



DELIVERABLE 6.1

ENTREPRENEURSHIP SCHOOL TRAINING PROGRAMME

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Entrepreneurship School Training Programme

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1. Preamble

The EUT+ Entrepreneurship School unites nine partner universities in building a cross-border ecosystem for innovation, entrepreneurship, and inclusion. Through coordinated actions under Work Package 6, *Entrepreneurship and Innovation*, led by the Cyprus University of Technology (CUT), it has created a shared innovation identity and strengthened institutional capacity across the alliance.

Over 600 students have participated in innovation and entrepreneurship courses, masterclasses, and summer schools, while more than 50 teams and solopreneurs received tailored mentoring through the EUT+ Incubation Programme. Complementary initiatives, such as Intellectual Property and Open Science trainings, mobility opportunities, and alignment with the EntreComp framework, have enhanced quality and inclusiveness.

Externally, Tech Showcase Days, industry partnerships, and Memoranda of Understanding with organizations have strengthened academia–industry collaboration and visibility. Looking ahead, the School will launch the Innovation Management and Entrepreneurship Programme, refine its incubation model, and expand strategic partnerships to reinforce a sustainable, inclusive, and impact-driven European innovation ecosystem.

This report highlights the tangible progress and institutional alignment achieved during the reporting period and outlines the path toward consolidation, sustainability, and expanded impact in the next phase of development.

2. Introduction

The global landscape of entrepreneurship is rapidly evolving, driven by emerging technologies, digitalization, and the growing need for sustainable and inclusive solutions. In this context, European higher education institutions are called to play a pivotal role not only in educating future innovators but also in shaping entrepreneurial ecosystems that bridge research, education, and industry. In line with this vision, the European University of Technology (EUT+) has prioritized Innovation and Entrepreneurship as a core mission area under **Work Package 6 (WP6)**.

The EUT+ Entrepreneurship School has been established as a major outcome of WP6, providing a cross-institutional framework that consolidates and enhances the innovation and entrepreneurship activities of the nine EUT+ partner universities. Built around three interdependent pillars, **Education, Mentoring & Support, and Community for Innovation and Entrepreneurship Research**, the School fosters entrepreneurial competencies, supports



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startup creation and growth, and connects students, staff, researchers, and external stakeholders in a shared innovation network.

The foundations of the School were laid in early 2024, building on the success of the Climate Entrepreneurship Training, first piloted under InnoEUT+ in 2021. With more than 1,500 students trained, this initiative demonstrated the potential of entrepreneurship to mobilize technically skilled students toward climate action and societal challenges. It also revealed new needs: students sought more flexible, short-term, and mobility-based learning opportunities, while academic staff emphasized the importance of coherent and consistent delivery models.

A key insight was the low engagement of STEAM students (Science, Technology, Engineering, Arts, and Mathematics) in existing entrepreneurship programmes. The EUT+ Entrepreneurship School addresses this challenge through modular, flexible, and competence-based pathways that allow learners to engage at their own pace via online modules, seasonal schools, and blended intensive programmes. This structure lowers barriers to entry, builds confidence, and embeds innovation mindsets across all disciplines.

Through its three pillars, the School delivers a comprehensive portfolio of activities, including the Innovation Management and Entrepreneurship Programme, Student Start-up Labs, Incubation Programmes, Innovation Talks, and Tech Showcase Days. It promotes collaboration across the quadruple helix, academia, industry, government, and society, while ensuring accessibility through digital platforms and shared resources across all campuses.

During this reporting period, the School has positioned itself as a unifying and scalable model for entrepreneurship education in Europe. By integrating institutional capacities, enabling cross-border learning, and fostering an inclusive entrepreneurial culture, EUT+ reinforces the role of universities as engines of innovation and societal transformation.

This report contributes to Deliverable D6.1: “EUT+ Entrepreneurship School Training Programme”, documenting the methodology, achievements, and next steps of WP6. It highlights key results such as the establishment of educational and incubation programmes, shared startup services, strategic Memoranda of Understanding (MoUs), and cross-alliance dissemination efforts, collectively forming the foundation for long-term impact and a resilient European innovation ecosystem.

To position the EUT+ Entrepreneurship School within the broader academic and policy context, the following section presents the **State-of-the-Art** in entrepreneurship education. It reviews global trends, best practices, and pedagogical models that have shaped the field, and illustrates how the EUT+ approach builds on and adapts these insights to the European higher education landscape.

2.1. State-of-the-Art

To contextualize the establishment of the EUT+ Entrepreneurship School, this section presents a review of the state of the art in entrepreneurship education globally and highlights how EUT+ builds upon and adapts leading practices to the European higher education landscape.

2.1.1. Global Landscape of Entrepreneurship Education

In today's rapidly changing environment, where traditional employment structures are increasingly unstable, individuals are required to take greater ownership of their learning and career development. As this reality becomes more widely accepted, business schools are expected to play a leading role in equipping students with the competencies necessary for early career success (Loon, 2021). Within this context, entrepreneurship is recognized as a key driver of economic growth and job creation, highlighting the importance of fostering entrepreneurial mindsets and behaviors (Padilla-Angulo et al., 2022).

The roots of entrepreneurship education (EE) can be traced back to the United States (Bruton et al., 2018; Woods, Dell, & Carroll, 2022), where Harvard Business School introduced the first entrepreneurship course in 1947. By that time, over 100 universities in the U.S. were already offering entrepreneurship courses (Woods, Dell, & Carroll, 2022). This expansion, along with the publication of entrepreneurship textbooks and the establishment of an interest group within the Academy of Management, signaled the academic emergence of the field. The 1980s and beyond saw sustained growth and increasing scholarly sophistication within EE (Fayolle, 2008; Woods, Dell, & Carroll, 2022). By 2016, entrepreneurship programs were available at more than 3,000 institutions globally, accompanied by a significant rise in academic output, including 11 entrepreneurship journals of medium to very high quality (Morris & Liguori, 2016; Woods, Dell, & Carroll, 2022).

Initially, EE aimed to teach about entrepreneurship, emphasizing theoretical knowledge, opportunity recognition, and new venture creation (Pache & Chowdhury, 2012). Over time, however, the emphasis shifted toward teaching for entrepreneurship, thus developing the practical skills, behaviors, and mindsets associated with entrepreneurial activity (Woods, Dell, & Carroll, 2022).

At present, entrepreneurship is firmly established as a core discipline within business schools, reflecting its considerable academic and practical maturation (Xu, Chen, Fung, & Chan, 2018; Bhatia & Levina, 2020). The number of entrepreneurship-related courses and experiential learning initiatives has expanded rapidly across institutions worldwide (Bhatia & Levina, 2020).

2.1.2. Best Practices from Leading Entrepreneurship Schools

Despite the conceptual tensions that may arise when entrepreneurship is taught within structured business school environments, many institutions have integrated entrepreneurship programs into their curricula. This widespread adoption has given rise to a growing body of academic research examining and comparing the diverse pedagogical models used to teach entrepreneurship (Bhatia & Levina, 2020). Leading programs, such as those at Babson College, MIT, and the Wharton School, have developed a set of widely acknowledged best practices that are strongly linked to effective student learning outcomes.

2.1.2.1. *Action- and Experience-based Learning as a Core Principle*

Top entrepreneurship centers emphasize learning through action, where students engage directly in entrepreneurial practice. This includes working on real startup projects, offering consultancy to local ventures, participating in venture accelerators, and taking part in intensive innovation sprints. Such experiential approaches enable students to confront uncertainty, iterate rapidly, and apply theoretical insights in practice. Action-oriented labs and apprenticeship-style courses thus transform classroom knowledge into tangible entrepreneurial competence.

For instance, the University of Pennsylvania's Wharton School, founded in 1881 as the first collegiate business school in the Americas, was established by Joseph Wharton with the vision of cultivating broad-minded business leaders grounded in both liberal and scientific education. Today, Wharton is internationally recognized for its research excellence and its top-ranked undergraduate and graduate programs (Ethier, 2019). Faculty and administrators often describe Wharton's distinctive approach to entrepreneurship as "evidence-based entrepreneurship." This philosophy underscores the role of rigorous inquiry and data-driven experimentation, through methods such as the lean startup framework, in developing and validating new venture ideas (Bhatia & Levina, 2020).

2.1.2.2. *Multidisciplinary Learning and the Use of Design Thinking*

Another hallmark of leading programs is the integration of multiple disciplines, such as management, design, marketing, innovation, and engineering, into collaborative learning experiences. By using design thinking frameworks, students are encouraged to tackle human-centered challenges while balancing creativity with market and technical feasibility.

The Darden School of Business at the University of Virginia offers another exemplary model, renowned globally for its teaching excellence. As highlighted by *Poets & Quants*, Darden is often regarded as having one of the strongest teaching faculties in the world (Ethier, 2017). The school's entrepreneurship education is deeply influenced by the "effectual approach", a

method developed by several of its faculty members. This perspective views entrepreneurship not merely as venture creation, but as a generalizable method of action rooted in individual identity, experience, relationships, and resourcefulness. The effectual logic embraces uncertainty, encourages collaboration, and prioritizes creation over prediction. To fully grasp how Darden's entrepreneurship program operates, it is essential to understand its integration within the broader MBA curriculum, which encompasses foundational knowledge across disciplines such as marketing, finance, management, and strategy (Bhatia & Levina, 2020).

2.1.3. The EUT+ Entrepreneurship School: Differentiation and Strategic Value

Building on the recommendations of Salgueiro et al. (2025), EUT+ Entrepreneurship School is designed to generate a transformative impact on participants' collective professional identities. This transformation occurs through a structured process of (un)learning, encouraging participants to challenge established cognitive patterns, question ideological assumptions, and abandon ineffective managerial routines. Through this journey, participants acquire not only a new professional vocabulary but also a repertoire of management and entrepreneurial capabilities. These are further developed through the incubation hub program, which operates in close connection with the entrepreneurship curriculum and enables participants to design, test, and launch new ventures.

The program also exposes learners to disruptive and forward-thinking ideas, cultivating an entrepreneurial mindset and reinforcing their confidence in navigating uncertainty. The mobility component, involving collaboration among nine universities, expands participants' professional and social capital, as interaction with peers from partner institutions fosters a dynamic and supportive transnational learning community.

In addition to its global reach, the entrepreneurship school distinguishes itself through a progressive, application-oriented curriculum inspired by leading international models. Its structure follows a purpose-built sequence:

- Foundational modules that introduce entrepreneurial principles
- Multidisciplinary and specialized courses that integrate design, technology, and market perspectives
- Incubation sprints that provide access to mentors and investor showcases.

