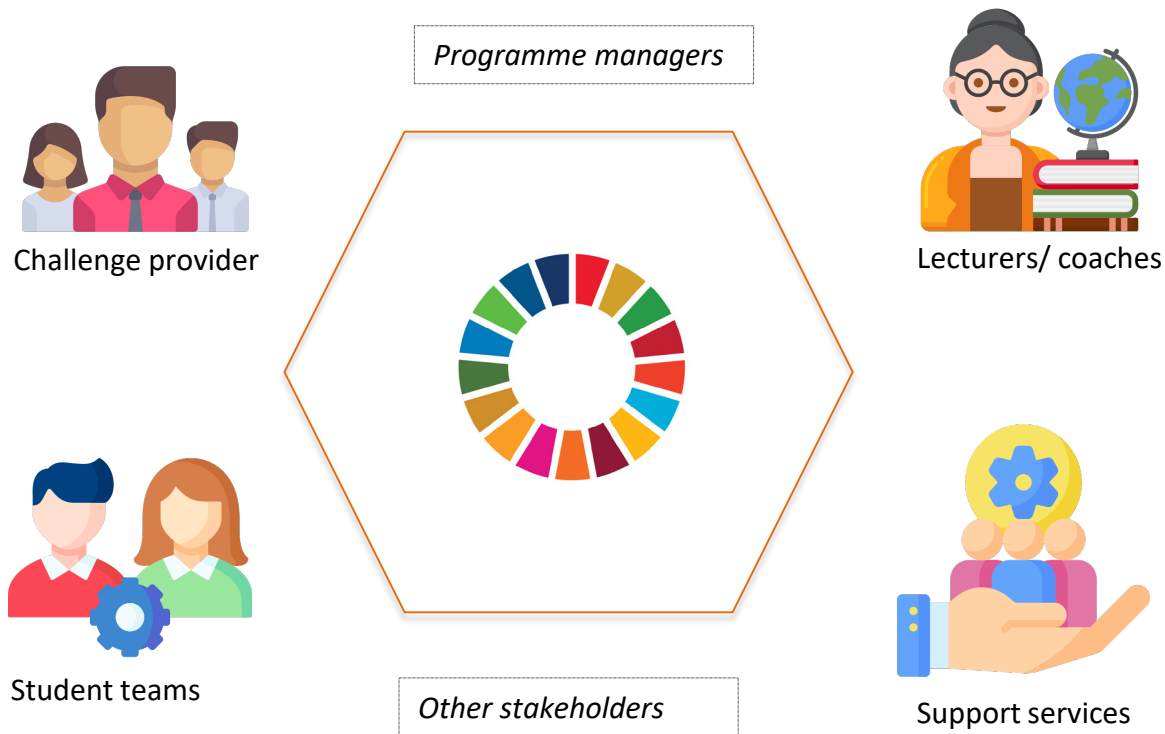
Challenge provider with support from teacher – setting framing and expectations for delivery

Students in iteration with external parties (Challenge provider) and support of teaching team

Challenge provider receives suggested solution for eventual implementation or use

