ORIENTATION COMPETENCE INSTITUTE

thws Technical University of Applied Sciences Würzburg-Schweinfurt

DEEP IMPACT TEACHING

Sustainable Entrepreneurship with Impact

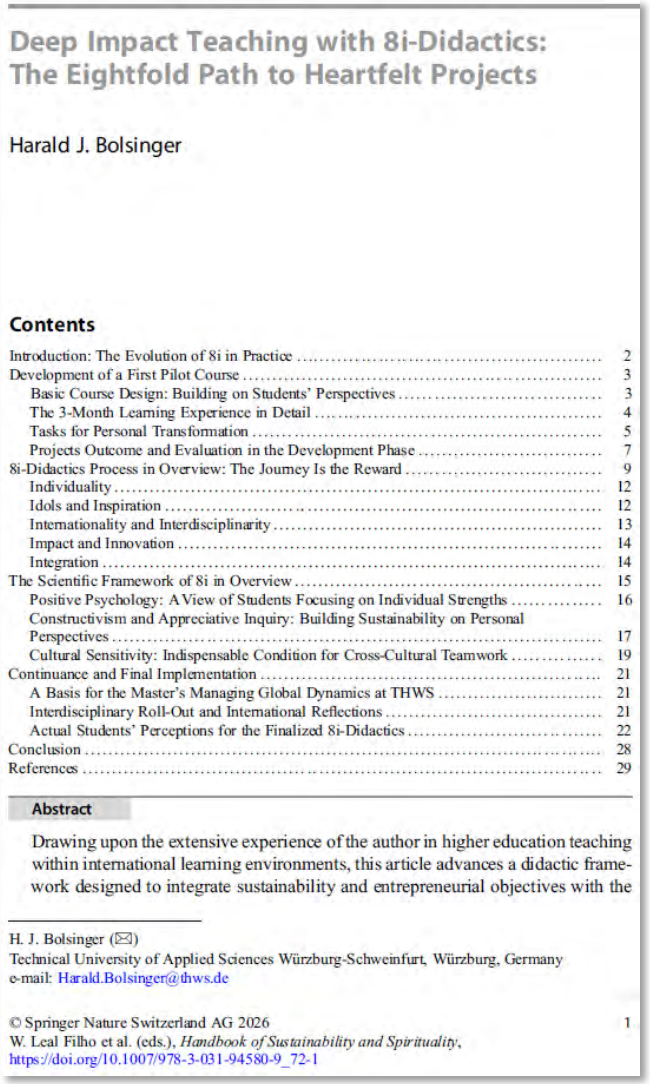
Unleashing the power of AI, change and transformation as a seed for steps beyond studies.

UWE Bristol University of the West of England

24.11.2027 Centre for African Social and Economic Transformation (CASET) at University of the West of England, Bristol, United Kingdom

Inspire:Me

Speaker: ***Prof. Dr. rer. pol. Harald J. Bolsinger (Economics & Business Ethics)***
Technical University of Applied Sciences Würzburg-Schweinfurt, Germany
THWS Business School



Deep Impact Teaching with 8i-Didactics: The Eightfold Path to Heartfelt Projects

Harald J. Bolsinger

Contents

Introduction: The Evolution of 8i in Practice 2
Development of a First Pilot Course 3
Basic Course Design: Building on Students' Perspectives 3
The 3-Month Learning Experience in Detail 4
Tasks for Personal Transformation 5
Projects Outcome and Evaluation in the Development Phase 7
8i-Didactics Process in Overview: The Journey Is the Reward 9
Individuality 12
Idols and Inspiration 12
Internationality and Interdisciplinarity 13
Impact and Innovation 14
Integration 14
The Scientific Framework of 8i in Overview 15
Positive Psychology: A View of Students Focusing on Individual Strengths 16
Constructivism and Appreciative Inquiry: Building Sustainability on Personal Perspectives 17
Cultural Sensitivity: Indispensable Condition for Cross-Cultural Teamwork 19
Continuance and Final Implementation 21
A Basis for the Master's Managing Global Dynamics at THWS 21
Interdisciplinary Roll-Out and International Reflections 21
Actual Students' Perceptions for the Finalized 8i-Didactics 22
Conclusion 28
References 29

Abstract

Drawing upon the extensive experience of the author in higher education teaching within international learning environments, this article advances a didactic framework designed to integrate sustainability and entrepreneurial objectives with the

H. J. Bolsinger (✉)
Technical University of Applied Sciences Würzburg-Schweinfurt, Würzburg, Germany
e-mail: Harald.Bolsinger@thws.de

© Springer Nature Switzerland AG 2026
W. Leal Filho et al. (eds.), *Handbook of Sustainability and Spirituality*,
https://doi.org/10.1007/978-3-031-94580-9_72-1

- Bolsinger, H. (2026) "Deep Impact Teaching with 8i-Didactics: The eightfold Path to heartfelt Projects", in: Walter Leal Filho, Adriana Consorte-McCrea, Ivan Khovacs, Obas John Ebohon, Johannes M. Luetz (eds.), "Handbook of Sustainability and Spirituality", Springer Cham, pp 1-30 (Living reference work entry)
- DOI: 10.1007/978-3-031-94580-9_72-1



PAIHE

Practice of Artificial Intelligence in Higher Education
Vol. 1 (2026) · Article 2

PRACTICE REPORT

The Practice of Reflective Teaching with AI

Future Skills Development with Offline LLMs

Harald J. Bolsinger[1], Sven Warnke[2], Tanja Mühling[2]

[1] Technical University of Applied Sciences Würzburg-Schweinfurt, THWS Business School, Germany

[2] Technical University of Applied Sciences Würzburg-Schweinfurt, Faculty of Applied Social Sciences, Germany

AT A GLANCE

Context	Approach	Outcome
Final-year bachelor's course on values-oriented corporate communication (media management, THWS), summer term 2026; six student groups	Group process designed to start without AI; several LLMs per group, including offline models; AI use documented, reflected on and assessed	Work products of unusual depth and quality from the instructor's perspective; AI competence enhancement; next run: adapt content

Abstract

This practice report describes how generative AI was integrated into a course on values-oriented corporate communication at the end of a bachelor's program in media management in the summer term of 2026. It documents a first teaching cycle under a minimal consensus for designing university teaching with generative AI, which is set out in the foundational contribution to PAIHE; the course followed an earlier version of that consensus. Students worked in groups on responsibility analyses and values-oriented communication strategies. The group process was designed so that students first noted their own assessments and then used several large language models, including models running offline on their own devices, to add new perspectives and roles; students documented and evaluated their AI use in their presentations, and this documentation entered the assessment. The report explains the didactic rationale, the selection of tools that non-specialists can install and run locally, and the AI rules of the course. From the instructor's perspective, the work products showed unusual depth and quality. These are observations of work products, not evidence of competence; whether the design builds disciplinary and AI-related judgment competence is a question for further teaching cycles. Practical AI competence and understanding was enhanced by continuous use and reflection of usefulness. The report closes with lessons for the next cycle, including the need to shorten and adapt content.

Keywords: generative AI, reflective teaching, future skills, offline large language models, AI literacy, constructive alignment

Published: 5 November 2026
Procedure: Invited contribution by the editors in the launch procedure of the first issue; jointly conceptualized and endorsed by the editors; no review by uninvolved persons.
AI use in the review: AI-generated reviews (Claude, Anthropic) were used as a list of possible objections; all decisions were made by the editors.

Suggested citation: Bolsinger, H. J., Warnke, S., & Mühling, T. (2026). The practice of reflective teaching with AI: Future skills development with offline LLMs. *Practice of Artificial Intelligence in Higher Education, 1*(1), Article 2. https://doi.org/10.83397/PAIHE.2026.02

DOI: https://doi.org/10.83397/PAIHE.2026.02 · **License:** © 2026 Harald J. Bolsinger, Sven Warnke, Tanja Mühling. This article is licensed under CC BY 4.0 (https://creativecommons.org/licenses/by/4.0/).

- Bolsinger, H., Warnke, S., Mühling, T. (2026) "The practice of reflective teaching with AI: Future Skills development with offline LLMs.", in: Practice of Artificial Intelligence in Higher Education, 1(1) 2026, Artikel 2
- doi.org/10.83397/PAIHE.2026.02



- Hanheiser, B., Bolsinger, H. (2022) "Deep Impact Lean Startup: Inspiring FOUNDERS for FUTURE!", final edition, Nuremberg/Frankfurt 02/2022.
- https://www.wirtschaftsethik.biz/dils



- Rampelt, F., Matthes, W., Hannken-Illjes, K., Sandmeir, A., Gehrs, V., Horstmann, N., Kunz, A. M., Eigbrecht, L., Johannsen, T., Blum, S., Frank, S., Sutter, C., Koch, H. & Pettit, M (2026). Future Skills 2030. An Updated Framework for Future Skills. Stifterverband.
- https://doi.org/10.5281/zenodo.18723265

I have a dream…

- … that a law student in Bristol, a philosophy student in Lagos, an engineering student in Rabat, an IT student in Bangalore, a young woman in Kabul, a management student in Würzburg and a refugee from a camp in Za'atari learn together in one joint course — and that the first question their professor asks is:

„What do **YOU** want to **CHANGE**?“

- … that students from Africa, Europe, Asia, the Americas and ALL OVER THE WORLD
- unfold their individual potential together
- to bring positive change in their direct surroundings!

3 questions, 2 hours, X opinions ?!

1. What should students be able to do?

Already well answered. Many frameworks, important skills, plenty of strategies in many leading institutions.

2. How can we teach that in every discipline?

Almost unanswered. Frameworks name the destination but rarely build the road hands-on.

3. Who should be able to participate?
   Who should be able to unfold their potential?

A question we usually leave to politics — and then forget about…

Agenda

1. **What should students be able to do?**
2. **How can we teach that - in every discipline?**
3. **Who should be able to unfold their potential?**

Agenda

1. What should students be able to do?
   - 1.1 Inspiring Institutions
   - 1.2 Inspiring People
   - 1.3 Skilling up for an uncertain future
2. How can we teach that - in every discipline?
3. Who should be able to unfold their potential?

Agenda

1. What should students be able to do?
   - 1.1 Inspiring Institutions
     - a THWS Business School
     - b UWE
   - 1.2 Inspiring People
   - 1.3 Skilling up for an uncertain future
2. How can we teach that - in every discipline?
3. Who should be able to unfold their potential?

Agenda

1. What should students be able to do?
   - 1.1 Inspiring Institutions
     - a THWS Business School
     - b UWE
   - 1.2 Inspiring People
   - 1.3 Skilling up for an uncertain future
2. How can we teach that - in every discipline?
3. Who should be able to unfold their potential?

THWS **Technical University of Applied Sciences Würzburg-Schweinfurt**
ca. 9,000 students, 37 bachelor's degree programmes, 8 taught in English,
27 master's degree programmes, 5 taught in English.



We are the THWS Business School

We focus on our students' futures. To optimally prepare our students for responsible tasks in economy and society, we offer far more than mere theory in our practice-oriented bachelor's and master's programmes. In our programmes, students develop future skills that enable them to succeed in complex national and international environments.
At the THWS Business School we are consistently focusing on our strategic dimensions: Highly practice-oriented teaching, consistent digitalisation of contents and teaching methods, the internationalisation of our degree programmes, and a strong research-orientation that ensures our strong academic basis.
Carried by our shared values, we create an environment at the THWS Business School that is not only based on knowledge but also on a sense of community and mutual growth. Our guiding principle "empowering minds for tomorrow" is more than a slogan - to us it represents our standards, our offers, and our motivation.
We are passionate about this goal and do our best to create the ideal conditions for our students' personal and professional development. Together we optimally prepare them for the challenges of tomorrow.

Future skills

- **Developing future-oriented know-how**
  Our students are able to solve problems holistically by understanding complex systems and their impacts, and by identifying levers for effective measures. They develop analytical competence and act with a focus on practice and solutions.
- **Digital & technological competence**
  Critical for efficiency and competitiveness in a digital environment, in-depth knowledge of digital tools, programming basics and data interpretation.
- **Flexibility & adaptability to future work environments**
  Requires openness towards change, ability to quickly develop new skills and adapt to dynamic situations, essential for changing work environments.
- **(Inter)Cultural competence**
  Facilitates effective communication and cooperation in globalised environments, enables bridging cultures and perspectives.

empowering minds
business.thws
for tomorrow

Agenda

1. What should students be able to do?
   - 1.1 Inspiring Institutions
     - a THWS Business School
     - b UWE
   - 1.2 Inspiring People
   - 1.3 Skilling up for an uncertain future
2. How can we teach that - in every discipline?
3. Who should be able to unfold their potential?

https://www.uwe.ac.uk/about/values-vision-strategy

UWE Bristol

Our values, vision and strategy

Change the world

At UWE Bristol, we're focused on solving future global challenges through outstanding learning, world-leading research and a culture of enterprise.

Here, we empower our students to make a choice. To choose a university that pushes itself as much as it pushes them. To choose a community of original thinkers - breaking new boundaries and leading the way.

