



forthem.

Fostering Outreach
within European Regions,
Transnational Higher Education
and Mobility



**Università
degli Studi
di Palermo**

Workshop Network for Entrepreneurship
13 – 15 May, 2025, University of Palermo

Towards the enterprising student through an 'author-project' modality

Olivier LALIGANT
olivier.laligant@ube.fr

Teacher-researcher with Artificial Vision lab. and
Institute of Technology of Le Creusot
Université Bourgogne Europe



UNIVERSITÉ
BOURGOGNE
EUROPE



+ teaching in the master ViBot
and the engineering school
Polytech Dijon



POLYTECH
DIJON



I am presenting an 8-year experiment in the institute of technology in Le Creusot, component of the Université Bourgogne Europe. I will extend this by my perception on education and entrepreneurship

My thinking and motivation for this experiment

to come in a few slides ...

Experimental (8 years) : 'author-project' modality

Environment

the students develop individual, collective or cooperative **projects proposed by themselves, industry, etc.**

unique « classroom », **no program** (but topics in the last year because national diploma), no courses

permanent interface role
to bachelor (3 years)



education
world

long-term interactions/collaborations

socio-economic
world

from high school

evaluation : observing their progress and **appreciating/validating** (binary : no grades) their knowledges/competences

objectives — **the journey with the Environment** is the most important thing

« all learners, all resources » — citation from (colleague) Angéline Ménager

IA images : content assembled from worldwide human production by Microsoft Copilote, license U. Bourgogne Europe



During 8 years we have tried to create an environment funded on a new 3 years education system based on projects proposed by the students themselves or other persons. This environnement included education and socio-economic worlds through horizontal interactions : no program, no courses, no coaches. It was an attempt for fulfillment of all with projects, journey on duration, interactions, exchanges, inclusion, diversity, sustainability, meetings, emulation, kindness, ...

Experimental : some pros and cons

- + numerous sub-modalities : interactions, meetings, brainstormings, presentations, informations, conferences, workshops, visits, ...
- + concept of journey in pedagogy, in self-construction, with open-mindedness
- + astonishment among partners, new and open collaborations with no usual limits : training period for example, project inside a module of a program
- + cascade of ideas, projects, creativity in the interactions ... *boiling, fireworks !*
- + creativity and collaborations limited by ... the time and the energy
- interferences of the classic system : comfort for +/- passive attitude for courses, grades, ...
- students struggle to be open to emulation : difficulties for interaction, presentation, exchange, ...
- disturbing ... our conditioning for the classic system (problem of distance with novelty) => outside comfort zone => enemies
- national diploma => registered in the domain « management and entrepreneurship » => no visible in other domains for students



Thanks to the natural flexibility of this education system, we have many benefits, for example:

- various modalities for pedagogy
- the concept of self-construction
- various collaborations with partners
- a cascade effect in ideas, projects, etc.

Obviously, we encountered a number of problems, such as the habits of the classic system, difficulties in opening up to emulation, pressure from people who refuse to accept this system, and the limited visibility of the system.

Some « visual » impacts

- **creation of a three-year 100% project-based university curriculum**
- **positive impact on the students, teachers and pedagogy, ...**
- **national prize for educational innovation (PEPS 2018) of the french ministry of higher education (international jury) => evolution of the proposals of the ministry**
- **national grant (/french gouv. proposal) 2M€ : 1M€ of the gouv. + 20 public and private partners involved in funding 1M€**
- **numerous other partners involved throughout the experimental : interactions, brainstormings, conferences, projects, ...**
- numerous and new events organized in collaboration with the partners and the students
- sharing 50% time with another educational program (other establishment) during two months to develop projects
- design of an European project with 15 partners (not granted) and participation to another European project (Inclusive Digital Learning : granted)
- « Excellence » label for the support system (national model : *Campus des Métiers et Qualifications*) we developed in harmony with the experimental

