



**Interreg
North Sea**



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FREIIA



Høgskolen i Østfold

INTEGRATION AND FUTURE IMPLEMENTATION

TRAINING MODULE

STUDENT ENTREPRENEURSHIP

REPORT 5.

WP4 .2

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TABLE OF CONTENTS

3. EXECUTIVE SUMMARY

4. INTRODUCTION

5. INTEGRATION INTO FREIIA'S APPROACH

8. FUTURE USE

12. TRANSFERABILITY TO OTHER ISLANDS AND REGIONS

16. RECOMMENDATIONS FOR FUTURE COLLABORATION

19. CONCLUDING REFLECTION

21. PROJECT OUTCOMES



EXECUTIVE SUMMARY

Report 5 concludes the development of the WP4.2 Training Module: Student Entrepreneurship within the FREIIA project by shifting the focus from pilot implementation to long-term integration and future use. While previous reports documented the concept, methodology, case-based learning, and evaluation of outcomes, this report positions the training module as a durable and transferable instrument for sustainable innovation governance.

The report demonstrates that the training module functions as an integrated and operational component of FREIIA's Advanced Governance of Innovation Approach. Rather than operating as a stand-alone educational activity, the module acts as a bridging mechanism between education, governance structures, and local communities. Through fieldwork, qualitative methods, AI-supported analysis, and co-creation workshops, students translate academic knowledge into practice while simultaneously generating insights that support local development and strategic innovation processes.

Across six European island contexts, the module has proven effective in delivering documented learning outcomes for students and creating tangible value for local stakeholders. Students act as intermediaries, facilitators, and co-creators, helping to surface innovation gaps, support dialogue among actors, and contribute practice-based input to all FREIIA work packages. In doing so, the module supports a shift from short-term project logic toward a governance-oriented logic based on learning, iteration, and capacity building.

Report 5 outlines how the training module can be embedded in higher education programmes, applied within future research and innovation projects, and used as a shared framework in cross-sectoral and cross-regional networks. It also demonstrates strong transferability to other island contexts and peripheral regions, provided that key preconditions such as real sustainability challenges, willing local actors, and an educational institution acting as facilitator are in place.

The report concludes that the WP4.2 Training Module is not only a pedagogical tool, but a strategic asset for sustainable innovation governance. By linking student-driven entrepreneurship with local experimentation and long-term collaboration, the module contributes to building innovation capacity in small and vulnerable regions and offers a replicable model for future European initiatives

INTEGRATION AND FUTURE IMPLEMENTATION

From Pilot to Long-Term Practice

This chapter shifts the focus from evaluation to implementation, outlining how the training module can be embedded, sustained, and scaled as part of FREIIA's governance of innovation approach.

This report represents the final step in the development of the WP4.2 Training Module: Student Entrepreneurship within the FREIIA project. While the previous reports have documented the conceptual framework, methodological design, case-based application, and evaluation of learning outcomes, this report shifts the focus toward long-term use, integration, and implementation.

The need for Report 5 is grounded in a clear conclusion from the WP4 activities: the training module works in practice. Across six European island contexts, the module has generated documented learning outcomes for students while simultaneously creating value for local communities through structured co-creation, insight development, and context-sensitive solution concepts. These experiences demonstrate that student-driven entrepreneurship can function as an effective link between education, innovation, and local development when embedded in a coherent methodological framework.

At the same time, the evaluation shows that the module's potential extends beyond isolated pilot activities. To ensure lasting impact, the training module must be understood as a durable and transferable tool rather than a one-off educational intervention. This requires a shift in perspective, from documenting what was done to examining how the module can be used strategically in future projects, courses, educational programmes, and collaborative networks.

Report 5 therefore addresses how the training module can be integrated into FREIIA's Advanced Governance of Innovation Approach and further developed through continued collaboration between project partners and educational institutions. It also explores how the module can be adapted and transferred to other island contexts and regions facing similar sustainability, governance, and development challenges.

This report does not focus on evaluating completed activities, but on positioning the training module as a long-term instrument for sustainable innovation and student-driven entrepreneurship, within FREIIA and beyond.

Integration into FREIIA's Advanced Governance of Innovation Approach

This chapter demonstrates how the WP4.2 Training Module is not a parallel educational activity, but an integrated and operational element within FREIIA's Advanced Governance of Innovation Approach. Rather than functioning as a temporary project component, the module provides a structured mechanism through which governance principles are enacted, tested, and refined in real island contexts.