From our enterprise support programmes to industry masterclasses. Professional mentoring to business incubators. World-leading research facilities to work experience opportunities across the globe. We give our students the tools they need to act on their ideas and make them happen.

Each of our pioneering courses have been created in partnership with industry professionals. And over 150 come with professional accreditation from industry bodies. Coupled with world-class teaching, they're designed to equip students with the most in-demand skills, and the kind of mindset that employers want and need. So that when you graduate from UWE Bristol, you're ready to take on the world.

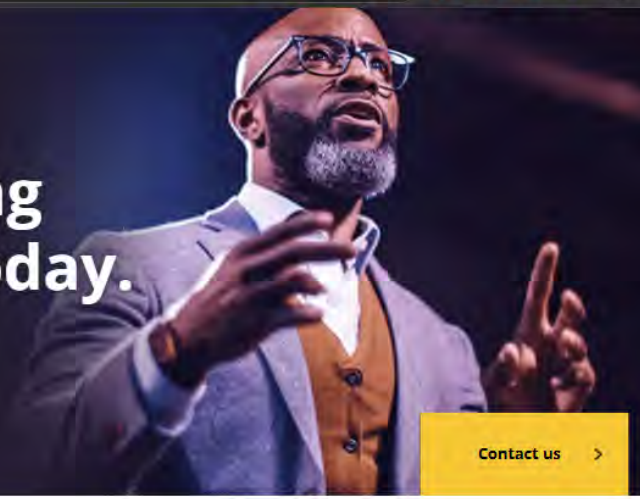
https://www.uwe.ac.uk/rise

UWE Bristol

Search

Menu

We're creating tomorrow, today. RISE



Contact us

At UWE Bristol, our unique multi-disciplined, system-led approach to research, innovation, skills, enterprise and ethical practices drive societal improvements, transforming futures for the better.

Collaborating with industry, public sector bodies and communities, we're redefining horizons and challenging conventions to impact lives positively.

Using big data, AI, augmented and virtual reality, business, research and creative thinking, our highly collaborative teams power the future workforce, drive economic growth and prosperity, shape our communities' health and sustainability, and create a more just and sustainable future for all.

RISE with us.

Research ›

World-class thinking that solves real world problems.

Innovation ›

Not just ideas — solutions that rewrite the rules.

Skills ›

Upskilling today to build tomorrow's workforce.

Enterprise ›

Enterprise that fuels progress. Business that drives change.

R I S E

https://www.uwe.ac.uk/rise/skills

UWE Bristol

RISE | Skills

Skills

Upskilling today to forge tomorrow's workforce.



Skills that empower

Skills are crucial in our rapidly changing world - our role in unlocking the needs of tomorrow whilst fulfilling the needs of today is key to economic growth and future success.

We're determined to ensure that individuals, regardless of their background or career stage, can acquire the knowledge, and skills needed to adapt to new situations and remain competitive in the job market.

Our programmes are created in partnership with industry and policymakers to ensure we deliver the right skills to shape the roles of the future and empower generations to succeed.

Agenda

1. What should students be able to do?
   - 1.1 Inspiring Institutions
   - 1.2 Inspiring People
     - a Paschal
     - b Keri
     - c … and many more!
   - 1.3 Skilling up for an uncertain future
2. How can we teach that - in every discipline?
3. Who should be able to unfold their potential?

Agenda

1. What should students be able to do?
   - 1.1 Inspiring Institutions
   - 1.2 Inspiring People
     - a Paschal
     - b Keri
     - c … and many more!
   - 1.3 Skilling up for an uncertain future
2. How can we teach that - in every discipline?
3. Who should be able to unfold their potential?

Suche

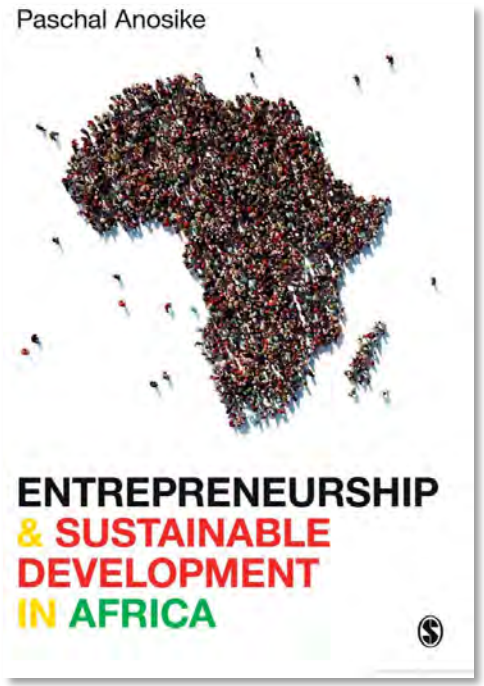
Start Netzwerk Jobs Nachrichten



Paschal Anosike · 1.

Professor of Entrepreneurship and Innovation and Director Centre for African Social and Economic Transformation (CASET)

University of the West of England



1 Paradox of a Rising Africa 1
1.1 Africa at Turn of the Millennium 1
1.2 Africa's Economic Turnaround – Illusion or Reality? 4
1.3 Foreign Aid Flows and Determinants 6
1.4 Does Aid Pay Off in the Long Run 8
1.5 Has Aid Always Been Good for Africa? Botswana's Case 11
1.6 The Problem With Africa's Aid 12
1.7 Ethiopia and Foreign Aid 14
1.8 Ethiopia's Political and Economic Contexts 15
1.9 Towards Sustainable Development in Ethiopia 17
Bibliography 22

2 Economic Growth and Human Development 26
2.1 Institutions 28
2.2 Institutions, Human Development and Economic Growth 29
2.3 The Problem With Poverty Line 32
2.4 The Problem With Purchasing Power Parity 34
2.5 Global Poverty and Its Causes 37
2.6 Poverty in Africa 39
2.7 Education in Nigeria 42
2.8 Ethiopia Health Sector 43
2.9 Transforming Education – Towards the SDGs 45
2.10 Transforming Healthcare – Towards the SDGs 47
Bibliography 49

3.3 State Fragility and Resource Governance 58
3.4 Nigeria, Oil Resources and Governance 60
3.5 Economic Cost of Institutional Deficiency 62
3.6 Economic Cost of Corruption in Resource Governance 64
3.7 Tackling Resource Curse 65
3.8 Resource-rich African Countries: Moving Forward 67
Bibliography 72

4 Demographic Dividend and Challenges 75
4.1 Africa's Demographic Transition 78
4.2 Demographic Challenges 80
4.3 Youth marginalisation, Why It Matters? 82
4.4 Youth Marginalisation in Political Leadership 83
4.5 Authoritarianism and Youth Disaffection 86
4.6 Emigration by African Youths 87
4.7 Emigration Trends, Patterns and Spillovers 90
4.8 Cost of Brain Drain 91
4.9 Roadmap for Demographic Dividend 93
4.10 Making Africa Work for Young People 96
4.11 Educating Youths for the Knowledge Economy 101
Bibliography 103

5 Youth Employability 106
5.1 Employability Skills and Livelihood 107
5.2 VET in Africa, Origins and Development 110
5.3 TVET in Africa 113
5.4 Why TVET Is Failing in Africa 114
5.5 Vet, European Contrasts 117
5.6 New TVET Strategy, Old Wine in a New Bottle 120
5.7 Reforming TVET, What Africa Can Do 122
Bibliography 124

6 Entrepreneurship Education and Human Capital 127
6.1 Summary of Entrepreneurship Education Research 129
6.2 Entrepreneurship Education and Entrepreneurial Outcomes 130
6.3 Entrepreneurship Education as Human Capital 132
6.4 Entrepreneurship Education as Human Capital Resource 135
6.5 Towards a New Model of Entrepreneurship Education 138

IJEBR
29,8

1950

Received 29 August 2022
Revised 15 April 2023
Accepted 9 July 2023

The mediating role of planned behaviour in the religiosity and nascent entrepreneurship nexus

Adah-Kole Emmanuel Onjewu
Newcastle Business School, Northumbria University, Newcastle Upon Tyne, UK
Paschal Anosike
Bristol Business School, University of the West of England, Bristol, UK, and
Eun Sun Godwin
Department of Business, Wolverhampton Business School, University of Wolverhampton, Wolverhampton, UK

Abstract

Purpose – Increasingly, there is scholarly recognition that individuals' faith constitutes a background factor much like other antecedents conditioning entrepreneurial inclination. Yet, there is room to expand knowledge on how faith interrelates with psychological and social determinants of entrepreneurship, especially in under-researched contexts such as Nigeria.

Design/methodology/approach – This inquiry conceptualises associations between religiosity and (1) entrepreneurial self-efficacy, (2) entrepreneurial attitudes (3) and subjective norms as predictors of nascent entrepreneurship. For analysis, 1,259 observations of Nigerian students are assessed by structural equation modelling.

Findings – The path analysis showed that the religiosity–nascent entrepreneurship nexus is altogether mediated by entrepreneurial self-efficacy, entrepreneurial attitudes and subjective norms. Entrepreneurial self-efficacy is found to have the greatest impact on nascent entrepreneurship, followed by subjective norms and then entrepreneurial attitudes.

Originality/value – Theoretically, this study is one of the first to test all three dimensions of the theory of planned behaviour in the religiosity–nascent entrepreneurship nexus. It draws fresh attention to faith motivation and praxis, role-taking and attribution theory as explainers of the inherent correlations. Practically, the findings summon stakeholders to consider religious activity in the delivery of entrepreneurship programmes.

Keywords Religiosity, Entrepreneurial self-efficacy, Attitudes, Subjective norms, Nascent entrepreneurship

Paper type Research paper

Agenda

1. What should students be able to do?
   - 1.1 Inspiring Institutions
   - 1.2 Inspiring People
     - a Paschal
     - b Keri
     - c … and many more!
   - 1.3 Skilling up for an uncertain future
2. How can we teach that - in every discipline?
3. Who should be able to unfold their potential?

UWE Bristol

Search

Events | Inspire:Me series

Inspire:Me series

Watch recordings from our Inspire:Me series, which features inspirational speakers from across multiple disciplines.

You've decide
thinking bigge

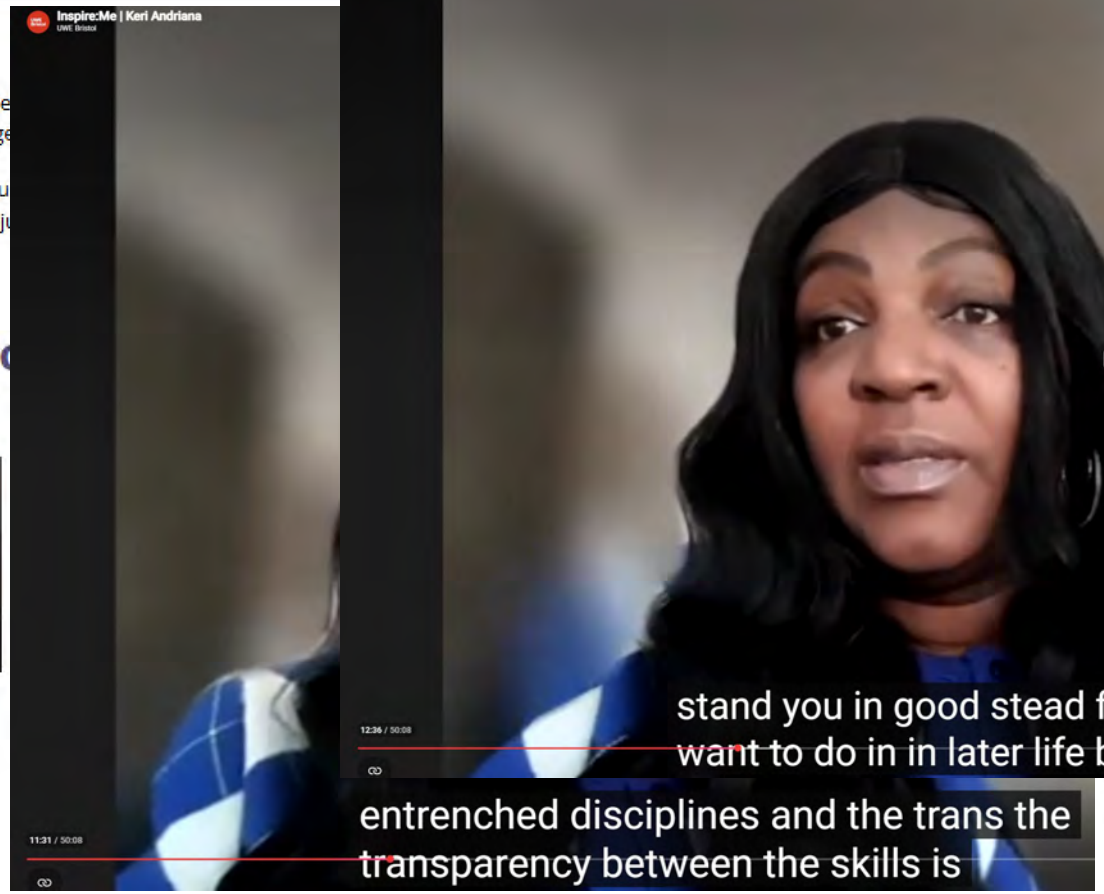
Hear from ou
community, ju

Previ



Keri Andriana

Watch or listen to Keri Andriana's talk.