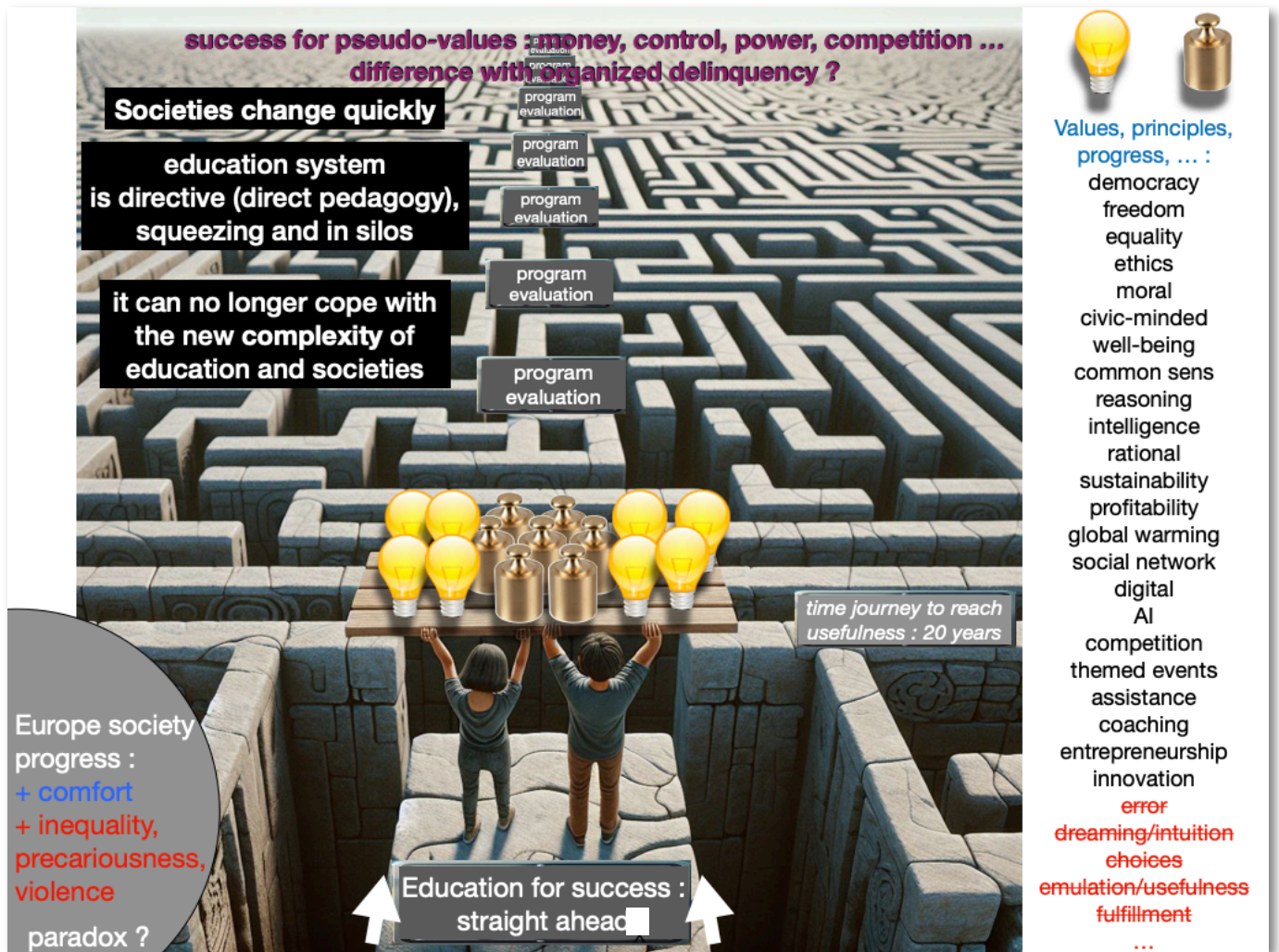


We observed positive impacts : open-mindedness, emulation, respect, creativity, etc.

Thanks to the flexibility, we succeeded in creating or developing various events, projects and systems involving various partners.

And ?

**... my observations/convictions about
education and entrepreneurship**



I'm trying here to give my perception of the classical system: from elementary school onwards, we put a lot of pressure on students with very high expectations of success, as shown on the right. At the same time, we fail to develop natural expectations and students don't feel useful. Success raises questions by highlighting pseudo-values such as money, control, power, competition, ... Success shouldn't be a concern, since its alternative is failure.

