

HEIComp Project Manual

Marja Isokangas, Taru Tallgren, Tero Uusitalo, Matías Denis, Liz Escurra
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HEIComp

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Introduction

What if the classroom opened directly into the world of work?

What if students could transform their potential into development of real working life—before they even graduate?

- This is the vision of HEIComp, a European Union-funded project dedicated to reimagining, redesigning, and modernizing the link between higher education and working life.
- Bringing together partners from Finland, Portugal, Romania, Brazil, and Paraguay, HEIComp creates powerful bridges between universities and the world of work—giving students the confidence and skills to step boldly into their future careers and having professional networks already

- At the heart of the HEIComp is the Working Life Connected (WLC) pedagogy: an energetic, student-centered approach where learning is not confined to the classroom but comes alive through real collaboration with companies and public institutions.
- HEIComp doesn't just prepare students for working life—it brings working life into education. It empowers students with essential professional skills, inspires teachers with innovative pedagogy, and connects organizations with fresh talent and ideas. Together, we are driving employability, innovation and sustainable growth across borders.

Foreword by Project Manager



You are reading the final publication of the HEIComp project. This publication presents pedagogical models developed by three Brazilian and two Paraguayan higher education institutions (HEI), based on the Working Life Connected (WLC) methodology. The WLC approach is inspired by the Learning by Developing (LbD) model from Laurea University of Applied Sciences. Our sincere thanks to the European Union and the Erasmus+ Capacity Building programme for funding this project – we gratefully acknowledge this support on behalf of all project partners.

A central goal of the project was to enhance the integration of working life into higher education by engaging students in real-world assignments and project challenges provided by companies and other organisations. Professors act as coaches throughout these learning processes. This methodology has called for a new mindset in teaching and learning – one where students take an active, responsible role as co-creators and developers. The aim of WLC methodology is also to build students' workplace competences and strengthen HEIs' engagement with working life.

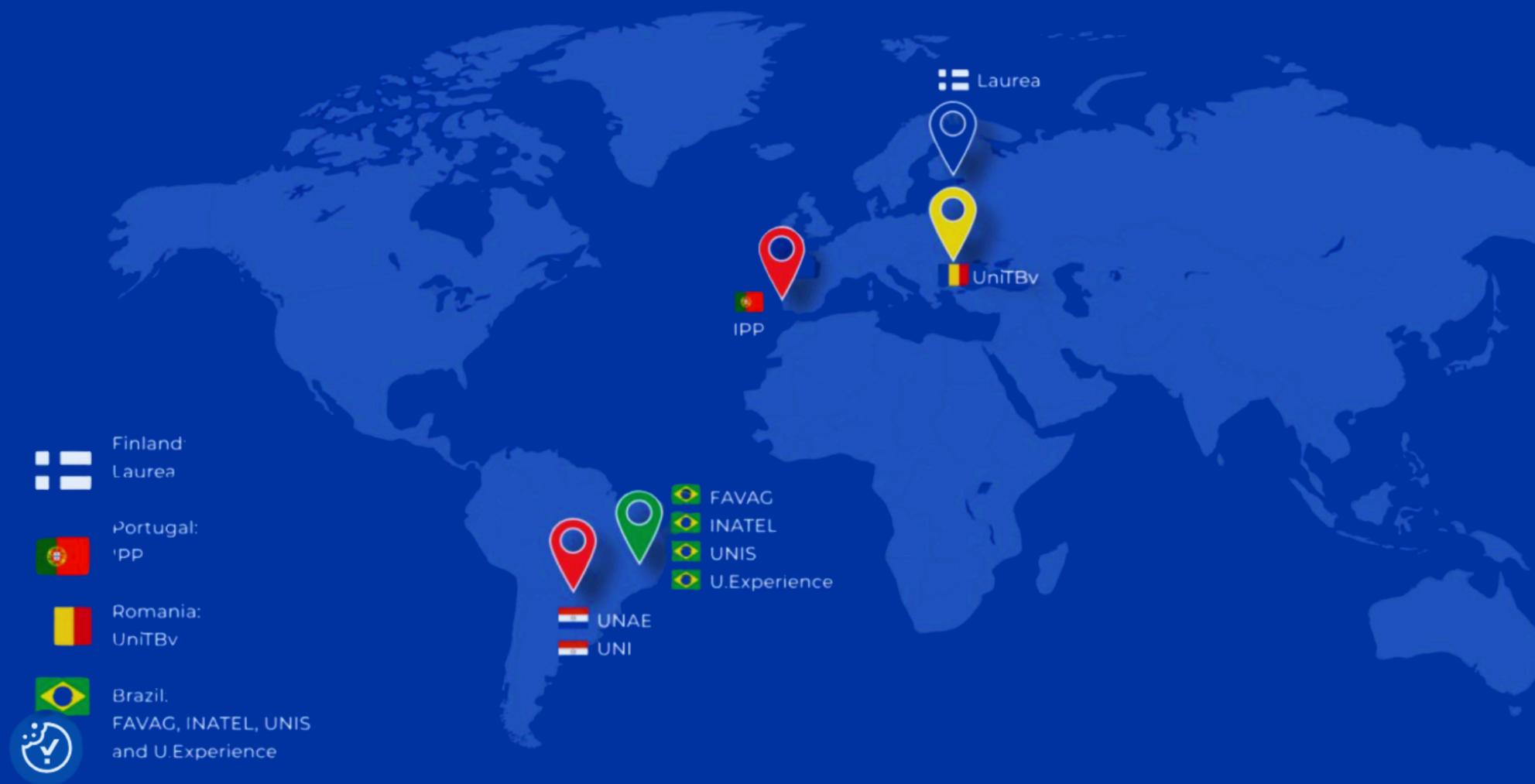
The HEIComp project has, in fact, been carried out by a broad community of higher education professors, staff members, students, and even external partner organizations. During the WLC pilot phase, more than 1 100 students participated in implementing real-life assignments commissioned by 25 companies and organizations. In addition, 45 professors completed the nine-month WLC Training Program. The pedagogical management of the participating institutions also took part, together with the professors, in designing sustainability strategies for the WLC model.

We extend our sincere appreciation to all those who took part in the project and contributed to its success. My heartfelt thanks go to the coordinators in our network, whose tireless work and commitment have been a driving and indispensable force in the HEIComp project!

Stakeholders – Participating Institutions

The main objective of HEIComp is to bring higher education institutions closer to their professional partners (external organizations). This approach is achieved by adapting an innovative learning method, Working Life Connected (WLC), to the reality of Latin American institutions. This methodology has been successfully applied at Laurea University of Applied Sciences for 15 years and is distinguished by its student-centered approach.

The consortium of institutions that make up HEIComp is formed by 9 partners from 3 European Union countries (Finland, Portugal, and Romania) and 2 Latin American countries (Brazil and Paraguay). In total, 8 higher education institutions and 1 company are involved in the project, with Laurea University of Applied Sciences as the project coordinator.