Agenda

1. What should students be able to do?
   - 1.1 Inspiring Institutions
   - 1.2 Inspiring People
     - a Paschal
     - b Keri
     - c … and many more!
   - 1.3 Skilling up for an uncertain future
2. How can we teach that - in every discipline?
3. Who should be able to unfold their potential?

Inspire:Me series



Agenda

1. What should students be able to do?
   - 1.1 Inspiring Institutions
   - 1.2 Inspiring People
   - 1.3 Skilling up for an uncertain future
2. How can we teach that - in every discipline?
3. Who should be able to unfold their potential?

How can we support students systematically to create the career they want in a world they love?

Do we have a **skills framework** and underlying **didactics** to make that happen **in every degree program**? Do we have the **freedom** to make that happen in our universities as professors? As students?

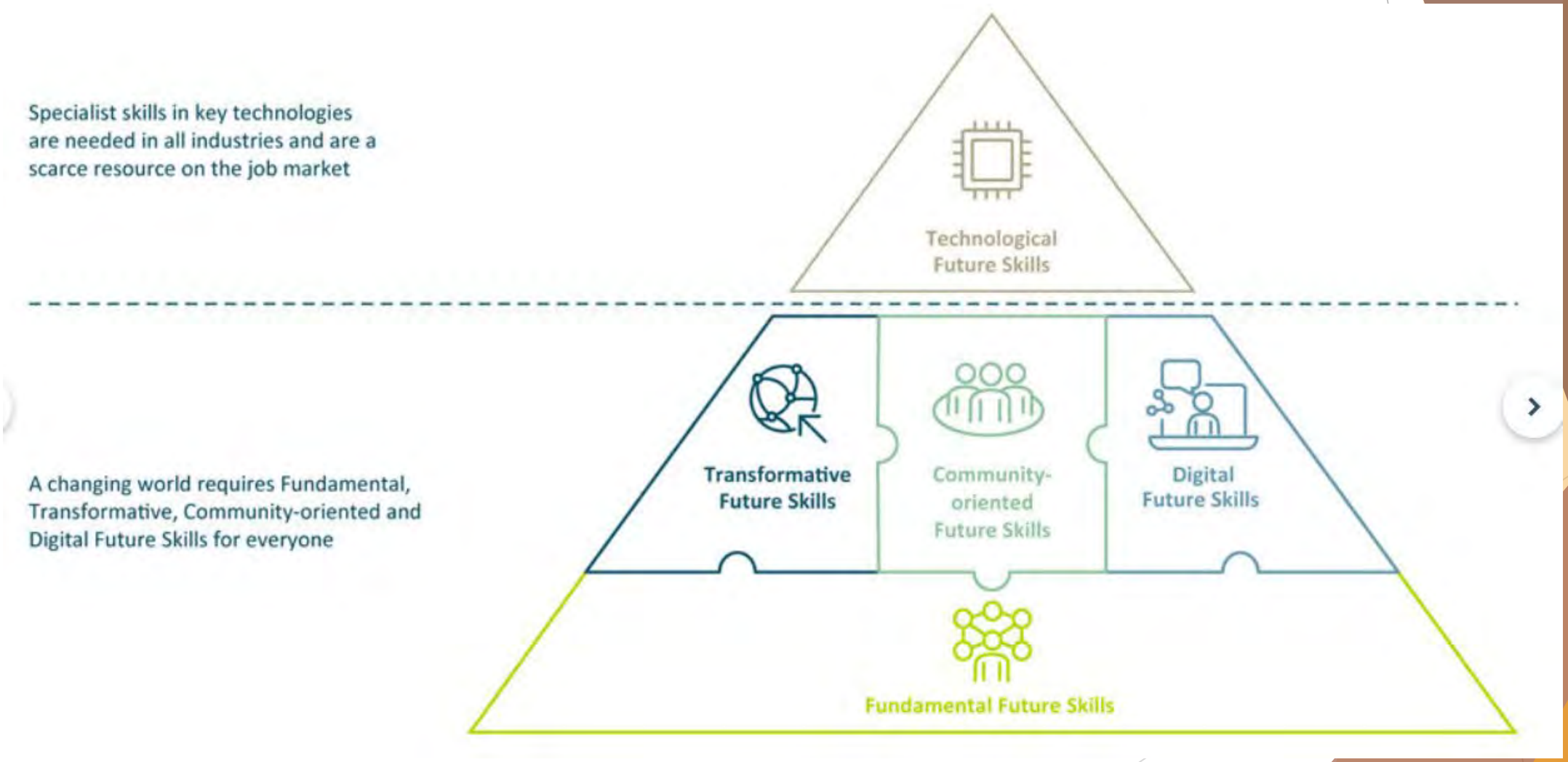
What megatrends shape our worlds most?

- AI …
  … changes what counts as knowing and can be trusted
- Digitalisation …
  … changes who can participate and with what potential
- Sustainability …
  … changes what counts as desirable impact and who survives
- Geopolitics …
  … changes the understanding of pluralism and power

- WHAT IS ON YOUR MIND?

- **To be honest: WE ALL DO NOT KNOW, HOW TOMORROW REALLY LOOKS LIKE!**

Future skills are the action-oriented competences that are particularly important in this changing world



Source: Future Skills 2030. | Stifterverband 11/2026

CATEGORY	FUTURE SKILL	DESCRIPTION
Fundamental Future Skills	Critical Thinking	Systematically and constructively questioning and evaluating information and arguments to make well-reasoned judgements.
	Communication	Communicating clearly, in a dialogue-oriented and context-appropriate manner across different situations, including in intercultural settings.
	Cooperation	Working with others to shape cooperation and collaboration in order to integrate diverse perspectives into shared, sustainable approaches.
	Problem Solving	Recognising and understanding complex or novel problems, developing structured, collaborative and effective solutions, and contributing to their implementation.
	Learning to Learn	Independently organising and developing one's own learning, adapting it to new requirements, and using digital media and technologies effectively and autonomously.
	Ethical Reasoning	Recognising ethically relevant situations and decisions, weighing options and alternatives on an ethical basis, and aligning one's actions accordingly.
	Self-Management	Actively shaping one's own development through self-organisation, self-motivation and reflection, and consciously strengthening one's self-efficacy.
	Creativity	Developing original ideas, giving them form and substance, and refining existing approaches.
Transformative Future Skills	Tolerance of Ambiguity	Recognising ambiguity, heterogeneity, uncertainty and contradictions, dealing with them constructively and creatively, and reflecting on one's own role within them.
	Sustainability Competence	Aligning individual and collective actions with sustainable development, based on an understanding of ecological, social, political, and economic interrelationships, and contributing to the conditions necessary for sustainable change.
	Systems Thinking	Comprehensively understanding complex systems, interrelationships, and interactions, and basing action on systematic, rigorous analysis.
	Innovation Competence	Developing innovations in professional or private contexts and translating them into effective applications with clear added value.
	Vision Competence	Envisioning future scenarios, reflecting on their significance for (entrepreneurial) action in the present, and deriving a goal-oriented mission and initial measures. *[This competence is closely related to the concept of futures literacy.]*
	Resilience	Engaging constructively with stress and change, emerging stronger from challenging situations, and maintaining psychological, social, and organisational resilience.
Community-oriented Future Skills	Dialogue Competence	Engaging in respectful and empathetic dialogue, adopting other perspectives, constructively negotiating different positions, and resolving conflicts productively.
	Democratic Competence	Promoting the fundamental principles of democratic and solidarity-based coexistence through active political participation, commitment to protecting fundamental rights, and the conscious avoidance of disinformation.
	Responsibility & Accountability	Taking responsibility for oneself and others, identifying opportunities to assume responsibility, being accountable for one's actions and their consequences, and making decisions with an awareness of potential consequences.
	Participation Competence	Actively and responsibly participating in decision-making and design processes, initiating them, and enabling others to participate in different contexts.
	Diversity Competence	Engaging with diversity in an appreciative manner, creating an inclusive and diversity-sensitive working environment, and productively integrating differences in collaborative settings.

Digital Future Skills	**Information Literacy**	Recognising information needs and identifying, obtaining, organising and managing information, as well as evaluating it critically and using it effectively.
	AI Literacy	Understanding AI and its applications, using AI systems productively, and critically assessing opportunities and risks – enabling confident and responsible action in a world influenced by AI.
	Digital Literacy	Using digital technologies independently, combined with an understanding of basic online safety, knowledge of common tools and systems, and respectful, efficient communication and collaboration in digital channels.
	Media Literacy	Using, analysing, and creating media critically, creatively, safely, and responsibly in the digital age.
	Data Literacy	Collecting, managing, evaluating, and applying data in a critical and reflective manner.
Technological Future Skills	**Data Science & Analytics**	Systematically collecting, preparing, and analysing complex data, and deriving reliable insights for decision-making, innovation, and value creation.
	Autonomous Systems & Robotics	Developing and controlling intelligent, autonomous systems and robotics solutions, and integrating them responsibly into working and living environments to safely and efficiently augment human capabilities.
	Cloud Development & Operations	Securely developing, operating, and continuously optimising scalable cloud-based applications and infrastructures to ensure resilient and efficient digital service operations.
	Cybersecurity	Proactively protecting information and technological systems against threats, assessing security risks, and developing and implementing robust strategies for prevention, detection, and response.
	AI Engineering	Responsibly designing, developing, training, and integrating AI systems and models into productive application environments to enable data-driven value creation.
	Change Management & AI Leadership	Strategically designing AI-driven change processes, competently guiding people and organisations through transformation, and ensuring acceptance, benefits, and sustainable impact.

- **Note what is absent - like in every skills framework: nothing in this architecture says how any of it is taught…**

How can we support students systematically to create the career they want whilst saving the world they love?

How can we start with the positive things in every student?

How can we unleash their individual strengths instead of making them look all the same with the same knowledge and streamlined thoughts?

Sworn in the Bavarian Constitution and the German Basic Law: „so help me God“

- Preamble: Conscious of their responsibility before God and man,

I. Basic Rights

Art. 1 [Human dignity – Human rights – Legally binding force of basic rights]
Art. 2 [Personal freedoms]
Art. 3 [Equality before the law]
Art. 4 [Freedom of faith and conscience]
Art. 5 [Freedom of expression, arts and sciences]
Art. 6 [Marriage – Family – Children]
Art. 7 [School system]
Art. 8 [Freedom of assembly]
Art. 9 [Freedom of association]
Art. 10 [Privacy of correspondence, posts an
Art. 11 [Freedom of movement]
Art. 12 [Occupational freedom]
Art. 12a [Compulsory military and alternati
Art. 13 [Inviolability of the home]
Art. 14 [Property – Inheritance – Expropriati
Art. 15 [Socialisation]
Art. 16 [Citizenship – Extradition]
Art. 16a [Right of asylum]
Art. 17 [Right of petition]
Art. 17a [Restriction of basic rights in specific instances]
Art. 18 [Forfeiture of basic rights]
Art. 19 [Restriction of basic rights – Legal remedies]

Art. 151

(1) The entirety of the economic activity shall serve the public good, in particular the guarantee of a decent existence for every person and the gradual increase of the standard of living of all social classes.

Agenda

1. What should students be able to do?
2. How can we teach that - in every discipline?
   - 2.1 Development Phase
   - 2.2 Underlying Logics
   - 2.3 Steps to Growth: 8I
   - 2.4 Important Elements in Practice
   - 2.5 Students Perceptions
3. Who should be able to unfold their potential?

My starting question: How can sustainability challenges be combined with the personal values of international students to develop self-sustaining and interdisciplinary solutions for their real world — as a collaborative learning project?

- Goal: Students become aware of their own strengths and desires.
- Goal: Students learn about and appreciate the global diversity of values.
- Goal: Students are inspired to an intrinsically motivated path of development that addresses sustainability challenges.
- The first pilot courses were learning fields.
- Generalization was the research programme for the following five years …

Agenda

1. What should students be able to do?
2. How can we teach that - in every discipline?
   - 2.1 Development Phase
   - 2.2 Underlying Logics
   - 2.3 Steps to Growth: 8I
   - 2.4 Important Elements in Practice
   - 2.5 Students Perceptions
3. Who should be able to unfold their potential?

The pilot course for developing the basic didactics: vircamp.net

Int. Pilot: 2021 - 2023
63 Students from 33 countries
and 10 different faculties.