With the quick changes of societies and technology progress, there is no doubt for me that the present system based on program and evaluation cannot construct the future of fulfilled people.

Behind and beyond the experiment

Human is a product of Nature and his brain is not a field of neurons to cultivate for success :

- each person is a space-time and equally important (equality)
- indirect pedagogy : no imposed program
- resonance with Environment : natural motivation
- respect of the differences (sorority/fraternity)
- « self-construction » in interaction (freedom)
- powerful open emulation (competition/objectives) (do one's best/challenges)
- leadership of all for all
- intelligence is Growing Together
- the innate transcended by the acquired



*the brain is like a sponge,
it absorbs all the more when it is not squeezed*

the schoolboy/girl
who dreamed



the story of the
experiment



The 8-year experiment confirmed me we can change the posture in the education system for individual fulfillment instead of success. This posture is based on indirect pedagogy where the student develop self-construction in resonance with the environment. Thanks to emulation, questioning, interaction, etc. the innate of each person is transcended by the acquired. I have deeply described this new posture in a book, beside the story of the experiment in another document.

Each person is an entrepreneur, not restricted to business

- from birth, naturally programmed to learn by himself with her/his differences
- chooses her/his subjects, projects ... and interacts with people
- learns by doing, understands by ... explaining (« teaching » is infused by teachers)
- builds himself in a resonant and enriching (**emulation**) Environment : humans (various including parents) + technology + buildings + culture + customs + geology + climate + ...
- is useful to the others (and for teachers !)
- builds a collective conscience through the respect of the construction of each person
- later, she/he becomes a human of the environment => **lifelong learning**
- strong link between school and society => integration of foreigners, **sorority/fraternity**
- ...

*education is everyone's business,
but no one has a say in the matter*

😞 *strong resistance to indirect pedagogy : we
are formatted from birth to think/do (feeling
useful) for the others despite themselves*



With indirect pedagogy, horizontal interaction et emulation induce a fantastic motivation for learning and natural development of abilities. The environment takes a new dimension because it includes the society. Evaluation takes on a new meaning: doing one's best in front of others, which obviously leads to emulation and interaction. It's a virtuous circle.

The teaching staff

- **is a holistic set of different persons with their personality and competences**
- it implements the varied pedagogy indirectly (indirect pedagogy*)
- **it organizes and supervises each person's journey (including the staff !)**
- it schedules and controls interactions with outside persons
- it organizes activities : personal work, exchanges, presentations, interactions, brainstormings
- it is the catalyst for the **Environment**
- **it validates competences on request**
- **every teacher is a developer of pedagogy, a catalyst for exchanges, a protector, a fuel for entrepreneurship, a person for emulation**
- ...

* - benefit of all existing pedagogy + a fantastic playground for teachers
- can be developed for sport/body (wonderful example by Bruno Rafatin, UBE, retired)



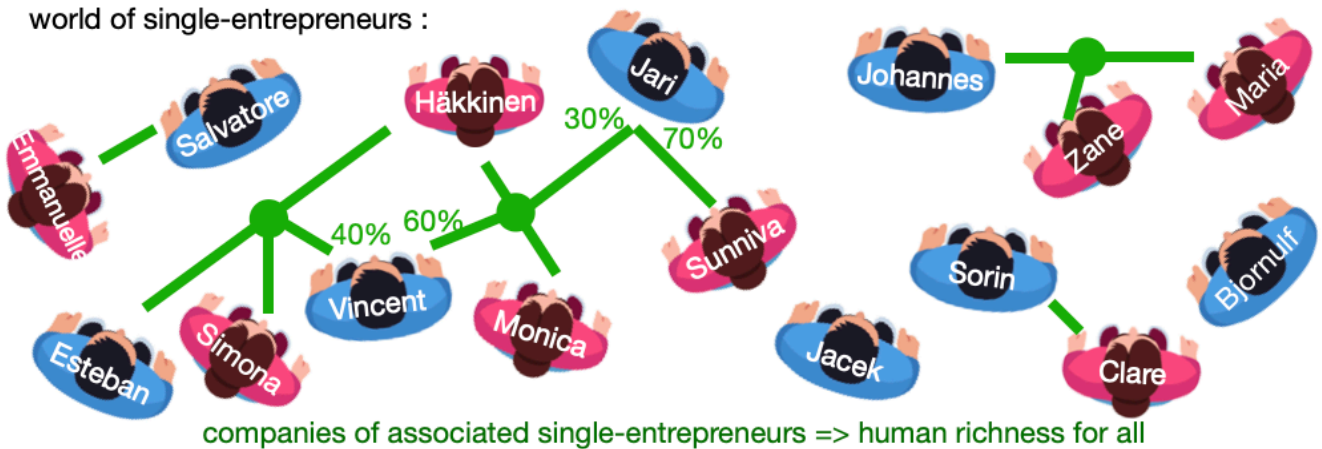
The teaching staff plays a fundamental role to put in action interaction, emulation, integration between students and the socio-economic world. Mainly, he does not respond to the questions of the students, it induces them !
Besides that, it transmits requests and values of the democracy, including humility, respect.