Florin
UNITBV



Taru
Laurea



Pyry
Laurea



Marja
Laurea



Elina
Laurea



Luis
FAVAG



Luiz
IPP



Constantino
IPP



Matías
UNAE



Ana Amélia
UNIS



Thiago
UNIS



Bruno
INATEL



Guilherme
INATEL



Susana
UNI



Daniella
UExperience



Márcia
UExperience

Stakeholders – Participating Institutions

HEIComp in Numbers

Nr of Accredited Trained Professors: **45**

Nr of international Pilot Projects: **5**

Nr of Institutional Pilot Projects: **19**

Nr of Company Partners: **24**

Nr Students ECTS Credits in Projects: **5592**

Visibility in numbers

21 articles

8 blog posts

+45 events, 338 Instagram followers

101 Facebook followers

206 LinkedIn followers

+31688 Website visits

WLC in Action

Universities play a vital role in preparing students for professional life. Yet, skills such as critical thinking, creativity, resilience, and agility are not easily developed through traditional lectures alone. Learning becomes more powerful and lasting when students actively engage in thinking, doing, and developing. WLC model of project-based education responds to this need. WLC fosters authentic co-creation between students, teachers, and working life partners.



COMPANY

Give the assignment & collaborate with students

LECTURER

Coach the students on the WLC projects

STUDENTS

Conduct the assignments/projects given by organizations as part of the studies

WLC Coaching Guidance

WLC teacher works as a coach—guiding rather than instructing. Instead of giving ready-made answers, teacher coach creates the learning environment for students to discover their own insights, build skills, and develop professional confidence. Coaching guidance is grounded in four key elements:

- Creating a Positive Atmosphere – open and confidential discussion and sharing of ideas, supporting to team spirit and agreement on common working guidelines.
- Regular Dialogue and Meetings – engaging in active listening and deepen reflection, supporting the team in setting goals and achieve results.
- Asking Open-Ended Questions – prompting critical thinking, creativity, and problem-solving by encouraging students to explore their own perspectives.
- Sharing Positive and Developing Feedback – combining student self-reflection with balanced reinforcement and challenge to strengthen resilience and professional growth

For more information, access publications at:
<https://heicomp.com/publicacoes/>

Lecturer as Coach
Goal-Oriented
Strength-Based
Future-Focused
Collaborative

Psychologically Safe Learning
Environment
Dialogue, Active Listening and
Insightful Questions, Goal Setting,
Feedback and Reflection,
Highlighting Achievements

Project Team (Students)

WLC Training Program for Latin Professors

The WLC Training is designed to transform teaching by equipping professors with the skills and mindset to become coaches in working life connected studies. Its learning objectives are to:

Embrace the role of teacher-as-coach.

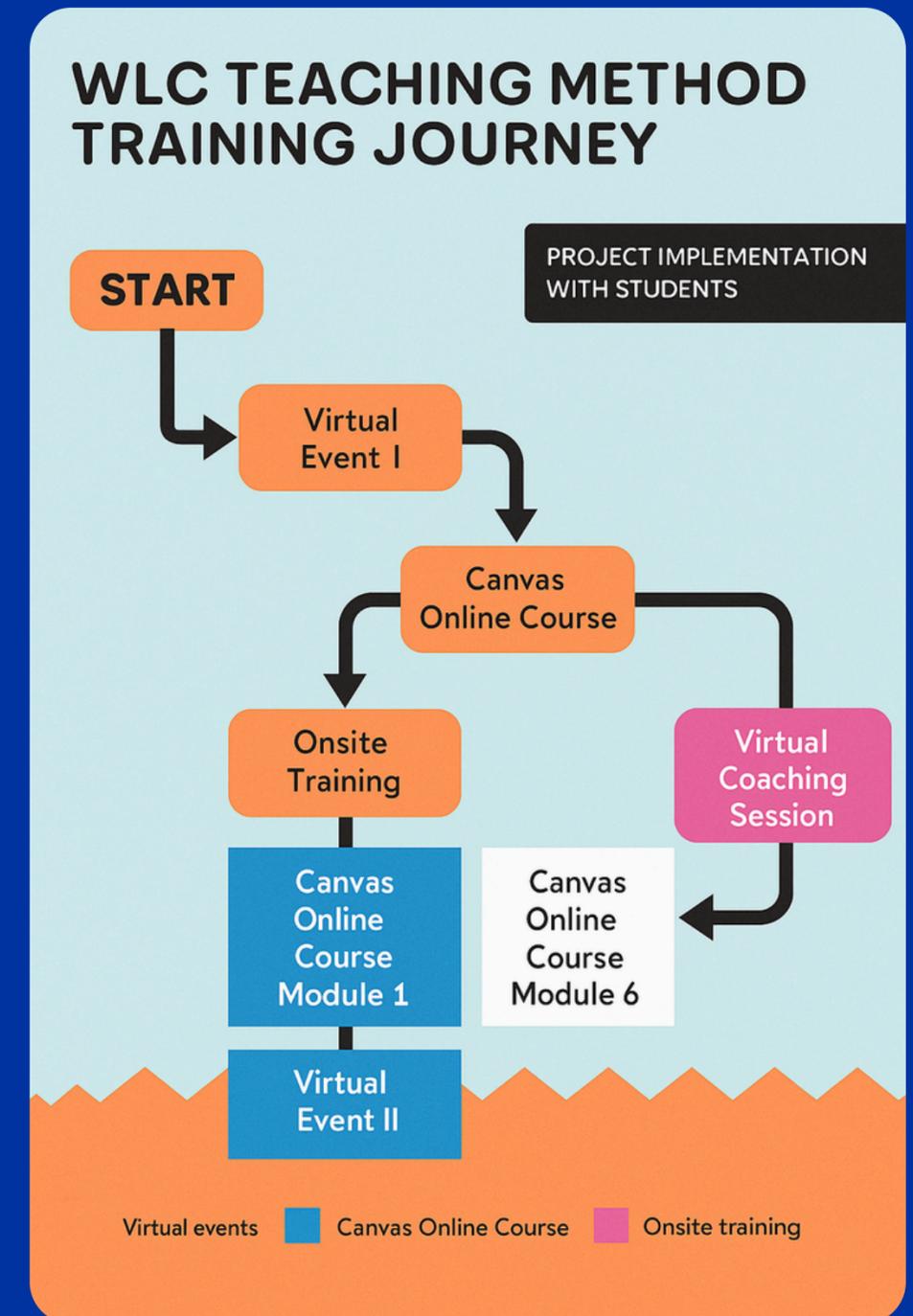
Master innovative teaching methods that enhance learning in real-life contexts.

Design and conduct a full working life connected study unit.

The program consists of three units:

- Online Canvas Course (10 ECTS) – building the foundations of WLC pedagogy.
- Pilot WLC Course with Students by Latin professors(15 ECTS) – applying methods directly in practice. Mentoring in smaller groups by Laurea professionals.
- Individual Learning Portfolio (5 ECTS) – reflecting on personal growth and teaching development.

Upon completion, participants receive a WLC Coach Certificate—a recognition of their ability to integrate academia with professional practice.



Verification and Innovation by Latin Partners

HEI Comp Project invites to explore these outcomes as potential pathways for an institution's academic innovation. The following concepts showcase the innovative practices the HEI Comp Partner institutions have successfully developed and implemented using WLC method.

The participating institutions have not only embraced the method but have also tailored it to fit their unique academic environments. These realized concepts demonstrate the method's versatility and its capacity to foster sustainable institutional growth.

By sharing these innovations, the HEI Comp Project aims to inspire further collaboration and knowledge exchange across academic communities.