This learning design offers several pedagogical advantages for cross-border entrepreneurial education:

- It enables low-barrier entry into entrepreneurship education while maintaining high levels of experiential engagement;

- It promotes the conversion of learning into venture creation; and
- It ensures accessibility and inclusiveness, welcoming students from both business and non-business backgrounds.

2.1.4. Concluding Remarks: Towards a European Model of Entrepreneurship Education

Both scholars and policymakers increasingly recognize the central role of EE in preparing future managers to address the complex and evolving challenges of the modern world. Beyond responding to organizational needs, contemporary managers are expected to act as agents of societal transformation, leveraging entrepreneurial thinking to generate economic and social value. Research highlights that dynamic managerial capabilities are closely tied to firm performance, particularly in times of change. Consequently, higher education institutions are positioned to play a pivotal role in developing managerial and entrepreneurial human capital (Almeida, Daniel, & Figueiredo, 2021).

To this end, modern EE programs achieve their greatest impact when pedagogy, practice, and ecosystem are purposefully aligned and assessment processes are transparent. By integrating a scaffolded action-learning pathway, targeted mindset development, deep practitioner engagement, and a research-informed evaluation framework, the EUT+ Entrepreneurship School positions itself not only in line with global best practices but also as a uniquely differentiated program. This approach enhances student capabilities, strengthens venture outcomes, and generates meaningful regional and societal impact. Through alignment with the EntreComp Framework, micro-credential standards, and the European Degree principles, the EUT+ Entrepreneurship School advances a distinctly European model for entrepreneurship education, integrating excellence, inclusivity, and mobility across borders.



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3. Methodology

The EUT+ Entrepreneurship School has been co-developed through a structured, multi-phase methodology, bringing together diverse stakeholders across the alliance to design, pilot, and refine a comprehensive training and support ecosystem. The methodology ensured that all three dimensions of the School — **Educational Programmes, Mentoring & Support Services**, and the **Community for Innovation and Entrepreneurship Research** — were developed coherently and in alignment with the objectives of WP6 and the broader EUT+ mission. It followed a distributed implementation model anchored in centralized coordination, iterative co-design, and local adaptation.

3.1. Co-Design and Strategic Alignment

The creation of the EUT+ Entrepreneurship School has been rooted in co-design processes involving representatives from all EUT+ partner institutions. The methodology employed meetings and dedicated working group sessions to collaboratively define the School's vision, governance framework, pedagogical model, and support mechanisms. Shared digital platforms (e.g., Whaler, Miro, and collaborative spreadsheets) facilitated transparency, version control, and stakeholder engagement. This iterative and participatory process ensured alignment with:

- EU policy frameworks such as the EntreComp Framework,
- 12 features of the European degree,
- EUT+ pedagogical framework,
- The long-term vision and strategic goals of the EUT+ Alliance.

Further information on the outcomes is provided in [Section 4.1](#).

3.2. Pillar I: Educational Programmes

The educational programmes of the EUT+ Entrepreneurship School have been developed to provide fundamental and advanced training opportunities in innovation and entrepreneurship to students and researchers. The methodology focused on building a harmonized yet adaptable framework across the nine partner universities, ensuring that each institution contributed to and benefited from a shared pedagogical approach. A combination of co-developed training content, decentralized delivery formats, and cross-institutional validation processes has been employed to establish a consistent learning experience across the alliance. The following subsections describe the key methodological components underpinning the educational initiatives.

3.2.1. Innovation Management and Entrepreneurship Programme

The EUT+ Innovation Management and Entrepreneurship Programme has been developed through a structured, research-informed, and collaborative process ensuring academic rigor, comparability, and interoperability across the nine partner universities. The methodology aligns with European frameworks such as EntreComp, ECTS, and the European Approach to Micro-Credentials, embedding competence-based education, constructive alignment, and mutual recognition within a transnational context.

A multi-phase approach was adopted:

Module Identification and Mapping: Partner universities conducted a systematic mapping of entrepreneurship-related courses using a standardized template capturing ECTS, learning outcomes, and EntreComp alignment. This created a harmonized dataset serving as the foundation for curricular integration.

Categorization and Validation: Modules were classified as *Fundamental* or *Advanced* based on complexity and intended audience. A shared rubric, applied through peer-review sessions, ensured academic coherence, transparency, and comparability across institutions.

Centralized Inventory and Digital Access: Validated modules were consolidated into a centralized inventory forming the digital course catalogue of the EUT+ Entrepreneurship School. This platform enables cross-campus access, learning-path tracking, and progression toward three stackable certification levels; *Course*, *Fundamental*, and *Advanced*.

Delivery Formats and Flexibility: The programme accommodates diverse participation modes (online, hybrid, and mobility-based) within defined ECTS thresholds, allowing learners to complete certifications within two years. The framework ensures quality-assured, stackable learning consistent with European Degree principles.

Inclusive Design: Three learner personas, *Full-Time Traveler*, *Part-Time Traveler*, and *@Home Traveler*, were developed to inform platform design and programme delivery. These profiles support equitable access and inclusive participation across varying learner contexts and mobility capacities.

This methodology ensures that the programme functions not as a one-time initiative but as a permanent academic infrastructure for the EUT+ alliance. Its theoretical grounding in competence-based and constructivist pedagogies guarantees adaptability to future policy frameworks and curricular evolution. The co-design process, anchored in shared governance and peer validation, provides the mechanisms for continuous quality improvement, ensuring

that learning outcomes remain relevant, measurable, and interoperable across European institutions.

Further information on the outcomes is provided in [Section 4.2.1](#).

3.2.2. Climate Entrepreneurship Training

The Climate Entrepreneurship Training within the EUT+ alliance builds on the foundation established by the InnoEUT+ project, which concluded in 2023. As part of InnoEUT+, a dedicated training programme was developed to equip academic staff with the skills and knowledge necessary to integrate climate entrepreneurship into their teaching.

It was designed by academic partners using a co-development model that combined systems thinking, responsible entrepreneurship, and climate innovation principles. Additionally, a train-the-trainer approach was employed: academic staff from each partner university participated in centralized training sessions and subsequently added the material to their own curricula. This cascade model ensured that the core concepts of climate entrepreneurship reached a broader student audience across disciplines, leveraging existing teaching modules and embedding entrepreneurial thinking into environmental and sustainability-related curricula.

Following the completion of the InnoEUT+ project, this initiative has been sustained by the trained academics, who continue to deliver the Climate Entrepreneurship content to their students. The same approach is now maintained in the EUT+ phase. Each university integrates the material according to its curricular structure, ensuring that the content remains relevant and embedded within broader entrepreneurship and sustainability education efforts.

This decentralized yet coordinated continuation of the training reflects the long-term impact and sustainability of InnoEUT+ and supports the EUT+ goal of fostering a unified innovation and entrepreneurship culture across all campuses.

Further information on the outcomes is provided in [Section 4.2.2](#).

3.2.3. Masterclasses

The **EUT+ Masterclass Series** have been conceived as a transnational learning instrument designed to complement the formal modules of the EUT+ Entrepreneurship School. Its purpose is to enhance key EntreComp competences, particularly *creativity*, *mobilizing resources*, *taking initiative*, and *working with others*, through short, focused, and practice-oriented sessions.

Each EUT+ partner designed and delivered one online masterclass following collectively agreed goals and a shared structure to ensure thematic coherence and comparable learning outcomes. The selected topics aimed to strengthen participants' knowledge of business creation and planning, offering practical insights into the entrepreneurial process from idea validation to market strategy.

Each EUT+ partner was responsible for designing and delivering one online masterclass. The methodology emphasized interactivity, real-world application, and standardization across formats. All masterclasses have been delivered synchronously via video conferencing platforms and recorded for asynchronous access. Quality assurance was ensured through the use of feedback surveys to assess participants' understanding of the material and to gather feedback on the content, delivery, and perceived usefulness. A centralized archive of recordings and materials was maintained for future use and reference.

Further information on the outcomes is provided in [Section 4.2.3](#).

3.2.4. EUT+ Summer Schools

The EUT+ Innovation and Entrepreneurship Summer Schools have been structured as cross-campus, short-term intensive learning initiatives aimed at cultivating entrepreneurial mindsets and innovation skills among students across the EUT+ alliance. Each partner university is encouraged to organize summer schools, independently securing funding either through the Erasmus+ Blended Intensive Programme (BIP) scheme or via internal institutional resources.

To ensure that each summer school aligns with the overarching goals of the EUT+ Entrepreneurship School, the thematic focus must be rooted in innovation and entrepreneurship. This allows the content to complement other WP6 activities and maintain strategic coherence across the alliance.

A key methodological feature of the summer school model is its transnational and inclusive design. All EUT+ partner universities are expected to disseminate the call for participation widely across their campuses and nominate students to take part. This ensures broad representation, facilitates cross-cultural learning, and promotes collaboration across different educational and innovation ecosystems.

Each summer school typically includes:

- Thematic workshops and hands-on sessions focused on real-world challenges;
- Lectures and keynotes by industry experts, EUT+ academic staff, and external speakers;

- Team-based innovation challenges to encourage creativity, critical thinking, and problem-solving;
- Networking and cultural exchange activities to foster a sense of EUT+ community.

The host university is responsible for developing the agenda, selecting speakers, coordinating logistics, and managing certification and recognition procedures. Students who complete the summer school receive a certificate of participation and, where applicable, academic recognition (e.g., 3–6 ECTS).

Feedback from participants is systematically collected and evaluated to improve the design of future editions. Through this decentralized yet aligned methodology, EUT+ summer schools serve as a scalable and adaptable vehicle for fostering entrepreneurial education and strengthening cross-institutional cooperation within the alliance.

Further information on the outcomes is provided in [Section 4.2.4](#).

3.3. Pillar II: Mentoring and Support Programmes

3.3.1. EUT+ Incubation Programme

The EUT+ Incubation Programme has been conceived as a structured, competence-based framework to support early-stage entrepreneurial teams and solopreneurs across the nine partner universities. Its design followed a co-development methodology grounded in *experiential learning* and *lean startup principles*, combining theoretical understanding with iterative practice and feedback. The programme aims to strengthen participants' entrepreneurial competencies across the *EntreComp* domains while promoting transnational collaboration and inclusivity.

The programme has been co-created by representatives of all partner universities under Task 6.4 (*EUT+ Student Startup Lab*). A participatory design process has been employed, drawing on partners' existing incubation practices to define shared learning objectives, selection criteria, and quality standards. The programme has followed a structured methodology composed of four sequential phases:

- Phase 1:** Training through online masterclasses,
- Phase 2:** Internal selection of top three teams,
- Phase 3:** Cross-campus feedback and learning during the EUT+ Boost Event, and
- Phase 4:** Participation in the Final Competition.