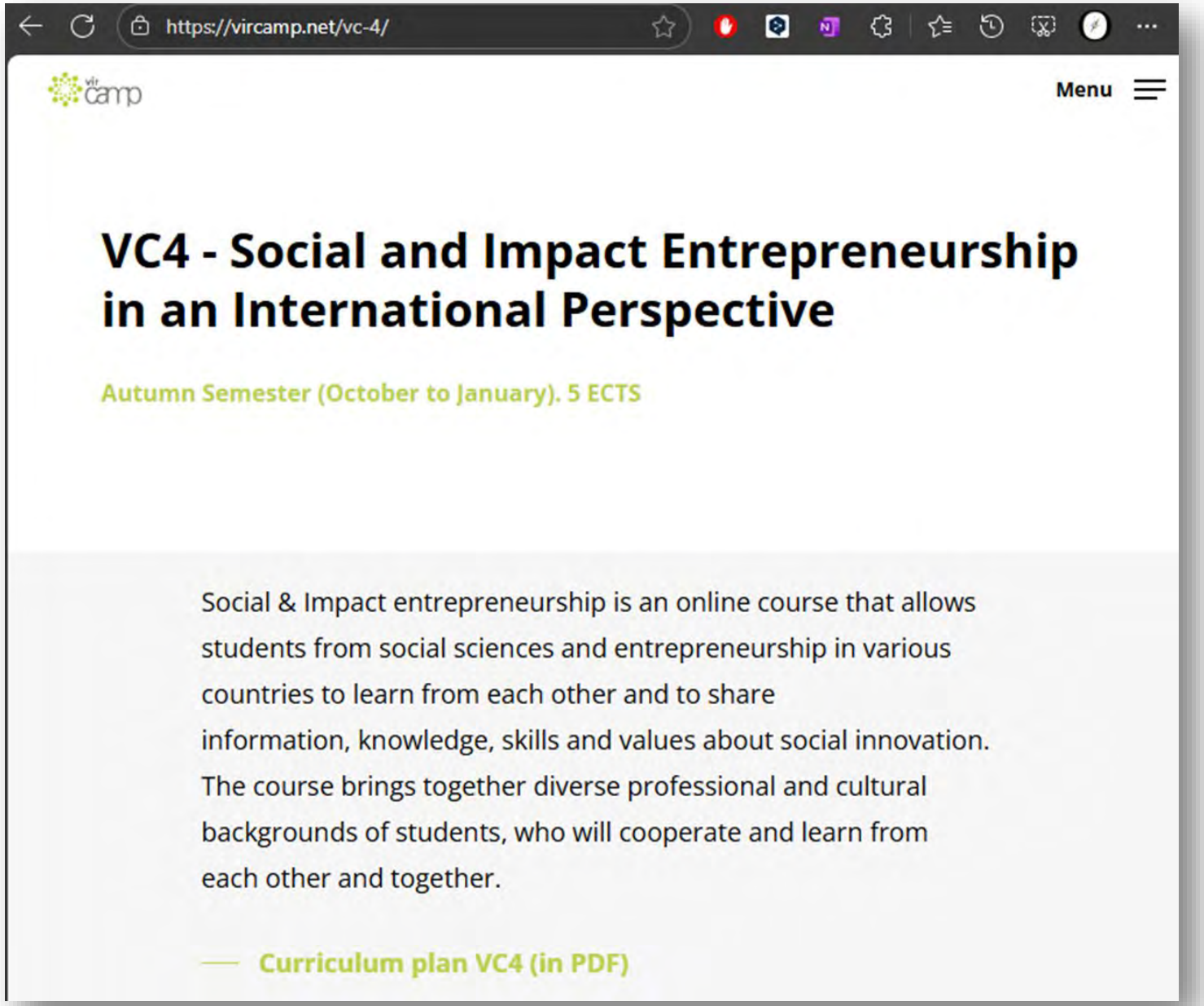
- **Prof. Dr. Harald Bolsinger (head teacher, main course designer), THWS Technical University of Applied Sciences Würzburg-Schweinfurt, Germany - main content**
- **Prof. Dr. Winfried Weber (head teacher), University of Applied Sciences Mannheim, Germany – main content**
- **Prof. Dr. Tokie Anme, University of Tsukuba, Tokio, Japan - additional content**
- **Dr. Ndidi Nnoli-Edozien, Club of Rome, Ghana - additional content**
- **Dr. Natalie Beinisch, Circular Economy Innovation Partnership Academy, Kinetic Thinking, Portugal - additional content**
- **Prof. Dr. Femi Odebiyi, LCC International University, Klaipeda, Lithuania - additional content**
- Prof. Dr. Andrés Arias Astray, Universidad Complutense Madrid, Spain – evaluation & consulting
- Prof. Dr. Inge Vervoort, Thomas More University of Applied Sciences, Belgium - consulting
- Prof. Dr. Liv Marit Kleppe, Western Norway University of Applied Sciences, Norway - consulting
- Raïssa Mpundu (PhD candidate), University of Burundi, Burundi - consulting
- **United Nations Refugee Agency (UNHCR): specifically integrated refugee students from crisis regions, who reported numerous social challenges.**

thws
Technical University of Applied Sciences Würzburg-Schweinfurt

hochschule mannheim

Høgskulen på Vestlandet

ORIENTATION COMPETENCE INSTITUTE



Source: vircamp.net 08/2025

- 2024/25: Transfer to vircamp for own continuation.
- Course content and didactics embedded in the study programs at THWS, Würzburg, Germany.

Six years, one didactic, four institutional formats.

The first module

VirCamp, with Winfried Weber: social and impact entrepreneurship, seven European universities

Pilot and refinement

three years online, then blended: THWS, MCI Innsbruck, TU Cologne

The framework

8i named, tested across disciplines, published

2020 — 2023 — 2026

Two research semesters (2024, 2025) were spent testing the design in nine programmes and discussing it with colleagues in India, Japan, Morocco, Norway, Austria and Germany.

The didactic was not designed and then rolled out.
It was **extracted** from six years of teaching the same question in different rooms.

Implemented in Master Managing Global Dynamics

Started as Triple-Degree,
now Single Degree:
Technical University of Applied Sciences Würzburg-Schweinfurt (Germany)
Università degli Studi di Salerno (Italy)
Lucian Blaga University of Sibiu (Romania)



Your master's programme Managing Global Dynamics

Prepare yourself for an international career, in which you unite intercultural competence, strategic know-how, and project management skills. Learn how to identify, shape, and strategically evaluate economic processes in an international environment with different cultural backgrounds. You are going to apply your theoretical knowledge in practice projects on real tasks. The mandatory semester abroad will broaden your academic and personal horizon, while the research project prepares you for the master's thesis. Become a pioneer of global change.

Apply now

Contact person

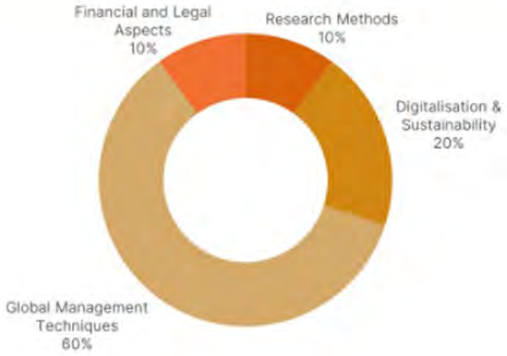
Prof. Dr. Harald Bolsinger

Phone +49 931 3511-8944
E-Mail harald.bolsinger[at]thws.de

Function(s) Programme Advisor for Managing Global Dynamics (M.A.)
Programme Director of Managing Global Dynamics (M.A.)



For further information, please refer to the website of the degree programme



Overview

Degree

Master of Arts (M.A.)

Standard time to degree

3 semesters

The master's degree programme consists of 12 matching modules, including a research project and the master's thesis.

- **Program structure**
- 12 modules:
  - Sustainability Competence and Ethical Reflections
  - Sustainable Digital Business Models
  - Management Control
  - Legal Aspects of International Trading
  - Organization Effectiveness and Performance
  - Competitive Strategies and Consumer Behavior
  - Integrated Reporting
  - Innovation Management
  - International Financial Models
  - Managing Global Change
  - Research Project
- Master's thesis with colloquium

Sustainability Competence & Ethical Reflections,
linked to Entrepreneurship and Digital Business Model Development

Teaching Block

Self Reflection – Who I am and what I want

Sustainability - What it is and what not

Competence - In what we need to grow to act sustainable

The Global Goals - Sustainability Promotion with the SDGs

Scope of Solutions – Starting Points for taking the Challenge

Coaching Block

Identifying specific Challenges, Linking my Motivation to Sustainable Development & Entrepreneurship

Taking Action - Application & Development of a Solution (Groupwork)

Presentation Block

Presentations, Group Reflection and Outlook

Agenda

1. What should students be able to do?
2. How can we teach that - in every discipline?
   - 2.1 Development Phase
   - 2.2 Underlying Logics
   - 2.3 Steps to Growth: 8I
   - 2.4 Important Elements in Practice
   - 2.5 Students Perceptions
3. Who should be able to unfold their potential?

The underlying logics

Key learning objectives:

- There are sustainability factors existing, that make sense in my personal viewpoint.
- With my strengths and dreams, I really can contribute to a sustainable world.

Epistemology	▪ Appreciative Inquiry	▪ Individual dreams can be combined to form shared visions. ▪ Ways to realize dreams can be discovered together and put into practice.
Ontology	▪ Positive Psychology ▪ UN Definition of Sustainability	▪ Every person has strengths and dreams. ▪ Promoting peace, prosperity for all and protecting our planet is desirable and possible.

Constructivism as Learning Theory

- activating relevant ideas and ideology already available to students
- promoting potential for sustainable interventions and change
- enabling the experience of self-efficacy in fostering positive change potential

Appreciative Inquiry (AI) Framework as Grounding of the Sustainability Visions

- Strengths-based framework for organizational and personal development, emphasizing what works, rather than focusing on problems.
- Rooted in constructionism, involving participatory, generative questioning to values, worldviews, and life-nurturing forces that support meaningful change.
- Positive method for engaging individuals and groups in deep reflection about who they are, what matters most to them, and what they aspire to become.

- Basic Cycle for Change Process:
  - **Discovery** — **What gives life, strenghts, ressources?**
  - **Dream** — **What might be?**
  - **Design** — **What should be?**
  - **Destiny => Realisation** — **How to implement?**

Cooperrider & Srivastva

Agenda

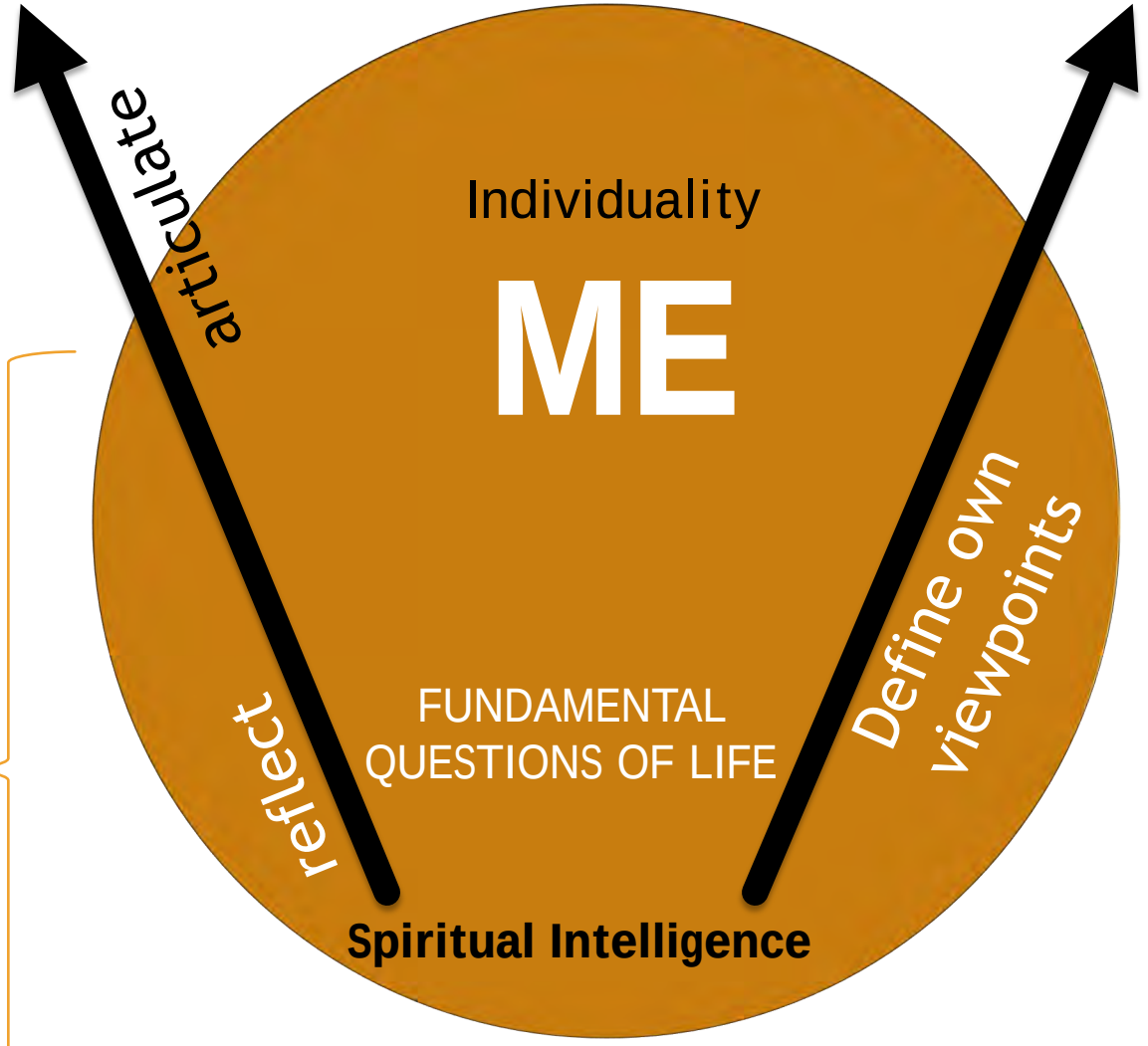
1. What should students be able to do?
2. How can we teach that - in every discipline?
   - 2.1 Development Phase
   - 2.2 Underlying Logics
   - 2.3 Steps to Growth: 8I
   - 2.4 Important Elements in Practice
   - 2.5 Students Perceptions
3. Who should be able to unfold their potential?