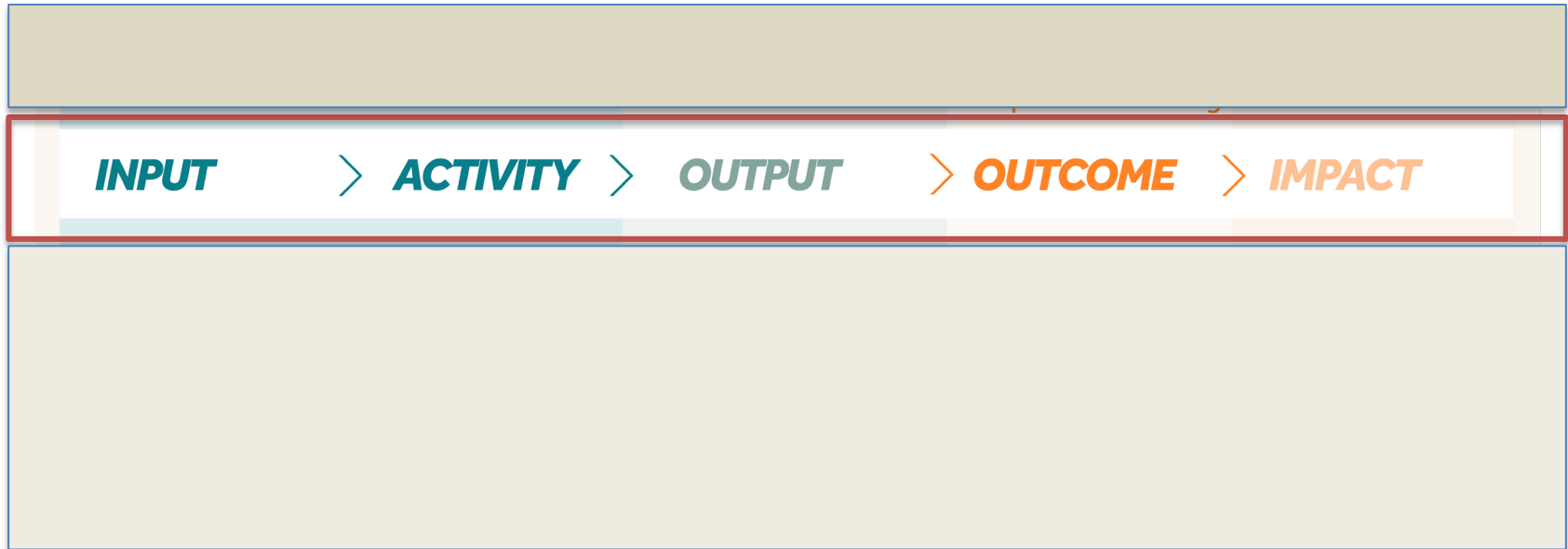


# Student Business Challenges: Involved Stakeholders



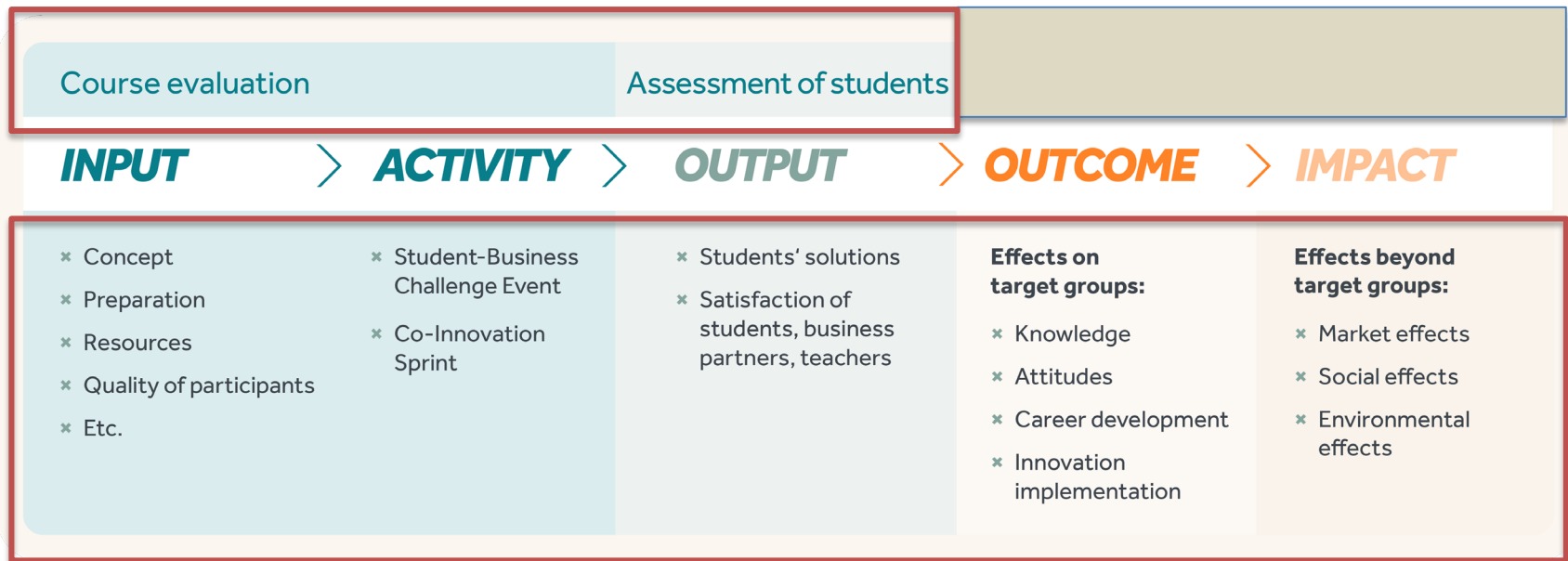
# Theory of Change and Logic Model

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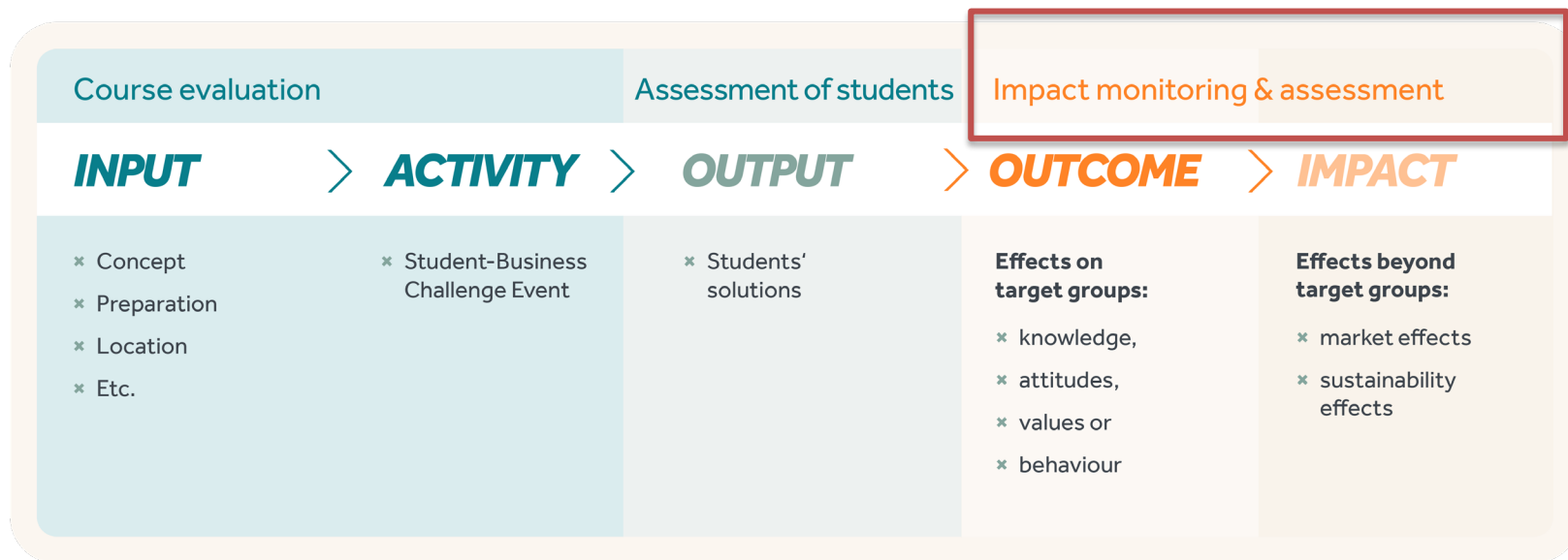


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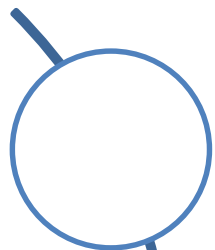




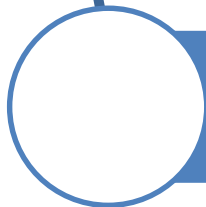
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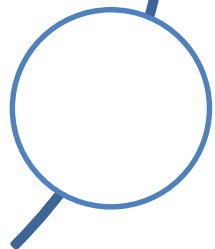




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# Interview study 2022/2023



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7 lecturers from HEIs  
4 intermediary organisations within HEI's  
2 external intermediaries  
4 representatives from business

- Swiss Sustainability Challenge (CH)
- Healthcare Hackathon (GER)
- The Green Business Challenge (NL)
- Tech and the City (PT)
- Think Tank Business Model Innovation (CH)
- Interdisciplinary Innovation Project I2P (ES)
- S-Lab (USA)
- Change Maker Future Track (SE)
- Sustainable Venturing (GER)
- ... and many more

# What practitioners say:

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... about the intended impact:



Focus on the impact on learners



Focus on solving the problem/the challenge and the impact of the solution, but also on establishing relations to students



Focus on both sides: impact on learners, companies as well as environment and society



## What practitioners say:

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„We would like to monitor output and impact to...



- > monitor the learning process of **students**/ follow-up the students ideas/projects
- > justify funding/ assure **quality**/ benchmarking with other challenge providers
- > learn about **sustainability effects**/ learn about the impact of the challenge programme in general (e.g. influence on the region)
- > integrate the challenge activities into sustainability reporting (B)
- > ...”