While earlier reports (Reports 1–4) have documented the concept, methodology, case work, and learning outcomes of the training module, this chapter shifts the perspective from project execution to governance integration. The focus is on how the module contributes to long-term innovation steering, capacity building, and systemic learning across the FREIIA work packages.

The Training Module as a Bridging and Operational Mechanism

At the core of FREIIA's governance approach lies the ambition to connect knowledge, actors, and action across institutional and geographical boundaries. The training module functions as a key bridging mechanism within this system.

First, the module links knowledge and practice. Academic theory on sustainable and circular entrepreneurship, innovation governance, and systems thinking is not treated as abstract input, but is continuously translated into practice through fieldwork, stakeholder interviews, AI-supported analysis, and co-creation workshops. This ensures that governance concepts are not only analysed retrospectively, but actively operationalised in real-time innovation processes.

Second, the module connects students, governance structures, and local actors. Students act as intermediaries between different knowledge domains: academic institutions, local communities, municipalities, tourism actors, and civil society. Through structured interaction, students help surface local challenges, facilitate dialogue, and translate fragmented perspectives into shared problem formulations. In this way, the module strengthens horizontal and vertical coordination, which is a core requirement of advanced innovation governance.

Third, the training module operationalises governance rather than merely describing it. Governance in FREIIA is not understood as a static framework, but as a dynamic process of steering, learning, and adaptation. The module enables this by creating iterative feedback loops where insights from local experimentation feed back into strategic discussions, work package development, and governance design. Students do not simply generate ideas; they help test governance assumptions, identify bottlenecks, and reveal where coordination mechanisms succeed or fail in practice.

Strategic Linkages to the FREIIA Work Packages

The integrative role of the training module becomes particularly visible when examined in relation to the four core FREIIA work packages. Rather than contributing isolated outputs, the module supports each work package with practice-based insight, experimentation, and learning.

WP1 – Tipping Mechanism

WP1 focuses on identifying missions, leverage points, and tipping mechanisms that can accelerate sustainable transitions in island contexts. The training module contributes directly to this objective by enabling students to identify real innovation gaps through qualitative fieldwork and stakeholder dialogue.

Students' analyses reveal recurring structural tensions, such as housing pressure, seasonal economies, governance fragmentation, and resource constraints, that function as potential tipping points for systemic change. By translating these insights into structured problem statements and opportunity spaces, the module provides concrete input to mission formulation and tipping mechanism development. In this sense, student work operates as an early-warning and idea-triggering system grounded in lived local experience.

WP2 – Rudder Method

WP2 aims to develop and test an advanced governance method for steering sustainable innovation processes. Here, the training module functions as a practice-based testbed for governance design.

Student projects simulate real governance challenges: coordinating diverse actors, balancing long-term sustainability with short-term interests, and navigating institutional constraints. Through co-creation workshops and system mapping, students generate feedback on how governance tools operate in practice. This feedback is particularly valuable because it emerges from real-world experimentation rather than theoretical modelling. As such, the module strengthens WP2 by providing empirical insight into how governance instruments can be adapted to small, tourism-dependent, and resource-constrained island systems.

WP3 – Engaging Tourists

WP3 addresses the challenge of involving tourists and visitors as active participants in sustainability transitions. The training module supports this by enabling students to design and test concepts that connect tourism, local communities, and sustainability goals.

Across several island cases, students developed ideas that integrate digital tools, participatory experiences, and nature-based learning to engage tourists beyond consumption. These concepts provide WP3 with tangible examples of how tourist engagement can be embedded in local innovation ecosystems. Importantly, the module allows such ideas to be explored in dialogue with both residents and tourism actors, ensuring that engagement strategies are socially grounded and locally legitimate.

WP4 – Student Entrepreneurship

Within WP4, the training module is not merely supportive, it is the core engine. The module translates the ambition of fostering student-driven entrepreneurship into a structured, replicable learning and innovation process.

By equipping students with tools for qualitative analysis, co-creation, AI-supported insight development, and systems thinking, the module positions them as active innovation agents rather than passive learners. The outputs generated, concepts, problem maps, and strategic reflections, feed directly into island governance discussions and future development processes. In this way, WP4 becomes a central conduit through which FREIIA's governance approach is enacted at the local level.