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The **first phase** has focused on capacity building: all interested teams and solopreneurs have participated in the EUT+ Masterclass Series, which has provided foundational knowledge in business creation, innovation management, and entrepreneurial planning.

During the **second phase**, institutions with more than three participating teams (e.g., CUT, RTU, UNICAS) have conducted internal pitch rounds to select the top three teams representing each university. This process has encouraged internal competition, peer learning, and ensured balanced representation across the alliance.

The **third phase**, the EUT+ Boost Event, has functioned as a formative and feedback-oriented stage. Selected teams have presented their ideas to entrepreneurship experts nominated by each partner university, receiving structured feedback on innovation and creativity, business potential, impact and sustainability, and presentation quality. The use of a shared feedback template has ensured transparency, comparability, and constructive guidance for improvement.

In the **final phase**, the EUT+ Final Competition, held in Darmstadt on June 3rd, 2025, teams and solopreneurs presented their refined business concepts to a jury of entrepreneurship educators and experts. The jury applied the same predefined evaluation criteria, providing qualitative feedback and identifying the top-performing teams for recognition and awards.

A **reflective session** has followed, enabling participants to share experiences, identify challenges, and co-develop recommendations for future programme iterations. This reflective component has reinforced learning through peer exchange and continuous improvement.

All Task 6.4 representatives (EUT+ Student Startup Lab) have acted as local coordinators, ensuring consistent implementation and effective communication between universities. Their collaborative work, supported by centralized tools such as shared calendars, common templates, and regular coordination meetings, has ensured methodological consistency and quality across all stages.

Overall, this phased, transnational approach has provided participants with a coherent entrepreneurial learning journey, combining training, mentorship, feedback, and evaluation. It has supported the WP6 objective of fostering experiential entrepreneurship education and strengthening collaboration across the EUT+ innovation ecosystem. The methodology and structure established through this first implementation cycle will continue to guide the next edition of the programme.

Further information on the outcomes is provided in [Section 4.3.1](#).

3.3.2. CUT Summer Bootcamp

The CUT Summer Bootcamp has been designed as an immersive, one-week entrepreneurship and innovation experience tailored for the winning team of the EUT+ Incubation Programme. Organized by CUT, the programme combined experiential learning, stakeholder engagement, and community-based testing. The agenda was co-developed based on the team's innovation maturity and sectoral focus, and included targeted visits to key organizations in Cyprus's innovation ecosystem—such as CYENS Centre of Excellence, IREROBOT Ltd, SignalGeneriX, and PwC Cyprus—providing expert feedback, business model insights, and opportunities for collaboration.

An essential element of the agenda was real-world product testing with the Deaf community in Cyprus. With support from local authorities and civil society partners, the team presented and tested their wearable device during the Medfest music festival in Limassol and at the School for the Deaf in Nicosia. These user validation activities provided practical insights into inclusivity, functionality, and design improvements.

A post-bootcamp survey captured participant feedback, which highlighted the programme's impact on business readiness, international exposure, and innovation capacity. This integrated, user-centered approach ensured a meaningful and actionable entrepreneurial experience while demonstrating EUT+'s commitment to inclusive, community-driven innovation.

Further information on the outcomes is provided in [Section 4.3.2](#).

3.3.3. EUT+ Startup Support and Services

To support students and early-stage startups across the EUT+ alliance, a structured process has been followed to identify and consolidate startup-related services available within partner institutions. Each partner university has been asked to provide detailed information on its current services, including incubation and acceleration programmes, mentoring schemes, funding mechanisms, co-working spaces, innovation hubs, startup competitions, and entrepreneurship-related laboratories.

Once the data were collected, they were compiled into a centralized database to document and structure the innovation and entrepreneurship infrastructure across the alliance. The goal has been to determine which services could be leveraged by the wider EUT+ community and to identify gaps, overlaps, and potential synergies between institutions.

A key part of the methodology has involved filtering the services based on accessibility. Services that required no additional institutional approval and could be easily accessed by students and staff from other EUT+ universities were shortlisted. These low-barrier services were prioritized for inclusion under a common EUT+ support umbrella.

Additionally, a shared decision has been made to label all relevant physical infrastructures—such as technology hubs, co-working spaces, innovation labs, and startup support centers—with the EUT+ brand. This labeling aims to enable cross-institutional access and simplify navigation for students and staff.

Further information on the outcomes is provided in [Section 4.3.3](#).

3.3.4. Support Materials for EUT+ Startups

To facilitate cross-border entrepreneurship within the EUT+ alliance, tailored Soft-Landing Manuals have been created—one for each partner country, with the support of the EITTO (EUT+ Innovation and Technology Transfer Office) team. These manuals have been developed through structured data collection from national agencies, legal frameworks, tax authorities, and startup support organizations, ensuring comprehensive, up-to-date, and practical guidance for incoming entrepreneurs. Each partner university has collaborated with local innovation offices, legal experts, and public stakeholders to gather the necessary information.

The manuals cover six core sections:

- 1) Legal Framework and Company Formation Procedures;
- 2) Fiscal Policies and Taxation, including corporate tax rates and R&D incentives;
- 3) Employment and Labor Laws, including contract types, social contributions, and wage expectations;
- 4) Risk Assessment, with macroeconomic indicators;
- 5) Local Support Infrastructure, featuring incubators, accelerators, and business hubs; and
- 6) Living Conditions, such as rent, utilities, and city-specific information.

This consistent structure has ensured comparability across countries and offers clear, step-by-step guidance for startups seeking to expand or relocate within the EUT+ network. These materials serve as a practical tool to reduce uncertainty, speed up market entry, and promote mobility across the alliance. They empower student entrepreneurs, researchers, and spin-offs by providing actionable insights tailored to the realities of each partner country's ecosystem.

Further information on the outcomes is provided in [Section 4.3.4](#).

3.4. Business Hub Foundation: Community for Innovation and Entrepreneurship Research

The methodology of the Business Hub Foundation of the EUT+ Entrepreneurship School has focused on building an active community around innovation and entrepreneurship research. This has been achieved through structured outreach activities, cross-campus visibility initiatives, and industry collaboration mechanisms, with the active support of the EITTO team, which has provided strategic guidance and coordination throughout the process. The approach has emphasized the integration of research, practice, and policy through dialogue and co-creation with both internal and external stakeholders.

An engagement-based methodology has been adopted to bring together academics, students, startups, and industry actors into a shared space for knowledge exchange and collaborative experimentation. Activities under this pillar have included Innovation Talks, Tech Showcase Days, and the establishment of formal agreements (MoUs) with industry partners, which will continue to be organised as recurring initiatives across the EUT+ alliance. All initiatives have followed standardized planning procedures and branding protocols to ensure alignment and recognition across the EUT+ alliance.

To strengthen stakeholder engagement and clearly communicate the value proposition of the EUT+ Entrepreneurship School, two targeted promotional flyers have been developed, with the support of the EITTO team. These materials have been designed to support outreach efforts by raising awareness of the School's offerings among key audiences. One flyer has been tailored for companies and industry partners, while the other has been directed towards students, researchers, and research institutions.

The development process has followed a collaborative and targeted approach aimed at maximizing relevance and visual clarity. Initially, the core objectives for each flyer were defined, and content was drafted based on input from each EUT+ partner university. Particular emphasis was placed on highlighting the diverse technological expertise and innovation strengths within the alliance. Shared themes were aligned across both flyers to ensure consistent messaging, while also tailoring the value propositions to resonate with each audience segment. Graphic design was managed by CUT in accordance with EUT+ branding guidelines and visual identity standards.

The final flyers have been produced in both digital and print formats and have been actively circulated during Tech Showcase events, Incubation Programme competitions, and other EUT+ innovation-related activities to enhance visibility and stakeholder engagement.

Further information on the outcomes is provided in [Section 4.4](#).

3.4.1. Mapping of Strategic Partnerships and External Collaborations

To support the strategic development of the **EUt+ innovation ecosystem**, the WP6 team has designed and coordinated a systematic data collection and mapping process across all partner universities. The objective has been to identify, document, and analyse existing collaborations, partnerships, and innovation infrastructures that connect the alliance with external stakeholders across the quadruple helix: academia, industry, the public sector, and civil society.

The mapping exercise has been implemented through two standardised templates:

1. **Network of Collaboration Template** – focused on recording formal and informal agreements, memoranda of understanding (MoUs), and strategic partnerships.
2. **Digital Innovation Hubs (DIHs) Template** – capturing information on active innovation hubs operating within or adjacent to each partner university's ecosystem.

The consolidated data will be visualised in a digital EUt+ Partnership and Innovation Map, currently under development. This interactive tool will enable users to explore collaboration opportunities, identify shared partners, and support matchmaking among universities, industry, and public stakeholders. Once launched, it will serve as a dynamic and transparent resource for students, staff, and startups, promoting cross-institutional collaboration and strengthening the visibility of the EUt+ innovation ecosystem.

Further information on the outcomes is provided in [Section 4.4.1](#).

3.4.2. EUt+ Innovation Talks

The EUt+ Innovation Talks have been developed as a cross-institutional activity to foster engagement with innovation and entrepreneurship beyond formal classroom settings. The methodology for designing and implementing the series has involved coordinated planning among WP6 partners, with responsibilities rotating across institutions to ensure shared ownership and thematic diversity.

Each Talk has been collaboratively designed by the hosting university in close coordination with the WP6 team, who jointly contributed to topic selection, identification of high-impact speakers, and alignment with the broader EUt+ innovation strategy and participants' interests. Speaker selection has emphasized a balance between academic experts, industry practitioners, and successful entrepreneurs, many of whom were EUt+ alumni or connected to local ecosystems.

The Talks have been delivered live via LinkedIn to ensure accessibility, broad outreach, and real-time engagement. They have been promoted through EUT+ communication channels, institutional newsletters, and student networks. Recordings have been produced to enable asynchronous access and integrated into the centralised platform for wider dissemination.

To monitor impact and engagement, LinkedIn analytics have been used to collect quantitative data for each event, including metrics such as the number of viewers, impressions, interactions, and replays. These analytics have provided a clear overview of the series' visibility and impact. This data-driven approach has allowed the team to evaluate outreach success and guide the future direction of the Innovation Talks, while showcasing the School's growing presence within the European innovation ecosystem.

Further information on the outcomes is provided in [Section 4.4.2](#).

3.4.3. Training Sessions

To enhance institutional capacities and knowledge-sharing around intellectual property (IP), technology transfer, and open science, WP6 organized targeted training and discussion sessions involving multiple EUT+ partners, with the active support of the EITTO team.

For the session on *"IP Management and Tech Transfer Opportunities"*, the methodology included the identification of relevant stakeholders and best practices across the EUT+ network. The session was coordinated by CUT, with methodological and organisational support from the EITTO team, and featured curated presentations from institutional experts, along with a case study from UNICAS, selected for its exemplary Technology Transfer Office (TTO) model. The format was interactive, encouraging open dialogue and benchmarking among participants from different national contexts.