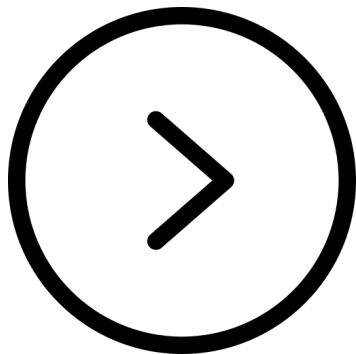
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*None of the respondents carry out systematic impact monitoring or evaluation.*

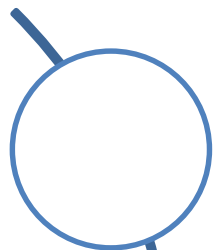


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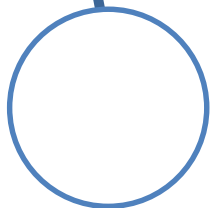
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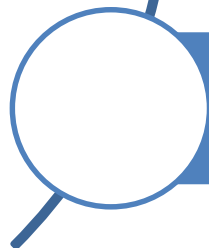
*Rather unclear are the ideas about which aspects should be the subject of monitoring, what requirements are placed on an instrument and what the consequences of monitoring would be.*



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# How to implement impact management


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## **The impact cycle: Plan, analyze and improve outcomes and impacts**