From Project Logic to Governance Logic

A key contribution of the training module is its ability to shift innovation activities from a project-based logic to a governance-based logic.

In a project logic, activities are time-limited, output-oriented, and often end with final reports or deliverables. The training module challenges this by being designed as a repeatable and adaptive structure. Its core components, fieldwork, analysis, co-creation, reflection, can be reused across cohorts, islands, and future initiatives. This makes the module suitable for integration into long-term regional and cross-border innovation governance.

Furthermore, the module strengthens local capacity rather than merely delivering external solutions. By involving local actors throughout the process, the module supports shared problem ownership, learning-by-doing, and institutional memory.

Students act as temporary catalysts, but the insights and methods remain with the community, increasing the likelihood of sustained impact beyond the project period.

Finally, the training module supports FREIIA's ambition to develop a learning-oriented governance system. By embedding reflection, feedback, and iteration into the innovation process, the module enables continuous improvement of both educational practice and governance design. This positions the training module as a strategic asset within FREIIA—one that connects experimentation, learning, and long-term transformation.



Figure 1 - Students engaged in collaborative work.

Future Use in Projects, Courses and Networks

This chapter demonstrates that the WP4.2 Training Module is not limited to a single project context, but represents a flexible, transferable and institutionalizable learning framework. Based on the experiences from FREIIA, the module can be adapted for use in education, research and innovation projects, and cross-sectoral networks. The chapter outlines concrete pathways for future application and long-term integration.

Use in Education

The training module is well suited for integration into higher education across disciplines related to innovation, entrepreneurship, sustainability, governance and regional development. Its modular structure allows it to be adapted to different academic levels, timeframes and learning formats.

Bachelor- and Master-level Courses

At bachelor level, the module can be used to introduce students to applied entrepreneurship, qualitative methods and sustainability challenges in real-world contexts. Students typically take the role of explorers and co-creators, learning to conduct interviews, analyse qualitative data and collaborate with local stakeholders.

At master level, the module can support more advanced learning outcomes, including systems thinking, innovation governance, and strategic problem framing. Here, students can take on more responsibility as facilitators and analysts, working with more complex datasets and contributing more directly to policy-relevant insights and concept development.

Intensive Courses, Winter Schools and Summer Schools

The module is particularly well suited for intensive formats such as winter schools, summer schools or international innovation weeks. The FREIIA experience shows that short, concentrated learning processes combined with fieldwork and workshops can produce strong engagement and deep learning, provided that preparation and role clarity are ensured.

In such formats, the module functions as a compressed innovation lab, where students from different countries and disciplines collaborate around shared sustainability challenges.

Interdisciplinary Entrepreneurship Courses

The training module supports interdisciplinary learning by design. Students from business, innovation, planning, tourism, sustainability, and social sciences can work together, each contributing different perspectives. This mirrors real innovation processes and strengthens students' ability to collaborate across knowledge domains.

Practice-Oriented and Project-Based Courses

The module is especially relevant for project-based learning environments where external collaboration is a core element. By positioning students as active contributors rather than passive learners, the module strengthens experiential learning, professional identity and societal relevance.

Roles in the Educational Context

Across all educational formats, a key principle is the shift in roles:

- Students act as active learners, co-creators and facilitators.
- Teachers and supervisors function primarily as facilitators, methodological guides and reflective coaches rather than traditional lecturers.
- External actors (communities, organisations, municipalities) are treated as knowledge holders and co-owners of the process.

Use in Research and Innovation Projects

Beyond formal education, the training module can be applied as a method package within research and innovation projects at regional, national and European levels.

Integration into Interreg, Horizon and Similar Programmes

The module can function as a structured approach for involving students in applied research and innovation processes. Students contribute to:

- qualitative data collection
- insight development
- problem framing
- co-creation with stakeholders

This makes the module particularly relevant for projects addressing complex societal challenges where local knowledge, participation and experimentation are essential.

Student Labs Connected to Living Communities

The FREIIA experience demonstrates how students can operate as a form of student lab or innovation probe embedded in living communities. Rather than producing final solutions, students contribute:

- structured insights
- new perspectives
- early-stage concepts
- facilitation capacity

These contributions can strengthen local innovation processes while also supporting research objectives related to governance, sustainability transitions and regional development.