FAVAG, Brazil - Application of WLC Pedagogy

Description

Because it is located in a region with a lower level of industrialization, Favag sought to develop partnerships with local governments, focusing on projects aimed at improving local social conditions, such as the project to develop a Composting Management System (CMS) for the City of Janaúba and the project to resocialize inmates of the Local Prison System, called Resignifying Lives.



Best practice example

The CMS project was so successful that it was extended for another 6 months and incorporated into the new government plan of the public administration of the municipality of Janaúba, which began in January 2025.

FAVAG, Brazil - Application of WLC Pedagogy

Key insights

1. The WLC methodology is fully aligned with Favag's strategic vision and has been incorporated into the pedagogical project of all courses.
2. Favag's extension program has been adapted to be developed with the WLC methodology.
3. Favag's WLC manual was created to guide project development according to the WLC methodology.
4. The Research and Project Management discipline was created for all courses to facilitate project development using the WLC methodology.



INATEL, Brazil - Application of WLC Pedagogy

Description

As a way of inviting companies to participate in WLC projects, we implemented a publicly disclosed call for projects.



INATEL, Brazil - Application of WLC Pedagogy



Best practice example

Three semesters ago, we began inviting partners for the WLC initiative in the C317 discipline (focus on software systems development). A public call for projects is made open to interested partners. It clearly states the learning objectives sought and the level of challenge that should be proposed. In addition, the company's commitment to participate in the entire process.

Key insights

Public call for projects.

More commitment from company side.

Greater alignment with WLC objectives.

Previously and clearly defined learning objectives.

UNAE, Paraguay - Application of WLC Pedagogy

Description

The WLC methodology at UNAE integrates theoretical content from existing curricula with real-world business cases, fostering collaboration between students, lecturers, and partner companies. The semester plan aligned content delivery with project milestones, ensuring theory was learned exactly when it was needed.



UNAE, Paraguay - Application of WLC Pedagogy

Best practice example

- University-business connection and real impact on society (Hospital Lazos del Sur).
- Real business integration: Projects based on actual companies' needs, adjusted in real-time after stakeholder meetings.
- Student-led theory building: Learners researched, documented, and presented their own theoretical framework under lecturer guidance.
- Clear responsibilities: (team leader, secretary, communicator) supported teamwork and accountability.
- Adaptive planning: Flexibility to modify content and focus after business feedback.

Key insights

- Objective alignment: Shift emphasis from conceptual objectives to procedural and attitudinal ones, evaluating process and outcomes.
- Evaluation: Continuous monthly progress reviews, final written/oral presentations to lecturers and companies, plus self- and peer-evaluation.
- Impact: Students deepen conceptual understanding, develop problem-solving skills, and gain real-world experience while meeting genuine business challenges.

UNI, Paraguay - Application of WLC Pedagogy

Description

The WLC Methodology at UNI initially integrates the theoretical content of existing curricula with practical cases, encouraging collaboration between students, faculty, and companies. It is applied to interdisciplinary work and to the curricularization of research and extension work. The theory was developed at the appropriate time to allow for coordination between practical and theoretical aspects.

In a second phase, the academic project, the institutional pedagogical model, and the regulatory provisions were adjusted.

At UNI branches located in the cities of Natalio, María Auxiliadora, and Coronel Bogado, partnerships were established with local governments, focusing on projects aimed at improving local social conditions, such as the project to develop a Composting Management System (CMS)



UNI, Paraguay - Application of WLC Pedagogy

Best practice example

- University-business connection and real impact (Paraguayan Chamber of Tourism of the Jesuit Missions)
- Real business integration: Projects based on the real needs of Chamber member companies, such as hotels, restaurants, and transportation companies, were adjusted in real time after meetings with stakeholders and the application of a business diagnosis.
- Changed class focus: Increased planning and evaluation of stakeholders (faculty, students, businesses).
- Student-led theoretical development: Students researched, documented, and presented their own theoretical framework under the guidance of the professor.
- Clear responsibilities for each team member
- Adaptive planning: Flexibility to modify content and approach based on business feedback.

Key insights

1. **From curriculum by objectives to curriculum by competency:** The WLC methodology is fully aligned with UNI's pedagogical and curricular model and has been incorporated into the academic program of the Faculty of Economics and Administrative Sciences.
2. **Regulations:** The regulations for FaCEA UNI's research and extension programs have been adapted for development using the WLC methodology. The regulations for FaCEA UNI's interdisciplinary projects have been updated using the WLC methodology.
3. **Training and sustainability:** A diploma program based on the WLC methodology has been developed for UNI faculty as part of the project to sustain and expand the methodology.
4. **Impact:** Students deepen their conceptual understanding and develop problem-solving skills and gain real-world experience while addressing genuine business challenges.

UNIS, Brazil – Application of WLC Pedagogy

Description - CONECTA Project Office

The model was refined and adapted to operate within a dedicated unit, which represents a significant strategic difference. Instead of being directly integrated into academic courses, Conecta functions as an independent project office, with its own calls for student applications. These calls are open to various programs and areas across the university, allowing only truly interested and motivated students to apply. This significantly increases the level of engagement, commitment, and quality of the project outcomes.



UNIS, Brazil – Conecta Project Office

Best practice example

The process works as follows:

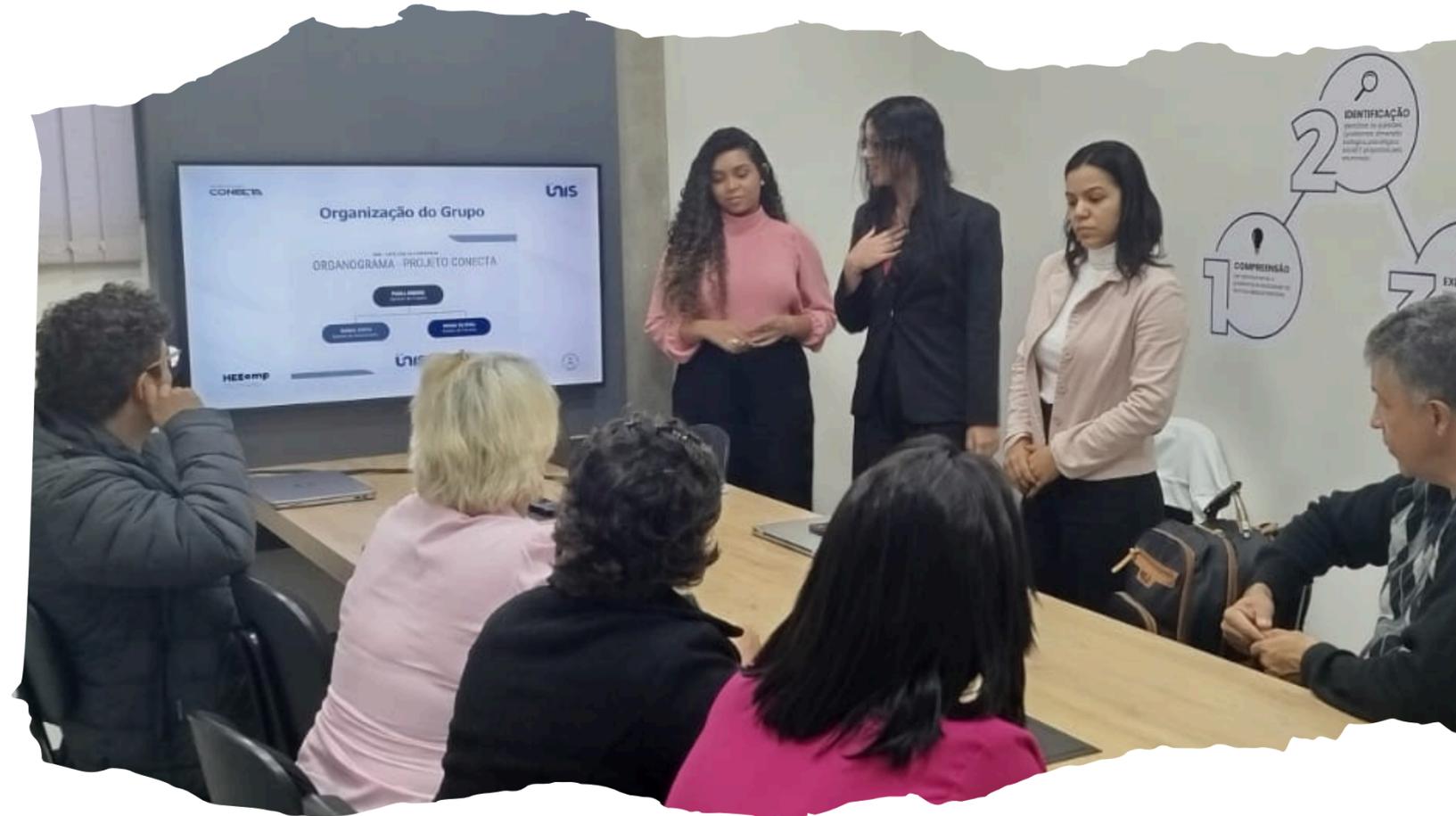
- Launch of a public call presenting a challenge from a partner company.
- Selection of students based on their profile, motivation, and area of expertise.
- Formation of multidisciplinary teams.
- Guidance provided by a mentor professor (coach) and, when necessary, subject-matter professors (content experts).
- Project development over a defined cycle with clear deadlines and deliverables.
- Demoday for the final presentation of results to the company.