The Eightfold Path of "I"

ME

Dream

Discovery



© Bolsinger 2025

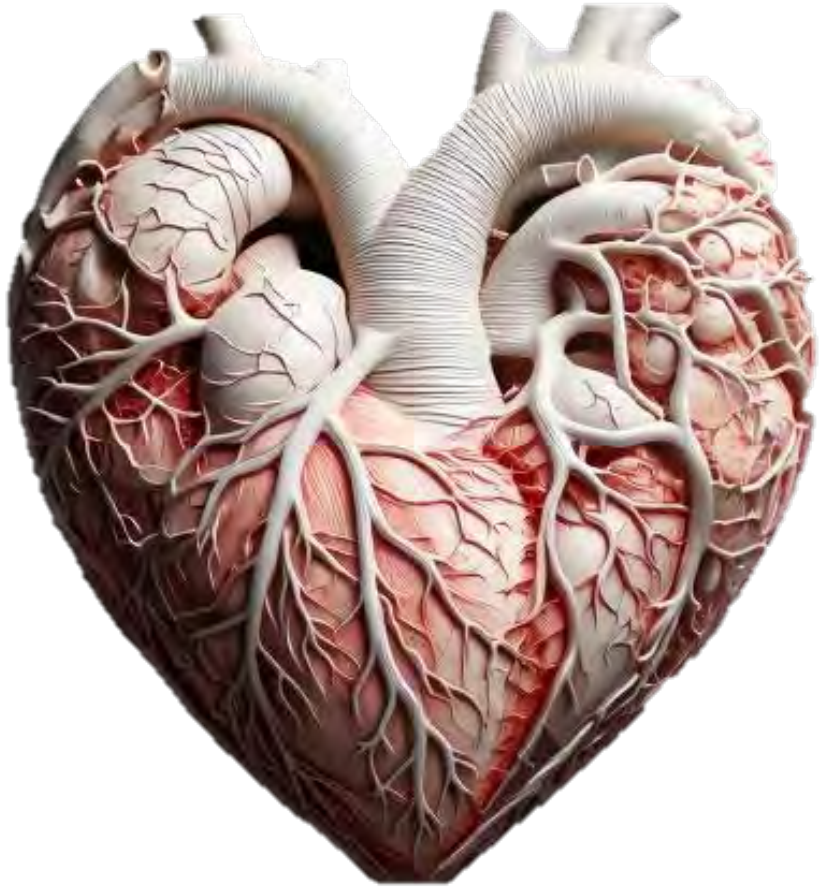
Spiritual intelligence in Logic Surroundings: Answers to the “why-question”!



- "By SQ [spiritual intelligence] I mean the intelligence that helps us **approach** and **solve problems of meaning and value**;"
- "The intelligence that helps us place our actions and our lives in a larger, richer **context of meaning**;"
- "The intelligence that helps us to **assess** whether one **course of action or life path** makes more sense than another."

Sources: Zohar / Marshall (2000), p. 11
Graphic: AI-generated by Adobe Firefly

Spiritual intelligence:
Dealing constructively with fundamental Challenges

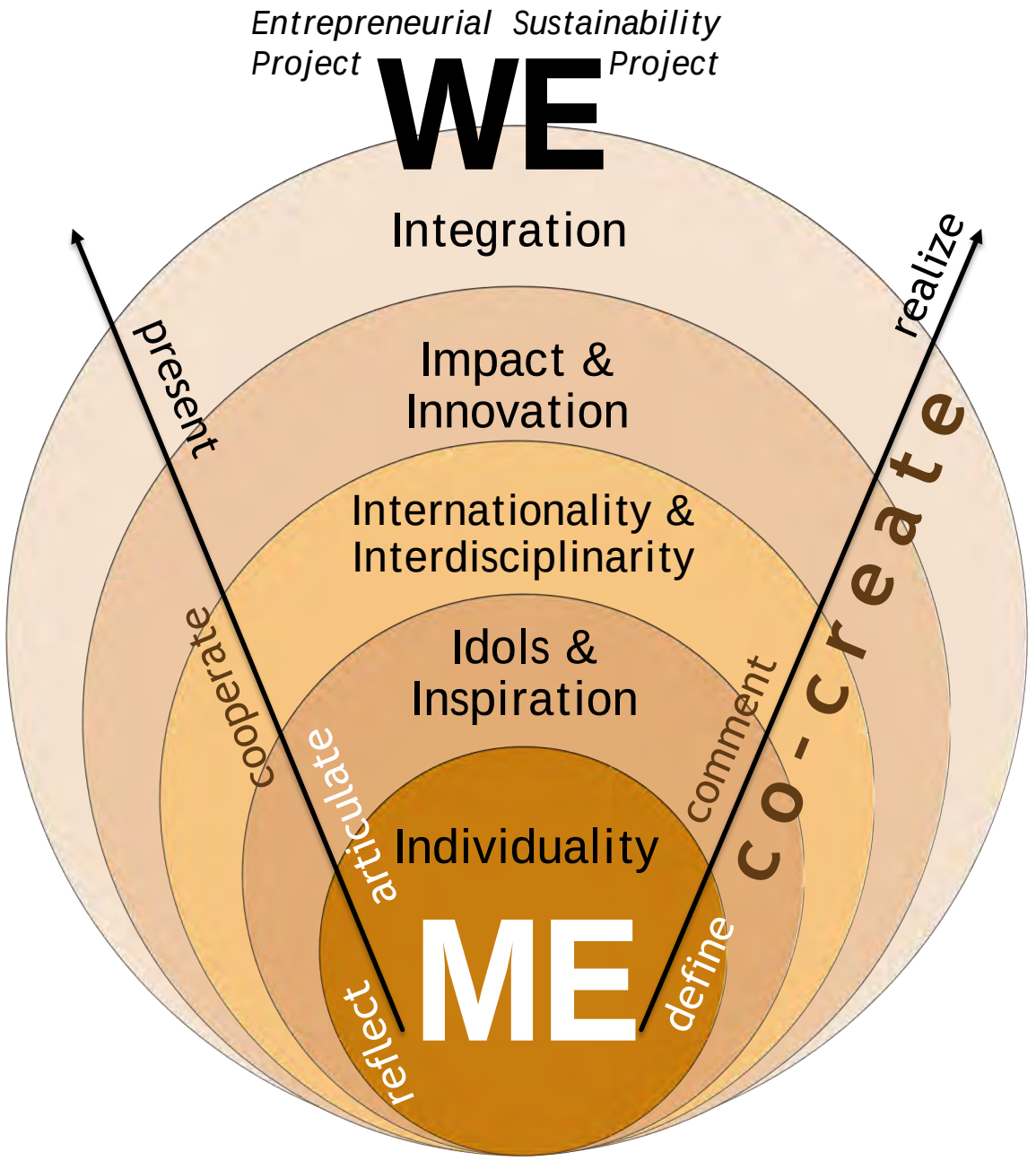


- "We use SQ [spiritual intelligence] to be **creative**. We use it when we need to be **flexible**, **visionary** or **spontaneous in a creative** way."
- "We use the SQ to deal with **existential problems** […]."
- "The SQ makes us **realise** that we have **existential problems** and enables us to **solve** them - or at least reconcile ourselves with them."

Sources: Zohar / Marshall 2000, p. 22
Graphic: AI-generated by Adobe Firefly

The Eightfold Path of "I"

8i-Didactics



Destiny

Design

Dream

Discovery

Appreciative Inquiry
Process Stages

WE
ME

Agenda

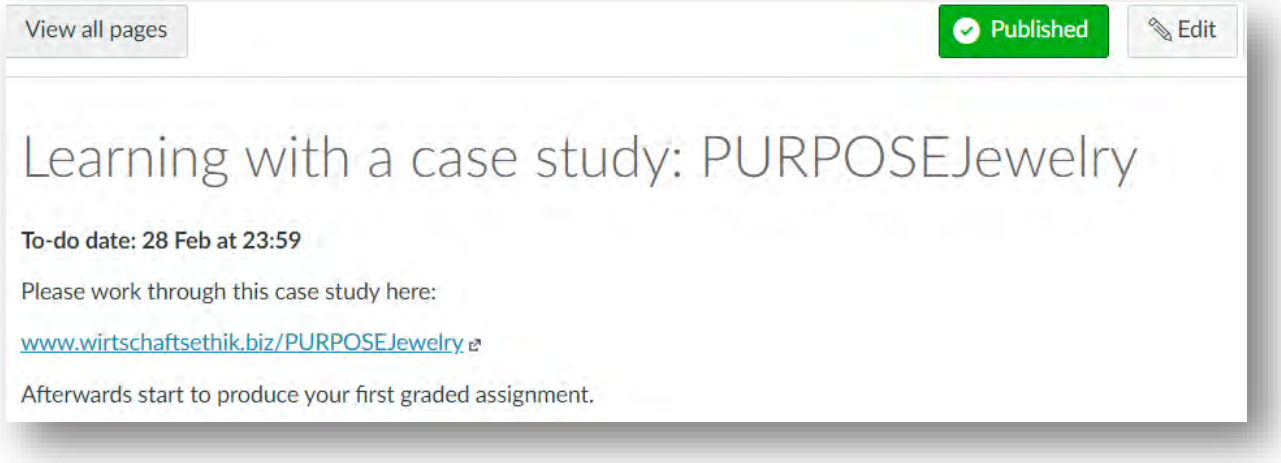
1. What should students be able to do?
2. How can we teach that - in every discipline?
   - 2.1 Development Phase
   - 2.2 Underlying Logics
   - 2.3 Steps to Growth: 8I
   - 2.4 Important Elements in Practice
     - a From Spiritual Intelligence to Sustainability
     - b Worldview Analysis and Morals
     - c Impact and Vision Building
     - d Using AI without Cognitive Offloading
   - 2.5 Students Perceptions
3. Who should be able to unfold their potential?

Agenda

1. What should students be able to do?
2. How can we teach that - in every discipline?
   - 2.1 Development Phase
   - 2.2 Underlying Logics
   - 2.3 Steps to Growth: 8I
   - 2.4 Important Elements in Practice
     - a From Spiritual Intelligence to Sustainability
     - b Worldview Analysis and Morals
     - c Impact and Vision Building
     - d Using AI without Cognitive Offloading
   - 2.5 Students Perceptions
3. Who should be able to unfold their potential?

Showing Spiritual Intelligence of Idols as Driver for Impact and “Blissruption”

Case studies to present Idols of the students themself & to make them research the thematic and scientific context for generating impact



https://www.wirtschaftsethik.biz/PURPOSEjewelry

https://www.wirtschaftsethik.biz/shift

…

Blissruption: Bliss while blessing others with Disruption

Graphic: AI-generated by Adobe Firefly

Agenda

1. What should students be able to do?
2. How can we teach that - in every discipline?
   - 2.1 Development Phase
   - 2.2 Underlying Logics
   - 2.3 Steps to Growth: 8I
   - 2.4 Important Elements in Practice
     - a From Spiritual Intelligence to Sustainability
     - b Worldview Analysis and Morals
     - c Impact and Vision Building
     - d Using AI without Cognitive Offloading
   - 2.5 Students Perceptions
3. Who should be able to unfold their potential?

A worldview is…

- … a **fundamental orientation of the heart** („Commitment“)
  - not only cognitive & rational, but also
  - emotional, intuitive, psychologically & spiritually controlled
- and often unconditional "keeping true" of a certain understanding of reality,
- often expressed in terms of historical story or a historical development,
- and describable in a catalog of basic assumptions on the most fundamental issues of life
- visible in actual behavior (and thus empirically examinable)
- leading to classification and assessment of other people's behaviour according to the own understanding of reality.

Special : It can be…

- real or unreal,
- consciously or unconsciously,
- consistent and logical in itself
- or even contradictory and illogical.



Definition by James W. Sire 2009/ 2015, modify by Harald Bolsinger

Who am I? - Reflecting my world view:

Please consume this learning unit here:
https://www.wirtschaftsethik.biz/wp-content/uploads/Lehre/2021Worldviewanalysis

When ready, please answer the 8 worldview analysing questions for yourself and reflect, why you are believing what you believe! Answering the questions should help you become more aware of your own worldview. Use some of your findings in your self description in "Express yourself!" ...