Use in Accelerator and Incubator Contexts

The module can also complement accelerator or incubator programmes, especially those focused on sustainability or social innovation. In such settings, the module supports:

- early-stage problem exploration
- stakeholder engagement
- validation of needs and assumptions
- concept refinement

Students can work alongside entrepreneurs, municipalities or NGOs, contributing analytical and facilitative skills while gaining insight into real innovation pathways.

Use in Networks and Collaborative Structures

A key strength of the training module is its ability to function as a connecting mechanism between education, governance and practice. This makes it highly relevant for long-term collaboration within and across networks.

University and Higher Education Networks

The module can serve as a shared framework across universities and colleges, enabling joint courses, shared cases and cross-border student collaboration. The FREIIA model shows how common methodology and learning design make it possible to compare insights across contexts while allowing local adaptation.

Municipal and Regional Innovation Networks

Municipalities and regional actors can use the module as a structured way to engage students in innovation and development work. This provides access to:

- analytical capacity
- youth perspectives
- facilitated dialogue
- structured insight generation

At the same time, students gain valuable experience working within public-sector and governance contexts.

Island, Coastal and Peripheral Networks

Although developed in island contexts, the module is transferable to other small, peripheral or resource-constrained regions. Island and coastal networks in particular can use the module as a shared learning and experimentation framework, supporting mutual learning across regions facing similar structural challenges.

Triple-Helix and Quadruple-Helix Collaboration

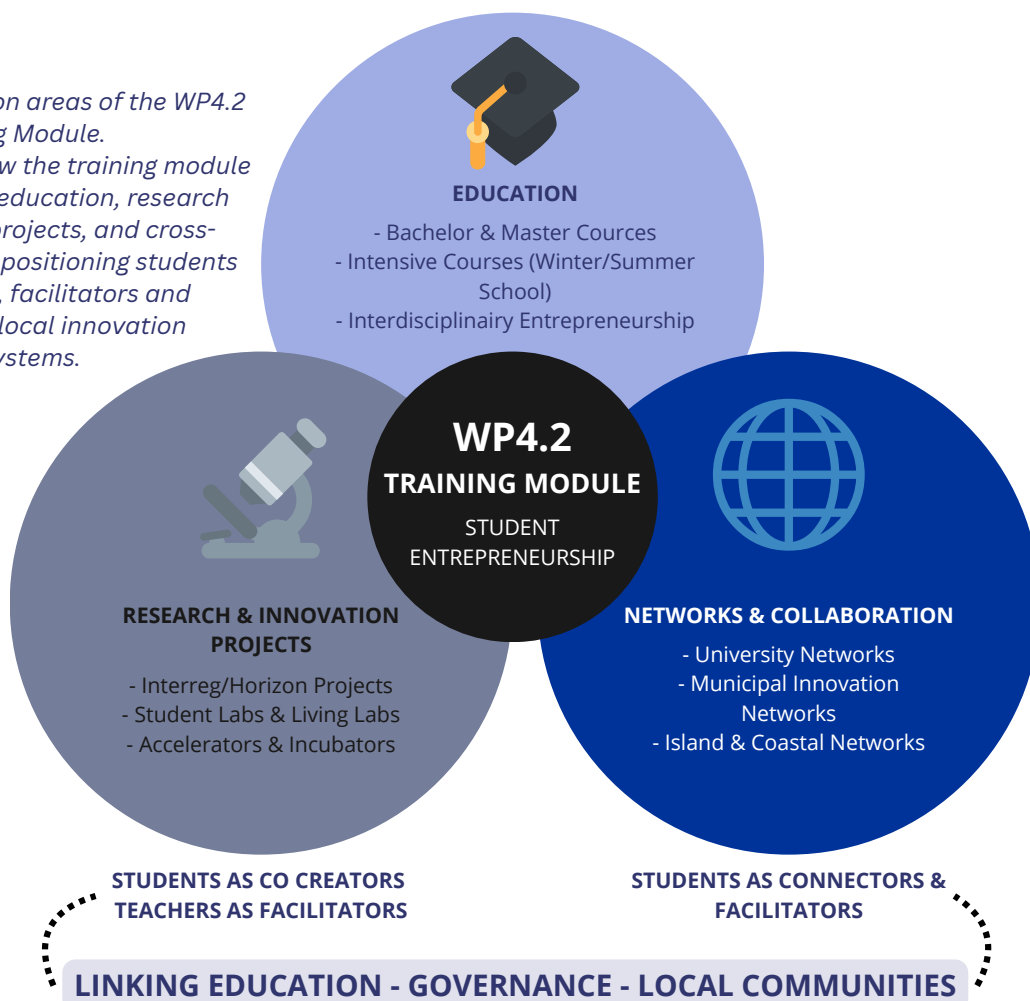
The training module supports collaboration between:

- education institutions
- public authorities
- private sector actors
- civil society

By positioning students as neutral facilitators and knowledge brokers, the module helps bridge institutional silos and create shared innovation arenas.