Similarly, the session on *"Open Science and Intellectual Property"*, held during Darmstadt Week, was jointly planned by the EUT+ Research Office (ERO from WP5, Task 5.3) and EITTO (WP6, Task 6.3). The training was developed based on emerging European policy priorities and researchers' needs across the alliance. A specialized external expert facilitated the session using real-world examples, legal frameworks, and participatory learning techniques to contextualize complex IP and open science issues.

Participant feedback, attendance data, and learning materials were systematically collected and archived to inform future capacity-building initiatives and to serve as a reference for subsequent institutional training activities within the EUT+ framework.

Further information on the outcomes is provided in [Section 4.4.3](#).

3.4.4. Industry and Ecosystem Engagement

Partners have been encouraged to engage with their local innovation ecosystems through events co-designed with industry stakeholders. Collaboration with external stakeholders (e.g., startups, SMEs, research centers) has helped ensure that the School's offerings are demand-driven and responsive to market needs. Efforts have been made to align these activities with the EUT+ commitment to impact-driven education and knowledge valorisation.

The methodology has included the joint planning of Tech Showcase Days and structured stakeholder collaboration using a standardised Memorandum of Understanding (MoU) template. Both activities have been developed with the methodological and coordination support of the EITTO team, ensuring alignment across institutions and consistency with EUT+ innovation objectives.

3.4.4.1. *EUT+ Tech Showcase Days*

The organization of the Tech Showcase Days has followed a structured, multi-tiered approach designed to engage stakeholders at various levels of the EUT+ innovation ecosystem. Each Tech Showcase Day is hosted by an individual EUT+ university and serves as a platform for local entrepreneurs, researchers, students, and industry representatives to present technologies, share research findings, and explore opportunities for commercialization.

While these events are locally driven, they have been designed with the potential to scale and integrate with the broader EUT+ network. This has been achieved by organizing them in hybrid formats and inviting participants from across the EUT+ community to attend. In addition, researchers from the EUT+ partner universities are actively involved, presenting their work in alignment with each event's declared theme, thereby ensuring cross-institutional visibility and collaboration.

To ensure a consistent and impactful experience across all partner institutions, the following guidelines have been established for organizing an EUT+ Tech Showcase Day:

1. **Event Duration:** The event must last a minimum of three hours.
2. **EUT+ Branding:** EUT+ branding, including the official logo, must be included on all event materials, such as invitations, presentations, and banners.
3. **EUT+ Partner Involvement:** At least three EUT+ partner universities (including the host institution) must contribute by presenting their latest research in dedicated 10–15 minute slots.
4. **Declared Theme:** Each event must be curated around a clear and relevant thematic focus.

5. **Industry Participation:** A minimum of five representatives from local industry, startups, investors, or entrepreneurial leadership must participate in the event.
6. **Event Evaluation and Feedback:** A post-event survey must be distributed to gather participant feedback and assess the event's impact.
7. **Attendance Tracking:** An attendance list should be prepared to document all participants.
8. **Documentation:** Photographs and other forms of documentation (e.g., recordings, flyers, or presentations) should be collected as evidence of the event.

3.4.4.2. *Agreements with Companies*

To formalise collaborations with industry stakeholders, the WP6 team used the standardised *Memorandum of Understanding (MoU)* framework developed by WP9, Task 9.3. This approach has ensured full alignment with the established EUT+ administrative and procedural standards. The MoU has served as a foundational tool for initiating structured discussions and outlining areas of mutual interest between EUT+ partners and external entities, including startups, SMEs, and corporate actors. It has covered a broad range of potential collaboration areas, from joint research and knowledge exchange to student mentoring, industry training, and shared facilities, while maintaining a non-binding and exploratory framework.

Further information on the outcomes is provided in [Section 4.4.4](#).

3.5. Communication and Dissemination

Communication and dissemination activities related to WP6 have been carried out in close coordination with the EUT+ Communication Office (WP9, Task 9.1). Content, visuals, and outreach materials have been jointly developed or shared to ensure visibility, coherence, and amplification of WP6 achievements across the alliance and beyond. WP6 representatives provided regular updates, event summaries, and visual content to Task 9.1. representatives for publication on EUT+ official channels, including the website, newsletters, and social media platforms.

Key milestones, such as the launch of the Entrepreneurship School, the EUT+ Incubation Programme, Masterclasses, Innovation Talks, and Tech Showcases, have been promoted through targeted campaigns. Additionally, WP6 has contributed content to several editions of newsletters and has participated in podcast episodes coordinated by the CUT team, further raising awareness of innovation and entrepreneurship activities within and beyond the alliance.

Further information on the outcomes is provided in [Section 6](#).

4. Outcome

The EUT+ Entrepreneurship School has successfully established a structured and collaborative framework for entrepreneurship education and support across the alliance. This achievement corresponds to **Milestone (MS8)**, marking the formal establishment of the School as a key outcome of WP6. Through its three pillars—Education, Mentoring & Support, and Community for Innovation and Entrepreneurship Research — the School has delivered impactful, alliance-wide activities that enhance entrepreneurial learning, transnational collaboration, and innovation capacity.

In the following section, the proposed structure of the School, as discussed and refined among all partners, is presented, together with an overview of activities implemented under each pillar. To formalize and strengthen this collaborative framework, a draft Terms of Reference (see Annex I) has been prepared and shared among partners for consultation. This document outlines the intended governance model, strategic direction, and long-term development pathway of the School within the EUT+ alliance. The process of reaching an agreement among partners is ongoing within the EUT+ governance bodies.

4.1. Structure of the School

The EUT+ Entrepreneurship School represents a major outcome of WP6, establishing a structured, alliance-wide framework to promote entrepreneurship education, mentoring, and innovation collaboration. It builds on the collective expertise of all EUT+ partners and reflects their shared commitment to strengthening entrepreneurial competencies and fostering a transnational innovation ecosystem.

The EUT+ Entrepreneurship School is built upon three core pillars—**Education, Mentoring & Support**, and a strong **Business Hub Foundation in Community for Innovation and Entrepreneurship Research**—as illustrated in Figure 1. These pillars work in synergy together to foster entrepreneurial skills, support startup development, and strengthen innovation ecosystems across the EUT+ alliance.

The EUT+ Entrepreneurship School serves as a central coordination and liaison hub for innovation and entrepreneurial activities within the EUT+ alliance. This involves organizing networking events, conferences, and hackathons to connect students, researchers, entrepreneurs, and industry partners, fostering collaboration and knowledge exchange.

The School promotes the knowledge and technology created within the EUT+ alliance to local and international industry and investors. This includes organizing Tech Showcase days, participating in industry conferences, and forming strong collaborative networks with

regional, European, and global RTDI ecosystems. These outreach efforts will enhance the visibility and impact of the School's activities.

To support this framework, a Terms of Reference has been prepared and shared among partners for discussion and agreement. It provides the basis for a shared understanding of the School's governance, coordination mechanisms, and long-term development within EUT+. Once agreed, it will serve as a guiding document to ensure the School's sustainability and alignment with alliance objectives.

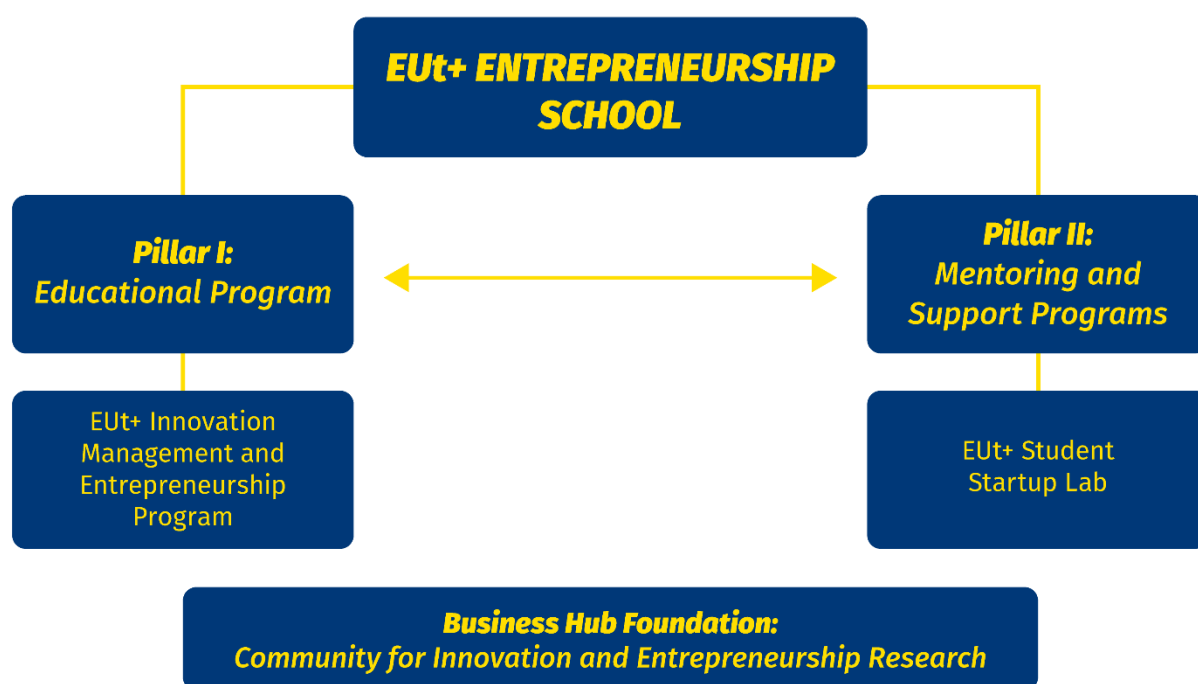


Figure 1. EUT+ Entrepreneurship School Structure.

4.1.1. Governance Structure and Responsibilities

The governance structure of the EUT+ Entrepreneurship School ensures transparent decision-making, accountability, and effective management. The following framework outlines the organizational setup under discussion among EUT+ partners:

4.1.1.1. EUT+ Entrepreneurship School Board

The EUT+ Entrepreneurship School will operate within a defined reporting structure to ensure effective governance and accountability. The primary governing body is the Entrepreneurship

School Board (hereinafter referred to as “the School Board”, Figure 2). The School Board will include the relevant Vice-Rectors from the partner universities (or their designated representatives), the Chairperson of the Program Directors’ Group, and one student representative nominated by the EUT+ Student Board. The School Board will oversee strategic decisions, approve major initiatives, ensure alignment with the overall objectives of the EUT+ alliance, and supervise the operational management of the School.