Key insights

The work format tends to be more professional than when carried out in the classroom with a full group of students.

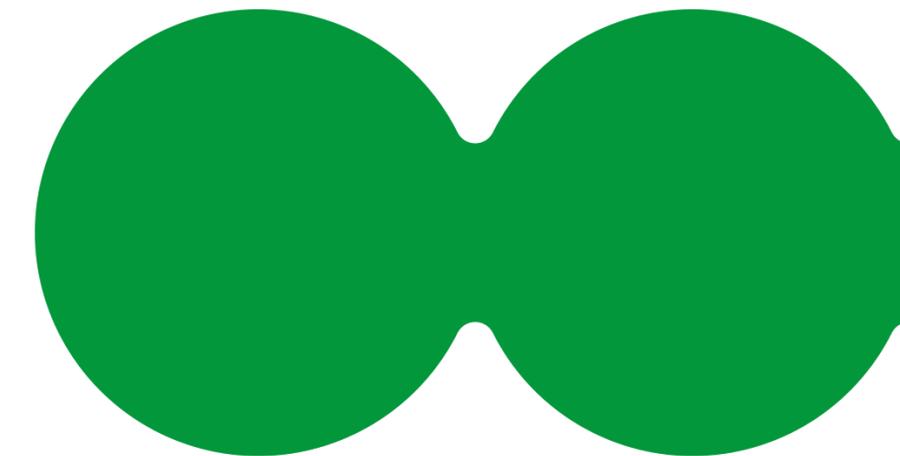


UNIS, Brazil – Application of WLC Pedagogy



Description - EXTENSION Projects

At Grupo Unis, the Working Life Connected (WLC) methodology has also been applied in extension projects, where students and professors work on solving real challenges presented by communities, schools, NGOs, and public institutions. Unlike traditional extension models, these initiatives are guided by a mentor professor and focused on delivering practical solutions, allowing students to apply academic knowledge in real contexts, develop professional skills, and generate social impact. This approach strengthens the university's role as an agent of transformation and deepens the connection between education, practice, and the local territory.



UNIS, Brazil – Extension Projects

Best practice example

- Conduct an initial immersion with students in the context of the problem.
- Working with two or more groups reduces the chances of delivery failures.
- Promote checkpoints with feedback from the partner organization throughout the project.

Key insights

Engagement is higher when there is purpose: Projects with social impact generate intrinsic motivation in students, as they recognize the relevance of what they are doing.



Benefits of WLC Pedagogy in Practice

Based on the experience of Latin American HEIComp HEI Partner institutions, the WLC learning method offers substantial advantages for students, professors, and companies alike. By bridging academic theory with real-world, it fosters skill development, professional growth, and stronger industry connections in the following ways in practice: (see next page)

For more information, access publications at:
<https://heicomp.com/publicacoes/>

Benefits of WLC Pedagogy in Practice

 **Enhanced Career Readiness for Students**
Students gain practical experience that complements theoretical knowledge, making them more competitive in the job market. The hands-on approach helps them develop essential skills and competencies for real-world challenges.

 **Expanded Professional Networks**
Collaborating with partner companies allows students to build valuable industry connections. These networks can lead to future job opportunities and long-term career growth.

 **Real-World Problem Solving**
Students engage with authentic workplace issues, proposing innovative solutions. This prepares them to contribute meaningfully to organizational development and innovation.

 **Professional Growth for Professors**
Professors refine their expertise by guiding students through practical learning experiences. They also stay aligned with industry trends, enhancing their own career prospects and networks.

 **Innovation and Talent Access for Companies**
Companies benefit from fresh solutions to operational challenges and gain access to skilled future professionals. This collaboration boosts their adaptability, efficiency, and competitiveness.

Curriculum Development & Sustainability

The curriculum is one of the legal documents that stipulates all the information related to the teaching-learning process. The most important sections of the curriculum are as follows: 1) Objectives and competencies; 2) Learning content; 3) Evaluation methods; 4) Methodologies and activities implemented.

The curriculum must be in line with the legal framework in force in each country. However, each higher education institution has the autonomy to adapt it to its territory, as is the case with teachers and the classroom context (“academic freedom”).

Furthermore, the curriculum should not be rigid, but should adapt to the current situation. Flexibility is an important feature and allows each teacher to innovate.

‘Sustainability’ is defined as the continuity of the Working Life Connected (WLC) activities and model into the future, even after the project’s end. It refers to the project’s permanent impact and includes, for example, integration of the WLC method to the teaching and curricula of higher education institutions.

The sustainability strategy of the HEIComp Project includes five different strategies. HEIs of the project differ in their operating methods, educational offerings and environments. Therefore, a single unified strategy would not be feasible for all.



FAVAG, Brazil – Curriculum and Sustainability

Description

The WLC method is fully aligned with FAVAG' strategic vision and is being applied in extension projects across all courses. Students solve real-world problems presented by business partners, giving them the opportunity to experience experiences similar to those they will encounter in their future professional lives. This provides an opportunity not only to apply theoretical knowledge to solving real-world problems but also to develop interpersonal skills in project management.