A naive model : the person of the entrepreneurial future

↑ in the present ?

- 👤 > 8 billion people : a person cannot be exploiting common resources (including humans) to be rich and the others ... poor (~~selective societies~~)
- individual construction within a collective consciousness => all entrepreneurs
- *employees are a richness, not a burden for a company* — Valérie LE DAIN, colleague teacher
- ~~owning~~ -> *sharing* — Prof. Jose Rodolfo HERNANDEZ-CARRION, U. Valencia
- universal salary : each entrepreneur does her/his best with **Environment** => natural richness

world of single-entrepreneurs :



« success » in entrepreneurship creates excess : excess by enriching a few people to the detriment of the others. Excess in competition, production, intervention, prevention, thinning for the others, confiscating the freedom of others and so on.

With our model, you create virtuous activity : do one's best, usefulness of each and then happiness, common sense, efficiency, respect of the others, respect of the planet

Promoting entrepreneurship today for a stronger ethic and exemplary in Europe / most of the world*

In France, since 2022, young doctors of science must take an **oath** of ethics and scientific integrity in their new careers



FORTHEN : we could propose an oath for every student leaving the education system to enter working life

Each person :

- is an entrepreneur since birth (change of mindset)
- is committed to respecting the others and environment
- does her/his best
- has values : equality in differences, sharing all richness, ...
- enriches environment with his/her human richness
- ?

All born entrepreneurs for all

* *the best way to fight an enemy is not to be like him* — Marco Aurelio, roman emperor, 121 — 180



The animal world is fascinating with its competition. But the human world has civilization ! Human does not need to kill other humans, does not need the superlative (in power, control, richness and so on) to be happy. He just needs to be himself, i.e. to build himself into a collective consciousness and do his best, to feel useful.

That's why I propose today an oath to raise awareness : we are all responsible entrepreneurs for fulfillment of all. We are all born entrepreneurs for all.

Thanks ! ...

with my wish for individual fulfillment

*A wish for stopping program, evaluation and competition
which unfairly select some individuals for success or delinquency
A wish for our democracies to become truly exemplary across the planet
neither sheltering the poor nor praising the rich
but allowing the achievement of all people
A wish for each person to be the traveller of his/her own life
who will do his/her best to enrich humanity
***A wish for all of us to be public entrepreneurs
for profitable care of the planet****



Some references

Mendez O.J.M., Tomaselli S., Maciel A.S. (2022). Family business debates: Multidimensional perspectives across countries, continents and geo-political frontiers [10.1108/9781801176668].

Maciel, A.S., Tomaselli, S. and García, M.R. (2022), "Pedagogical Strategies for Family Business Members From a Lifelong Learning Perspective", Montiel Méndez, O.J., Tomaselli, S. and Maciel, A.S. (Ed.) Family Business Debates, Emerald Publishing Limited, Leeds, pp. 85-103. <https://doi.org/10.1108/978-1-80117-666-820221005>

Lastovska, Agnese & Lāma, Gatis. (2024). FOSTERING INITIATIVE AND ACTION-ORIENTED MINDSETS FOR A CIVICALLY ENGAGED SOCIETY. 4374-4381. 10.21125/edulearn.2024.1093.