 Set outcome and impact goals


 Develop your logic model

 Select appropriate indicators with good cost-benefit ratio

 Use the right approaches and tools for data collection and analysis

 Combine teaching outcome evaluation and impact forecasting

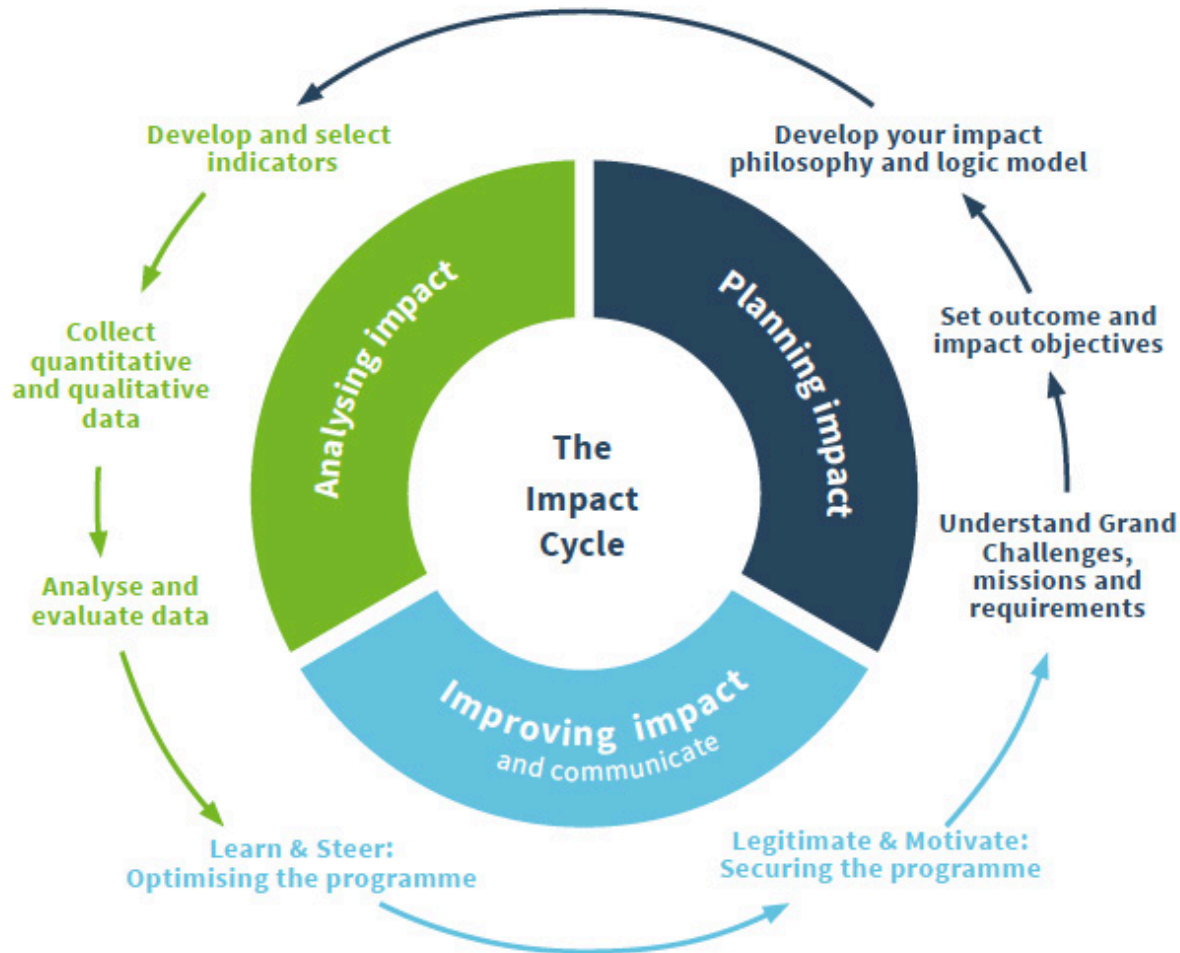
 Improve and communicate your impact

 Partner with other universities and professional support services



# The Impact Cycle


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# How to implement impact management


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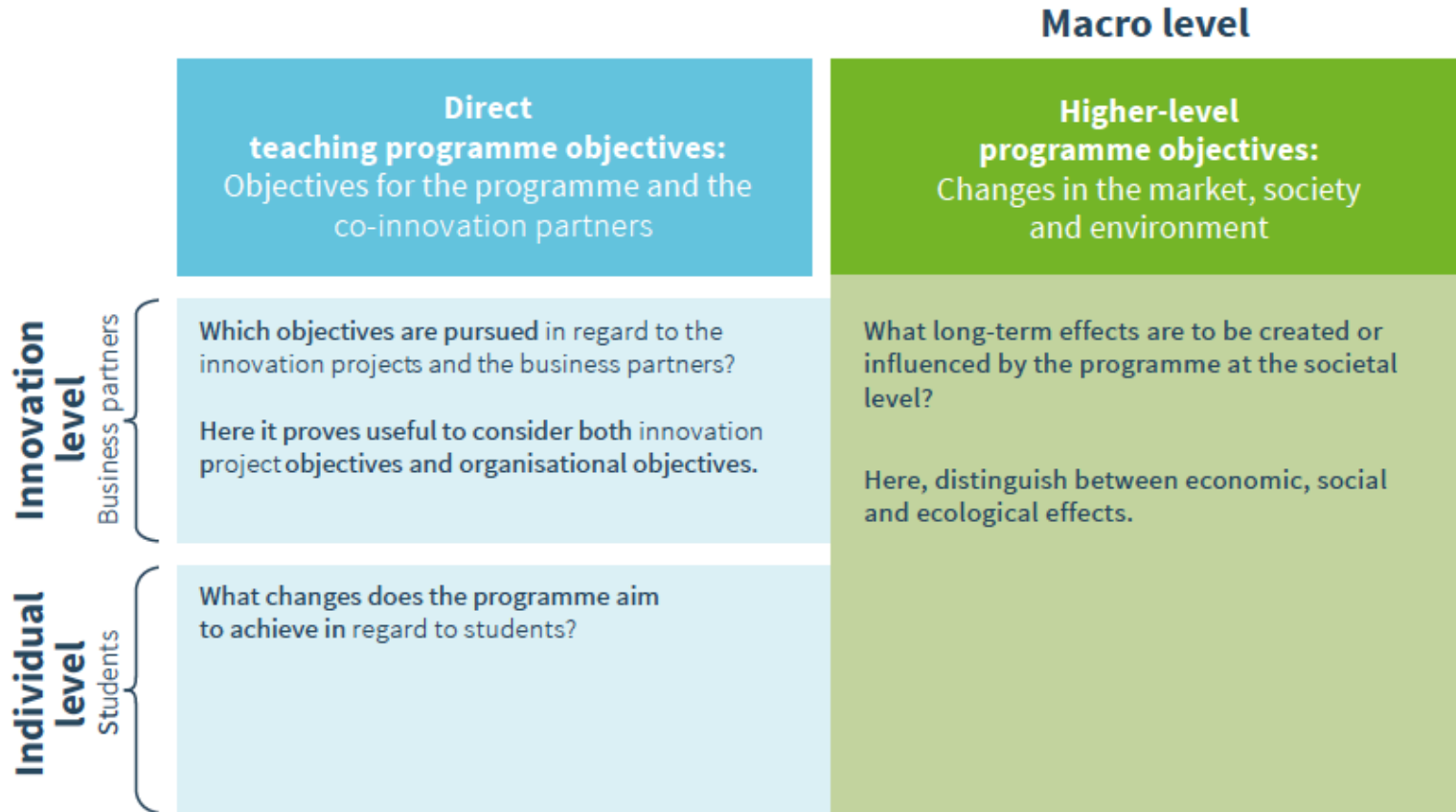
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# Set outcome and impact goals