Figure 2 - Application areas of the WP4.2 Training Module.

The figure shows how the training module can be applied in education, research and innovation projects, and cross-sectoral networks, positioning students as co-creators, facilitators and connectors in local innovation ecosystems.



From Project Tool to Institutional Framework

Taken together, these future use cases demonstrate that the WP4.2 Training Module has strong potential for institutionalisation. It can function as:

- a teaching framework
- a research support method
- an innovation facilitation tool
- a collaboration platform

By combining flexibility with methodological clarity, the module is well positioned to be scaled, adapted and reused beyond FREIIA, contributing to long-term capacity building for sustainable and student-driven entrepreneurship.

Transferability to Other Islands and Regions

This chapter demonstrates that the WP4.2 Training Module is not unique to the FREIIA islands, but represents a transferable and adaptable learning and innovation framework. While island contexts offer particularly clear learning conditions, the underlying pedagogical logic, student roles, and methodological structure can be applied across a wide range of territorial and regional contexts facing sustainability transitions.

This chapter clarifies what must be in place for successful transfer, distinguishes between universal and context-dependent elements, and outlines new potential application contexts beyond the FREIIA project.

Preconditions for Transferability

The evaluation and cross-island analysis show that successful implementation of the training module does not depend on island geography alone. Instead, a set of structural and organisational conditions must be present.

Clearly Defined Territory or Context

A bounded or clearly defined context is essential. Islands naturally provide this through geographical boundaries, but similar clarity can be achieved in:

- small municipalities
- districts or neighbourhoods
- rural regions
- defined thematic contexts (e.g. tourism systems, mobility systems)

Clear boundaries help students understand systems, actors, and feedback loops, making qualitative analysis and co-creation more effective.



Figure 3 - Examples of clearly defined territorial and thematic contexts suitable for applying the training module.

Real Sustainability Challenges

The module requires authentic, unresolved challenges related to sustainability transitions. These may include:

- seasonal economies
- demographic change
- housing pressure
- environmental regulation
- mobility and infrastructure
- governance fragmentation

The presence of real challenges ensures relevance, student motivation, and value creation for local actors.

Willing Local Actors

Transferability depends on the presence of local stakeholders who are willing to participate, not merely as informants but as co-creators. These may include:

- municipalities
- local businesses
- NGOs and associations
- community initiatives

The evaluation shows that learning outcomes and local value increase significantly when actors engage actively in interviews, workshops, and validation processes.

Educational Institution as Facilitator

A key condition is the involvement of an educational institution that can act as:

- process facilitator
- methodological guide
- neutral intermediary

The institution does not function as a solution provider, but as a learning and innovation platform that structures student engagement, ensures quality, and safeguards ethical and pedagogical standards.

Universal vs. Context-Dependent Elements

A central insight from WP4.2 is that the training module combines high methodological consistency with contextual flexibility. This balance is what enables transferability.

Universal Elements

The following components are considered transferable across contexts:

- Methodological framework

The UNIC method, qualitative fieldwork, AI-supported analysis, and co-creation workshops form a robust and adaptable process.

- Student role

Students act as explorers, analysts, facilitators, and co-creators, not consultants or implementers. This role is transferable regardless of geography.

- Learning logic

The experiential learning cycle (fieldwork → insight → co-creation → reflection) remains valid across settings.

- Pedagogical principles

Learning-by-doing, reflection, systems thinking, and stakeholder collaboration are universally applicable.

Context-Dependent Elements

At the same time, several elements must be adapted to local conditions:

- Thematic focus

While sustainability and circularity are overarching themes, specific topics vary (e.g. tourism, agriculture, housing, energy).

- Governance structures

The module must adapt to whether governance is formalised (municipal-led) or informal (community-led).

- Timeframes

Workshop length, fieldwork duration, and academic scheduling must be adjusted to local capacity and student availability.