The Board will also be responsible for the development and periodic review of a sustainability plan to ensure the long-term viability of the School beyond the current funding period. Board members will be expected to actively coordinate with their respective institutions and hold the necessary authority to confirm and support the delivery of institutional commitments, including educational, financial, and administrative contributions.

Each year, the School Board will prepare and submit an action plan, along with a detailed budget, if necessary, to the EUT+ Rectors Board for review and approval. This process ensures that the School’s initiatives are in line with the overarching strategic objectives of the EUT+ alliance.

The Chairperson, elected by the School Board members, will be responsible for leading meetings, setting agendas, coordinating decision-making processes, and representing the School in external engagements. The position of Chairperson will rotate every year among the representatives of the nine partner universities.

4.1.1.2. Programme Director

One Programme Director will be appointed from each of the nine EUT+ partner universities by the School Board. Each partner university will nominate a candidate for the role, who must be approved by a majority vote of the School Board. Programme Directors should possess expertise in entrepreneurship, innovation, or academic programme coordination and be empowered by their institution to oversee and implement School activities.

These individuals will collectively oversee the planning, development, execution, and evaluation of specific educational programmes under the EUT+ Entrepreneurship School. Each Programme Director will report directly to the School Board and act as the primary point of contact for the programmes managed by their respective university.

Among the nine Programme Directors, one will serve as the Chairperson of the Programme Directors’ Group for a term of one year, based on a rotating system. The Chairperson will be responsible for coordinating regular meetings among the Programme Directors, consolidating

programme updates and feedback, and serving as a liaison between the Programme Directors and the School Board.

4.1.1.3. Sub-committees

The School Board will have the authority to establish sub-committees as necessary to support the effective operation and strategic development of the EUT+ Entrepreneurship School. Each sub-committee will operate under clearly defined Terms of Reference, which will outline its scope, composition, and responsibilities.

Sub-committees will serve primarily in an advisory role, providing expert recommendations, analysis, and proposals to the School Board. They do not hold independent decision-making authority, but their input will inform strategic planning, policy development, programme design, and quality assurance.

Membership may include representatives from partner universities, industry experts, alumni, one representative from the EUT+ Student Board, and other relevant stakeholders, as deemed appropriate by the School Board. Sub-committees will meet as required and submit regular updates, recommendations, and progress reports to the School Board for review and approval.

These sub-committees (see Figure 2) will focus on specialized domains such as:

- *Quality Assurance:* Ensuring the relevance, academic rigor, and continuous improvement of educational and support programmes.
- *Finance and Budgeting:* Overseeing the financial planning, resource allocation, and monitoring of expenditures in line with approved budgets.
- *Programme Development:* Supporting the creation and enhancement of educational and mentoring offerings, in alignment with emerging trends and stakeholder needs.
- *Outreach and Communication:* Managing the visibility, dissemination, and engagement strategies of the School within and beyond the EUT+ alliance.
- *Industry and Ecosystem Engagement:* Facilitating collaborations with startups, corporates, investors, and regional innovation ecosystems.
- *Community of Practice:* Supporting the sharing of entrepreneurship education practices, resources, and staff mobility.

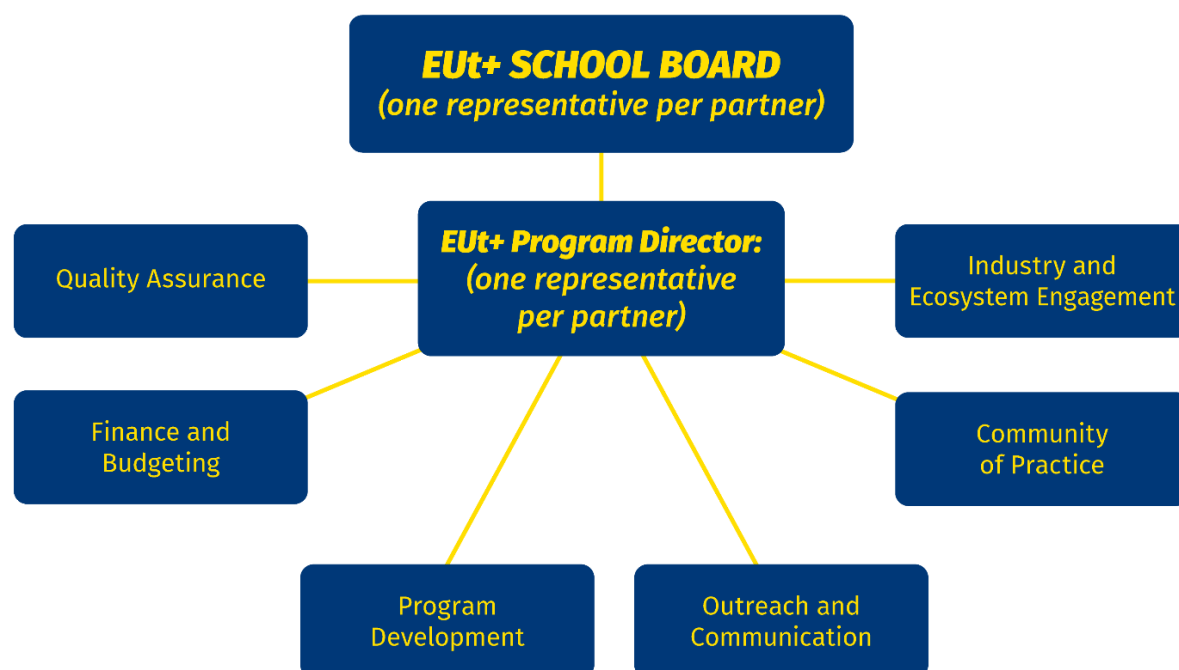


Figure 2. Hierarchy of Decision Making.

4.1.2. Governance Procedures and Partner Responsibilities

The following governance procedures represent the proposed operational framework for the EUT+ Entrepreneurship School. They are designed to ensure transparency, accountability, and effective coordination across all partner universities and are currently under discussion within the EUT+ governance structures.

4.1.2.1. Decision-Making and Approval Mechanisms

Decisions within the School Board will be made by a simple majority of the members present. For any decision to be valid, a quorum of at least 50% plus one of the total members must be present.

4.1.2.2. Meeting Procedures

- *Frequency of Meetings:* The School Board convenes quarterly (once every three months) to ensure continuous oversight, timely decision-making, and effective management of the School's activities. At least one of these meetings is held in person.
- *Agenda and Minutes:* Agendas are circulated in advance of each meeting. Minutes are recorded and shared with all members to promote transparency and accountability.

- *Virtual Participation:* Participation via virtual platforms is supported to facilitate full engagement across all partner universities.

4.1.2.3. *Responsibilities of the Partners*

Each of the nine partner universities within the EUT+ alliance undertakes specific responsibilities to support the successful implementation and ongoing impact of the EUT+ Entrepreneurship School. These responsibilities include, but are not limited to, active participation in governance, educational delivery, student support, and cross-campus collaboration. Partners agree to work collaboratively to address issues of intellectual property (IP) arising from participation in the EUT+ Entrepreneurship School. This includes IP generated through student or staff projects developed within courses, mentoring programmes, or startup support activities.

The School Board is responsible for ensuring that an appropriate IP policy or guiding framework is developed and made available to all participants prior to the start of any programme or module. This policy should clarify ownership, use rights, and obligations regarding IP created during participation in School activities.

4.1.2.4. *Membership Withdrawal, Revocation, and Replacement*

To maintain the integrity and functionality of the EUT+ Entrepreneurship School's governance and operational bodies, a clear procedure for voluntary withdrawal, removal, or replacement of members is established.

- 1) Voluntary Retirement:** Any member of the governance structure (e.g., School Board, Programme Director, mentor, sub-committee member, or external expert) may request to step down by submitting a written notice to the Chairperson of the School Board at least 30 calendar days prior to the intended date of retirement.
- 2) Removal from Office:** A member may be removed from their role by a simple majority vote of the School Board in any of the following circumstances:
 - Repeated unexcused absence from meetings (e.g., more than three consecutive missed meetings);
 - Violation of institutional or EUT+ staff regulations;
 - Behavior deemed incompatible with the values, objectives, or ethical standards of the EUT+ Entrepreneurship School.
- 3) Replacement Procedure:** In the event of a withdrawal or removal, the affected partner university or nominating entity shall propose a replacement within 30

calendar days. The proposed replacement must be approved by the School Board in line with the original appointment criteria.

4.1.3. EUT+ Entrepreneurship School Portal

To enhance visibility, accessibility, and long-term coordination of entrepreneurship activities across the alliance, the EUT+ Entrepreneurship School has developed a dedicated digital portal: <https://eis-tech.eu/>. For technical reasons, the portal has not yet been integrated into the main EUT+ website, but its inclusion is under preparation and will follow the alignment of the overall EUT+ digital strategy.

The portal serves as the central communication and information hub of the EUT+ Entrepreneurship School, offering open access to all core activities, programmes, and learning opportunities across the alliance. It has been designed as a transparent, functional, and user-centred interface, enabling students, staff, researchers, and external stakeholders to easily navigate the School's three main pillars. It offers direct access to registration portals, course catalogues, incubation and mentoring opportunities, and relevant events, such as the Innovation Talks, Tech Showcase Days, and Summer Schools.

Designed as a student-centred platform, it enables learners to explore entrepreneurship and innovation pathways, register for activities, and engage in cross-campus opportunities such as summer schools, blended intensive programmes (BIPs), hackathons, and mentoring initiatives. It also provides access to the EUT+ Incubation Programme, helping students and graduates transform innovative ideas into viable start-ups. The platform incorporates LUMINA, a registration and learning interface (see [Section 4.2.1.5](#)), which supports progress tracking, portfolio management, and micro-credential recognition in line with EU frameworks.

The prototype of the portal was presented to the EUT+ Student Board, whose members expressed strong appreciation for its user-centred design and functionality. Their feedback underlined its potential to strengthen student engagement, facilitate access to learning opportunities, and create a unified entry point into entrepreneurship and innovation within EUT+.

Once the Terms of Reference and governance structure of the School are formally agreed, the portal will also serve as the official interface for School governance, offering transparent communication of its operations, decisions, and events.

Through this digital infrastructure, the EUT+ Entrepreneurship School demonstrates a scalable and sustainable model that connects education, research, and innovation, reinforcing EUT+'s identity as a European driver of entrepreneurial excellence.

4.2. Pillar I: Educational Programmes

To meet the objectives outlined in **KPI 6.5** – At least 500 students of students trained at the EUT+ Entrepreneurship School – the EUT+ Entrepreneurship School designs and delivers comprehensive educational programmes tailored to students, researchers, and professionals. These programmes provide the essential knowledge and skills required for entrepreneurial ventures and the commercialization of innovative ideas and research outcomes. Educational offerings include workshops, seminars, certification programmes, and integration with existing curricula to ensure broad access and recognition of entrepreneurial competencies. The goal is to train students, researchers, and professionals and support their entrepreneurial projects through various initiatives and programmes.