If you are interested in digging deeper scientifically, then read "The Universe Next Door" and "Naming the Elep... W. Sire.

You will understand by your own worldview reflection, that it is nearly impossible to teach values to adults. But i... foundations to build up on them! If you want to dig deeper who ... really are: Write an informal paper (only se... the time of your life between birth and your 14th birthday. A... ndparents, uncles, aunts, ... an... formed your worldview as a child.



1. What is prime reality? What is the really real?

2. What is the nature of external reality (the world around us)?

3. What is a human being?

4. What happens to a person at death?

5. Why is it possible to know anything at all?

6. What is the meaning of human history?

7. How do we know what is right and wrong?

What are YOUR individual answers and **YOUR Hearts Desires**?

From Values to Sustainable Development

Values	Sustainability		Linked by	Development	
	What is to be sustained?	How long?		What is to be developed?	By when?
Freedom Equality Solidarity Tolerance Respect for nature Shared responsibility etc.	**Nature** **Earth** (e.g. no anthropogenic climate change or interference with the phosphorus and nitrogen cycles) **Biodiversity** (e.g. no human interference, biological invasions) **Ecosystems** (e.g. in the oceans)	Centuries, forever Years, decades Centuries, forever	**Only** **Mostly** **But** **And** **Or**	**People** **Health, life expectancy**, child survival Elimination of **poverty** and **hunger** **Education** and skills **Access** to good food, housing, modern energy, clean air, water, sanitation, health care, etc. **Income and employment opportunities** **Equity**, equal opportunity, **social mobility** **Human security** (e.g. economic, food, health, environmental, personal, community and political security) **Human rights** (e.g. right to life and to a fair trial; freedom from torture and slavery; freedom of speech, thought, conscience and religion; freedom of movement) Well-being and **happiness**	Now, several years, decades Now Now
	Life support **Ecosystem services** (e.g. forests, grasslands, ocean fisheries, coastal zones) **Resources** (e.g. water, material consumption, croplands) **Environment** (e.g. air pollution, chemicals, tropospheric ozone, agriculture)	Several years, decades		**Economy** **Wealth** **Productive sectors** **Consumption** Economic **growth**, income convergence **Trade**, production and distribution systems **Economic resilience**; national energy, water and food security **Infrastructure**, buildings, urbanization **Scientific, technological and innovative capacities**	Now, in one or more years Decades
	Community **Peace** **Cultures** (e.g. cultural heritage, traditions, traditional knowledge) **Groups** **Places**	Several years, decades		**Society** Effective **institutions** **Social capital**, resilient societies Legitimate **States** Productive **regions** providing opportunities Stable and happy **families** **Intergenerational equity**	Several years Decades

Source: UN - PROTOTYPE GLOBAL SUSTAINABLE DEVELOPMENT REPORT, 2015 p.29

Agenda

1. What should students be able to do?
2. How can we teach that - in every discipline?
   - 2.1 Development Phase
   - 2.2 Underlying Logics
   - 2.3 Steps to Growth: 8I
   - 2.4 Important Elements in Practice
     - a From Spiritual Intelligence to Sustainability
     - b Worldview Analysis and Morals
     - c Impact and Vision Building
     - d Using AI without Cognitive Offloading
   - 2.5 Students Perceptions
3. Who should be able to unfold their potential?

My purpose: Ikigai

To-do date: 21 Mar at 23:59

"Ikigai" is Japanese and means "meaning of life" or "reason for being" where students ask themselves and share with other students 'Who am I?', 'W
really like to do?' or 'What are my talents?' Another component of a purposeful work has focus on a process that every social start-up has to find
kind of social innovation does the world need?'

Lecture

The lecture on ikigai will present useful methods to find out a personal vision for purposeful reason for being and will help to open up a discu
group on a purposeful work in social and impact entrepreneurship.

Exercise

Step 1

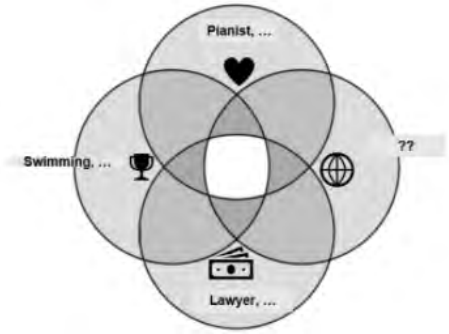
What do you want to do with your life? What would be your reason for being?

This big question depends on some factors...

Step 2

- If you gonna do something that you LOVE, what would it be?
- If you gonna do something that you are GOOD AT, what would it be?
- If you gonna do something that you are PAID for, what did your elderly influencers recommend you?
- If you gonna do something that the WORLD needs, what did your influencers recommend you?

Example:





Graphic: AI-generated by Adobe Firefly

From personal calling to broad impact: An individual 3 week program



My purpose: Development of a vision board

To-do date: 1 Mar at 12:59

Reserve yourself 3 weeks for an intensive program to **develop YOUR personal vision board.** Use the first impressions from ikigai and continue with the steps described in the slides here:

VISIONBOARD.pdf

Start with your 3 week development program **on 1.3. at the latest** for being able to finish in time for assignment 4 !

We will also talk about that in the LIVE session of this week and you can get optional personal coaching in the process with one of the teachers. Just ask for an individual appointment...

To make it clear again at this point:

This course in NOT about...

- ... 10.000 theoretical concepts of Social & Impact Entrepreneurship
- ... a simple manual, on how to save the whole world in one day
- ... professors only giving monologues that have to be learned by heart

This course IS about...

- ... developing yourself further, finding out about your dreams
- ... being active part of our joint learning journey
- ... an experience of different dreams of social innovation of real students
- ... equal members with different roles - no classical "teachers" and no "students", but joint learners and coaches unfolding your thoughts

So that is the reason, why we want to help you to to reflect on the core question, that comes before any social innovation:

What´s MY personal purpose? => Why am I here on this planet? Why am I at my University? Why am I in THIS course? And what am I going to do with the learnings that I take away from this course...?!

Measuring Impact and Linking to SDGs

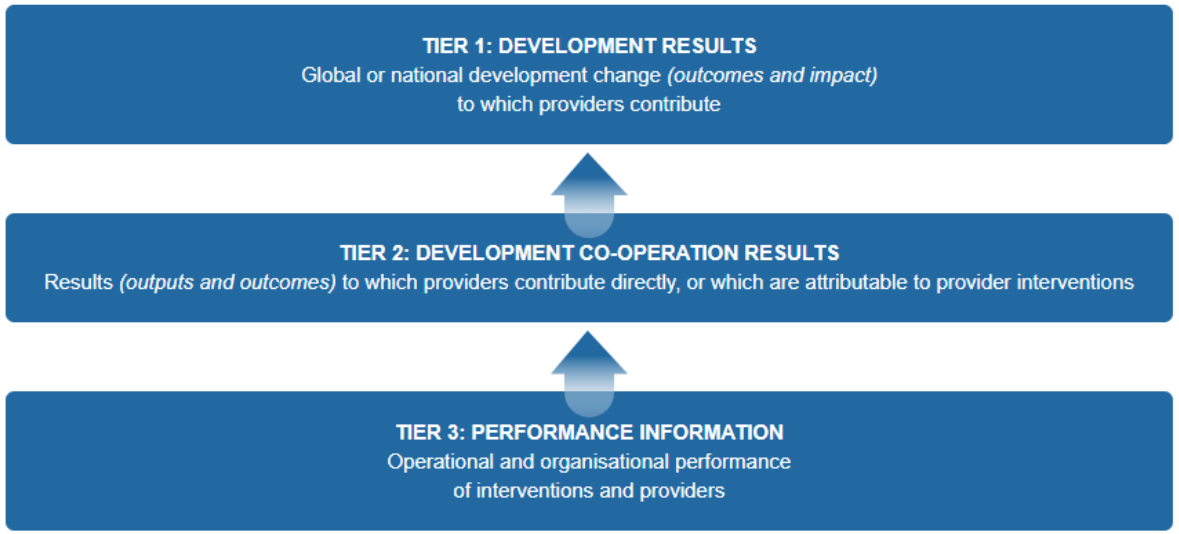
What are results?

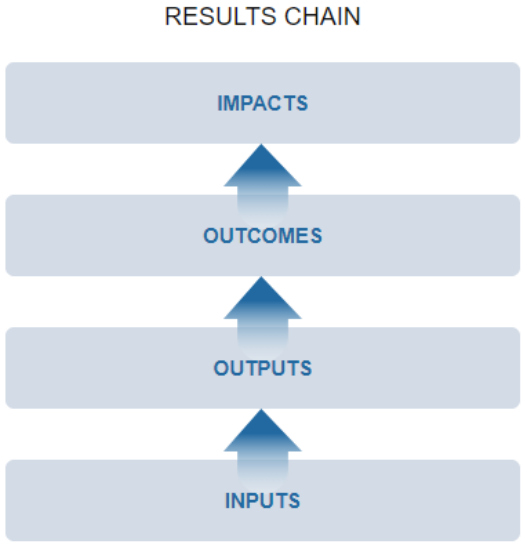
Results are defined as the outputs, outcomes or impacts of development interventions, with each element contributing to the next, as set out in the results chain below. The links between each element are as important as the results themselves, reflecting the theory of change and the roles of providers and other stakeholders.

Development co-operation providers use output, outcome and impact information (results data) at different levels (corporate, country, project) to communicate and account for what has been achieved, and to enable learning, informed decision making and course corrections.

Outputs: The products, capital goods and services which result from development interventions	**Outcomes:** The likely or achieved short-term and medium-term change and effects of intervention outputs	**Impact:** Positive and negative, primary and secondary, long-term effects produced by development interventions

Providers of development co-operation organise results information into all (or some of) three tiers at corporate and/or country levels:



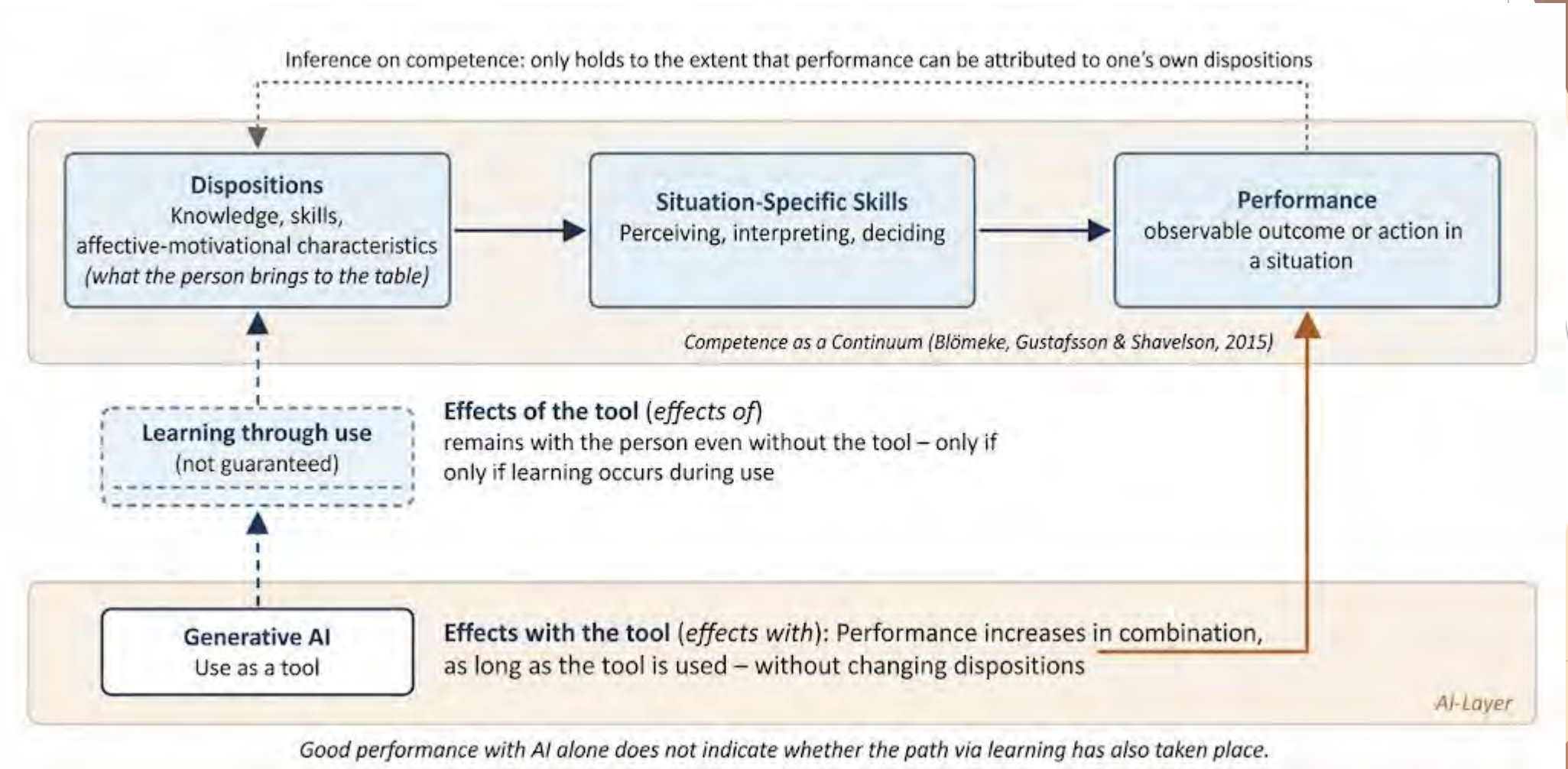


Source: https://www.oecd.org/dac/results-development/what-are-results.htm

Agenda

1. What should students be able to do?
2. How can we teach that - in every discipline?
   - 2.1 Development Phase
   - 2.2 Underlying Logics
   - 2.3 Steps to Growth: 8I
   - 2.4 Important Elements in Practice
     - a From Spiritual Intelligence to Sustainability
     - b Worldview Analysis and Morals
     - c Impact and Vision Building
     - d Using AI without Cognitive Offloading
   - 2.5 Students Perceptions
3. Who should be able to unfold their potential?