Hernandez-Carrion, J.R. (2022). The "Peer-To-Peer Sharing Economy" Systems Age: Algorithmic Trading, Market-Makers, and "Postcapitalism". In: Perko, I., Espejo, R., Lepskiy, V., Novikov, D.A. (eds) World Organization of Systems and Cybernetics 18. Congress-WOSC2021. WOSC 2021. Lecture Notes in Networks and Systems, vol 495. Springer, Cham. https://doi.org/10.1007/978-3-031-08195-8_23

Cattaneo, L., & Rizzolatti, G. (2009). The mirror neuron system. Archives of Neurology, 66(5), 557-560

Baker, Suzanne J. (2015). "Exploration of Equality and Processes of Non-Hierarchical Groups." Journal of Organisational Transformation & Social Change 12, no. 2: 138-158.

Bordallo, I et Ginestet, J-P, (1993) Pour une pédagogie du projet, Paris, ESF éditeur

Ecole 2089 : <https://www.usine-digitale.fr/article/2089-une-nouvelle-ecole-de-la-communication-digitale-a-besancon.N341350>

Ecole 2ème chance : <https://www.onisep.fr/orientation/les-ecoles-de-la-deuxieme-chance>

FA2L : <https://www.fa2l.be/qui-quoi-pourquoi-FA2L/>

References linked to the experiment

- (1) Olivier Laligant, "Le cheminement de l'étudiant en mode 100% auteur-projet : récit d'une expérimentation d'interactions de 8 années", colloque Questions de Pédagogie dans l'Enseignement Supérieur, Brest, 20-23 Mai 2025
- (2) Olivier Laligant, "L'écolier qui rêvait", Ed. Omaël MAYOR, 2025
- (3) Prix Spécial du Jury Passion Enseignement et Pédagogie dans le Supérieur, remis par Madame Frédérique VIDAL, Ministre de l'Enseignement Supérieur, de la Recherche et de l'Innovation, 2018 – <https://www.lejisl.com/edition-le-creusot/2018/11/22/le-jury-peps-2018-a-attribue-son-prix-special-au-diplome-d-universite-ici> – <https://www.ube.fr/liut-du-creusot-prime-par-le-jury-peps-pour-son-diplome-universitaire-ici/>
- (4) La pédagogie #ICI (Initiative, se Construire, Innovation) – <https://icimonprojet.wordpress.com>
- (5) Projet VRAI lauréat PIA 3 – <https://www.banquedesterritoires.fr/investissements-davenir-decouvrez-les-12-laureats-de-lappel-projets-campus-des-metiers-et-des>
- (6) CMQ label Excellence – [https://cache.media.education.gouv.fr/file/02-fevrier/45/9/2020_campus_excellence_bdef_\(2\)_1241459.pdf](https://cache.media.education.gouv.fr/file/02-fevrier/45/9/2020_campus_excellence_bdef_(2)_1241459.pdf)
- (7) "CMQ label Excellence et Projet PIA VRAI", Journal de Saône et Loire, 2020 – <https://www.lejisl.com/edition-le-creusot/2020/02/06/le-campus-des-metiers-et-des-qualifications-industrie-innovante-labellise-campus-d-excellence-et-laureat-du-pia-3-territoire-d-innovation-pedagogique-pour-son-projet-vrai-village-ressource-apprenant-international>
- (8) "Inclusive Digital Learning – DIG-2-INC", European Project (KA220-HED - Coop. partner. in higher educ), Porteur U. Turku Finlande, 2022 – <https://sites.utu.fi/dig2inc/fr/>

Acknowledgments

For the workshop :

- University of Palermo (special thanks to Salvatore TOMASELLI and Simona SUNSERI)

For the experiment :

- The President and the colleagues of the Université Bourgogne Europe
- Special thanks to the colleagues of CMQ ITIP and IUT Le Creusot (component of UBE) and Rectorats Bourgogne Franche Comté
- French Government through Caisse des Dépôts
- Many, many other persons and public and private partners

For this presentation :

- Jose Rodolfo HERNANDEZ-CARRION, U. Valencia
- Valérie LE DAIN, teacher in economy
- Gaëtan FRANCO CANO, editor
- Isabelle D'ARPIANY, library manager