4.2.1. Innovation Management and Entrepreneurship Programme

The *EUT+ Innovation Management and Entrepreneurship Programme* is a cross-institutional initiative designed to equip undergraduate and postgraduate students, researchers, and professionals with the competencies to transform ideas into innovative, market-ready solutions. Developed collaboratively by the nine EUT+ partner universities, the programme consolidates entrepreneurship and innovation-related modules from all institutions into a shared course catalogue, allowing students to select and enroll in modules that match their academic goals and professional interests. This structure promotes flexibility, cross-border learning, and recognition of credits through the European Credit Transfer and Accumulation System (ECTS).

Each module within the catalogue is designed to build entrepreneurial competencies in areas such as business modeling, intellectual property, innovation management, sustainability, and digital transformation. By integrating theoretical foundations with practical, challenge-based learning, students gain the skills to identify opportunities, develop innovative solutions, and implement them effectively.

The programme also integrates **interactive mobility opportunities** (e.g., short-term mobility, semester visit, summer and winter school, and BIPs), enabling participants to collaborate directly with entrepreneurs, investors, and innovation experts across EUT+ universities. These experiences strengthen cross-disciplinary and cross-campus collaboration while fostering critical thinking, creativity, leadership, and an entrepreneurial mindset.

By consolidating and harmonizing entrepreneurship education across the alliance, the EUT+ Innovation Management and Entrepreneurship Programme serves as a cornerstone of the

EUT+ Entrepreneurship School, supporting lifelong learning, international mobility, and the development of a shared European innovation culture.

The design and delivery of all educational programmes under the EUT+ Entrepreneurship School are grounded in the **EUT+ pedagogical framework** (created by WP4, Task 4.2), which promotes student-centered, challenge-based, and interdisciplinary learning across the alliance. This ensures a consistent and high-quality educational experience across institutions. Furthermore, the programme is aligned with the **EntreComp Framework**, ensuring a structured approach to developing entrepreneurial competences across domains such as ideas and opportunities, resources, and action.

The programme also integrates key features of the **European Degree**, ensuring a future-ready, inclusive, and practice-driven learning experience. It embraces student-centered flexibility, allowing learners to customize their study path through modular structures tailored to their background and goals. Through challenge-based experiential learning, participants engage with real-world business cases, entrepreneurial outreach, and hands-on assignments. Interdisciplinarity is embedded throughout the curriculum, encouraging diverse perspectives and collaborative problem-solving. The programme upholds academic rigor while responding to labour market needs, preparing students for leadership roles across both public and private sectors.

The first pilot of the programme will take place in January 2026, and the general structure of the School, including participation pathways, certification levels, and micro-credentials, is presented below. These elements may undergo amendments once the programme is implemented and further needs or opportunities for improvement are identified.

4.2.1.1. Programme Structure

The EUT+ Innovation Management and Entrepreneurship Programme offers a flexible and modular structure tailored to the diverse needs, backgrounds, and ambitions of learners across the EUT+ alliance. All activities integrate academic knowledge with experiential learning and align with one or more course levels, classified as:

Fundamental (Figure 3) – Introductory or transversal courses that focus on developing an entrepreneurial mindset, basic business tools, and core innovation competencies. These are ideal for students or researchers with limited prior exposure to entrepreneurship (Annex II).

Advanced (Figure 3) – Courses intended for participants with existing entrepreneurial experience or knowledge. They address strategic thinking, business scaling, sustainability, digital transformation, and innovation commercialization (Annex II).

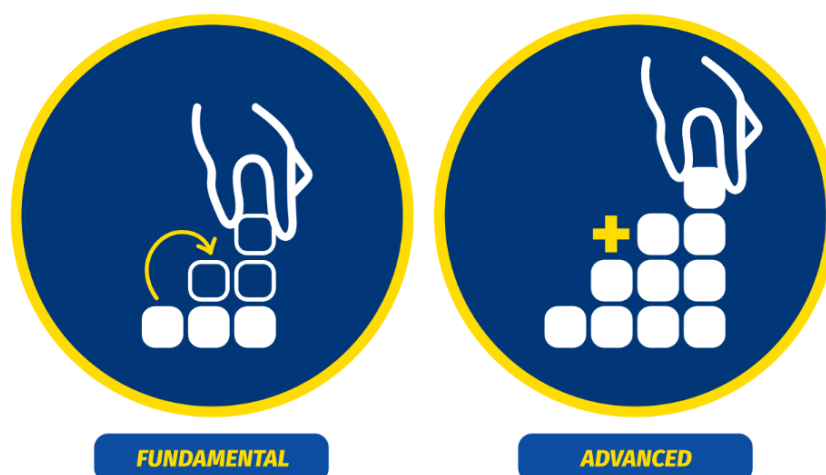


Figure 3. Icons created to indicate the Fundamental and Advanced Modules.

This tiered approach allows learners to engage with the programme at the level most suited to their experience, and to progressively build toward recognized certifications through a mix of academic content, hands-on activities, and cross-campus collaboration. To maximize impact and ensure a well-rounded learning journey, **each module was divided into at least one specialized topic**, enabling participants to engage with both theoretical foundations and applied perspectives. These topics were clustered under six main areas:

- Entrepreneurship
- Innovation
- Business Development & Strategy
- Finance, Law & Operations
- Ethics, Sustainability & Soft Skills
- Marketing & Sales

This design not only provided structure but also **broadened the range of competences acquired**, allowing students, researchers, and professionals to connect entrepreneurial theory with practical applications. By progressing through multiple topics within each domain, participants developed a stronger entrepreneurial mindset, improved their ability to address real-world challenges, and enhanced the transferability of their skills across sectors and international contexts.

4.2.1.2. Programme Formats

To foster transnational learning and experiential entrepreneurship education, the EUT+ Entrepreneurship School supports a variety of mobility opportunities designed to suit different levels of student availability, learning preferences, and institutional contexts. These formats—Blended Intensive Programmes (BIPs), short-term visits, semester exchanges, and seasonal schools—are embedded within the School's certification pathways and aim to promote cross-campus collaboration, real-world problem-solving, and inclusive access to entrepreneurship education across the EUT+ alliance.

Blended Intensive Programme (BIP)

A BIP is a short, high-impact learning format that combines physical mobility with online collaboration. It is especially suitable for micro-credential development and can be hosted by any partner institution. The BIP must:

- Focus on a specific entrepreneurship-related theme, aligned with a micro-credential or defined learning outcome.
- Incorporate collaborative projects, hands-on workshops, mentoring, and peer learning opportunities.
- Promote cross-campus collaboration, interdisciplinary team building, and the sharing of entrepreneurial practices across EUT+ alliance.

Short-Term Visits

Short-term visits are designed to provide participants with intensive, focused exposure to entrepreneurship topics, combining academic content with practical, team-based activities. These visits promote mobility, interdisciplinary learning, and international collaboration across the EUT+ alliance. These programmes typically follow a two-week format:

Week 1 – On-Site Learning

Participants travel to a host university for a full week of face-to-face engagement.

Activities typically include:

- Interactive lectures led by academic staff and entrepreneurs covering **fundamental** and/or **advanced** entrepreneurship-related courses (Annex II).
- Hands-on workshops (e.g. design thinking, lean startup methods).
- Group work and team challenges focused on real-world problems.
- Site visits to incubators, startups, or innovation labs.
- Cultural immersion activities to enhance cross-cultural understanding.

Week 2 – Off-Site Learning

After returning to their home institutions, participants continue the experience online, focusing on:

- Completing individual or group assignments.
- Reflective exercises to internalize learning outcomes.
- Peer review or mentor feedback on project deliverables.
- Final pitch or report submissions.

Semester Visits

Semester visits offer participants the opportunity to engage in a more immersive entrepreneurial learning experience at a partner institution within the EUT+ alliance. These visits are designed to support deeper academic integration, long-term collaboration, and practical application of entrepreneurial skills across diverse cultural and institutional settings.

During a semester visit, participants may:

- Enroll in a combination of **fundamental** and/or **advanced** (Annex II) entrepreneurship-related courses offered by the host university.
- Participate in local innovation and startup ecosystem activities, such as incubator programmes, innovation labs, mentoring sessions, and industry collaborations.
- Engaged in project-based learning, interdisciplinary teamwork, and pitch competitions.

Summer School / Winter School

Partner universities may organize Summer or Winter Schools, typically lasting one to two weeks, with a dedicated focus on entrepreneurship and innovation. These programmes aim to:

- Deliver intensive, hands-on training on key topics such as ideation, business model development, sustainability, start-up growth etc.
- Promote multi-cultural and interdisciplinary teamwork.
- Provide a platform for the participants to pitch their entrepreneurial ideas to a jury comprising academic and industry experts.

4.2.1.3. Participation Pathways and Certification Levels

The EUT+ Innovation Management and Entrepreneurship Programme is structured into three progressive levels of certification (Level 1 to Level 3). Participants can accumulate skills and competencies over time by completing eligible courses and mobility activities.

These certifications are designed to be stackable and flexible, allowing students and professionals to build their competence in entrepreneurship step-by-step, according to their availability and interests. Participants have a maximum of two years from their first certified activity (Level 1) to complete the requirements for Level 3. After this period, any unused micro-credentials will expire and will need to be reacquired.

Level 1 – Course Certificate

The purpose is to provide participants with an entry-level experience in entrepreneurship through engagement in a BIP.

Participants who complete at least one BIP are eligible to receive a Course Certificate. The certificate includes the specific name of the BIP attended, along with the statement: “Part of the EUT+ Innovation Management and Entrepreneurship Programme.” This ensures that both the thematic focus of the course and its connection to the broader programme are clearly recognized. All certificates issued under the EUT+ Entrepreneurship School will reflect both the specific course or activity completed and its association with the EUT+ Innovation Management and Entrepreneurship Programme.

Requirements:

- Participation in at least one Blended Intensive Programme (BIP) delivered by a partner university within the EUT+ alliance, **focused on innovation and entrepreneurship**.

Level 2 – Fundamental Certificate in Innovation Management and Entrepreneurship

This certificate is designed to deepen participants’ foundational knowledge and applied experience in innovation and entrepreneurship. It recognizes the successful completion of multiple fundamental-level courses and participation in at least one mobility experience within the EUT+ alliance.