Competence building with AI



Source: Warnke, S., Bolsinger, H. J., & Mühling, T. (2026). Leistung ist nicht Lernen: Ein Minimalkonsens für die Gestaltung von Hochschullehre mit generativer KI. Practice of Artificial Intelligence in Higher Education, 1(1), Artikel 1, p. 7. https://doi.org/10.83397/PAIHE.2026.01, Graphic AI-generated and translated with Gemini 21.11.2026

Generative AI as a Reflection Amplifier



Graphic AI-generated with ChatGPT plus 7.4.2026

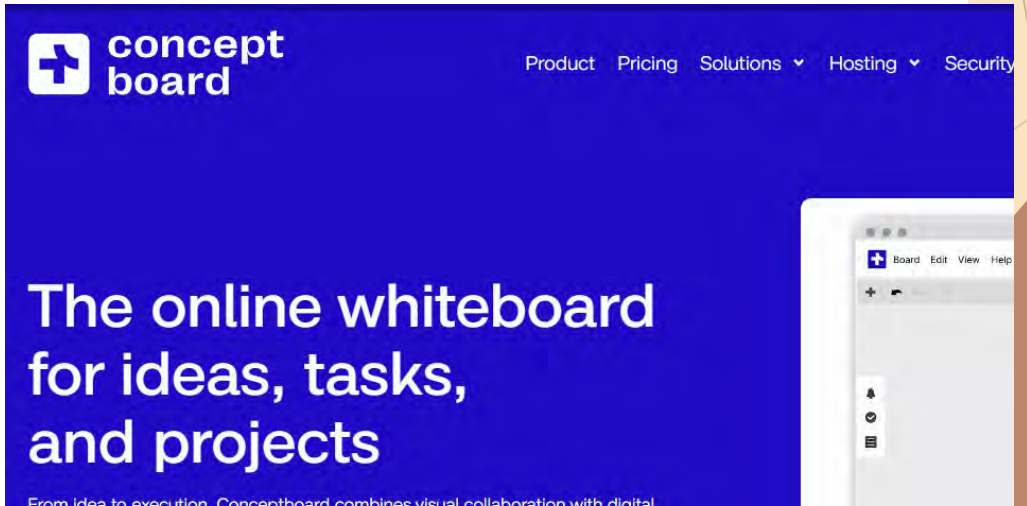
- GROUP 1
  - Google Gemini
  - Mistral Le Chat
  - Apertus (eventually in academiccloud.de)
- GROUP 2
  - ChatGPT
  - DeepSeek
  - Teuken (eventually in academiccloud.de)
- GROUP 3
  - Microsoft Copilot:
  - Kimi
  - Qwen (eventually in academiccloud.de)
- GROUP 4
  - Claude
  - Qwen Chat
  - Llama (eventually in academiccloud.de)
- GROUP 5
  - Grok
  - LFM liquid.ai
  - Gemma (eventually in academiccloud.de)
- GROUP 6
  - Perplexity (Sonar Standardmodel)
  - Meta AI
  - GLM (eventually in academiccloud.de)

An example for 6 groups

Individual arrangements in the courses!

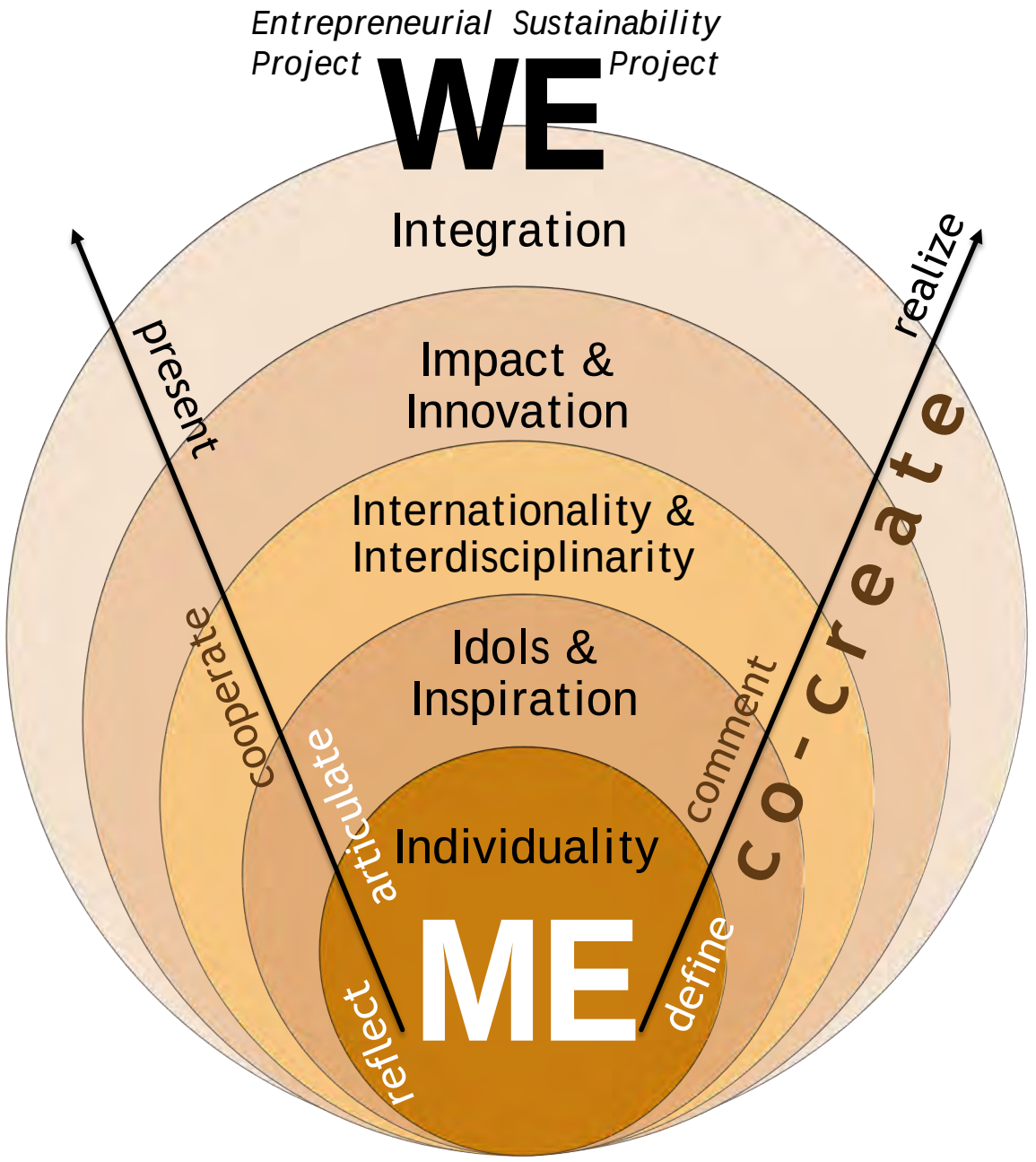
- Each group uses up to 3 different AI tools
  - At least 1 LLM offline
  - Optimum:
    LLMs from at least 2 cultural surroundings
  - Verification with ScopusAI

Conceptboard for Collaboration and Results



The Ninefold Path of "I"

9i-Didactics



Destiny

Design

Dream

Discovery

Appreciative Inquiry
Process Stages

SUMMARY OF INSPIRATIONS FOR TEACHING

Postpone dry runs!

Have real-world cases solved by students together with AI-use.

Have Students find out about their motivation and the needs of the world out there, combining to new real world solutions.

Do not just add AI, SDGs or Entrepreneurship to existing programs, but **implement a foundation for every student to unfold their individual potential to bring change**!

Agenda

1. What should students be able to do?
2. How can we teach that - in every discipline?
   - 2.1 Development Phase
   - 2.2 Underlying Logics
   - 2.3 Steps to Growth: 8I
   - 2.4 Important Elements in Practice
   - 2.5 Students Perceptions
3. Who should be able to unfold their potential?

Impressions from Students

- “I learned so much about myself. I could repeat the whole Assignment about my “future” vision, which I did for the Assignment here;) I am very glad to have spent so much time (and was given the time) on my IKIGAI/vision in this course because this is really what makes me be sure, where I want to go further on this path of social &impact entrepreneurship. I really have a more focused and precise vision for my private and professional life. I am very thankful for this course.”
- “I only saw things from my perception of the world before. But now that I have acquired self-finding skills and know-how for ´where to focus on this broad picture of the world so that I can find where I can give the most impact according to my skills and wills.´ Which, in the way, did not change what I am going to do. I will always try to find and help those who deserve the spotlight to be at the right place on the stage; however, the course assured me that what I was planning to do in the future was, in skill and will, the right thing to do.”

Impressions from Students

- “This course is majorly an eye opener for me, one of the things I realized during this course is that my dreams are achievable with the right approach, although it was also glaring to me that I need to do more especially in the area of commitment and consistency. I was reluctant about sharing my vision with people before this course but now I know that discussing your vision with people of like minds can help to make it clearer and easily achievable.”
- All the things I have learned here might influence my future professional practice more drastically than I expected. Just having the opportunity to get to know the Working Out Loud method, and actually to be able to take part in a group, changed my perspective and I would love to implement that in my future job. I also learned how to set myself goals and above all, achievable small goals that lead to a major one. I discovered the efficiency of just thinking small, and that starting with the simplest little things in our ordinary life I can get to create big things and that´s how I can actually start something from scratch.”

Impressions from Students…

- “The assignments were engaging yet demanding, and I quickly understood that the ultimate outcomes of this course could not be quantified by a typical 90-minute exam. In the beginning, I saw each assignment as a separate entity and did not think much of their cumulative impact on myself. Looking back now, I can trace the steps of my development assignment after assignment: in my initial video and introduction, I was not yet certain of the direction I wanted to take in the course; doing so would require me to undergo a deeply introspective process of self-discovery and reflection. Working through the case study, worldview, and ikigai, I was able to confidently affirm my appreciation of learning and access to information; in addition to that, I learned that the first steps I wanted to take as a social entrepreneur were ones to confront my own habits, biases, and behaviors that contribute to the issues closest to my heart.”

Impressions from Students

- “I am grateful to have taken the course and to have built amazing people, in my personal case and by the end of the project we liked the idea that created at the end so much that we want to keep in touch and develop it, I think this is a proof that the course did not offer just academic material, but also an environment for people with similar points of view and ideals to gather, share their thoughts and do something together, regardless of our own responsibilities and even if the project we want to work on does not go further, we have the experience.”
- “I have gained that anything is possible if you just want to. Entrepreneurship often sounded unthinkable, punishing, and impossible for me. Further, I know I do not have to have all the knowledge about finance, management, sustainability, and marketing to be able to start a social start-up. The only thing I needed at the beginning of the course was to find out more about my intrinsic motivation, my calling. Honestly, I had never attended a program that was so much about myself as an individual. I think every person who listens to himself, his heart, and his passion will become in the end a social and impact entrepreneur. I guess I am about to be one.”

A voice from India…

- Dadhich Indrodia
  SIE Student, India
- “The learnings and networks developed during the course will be a great catalyst to my professional aspirations. Skills of presentation, interpersonal communication among international members, design thinking, leadership and self reflection for career growth were strengthened during the course.

  The welcoming and motivating attitude of professors provided space for free expression and maximum learning opportunities. Engaging with highly motivated individuals from all over the world was fascinating as it provided diverse understanding on developing a social enterprise. I would say that the course is perfectly titled- Social and Impact Entrepreneurship in an ‘International Perspective’.”

  (May 11th, 2021)



Photo Source: Dadhich Indrodia

A voice from China…

- Qiuyang Xu
  SIE Student, India
- “Hi, I am Qiuyang Xu, as the only Chinese student in the course, I was so surprised and excited.
  I gladly shared the new idea of myself and my country of startups and absorbed innovations from classmates and professors. Moreover, Absolutely the course inspired me to think about myself and our societies that we live.

  Finally, I understood what profs Winfried said in the first class, we learn from each other throughout the course. Fortunately, we did.”