- Forms of participation

Stakeholder engagement formats may differ depending on culture, seasonality, and organisational maturity.

This distinction ensures that the module is *replicable without becoming standardised*.

Relevant New Application Contexts

Based on the evaluation findings, several new contexts emerge as particularly suitable for future implementation.

Other Island Contexts

The module is directly transferable to:

- European islands not included in FREIIA
 - archipelagos
 - outer coastal islands

These contexts share challenges related to seasonality, governance complexity, and resource constraints.

Small Coastal Communities

Many mainland coastal towns experience similar dynamics to islands:

- tourism pressure
- seasonal employment
- environmental regulation
- housing shortages

Here, the module can function as a coastal living lab, enabling student engagement without the logistical challenges of island travel.

Mountain and Rural Regions

Mountain villages and rural areas often face:

- depopulation
- service decline
- fragmented governance
- sustainability transitions linked to tourism or agriculture

The bounded nature of these regions makes them well-suited for place-based, student-driven innovation processes.

Peripheral and Seasonal Regions

Regions with strong seasonal economies, whether linked to tourism, agriculture, or resource extraction, represent ideal learning arenas. The module helps:

- reveal systemic tensions
- support stakeholder dialogue
- generate context-sensitive innovation concepts

Transferability as a Strategic Asset

The transferability of the training module represents a strategic strength for FREIIA and future initiatives.

Rather than being a project-specific educational activity, the module functions as:

- a replicable learning design
- a methodological package for innovation governance
- a bridge between education, research, and regional development

By enabling adaptation across territories while maintaining a coherent learning logic, the module supports long-term scaling, institutionalisation, and cross-regional learning.

The findings from WP4.2 confirm that student-driven entrepreneurship, when embedded in real contexts and structured through robust methodology, has relevance far beyond the FREIIA islands. Transferability is not achieved through copying contexts, but through replicating principles, roles, and learning processes.

This positions the training module as a flexible yet rigorous tool for sustainability transitions in diverse regional settings, and as a model for how higher education can actively contribute to place-based innovation governance.

Recommendations for Future Collaboration

This section translates the experiences and insights from WP4.2 into concrete recommendations for how collaboration between educational institutions, local authorities, and project partners can be strengthened and sustained beyond the FREIA project. The recommendations aim to support long-term implementation, institutional anchoring, and further scaling of the training module for student entrepreneurship.

The recommendations are structured around governance, education, methodology, and partnership development.

Formally anchor the training module within higher education programmes

To ensure continuity and long-term use, the training module should be formally integrated into relevant bachelor's and master's programmes within entrepreneurship, innovation, sustainability, tourism, and regional development.

This includes:

- Embedding the module as a credit-bearing course, project-based module, or compulsory field component
- Aligning learning outcomes with established frameworks such as EntreComp and sustainability competence frameworks
- Ensuring institutional ownership beyond individual lecturers or projects

Formal anchoring will reduce dependency on temporary funding and enable systematic repetition and refinement of the module over time.

Establish recurring student–municipality–partner collaboration tracks

Future collaboration should move from one-off workshops to recurring, structured collaboration tracks between students, municipalities, and local partners.

This can include:

- Annual or biannual student fieldwork cycles linked to defined local challenges
 - Clear contact points within municipalities and partner organisations
 - Reuse of insights and problem framings across student cohorts

Such continuity strengthens local ownership, improves data quality over time, and allows communities to build on previous student contributions rather than starting from scratch.

Further develop AI-supported qualitative methodology as a core competence

The evaluation demonstrates that AI-supported analysis significantly enhanced students' ability to identify patterns, structure insights, and improve problem framing. This methodological approach should be further developed as a core element of the training module.

Key recommendations include:

- Developing short training sessions on critical and ethical AI use
- Combining AI-supported pattern recognition with guided human validation
- Documenting best practices for AI use in qualitative, community-based research

This strengthens both learning outcomes and the quality of insights delivered to local stakeholders.

Clarify and formalise roles across all collaboration levels

Clear role definitions are essential for effective collaboration and expectation management. Future iterations of the module should include explicit role descriptions for:

- *Students*: co-creators, facilitators, and entrepreneurial learners
- *Lecturers/supervisors*: facilitators, methodological guides, and quality assurors
- *Local actors*: problem owners, knowledge holders, and co-design partners
- *Project partners*: coordinators, connectors, and strategic facilitators

Formal role clarification improves workflow, reduces friction, and strengthens trust between all involved actors.