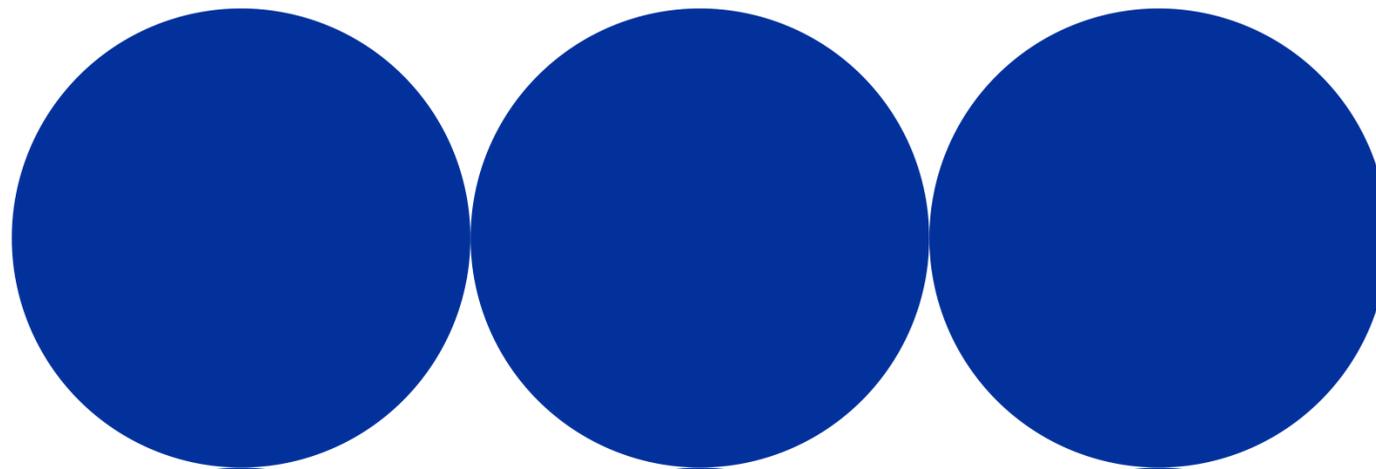
FAVAG, Brazil – Curriculum and Sustainability

Best practice examples

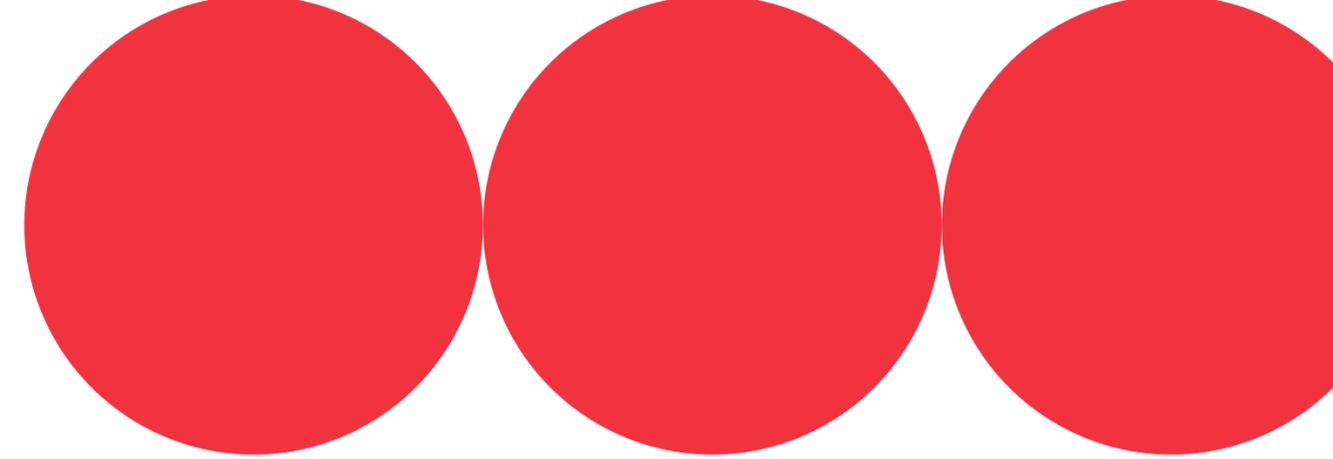
- Workshops to present project results with all students (Demo Day) and share best practices.
- Focus on social projects – partnership with local municipalities.

Key insights

The focus on social projects allows students to become more aware of the problems faced by the community in which they live, such as the Composting System Management, Resignify Lives, Shelter for Minors and Health in Schools projects.



FAVAG - Pestel Analysis



PESTEL ANALYSIS	
P (political)	Extension Policy of the Brazilian Ministry of Education
E (economical)	Projects developed without remuneration for students due to the type of companies in the region and the students' interest, according to their area of study, in fulfilling the mandatory extension hours and complementary activities.
S (social)	An opportunity to experience real-world problems, build networks, contribute to society, and provide students with greater job opportunities and increased employability.
T (technological)	The virtual learning environment (Moodle) is used by students for project management.
E (environmental)	Most projects are geared towards municipalities and local government agencies and, naturally, take environmental aspects into consideration.
L (legal)	Before development begins, all projects undergo an assessment to determine the need for a confidentiality agreement among project stakeholders.

INATEL, Brazil – Curriculum and Sustainability



Description

- WLC method coincides with Inatel's strategic vision.
- WLC meets the regulatory demand of the Ministry of Education (extension activities in the curriculum).
- WLC meets regulatory demand of the new national engineering curriculum guidelines.



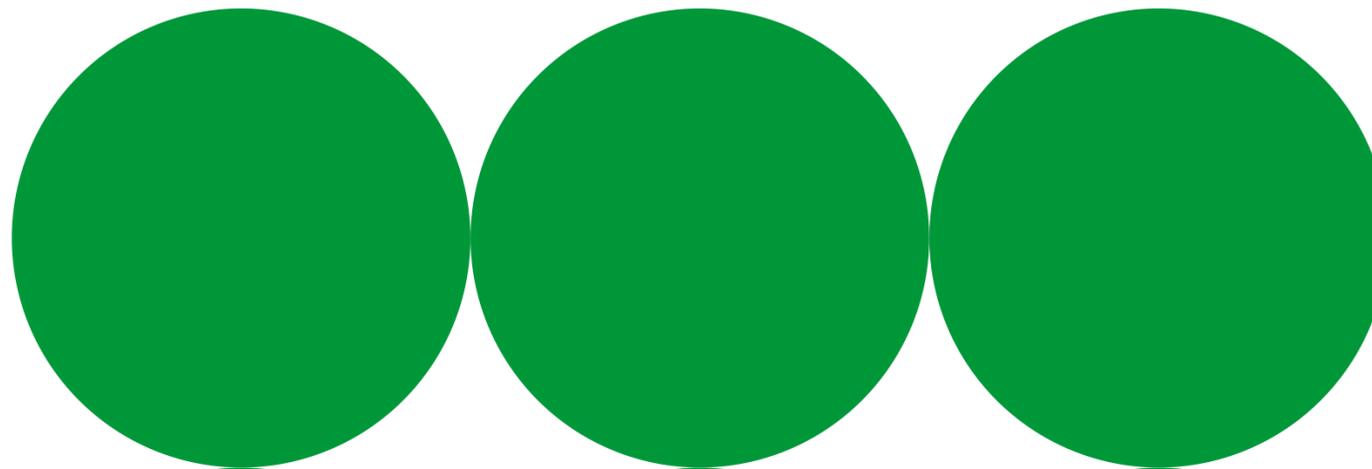
INATEL, Brazil - Curriculum and Sustainability