(May 18th, 2021)



Photo Source: Qiuyang Xu

A voice from Germany…

- Julia Meixner
  SIE Student, Germany
- "Honestly, I had never attended a program that was so much about myself as an individual. Additionally, I straightened my English skills in writing and talking, worked with scientific literature in English and made videos of myself. Furthermore, I was able to learn how to lead intercultural relations. I learned to tolerate and accept others even more, as well as they are. Finally, the virtual program brought a high degree of self-organization with. Therefore I divided my workload by myself, and coped with new platforms like Canvas. The best part of the virtual campus was getting to know like-minded people from all over the world. Realizing that everyone starts small at some point makes everything easier."

  (May 11th, 2021)



Photo Source: Julia Meixner

A voice from Pakistan…

- Khatira Amin
  SIE Student, Afghan Refugee, University of Karachi
- “First of all, I am very grateful that as a refugee I was selected to attend this impactful program and provided a platform to gain knowledge from international Professors Prof. Dr. Harald J. Bolsinger and Prof. Dr. Winfried W. Weber.
- **A program that** not only **helped me explore myself, my interests my dreams, and my values** but also the society as a whole. All this time I only thought about Entrepreneurship that can help me **build my future** but through this course, I gained the knowledge about social entrepreneurship which can address the social. This program has been like career counseling, during the IKIGAI lecture I got to know that it’s not necessary that a job that I am good at should be a job that I love.”

(May 30th, 2022)



Photo Source: Basira Amin

A voice from Rwanda…

- Hausa Lightbourne
  SIE Student, University of Rwanda
- “Meaningful, Relevant and Impactful; these are the words that fill my mind when I think of all that I have gained in this course. It brought together people, varied professions and subject faculties, ideas, cultures, and perspectives. Unlike the University courses that focus only on the career development, this course started with the ‘Why’. We identified our interests, goals and values, and these were recognized as important.”

  (May 2nd, 2021)

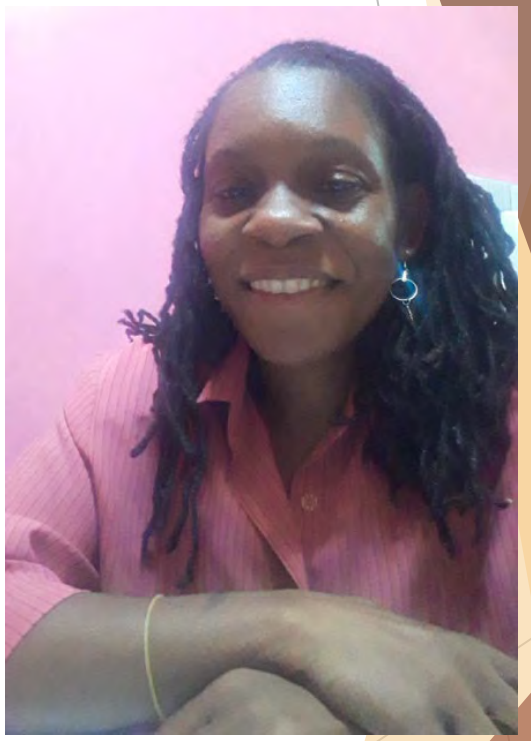


Photo Source: Hausa Lightbourne

Example:
“Halfway House for teen mothers”

- Hausa Lightbourne
  SIE Student, Rwanda
- “As the course comes to an end, I liken it to planting a seed. The tree is now growing. When I entered the program, I entered with an idea for a Halfway House for teen mothers. This is based on an ongoing project with my colleagues in Rwanda. I have gained so many insights about further development such as day care facilities for the upcoming children, bicycle rental/sharing to allow those in extreme rural areas to reach us, IT training opportunities for the women and the community, creating a bakery and community garden at the center, and so much more.
  Each one of these aspects can now be tested through a design thinking model to create the most viable and sustainable ventures.”

Example: "Blog4SDGs"



- Georges Gambadatoun
  SIE Student, Benin
- "I am Georges Gambadatoun and I was fortunate to be selected to join the VIRCamp "Social & Impact Entrepreneurship". This program made my project take off. Actually I had the idea of establishing the very first collaborative blog focussed on the SDGs allowing african countries to tell their stories regarding the implementation of the SDGs.

  Joining the VIRCamp "Social & Impact Entrepreneurship", the assignments allowed me to focus more on my project. Actually, I use my project as a study case for most of the assignments. Specifically, I set up a relationship list for my project thanks to the VIRCamp "Social & Impact Entrepreneurship".
  Now, Blog4SDGs (https://blog4sdgs.org) operates in Benin, Burundi, Cameroon, Congo, Reunion Island, Liberia, Namibia, Togo and the expansion is still ongoing as the goal is to have contributors across the continent.
  Also, in addition to the articles we write to showcase the work local NGOs are doing across the continent to achieve the SDGs, we will start in June with Podcasts. Podcasts will enable us to communicate in more local languages spoken in Africa giving us the opportunity to reach more people, educate them on the SDGs so that they can contribute."

Many Realworld Projects

- Gelebte Multidisziplinarität: Studierende aus Medienmanagement und Sozialer Arbeit entwickeln nachhaltige Mediengeschäftsmodelle :: Technische Hochschule Würzburg-Schweinfurt (thws.de)
- Innovative Ideen für eine nachhaltige Zukunft | LinkedIn
- What does pizza have to do with sustainability? | LinkedIn
- Advancing Agriculture with Human-Centric AI Solutions: Impact AgTech startup NeuBiom Labs launches AgroNeuBot @THWS Business School Germany – OrientationCompetence.Institute
- Vylax – Digital Drawer Solution
- MutARE Tales – Passion behind Art
- …

Most excellent projects often continue with a thesis with „Sperrvermerk“ (non-disclosure notice)

Agenda

1. What should students be able to do?
2. How can we teach that - in every discipline?
3. Who should be able to unfold their potential?

I have a dream...

… that students from Africa, Europe, Asia, the Americas and ALL OVER THE WORLD unfold their individual potential together to bring positive change in their direct surroundings!

„What can **WE CHANGE** together?“

Key messages

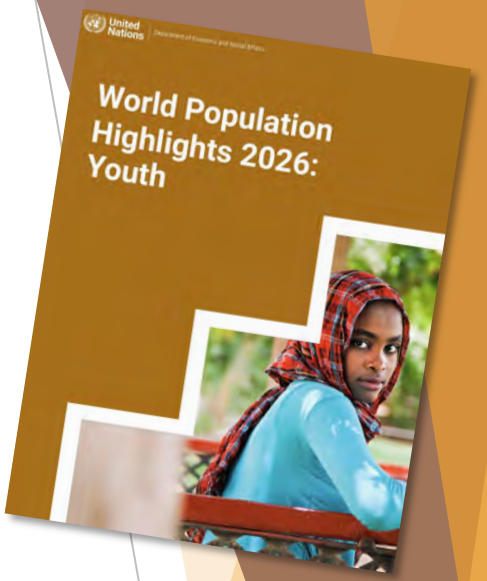
More than half of the world's 1.3 billion youth live in low- and lower-middle-income countries.

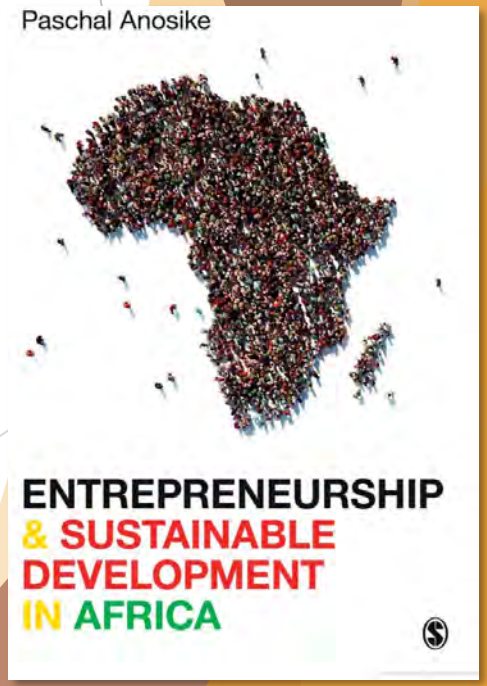
- Between 2025 and 2050, the size of the youth population[1] (persons between 15 and 24 years) in low- and lower-middle-income countries (LLMICs) is projected to increase by 16 per cent, with much of that growth occurring in sub-Saharan Africa.
- During the same period, the number of young people in high- and upper-middle-income countries (HUMICs) is projected to decline by nearly 24 per cent.
- As a result, by 2050, 69 per cent of the world's youth will be living in LLMICs, compared to 59 per cent in 2025.

In HUMICs, the share of youth in the total population is projected to decline rapidly.

- Today, in the group of HUMICs, there is roughly one person aged 65 years or higher for every person aged between 15 and 24 years. By 2050, the population of older persons in these countries is projected to be almost three times larger than the population of youth.
- In countries where the share of young people is projected to decline rapidly, it will be critical to promote intergenerational solidarity and ensure that youth voices continue to be heard by supporting youth participation in policymaking and engagement in decision-making.

=> massive unmet demand gap between willing learners and paying students due to **affordability/financial exclusion** and **digital/connectivity divide**





United Nations (2026). World Population Highlights 2026: Youth. UN DESA/POP/2026/TR/NO. 13. New York: United Nations, p. X.

Can we leave hundreds of millions behind, that can not realize their intellectual potential?

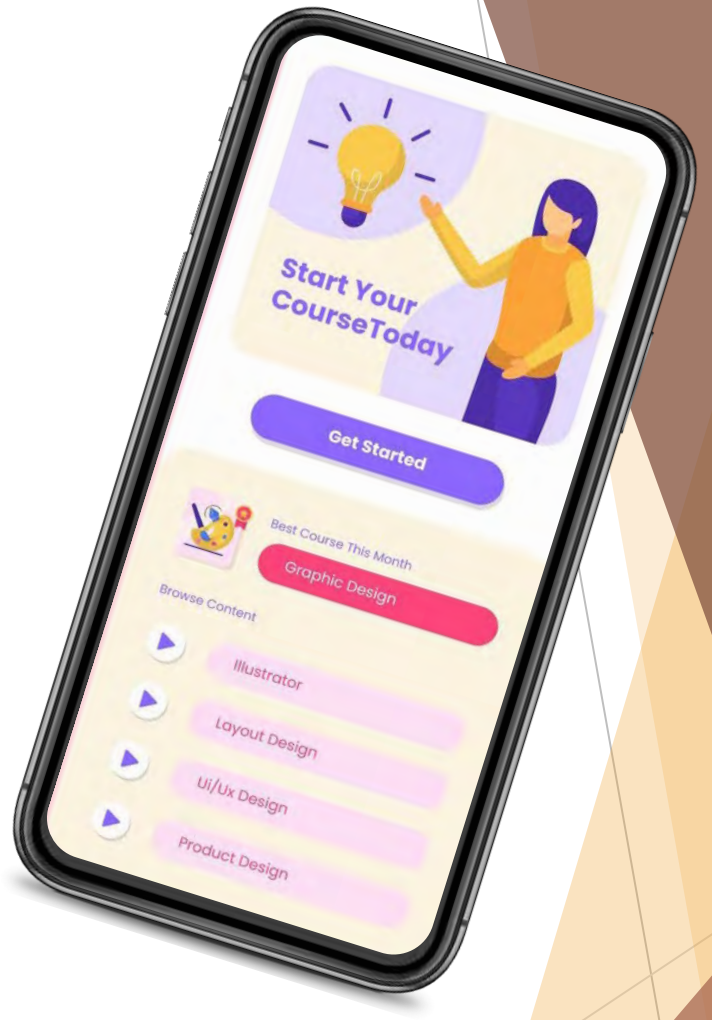
- We see the largest untapped pool of potential students ever on earth in the next 30 years: hundreds of millions of qualified youth across South Asia and Africa.
- They can only be reached through
  - ultra-low-cost,
  - mobile-first delivery,
  - philanthropic & employer-sponsored or subsidized public-private study models.

AT THE MOMENT NOBODY SEEMS TO ADRESSES THAT PROPERLY!



Picture AI generated with Gemini, 21.11.2026

A Solution … ?!



What helps best? Building a personal future!

- Culture sensitive **Sustainability**
- Hands-on **Entrepreneurship**
- Supported, personalized and enabled by AI

We search for: COLLABORATION

- High-level academic content
  that can be used/shared without cost (OER)
- Professors, Students, Professionals
  willing to mentor/coach/teach the target audiences (multichannel)
- Technology experts & providers for a suitable software stack
- Market access to reach the target audiences in Africa and beyond
- Partnerships with NGOs, impact investors, and companies
- Professors/Universities willing to integrate diverse international students in their courses
  even when they are not enrolled and paying (e.g. informal certificates)
- In the long run: Universities that recognize and accredit the study program in their surroundings,
  to open the international higher-education system to the marginalized people

Let us explore…

What can WE CHANGE together?

Every contribution helps — be it big or small,
to **make high-quality education accessible worldwide**.

Because true change begins
when skill-building is no longer a privilege to the rich.



Get in contact:
Bolsinger@Orientationcompetence.institute