Secure long-term funding through new project constellations

To move from pilot activity to sustained practice, long-term funding mechanisms are required. The training module is well suited for integration into new project constellations such as:

- Interreg, Horizon Europe, Erasmus+ or national innovation programs
- Regional development and green transition initiatives
- Cross-border education and innovation partnerships

Positioning the module as both an educational and innovation governance tool increases its relevance and funding potential.

Use islands as permanent learning arenas and living laboratories

The FREIIA experience clearly shows that islands function exceptionally well as learning arenas due to their bounded systems, visible challenges, and strong stakeholder networks.

It is therefore recommended to:

- Establish selected islands as permanent or recurring “living labs”
- Build long-term relationships with local actors and authorities
- Use islands as testing grounds for both educational innovation and governance experimentation

This creates stable learning environments while supporting long-term local development.

Share methods and experiences through European networks

Finally, the training module should be actively disseminated through European education, innovation, and island networks.

This includes:

- Sharing methodological toolkits and learning designs
- Contributing to European island, coastal, and peripheral region networks
- Encouraging replication and adaptation in new regional contexts

Such dissemination strengthens FREIIA’s legacy and positions the training module as a transferable model for student-driven sustainable entrepreneurship across Europe.

Taken together, these recommendations provide a roadmap for transforming the WP4.2 training module from a successful pilot into a durable, scalable, and institutionally embedded approach to student entrepreneurship and innovation governance. They emphasise continuity, collaboration, and capacity-building as key conditions for long-term impact.

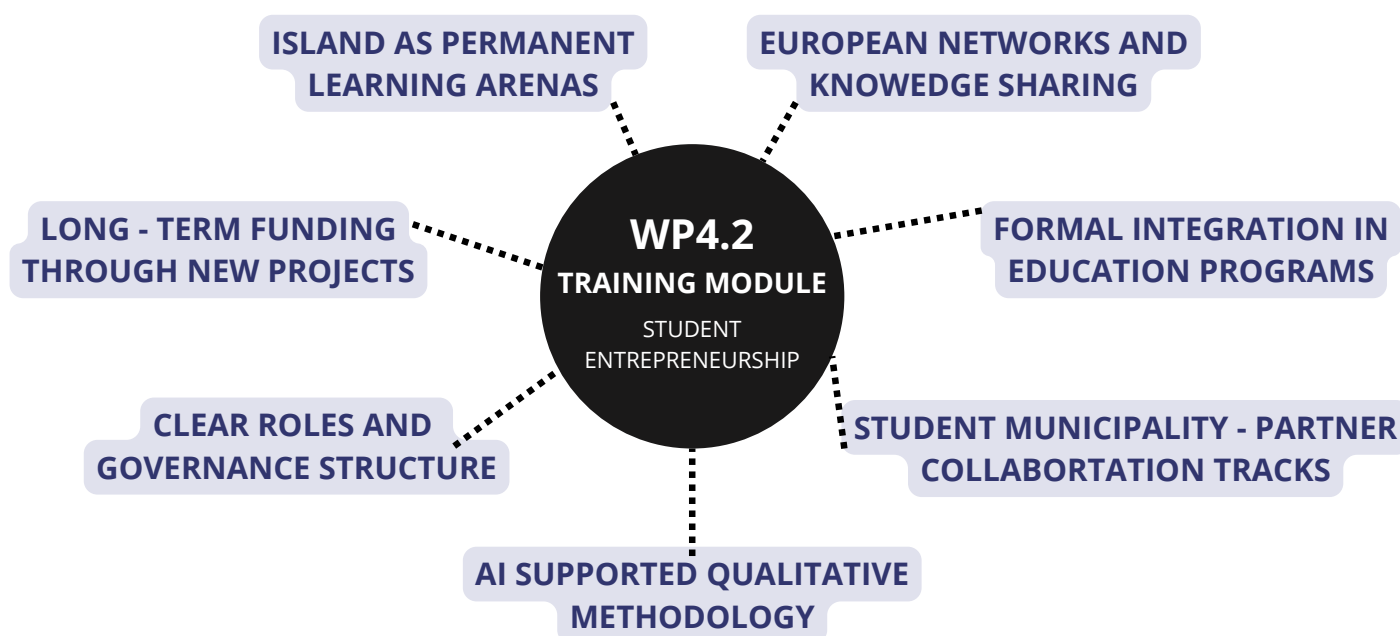


Figure 4 - Key pillars for long-term collaboration and implementation of the WP4.2 Training Module.