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# Develop your logic model

## IMPACT

Programs achieve direct and indirect **sustainability impact**

Challenge providers generate **direct sustainability impact**

Graduates **use the qualifications gained** in their future careers

## OUTCOME

Challenge providers have **positive effects** (implementation of results, knowledge transfer...)

Students have **developed competences for sustainable entrepreneurship**, which they use in their further career path for sustainable transformation.

## OUTPUT

Stakeholders involved are **satisfied with the Challenge Program**.

Challenge providers receive a **solution / contribution to the challenge submitted**.

Students provide an **academic achievement / project result / solution to the challenge**.

## INPUT


Sufficient students take part and **complete the program**.


**The resources provided** (personnel, material resources, time, infrastructure, challenge provider, concept) are sufficient in type and number.




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# INPUTS

Resources, participants

What is invested into the teaching/transfer programme.

# 1

## Resources

- × Amount of the programme budget
- × Number of teaching staff in full-time positions
- × Number of actively participating programme partners
- × Committed/provided workload of teachers, students and business partners in working days

# 2

## Participants

- × Proportion and number of selected business partners & challenges
- × Proportion and number of selected students
- × The programme team's experience in CBL teaching in number of years

# OUTPUTS

Services

What we offer and with what satisfaction it is used.

# 3

## Services

- × Attractiveness and suitability of selected challenges for the participating students
- × Amount and quality of teaching material per module, programme or calendar year
- × Number of teaching and coaching hours provided by per module, challenge or calendar year
- × Number of meetings per challenge or module

# 4

## Use of the services

- × Number of students participating in the programme per cohort, per year and/or overall
- × Number of business partners participating in the programme offerings
- × Number of challenges rated as attractive and suitable per module, year or in total

# 5

## Satisfaction

- × Percentage of students who participated in the course from start to finish.
- × Students' level of satisfaction with the programme or course offered
- × Degree of satisfaction of the practice partners with the organization of the course or the co-innovation project
- × Degree of satisfaction of the teachers with the course.
- × Degree of satisfaction of other directly involved stakeholders with the teaching/transfer programme



## OUTCOMES

Effects at the beneficiary level

What is invested into the teaching/  
transfer programme.

6

### Innovation project

- \* Degree of satisfaction of the practice partner with the analysis carried out and the solution developed
- \* The extent to which the analysis and developed solution promotes and accelerates the innovation project.

7

### Students

- \* Scope and extent of improvement of Sustainable Entrepreneurship (SE) competencies, measured by the SE Index
- \* Contribution to clarifying career interests and career choices
- \* Degree of increased interest in taking on innovation and change tasks in the future
- \* Contribution to networking with relevant practice partners and access to interesting employers.

## IMPACTS

Effects on higher system level

What we offer and with what  
satisfaction it is used.

8

### Effects on customers and stakeholders

- \* Contribution of innovation to customer satisfaction
- \* Sustainability empowerment of customers
- \* Energy/waste/water savings per customer
- \* Number of customers benefiting from this
- \* Proportion of suppliers with environmental/social standards

9

### Market effects

- \* Contribution of innovation to transforming the market or the growth of environmentally friendly market segments
- \* Number/proportion of business partner with high market scaling of environmental innovations
- \* Contribution to the establishment of sustainable industry standards

10

### Environmental effects


- \* GHG reduction in t CO<sub>2</sub>, eq. p.a. & cumulative
- \* Number/proportion of climate-neutral/positive businesses
- \* Secondary raw material quota
- \* Energy/waste/water savings p.a. & cumulative
- \* Impact score: change/benchmarking
- \* Score contribution to individual SDGs: change/benchmarking







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Guidelines will be published end of May 2024

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**From Output to Impact in Entrepreneurship and  
Sustainability Education**

Guidelines for Evaluating and Improving Student-  
Business-Challenges



- > How to benefit from impact monitoring in Student Business Sustainability Challenges?



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