Best practice examples

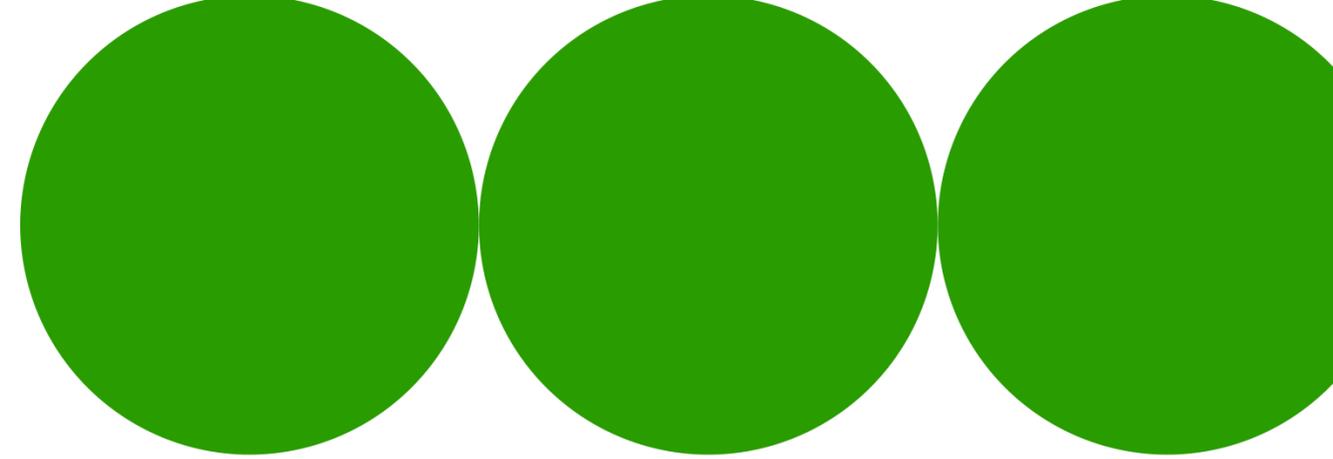
- More professors trained in WLC.
- Inatel Guide for applying WLC.
- Formalize WLC in academic plans and documents.
- Workshops for sharing experiences.

Key insights

- WLC in the same direction of Inatel's strategic vision.
- Formalize WLC in Institutional Pedagogical Project, Course Pedagogical Project and Subject Learning Plan.
- Presentation of WLC for students in subjects.
- Structuring the approach and search for partner companies/organisations.



INATEL - Pestel Analysis



PESTEL ANALYSIS	
P (political)	<ul style="list-style-type: none"> • Brazilian Government regulation for HEI (extension in curriculum). • Changes to Inatel's board of directors in 2026.
E (economical)	<ul style="list-style-type: none"> • Cost of extra hours for keeping WLC in subjects. • Provision of adequate spaces and resources for projects development.
S (social)	<ul style="list-style-type: none"> • Search for projects that meet demands from NGOs, charities and Inatel social actions in WLC activities. • Search for projects that meet one/some 17 UN Sustainable Development Goals.
T (technological)	<ul style="list-style-type: none"> • Software tool to help monitor the development of students' skills. • Integration among disciplines to cover more content/skills. • Integration among engineering courses to cover more content/skills/specialties.
E (environmental)	<ul style="list-style-type: none"> • Raising students' awareness to apply good practices and social/environmental sustainability in projects.
L (legal)	<ul style="list-style-type: none"> • Means of formalizing rights over project results.



UNAE, PARAGUAY - Curriculum and Sustainability

Description

The review of 16 undergraduate courses across five degree programs identified opportunities to align content with the Learning by Developing methodology. The transition emphasizes competency-based outcomes, collaborative projects with real-world partners, and integration of sustainability topics into disciplinary knowledge. The approach seeks to foster problem-solving, innovation, and societal impact through active student engagement. Moreover, the WLC methodology continues to be applied at the university in the form of interdisciplinary research and outreach projects with real companies. This includes training teachers as coaches and transforming student-centered learning.

UNAE, PARAGUAY - Curriculum and Sustainability

Best practice examples

- Inclusion of applied projects addressing local sustainability challenges.
- Interdisciplinary collaboration between programs for comprehensive solutions.

Key insights

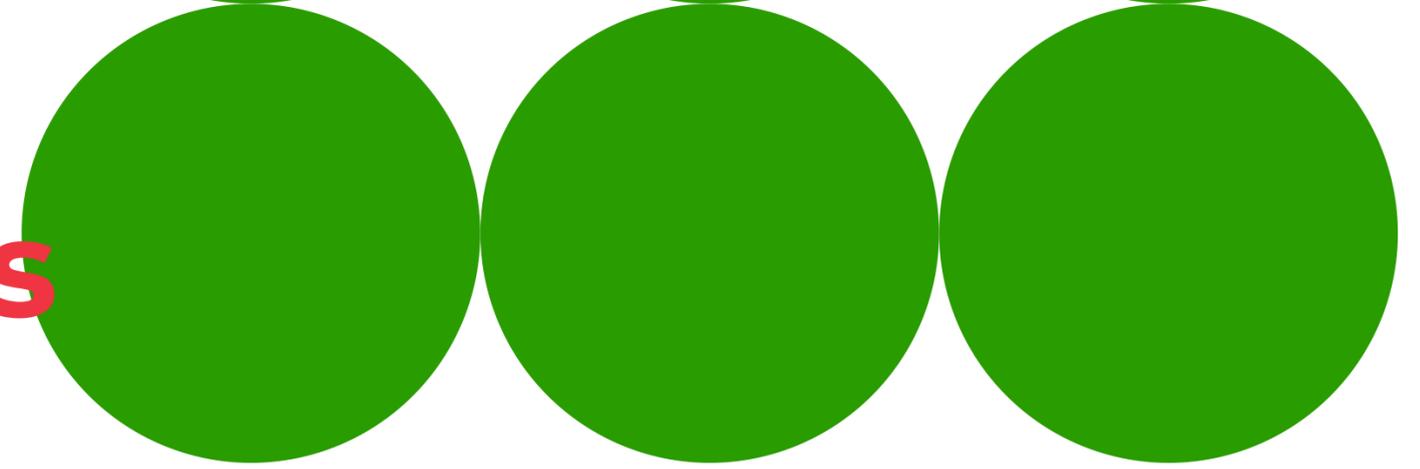
1. Collaboration with community and industry
2. stakeholders enriches learning and fosters
3. sustainable development awareness.