Requirements:

- Completion of **4 Fundamental Courses** (Annex II)
- Participation in at **least one mobility-based experience**, such as:
 - Short-term visit
 - Semester visit
 - Summer or Winter School
 - BIP

Level 3 – Advanced Certificate in Innovation Management and Entrepreneurship

This certificate represents the highest level of achievement within the EUT+ Innovation Management and Entrepreneurship Programme. It provides comprehensive and advanced training designed to equip participants with the knowledge, skills, and experience needed to lead entrepreneurial initiatives across diverse sectors and contexts.

Requirements:

- Completion of the following courses:
 - **4 Fundamental Courses** (Annex II) and
 - **3 Advanced Courses** (Annex II)
- Participation in at **least one mobility-based experience**, such as:
 - Short-term visit
 - Semester visit
 - Summer or Winter School
 - BIP

4.2.1.4. Micro-credentials and ECTS Recognition

Each certification level within the EUT+ Innovation Management and Entrepreneurship Programme is associated with a defined number of ECTS (European Credit Transfer and Accumulation System) credits, providing academic recognition for the learning outcomes achieved through the programme (also available in Figure 4).

Each module within the **EUT+ Entrepreneurship School** carries its own ECTS credits to ensure quality assurance and transparency in learning outcomes. These credits contribute to the overall certification of achievement awarded by the School. ECTS can be recognized either as extracurricular achievements or as intracurricular components when modules are selected as electives or formally embedded within a student's academic curriculum. In the latter case, the

credits are counted directly toward the student's degree qualification, while extracurricular achievements are recorded in the Transcript of Records as part of the student's extended learning portfolio. Each participating university applies its own institutional regulations and recognition procedures.

All micro-credentials and certification levels are designed to reflect the competences defined in the **EntreComp Framework**, ensuring their alignment with European lifelong learning standards and labor market expectations. This enables the EUT+ Entrepreneurship School to offer transparent, portable, and stackable credentials that support mobility, employability, and continuous learning.

- **Level 1 – Course Certificate:** Participants who complete at least one BIP are eligible to receive a Course Certificate corresponding to **3 - 6 ECTS**. These credits are awarded by the host university that organizes and delivers the BIP, based on its internal procedures and accreditation.
- **Level 2 – Fundamental Certificate in Innovation Management and Entrepreneurship:** Participants who fulfill the requirements for Level 2 are awarded **10 - 24 ECTS**. The Cyprus University of Technology (CUT) will issue the micro-credential, aligned with the skills and competences defined in the EntreComp Framework, on behalf of all EUT+ partner institutions, ensuring consistency and cross-institutional recognition.
- **Level 3 – Advanced Certificate in Innovation Management and Entrepreneurship:** Participants who complete the requirements of Level 3 will be awarded **24 - 35 ECTS**. CUT will also issue this micro-credential, aligned with the skills and competences defined in the EntreComp Framework, on behalf of the EUT+ alliance, certifying a comprehensive and advanced level of entrepreneurial competence.



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LEVEL 1: Course Certificate

Requirements: Participation in at **least one** Blended Intensive Programme (BIP), focused on innovation and entrepreneurship.

ECTS: 3–6 ECTS (awarded by the host university)

LEVEL 2: Fundamental Certificate in Innovation Management and Entrepreneurship

Requirements: Completion of **4 Fundamental Courses AND** Participation in at **least one mobility-based experience**, such as:

- Short-term visit – Summer or Winter School
- Semester visit – BIP

ECTS: 10–24 ECTS (awarded by CUT)

LEVEL 3: Advanced Certificate in Innovation Management and Entrepreneurship

Requirements: Completion of the following courses:
4 Fundamental Courses AND 3 Advanced Courses AND Participation in at **least one mobility-based experience**, such as:

- Short-term visit – Summer or Winter School
- Semester visit – BIP

ECTS: 24–35 ECTS (awarded by CUT)

Figure 4. Summary of Certification Levels and ECTS recognition.

4.2.1.5. Registration

To streamline access, participation, and transparency, all entrepreneurship-related courses and activities offered under the EUT+ Innovation Management and Entrepreneurship Programme are integrated into a centralized digital learning platform, developed and maintained by the Cyprus University of Technology (CUT) until the end of the EUT+ Accelerate project. The enrolment platform, called LUMINA, is accessible after registration at: <https://eis-tech.eu/lumina/>

This platform serves as a unified entry point for students and professionals across the EUT+ alliance, enabling them to:

- Browse the full catalogue of entrepreneurship courses and mobility opportunities;
- Access detailed course descriptions, prerequisites, learning outcomes, and assessment methods;
- Register for modules aligned with their interests and certification goals;
- Monitor their learning progress, track completed assignments, and accumulate micro-credentials.

All available modules, fundamental and advanced, are clearly listed and regularly updated. Each course entry indicates the delivering university, language of instruction, delivery format (online, on-site, or blended), and any associated mobility components (e.g., BIP, short-term, or semester visits).

An example of course Information displayed on the platform is shown in Annex III.

An informative manual and instructional video will be published in the coming months to guide participants through the registration process and support them in monitoring their learning progress towards achieving the different levels of certification.

4.2.1.6. *EntreComp Framework*

To align with the EntreComp Framework (Figure 5) and ensure coherence across the curriculum, all entrepreneurship-related courses must be categorized as either Fundamental (Table 1) or Advanced (Table 2), based on both their thematic focus and the EntreComp competences they target.

For the purpose of module assessment based on the EntreComp Framework, the below interconnected and interrelated competence areas are applied:

- **Ideas and Opportunities** - Identifying and developing ideas that create value.
- **Resources** - Mobilising knowledge, skills, and support to bring ideas to life.
- **Into Action** - Turning ideas into action through planning and initiative.

Competences Achieved in Fundamental Courses:

Table 1. Competences Achieved in Fundamental Courses.

Ideas & Opportunities	Resources	Into Action
Spotting Opportunities	Self-awareness and Self-efficacy	Taking the Initiative
Creativity	Motivation and Perseverance	Working with Others
Valuing Ideas	Financial and Economic Literacy	Learning through Experience

Competences Achieved in Advanced Courses:

Table 2. Competences Achieved in Advanced Courses.

Ideas & Opportunities	Resources	Into Action
Vision	Mobilizing Resources	Planning and Management
Ethical and Sustainable Thinking	Mobilizing Others	Coping with Uncertainty, Ambiguity and Risk

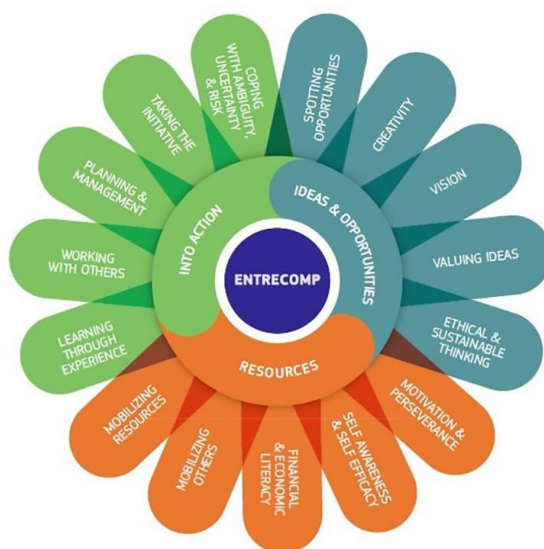


Figure 5. EntreComp Framework.

This structured alignment with the EntreComp Framework ensures that learners build competences progressively, beginning with foundational skills in the **Fundamental** courses and advancing toward more strategic, applied capabilities in the **Advanced** offerings. By embedding clearly defined competence areas into the curriculum, the EUT+ programme promotes transparency, coherence, and recognition of learning outcomes across the alliance. This approach not only supports personalized learning journeys but also enables the accumulation of stackable micro-credentials that reflect meaningful entrepreneurial growth.

4.2.1.7. Pedagogical Framework and Educational Vision

The **EUT+ Pedagogical Framework**, created by WP4 Task 4.2 (Figure 6), is a student-centered, flexible, and sustainable model for higher education that prepares graduates with the transversal skills and values required in today's labor market. Built on three interconnected levels, pedagogy, didactics, and curriculum, it aligns with the European Degree blueprint and the European Universities Initiative, embedding mobility, interdisciplinarity, sustainability, and inclusiveness into teaching and learning. By integrating active and experiential learning, interdisciplinary content, and digital global spaces, it equips learners with both academic knowledge and practical competencies for real-world challenges.

Serving as the foundational architecture for the Innovation Management and Entrepreneurship Programme, the framework translates its core principles into concrete educational practice. The programme reflects the three-pillar structure in action: challenge-based entrepreneurship activities and real-world problem-solving; interdisciplinary content aligned with labour market needs through the **EntreComp framework**; and modular, cross-institutional learning with flexible certification pathways.

The programme's methodology follows a **Learning Experience Design** approach, beginning with learner personas and clear outcomes linked to EntreComp competencies, continuing with structured activities across fundamental and advanced modules, and reinforced through continuous peer validation and feedback loops. Emphasizing modularity, stackable certifications, and flexible delivery, it demonstrates the framework's commitment to accessibility and personalized learning pathways. Most importantly, it showcases the framework's capacity to create **cohesive, harmonised educational experiences** while respecting institutional diversity through shared rubrics, templates, and inventory systems.

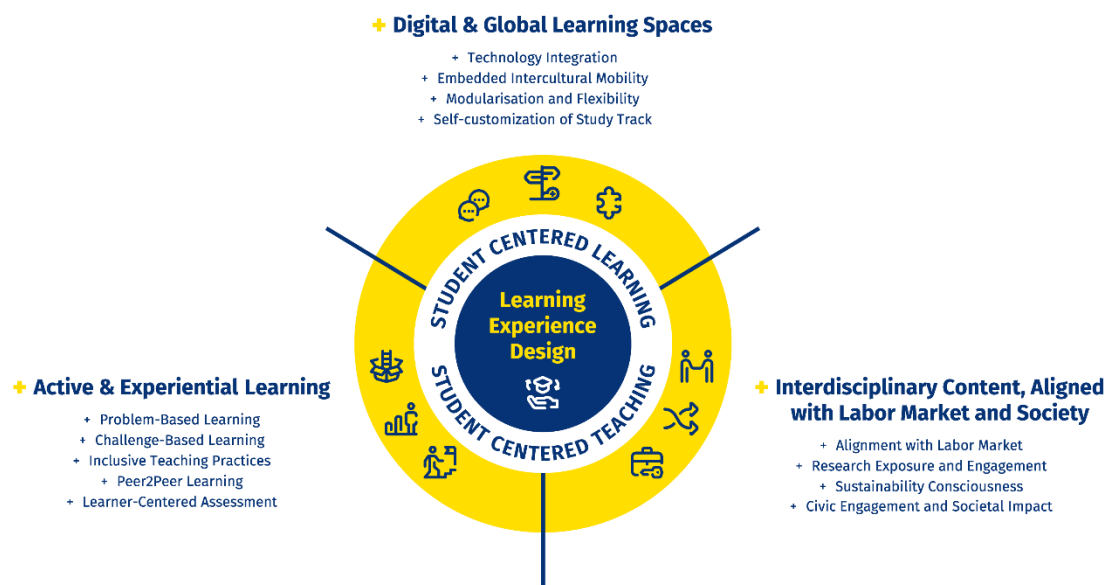


Figure 6. EUT+ Pedagogical Framework, created by WP4 Task 4.2.