Concluding Reflection – Students as Future Change Agents

This report has demonstrated that the WP4.2 Training Module represents more than a temporary educational intervention. It shows how students can be positioned as active contributors to sustainable innovation governance when learning is embedded in real contexts and aligned with societal needs. By engaging students directly in island communities, the module moves beyond traditional education models and places students within processes of participation, responsibility, and long-term value creation.

Including students in sustainability transitions is not only a pedagogical choice but also a strategic one. Students bring analytical capacity, creativity, and a degree of neutrality that allows them to navigate complex local dynamics without being embedded in existing conflicts or institutional routines. Across the FREIIA islands, students acted as facilitators, sense-makers, and bridge-builders between stakeholders. They contributed structured insights and opened spaces for dialogue. In doing so, they supported local actors in articulating challenges that were often known but rarely systematised.

The progression from education to participation and ultimately to ownership is a central insight emerging from the WP4.2 experience. When students are treated as temporary visitors, their contributions remain limited. When they are invited into governance-relevant processes such as innovation gap identification, co-creation workshops, and strategic reflection, their role shifts. Learning becomes reciprocal. Students learn from the community, while communities gain new perspectives and analytical tools. This mutual exchange strengthens both learning outcomes and local innovation capacity.

This approach is particularly relevant for Europe's peripheral and island regions. Such regions often face structural vulnerabilities related to demography, seasonal economies, limited resources, and fragmented governance structures. At the same time, they possess strong local identity, social cohesion, and a high potential for place-based innovation. Student-driven entrepreneurship, when embedded in these contexts, can function as a low-risk, high-impact mechanism for exploring new ideas, testing approaches, and strengthening collaborative capacity without placing additional strain on local systems.

The training module shows how higher education institutions can move from being external knowledge providers to becoming active partners in regional transformation. By integrating students into living labs and governance-oriented innovation processes, education becomes a catalyst for sustainable change rather than a parallel activity. This model aligns with broader European ambitions related to green transition, youth engagement, and innovation in peripheral regions.

In conclusion, the WP4.2 Training Module demonstrates that student-driven entrepreneurship is not merely an educational tool, but a strategic contribution to sustainable innovation governance. By empowering students as future change agents and embedding their learning within real-world challenges, the module offers a replicable and forward-looking approach for strengthening resilience, collaboration, and long-term sustainability in small and vulnerable regions.



Figure 5 - A local stakeholder on Groix sharing practical knowledge about his production with a student, illustrating learning through dialogue, place-based insight, and real-world sustainability practice.

Structure of All WP4.2 Reports



The Student Entrepreneurship Training Module has been a key enabling component of WP4, supporting the delivery of concrete project outcomes such as white papers, venture plans, inter-island concepts, and strategic inputs. The module translates student-driven entrepreneurship into documented results with value for both local communities and the FREIIA innovation governance framework.

PROJECT OUTCOME - DELIVERABLES WP4

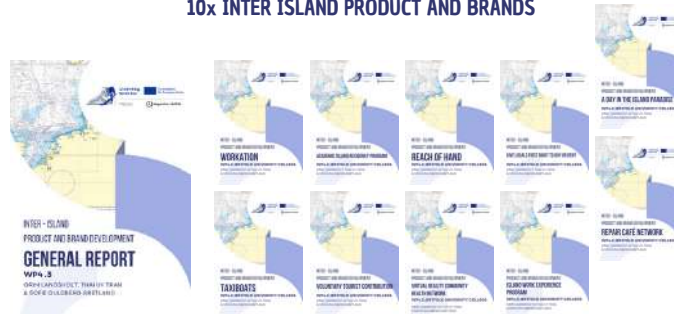
21x STUDENT SUSTAINABLE ENTREPRENEURSHIP REPORT - WHITE PAPERS



20x VENTURE PLANS



10x INTER ISLAND PRODUCT AND BRANDS



1x TRAINING MODULE - STUDENT ENTREPRENEURSHIP; 5x REPORTS



1x STRATEGIES AND ACTION PLANS; JOINTLY DEVELOPED