UNAE - Pestel Analysis

PESTEL ANALYSIS	
P (political)	<ul style="list-style-type: none"> • Government regulations and government changes. • Authorities of the institution interested in adapting study programs, interdisciplinary projects to the methodology used in HEIComp. • State programs (CONACYT, MIC) to support projects with MSMEs. • EU support: reflects political support for international educational cooperation. • Educational regulations: the different educational regulations and policies of the countries involved in the project could be modified and affect the implementation of the project.
E (economical)	<ul style="list-style-type: none"> • Financing budget for the development and maintenance of the project at the institutional level. • Financing: the availability of public funds and the economic stability of the project countries may influence the continuity of the project. • Economic benefits: the generation of economic benefits in the medium and long term could be achieved by integrating student employability and strengthening the real link between universities and companies. • Paraguay's economic growth may influence the availability of financial resources and the government's capacity to invest in education. In addition, depending on the global economy and the availability of external funds, the project may face financial challenges if there are fluctuations in international markets.
S (social)	<ul style="list-style-type: none"> • Acceptance and expectations of the community regarding the project and change in the structural methodology, since the curricular plans must be adapted. • Linkage with public and private institutions. • Considered number of MSMEs in the city (little capital to acquire professional advice, traditionalist culture). • Entrepreneurs in the city in need of advice. • Students interested in applying knowledge in real life. • Cultural diversity: integration with the cultures of the project member countries is enriching but may also pose challenges related to cultural and linguistic differences. • Social acceptability: the acceptability of the project's innovative approach may influence the effectiveness and sustainability of the project. • Access to education, considering the educational needs of different social groups, especially those in rural areas should be considered to ensure inclusion and equity in access to education. It is important to take into account Paraguay's cultural diversity and adapt the project to be culturally sensitive and relevant to local communities.

UNAE - Pestel Analysis



PESTEL ANALYSIS

<p>T (technological)</p>	<ul style="list-style-type: none"> • Availability of technical resources and skills of the teaching team in the use of advanced tools. • Technological infrastructure: the availability of technology and infrastructure in the participating institutions could affect the implementation of innovative educational tools and platforms in the project model. • Adaptation of new technologies: participants may have difficulties in adopting and using new technologies in education and this could affect the effectiveness of the project.
<p>E (environmental)</p>	<ul style="list-style-type: none"> • Support from government entities giving UNAE opportunities to carry out these projects. • Environmental impact: although the project is educational, it could indirectly influence activities such as travel and the use of natural resources. • Integrating sustainable practices into the management of the project, minimising its environmental impact and promoting environmental awareness among students and the community. Considering the potential effects of climate change on educational infrastructure and access to education, as well as the need to educate on environmental sustainability.
<p>L (legal)</p>	<ul style="list-style-type: none"> • Compliance with data protection laws. Intellectual property in the development of the methodology since UNAE has been a pioneer in its implementation and evolution. • International agreements: Laws or regulations between member countries may require more specific legal agreements to ensure effective cooperation and information exchange. • Regulatory compliance: the project must comply with local and international laws, mainly with confidentiality, data protection, equal opportunity and intellectual property. • Paraguay's education laws and regulations can be considered as another influential factor in sustainability, including licensing requirements and quality standards, to ensure the legitimacy and sustainability of the project. Take into account the rights of learners, including equitable access to education and data privacy, in accordance with national and international law.



UNI, Paraguay - Curriculum and Sustainability

Description

The WLC Methodology at UNI initially integrates the theoretical content of existing curricula with practical cases, encouraging collaboration between students, faculty, and companies. It is applied to interdisciplinary work and to the curricularization of research and extension work. The theory was developed at the appropriate time to allow for coordination between practical and theoretical aspects.

In a second phase, the academic project, the institutional pedagogical model, and the regulatory provisions were adjusted.

At UNI branches located in the cities of Natalio, María Auxiliadora, and Coronel Bogado, partnerships were established with local governments, focusing on projects aimed at improving local social conditions, such as the project to develop a Composting Management System (CMS).

UNI, Paraguay - Curriculum and Sustainability

Best practice examples

University-business connection and real impact
(Paraguayan Chamber of Tourism of the Jesuit Missions)

Real business integration: Projects based on the real needs of Chamber member companies, such as hotels, restaurants, and transportation companies, were adjusted in real time after meetings with stakeholders and the application of a business diagnosis.

Changed class focus: Increased planning and evaluation of stakeholders (faculty, students, businesses).

Student-led theoretical development: Students researched, documented, and presented their own theoretical framework under the guidance of the professor.

Clear responsibilities for each team member

Adaptive planning: Flexibility to modify content and approach based on business feedback.

Key insights

1. From curriculum by objectives to curriculum by competency: The WLC methodology is fully aligned with UNI's pedagogical and curricular model and has been incorporated into the academic program of the Faculty of Economics and Administrative Sciences.
2. Regulations: The regulations for FaCEA UNI's research and extension programs have been adapted for development using the WLC methodology. The regulations for FaCEA UNI's interdisciplinary projects have been updated using the WLC methodology.
3. Training and sustainability: A diploma program based on the WLC methodology has been developed for UNI faculty as part of the project to sustain and expand the methodology.
4. Impact: Students deepen their conceptual understanding and develop problem-solving skills and gain real-world experience while addressing genuine business challenges.



UNI - Pestel Analysis

PESTEL ANALYSIS

<p>P (political)</p>	<ul style="list-style-type: none"> • Government regulations and government changes. • Institutional authorities determined to adapt study programs and interdisciplinary projects to the methodology used in HEIComp. • University MSME support programs • State programs (CONACYT, MIC) to support projects with MSMEs. • EU support: reflects political support for international educational cooperation. • Educational regulations: the different educational regulations and policies of the countries involved in the project could be modified and affect the implementation of the project.
<p>E (economical)</p>	<ul style="list-style-type: none"> • Financing budget for the development and maintenance of the project at the institutional level. • Financing: the availability of funds from the public budget and the economic stability of the project countries can influence the continuity of the project. • Economic benefits: the generation of medium and long-term economic benefits could be achieved by integrating the employability of students and strengthening the real link between universities and companies. • Paraguay's economic development can influence the availability of financial resources and the government's ability to invest in education. • The availability of external funds for the continuity of the project may face financial challenges if there are fluctuations in international markets.
<p>S (social)</p>	<ul style="list-style-type: none"> • Coverage of the community's expectations regarding the project and change in the structural methodology, since the curricular plans must be adapted. • Need to increase links with institutions • Considered number of MSMEs in the city (little capital to acquire professional advice, traditionalist culture). • Entrepreneurs in the city who need advice. • Students interested in applying knowledge in real life. • Cultural diversity: integration with the cultures of the project member countries is enriching but can also pose challenges related to cultural and linguistic differences. • Social acceptability: the acceptability of the innovative approach of the project can influence the effectiveness and sustainability of the project. • Teachers interested in social innovation • Companies must be willing to be analyzed

UNI - Pestel Analysis



PESTEL ANALYSIS	
T (technological)	<ul style="list-style-type: none">• Availability of technological resources and skills of the teaching team in the use of advanced tools.• Technological infrastructure: the availability of technology and infrastructure in participating institutions could affect the implementation of innovative educational tools and platforms in the project model.• Adaptation of new technologies: participants may have difficulties in adopting and using new technologies in education and this could affect the effectiveness of the project.• Internet connectivity especially in rural areas
E (environmental)	<ul style="list-style-type: none">• Awarding of projects by government institutions or international agencies to carry out these projects.• Environmental impact: the project is educational, it could indirectly influence activities such as travel and the use of natural resources in a positive way (such as the case of transferring the results of projects in favor of the environment)• Integrate sustainable practices into project
L (legal)	<ul style="list-style-type: none">• Compliance with data protection laws. The UNI has regulations in accordance with the law• International agreements: Laws or regulations between member countries may require more specific legal agreements to ensure effective cooperation and information exchange.• Compliance with legal provisions: the project must comply with local and international laws, mainly with confidentiality, data protection, equal opportunities and intellectual property.• The laws and other educational legal provisions of Paraguay can be considered as another influential factor in sustainability.

escritório de projeto
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CONECTE-SE ÀS OPORTUNIDADES

FAÇA PARTE DE UM TIME DE PROJETOS E TRABALHE COM CLIENTES REAIS

REABERTURA DO EDITAL

- Novo projeto em parceria com a Teesside University
- Ampliação para participação dos alunos da educação a distância
- Vagas remanescentes

INSCRIÇÕES: ATÉ 26/02 → EDITAL 2025

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Grupo
UNIS

UNIS, Brazil - Curriculum and Sustainability

Description

To sustain the WLC methodology by establishing a self-sustaining Project Office, funded by client companies, that creates value for both the academic and business communities.

We believe that the WLC method directly engages the best students, those who have the maturity to recognize the advantages of working with a company. Therefore, we believe that creating an independent structure that functions as a project office formed by students under the supervision of mentors will attract the attention of these students and create a more efficient work environment.

These hours worked will be part of the extension projects.

UNIS, Brazil- Curriculum and Sustainability

Best practice examples

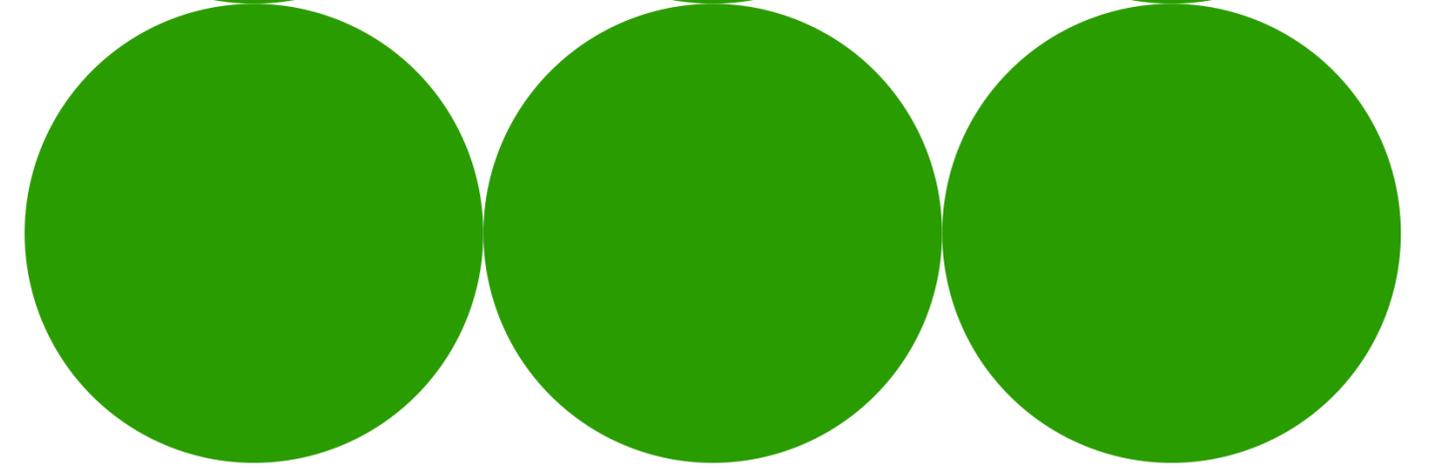
- Expand the number of instructors trained in the WLC methodology;
- Transform the Project Office into a corporate product;
- Use the relationship network as a way to attract companies;
- provide certifications to participating students on LinkedIn

Key insights

- Impact for all stakeholders
- Modernization of assessment methods (professors)
- Increase skills of future professionals (students)
- Companies guiding student training (Market)
- New revenue sources (Managment)



UNIS - Pestel Analysis



PESTEL ANALYSIS	
P (political)	Public-private partnership policies: Evaluate if there are government policies or incentives for partnerships between universities and local businesses.
E (economical)	Financial feasibility: Assess the ability of local businesses to fund projects and the willingness of students to participate without remuneration.
S (social)	Perception of the academic community: Assess how the initiative is perceived by professors, administrators, and other university stakeholders.
T (technological)	Project management platform: Select and implement a suitable technological platform to manage projects and facilitate collaboration between students and companies.
E (environmental)	Evaluate if the projects proposed by companies consider environmental aspects and if students are equipped to address sustainability issues in their projects.
L (legal)	Data protection: Ensure compliance with data protection laws when handling sensitive information from companies and students.

Key Learnings from Curricula Development

About the contents:

- The contents was similar before and after WLC, but the students develop it by theoretical framework that they create. Other point was the contents were developed applied in real case.
- It requires good advance planning on the part of the teacher to start the project properly.

About the objectives:

- We have more practical objectives. They were in the top of the learning process. For that reason, students told about they felt more confidence to develop solutions.
- The objectives are planned to solve real cases and develop the competences (hard and soft skills).

Key Learnings from Curricula Development

About the methodology and activities:

- They were more flexible than traditional methods.
- The students learn by active methodology and real cases. For that reason, they use: research, meetings, technical visits...

About the evaluation:

- More processual. The focus stays in the competences development. For that is an holistic (integral) evaluation
- Different people were engaged
- Different ways to present the learning: presentations, documents, solutions to transfer from companies...

Summary of the HEIComp Project

The HEIComp project has achieved several significant highlights:

- **Innovative Learning Model:** HEIComp has created a learning model where higher education students solve real organizational problems during their studies.
- **Redefining the Teacher's Role:** The project has transformed the teacher's role from "lecturer to coach," promoting a guiding and innovative teaching method.
- **Modernizing the Education System:** HEIComp has modernized the education system of Latin American higher education institutions by developing curricula that meet the demands of professional life.
- **Connecting Higher Education and Working Life:** The project has connected higher education institutions and professional partners, enhancing students' confidence and skills needed in the workforce.
- **Transfer of Knowledge and Best Practices:** HEIComp has facilitated the transfer of knowledge and best practices among partner institutions.

WLC Glossary

Coaching = Coaching is a way of guidance in which the coach supports the student to clarify and achieve solutions and results. The coach avoids giving direct instructions, instead he/she guides with questions.

Co-creation = A co-creation approach involves actual customers and other key stakeholder in the collaborative innovation process. It is based on the concept that instead of utilising only in-house resources organisations could use external ideas to develop their products and services.

Laurea professionals = Laurea teams members

Learning by Developing = LbD is a learning and action model developed at Laurea University of Applied Sciences. The model forms the pedagogical background to WLC teaching method training.

Portfolio = The Portfolio is a documented compilation of meaningful learnings and reflections based on the training program modules, sessions and trainings in all phases.

Project-based teaching = Students solve a practical problem in working life assigned by the working life partner. The role of the teacher is rather that of coach than classic teacher.

Reflection = A student evaluates her/his own performance and competence.

WLC = Working Life Connected learning

WLC Pedagogy = Unique learning model based on LbD, developed by Laurea. In this model, Laurea students of Business Management complete almost all their basic and complementing studies in working life cooperation projects.

Working life partner = External organization, such as a company, municipality, NGO, which gives the assignment for the project.

Learn more about WLC

NARRATIVE PROCEDURES



FOR MORE INFORMATION,
ACCESS MANUALS AT:
[HTTPS://HEICOMP.COM/MANUAIS/](https://heicomp.com/manuais/)