Drawing on the **12 core features of the European Degree** (see Annex IV), the pedagogical model adopted by the EUT+ Entrepreneurship School fosters both academic and civic competences, with an emphasis on interdisciplinarity, innovation, and experiential learning.

This framework supports the development of future-proof competences aligned with the **EntreComp Framework**, enabling students to thrive in dynamic and multidisciplinary environments. The programme encourages reflection, adaptability, collaboration, and life-long learning—positioning graduates as engaged, capable, and resilient contributors to Europe's innovation and sustainability transitions.

4.2.1.8. Inclusivity and Learner-Centered Design

A central feature of the EUT+ Innovation Management and Entrepreneurship Programme is its commitment to accessibility and adaptability, ensuring that students from diverse backgrounds and circumstances can participate meaningfully in entrepreneurship education.

To this end, the programme design was informed by three carefully developed learner personas: the *Full-Time Traveler*, the *Part-Time Traveler*, and the *@Home Traveler* (Figure 7). These personas represent different types of student engagement profiles across the EUT+ alliance and guided the formulation of the course delivery modes, certification flexibility, and digital platform functionalities.

- The **Full-Time Traveler** persona represents students with a high degree of mobility who are eager to participate in long-term exchanges, residencies, and international entrepreneurship experiences. These students benefit most from cross-campus course access and physical mobility initiatives like Blended Intensive Programmes (BIPs).
- The **Part-Time Traveler** reflects students with limited availability for travel due to work, academic, or personal commitments. They prefer shorter-term or hybrid programmes that allow them to engage in international learning without fully relocating. For this group, modular certifications and blended learning formats are particularly attractive.
- The **@Home Traveler** describes students who are unable to travel for financial, health, or caregiving reasons but are nonetheless highly motivated to engage virtually. They seek remote access to international experiences through online courses, digital mentoring, and local EUT+ activities with visiting experts. This persona underscores the importance of virtual mobility and inclusive, remote-friendly programme structures.



Figure 7. The three learner personas: The Full-Time Traveler, the Part-Time Traveler, and the @Home Traveler.

By designing the programme with these personas in mind, EUT+ ensures that the educational experience remains flexible, equitable, and student-centered. This strategic use of personas not only promotes participation across a wider demographic but also reinforces the alliance’s commitment to “Think Human First”, embedding empathy and accessibility into every layer of the Entrepreneurship School.

4.2.2. Climate Entrepreneurship Training

The Climate Entrepreneurship Training is a core educational component of the EUT+ Entrepreneurship School, designed to equip students with the skills and mindset needed to address climate challenges through entrepreneurial solutions. Building on the foundation laid by the InnoEUT+ project, the training has been integrated into the curricula of seven EUT+ partner institutions. Using a cascade, train-the-trainer model, academic staff delivered

localized versions of the training to diverse student cohorts. The programme emphasizes systems thinking, sustainable business models, and responsible innovation—aligning with EUT+ goals to foster interdisciplinary and impact-driven entrepreneurship education.

In 2024, the Climate Entrepreneurship Training engaged a total of 314 students across seven EUT+ universities: CUT, h_da, TUS, UPCT, UNICAS, UTCN, and RTU. The distribution of students trained per partner university during 2024 – 2025 is shown in Figure 8.

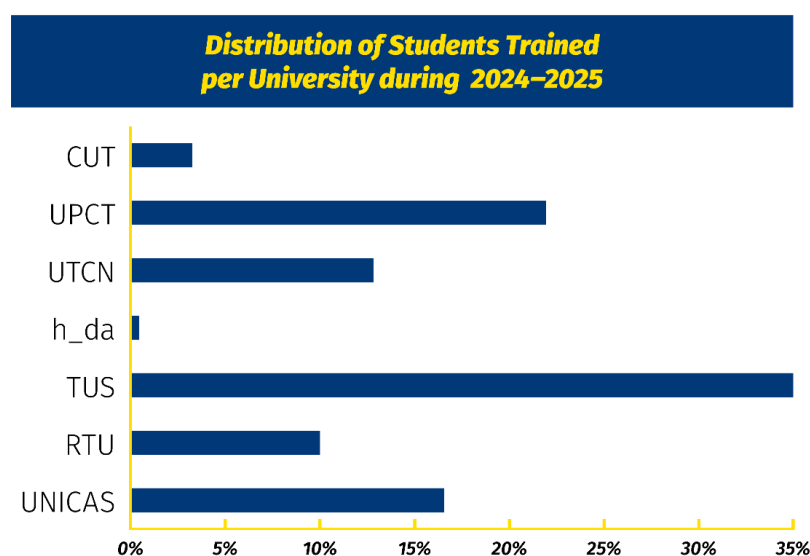


Figure 8. Distribution of Students Trained per University during 2024 - 2025.

Among participants, 138 were female (45%) and 172 were male (55%). In 2025, preliminary data from the first five months indicate participation from two universities, with 116 students trained, including 39 female (34%) and 77 male (66%) participants. Annex V presents an example of the information collected for participants in both 2024 and 2025.

These outcomes highlight the broad reach and growing institutionalization of the Climate Entrepreneurship Training across the EUT+ alliance. While participation continues to be strong, the gender distribution emphasizes the ongoing need for inclusive engagement strategies across all disciplines.

4.2.3. Masterclasses

The Masterclass Series formed a central component of the EUT+ Incubation Programme and played a key role in delivering high-quality, structured entrepreneurship education across the alliance. Designed and delivered collaboratively by all nine EUT+ partner universities, each masterclass addressed a core area of early-stage venture development, ranging from innovation management to pitching and presentation skills (please refer to [4.3.1.2. section](#) and Annex VII.4 for more information). The programme structure allowed each institution to contribute its unique expertise while adhering to a shared EUT+ pedagogical framework developed under WP4, TA 4.2 (please refer to the [4.2.1.7. section](#) for more information).

In total, 153 students and alumni participated in the masterclasses during the 2024–2025 implementation period. This figure directly contributes to **KPI 6.5**: Number of students trained at the EUT+ Entrepreneurship School, which aims for at least 500 participants. The masterclasses, therefore, represent a significant milestone in progressing toward this goal.

The synchronous online delivery model ensured accessibility across all campuses, and the recordings supported asynchronous participation and future reuse. Post-session feedback surveys indicated a high level of participant satisfaction, with students highlighting the practical relevance, clarity of instruction, and opportunity to apply learning to their own startup ideas. However, variability in digital delivery styles and interactivity levels across sessions was noted, which at times impacted participant engagement. This suggests the potential value of facilitator coordination or training to ensure consistent use of active learning strategies across sessions. Additionally, uneven participation rates across partner universities point to the need for better integration of the series into institutional calendars and stronger internal promotion.

Overall, the Masterclass Series served not only as a cohesive educational experience within the EUT+ Incubation Programme but also as a key building block for cross-campus entrepreneurship learning. The centralized archive of materials now supports ongoing capacity-building and future replication. The methodology offers a strong foundation for developing additional thematic modules aligned with emerging innovation needs and alliance-wide priorities.



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4.2.4. EUT+ Summer Schools

As part of its educational strategy, the EUT+ Entrepreneurship School supports the organization of Summer and Winter Schools designed to provide immersive, experiential learning in entrepreneurship and innovation. These BIP or short-term mobility programmes combine academic content, interdisciplinary collaboration, and real-world challenges, enabling students to apply entrepreneurial tools while addressing societal needs. Each summer school is hosted by a partner university and tailored to local contexts while promoting the EUT+ values of inclusivity, sustainability, and cross-border cooperation. The following subsections present highlights from key EUT+ summer school initiatives implemented in 2024 and 2025, showcasing their structure, activities, outcomes, and impact on student competencies and alliance-wide engagement.

4.2.4.1. #Entrep_Bootcamp2024 summer camp

The #Entrep_Bootcamp2024 summer camp was organized by the **Technical University of Cluj-Napoca (UTCN)** from July 15 to 19, 2024, under the EUT+ alliance framework. The programme hosted 33 students, including 22 (9 Females and 13 males) from six EUT+ partner universities (UTT, h_da, UPCT, TUS, UNICAS, and UTCN) (see Figure 9 for the distribution of students participating per partner university). Supported by Romania's Institutional Development Fund (FDI), the programme concluded with the award of certificates of attendance to all EUT+ students.

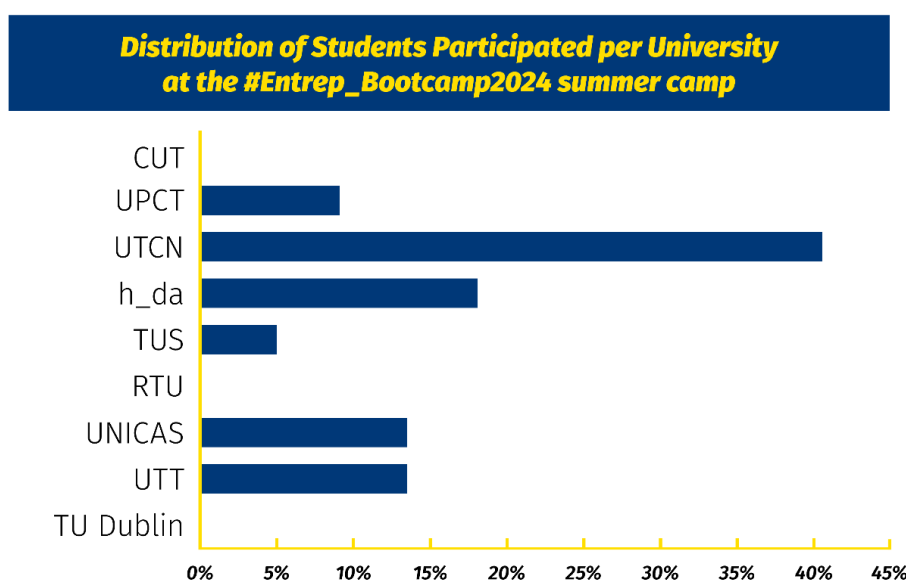


Figure 9. Distribution of Students Participated per University at the #Entrep_Bootcamp2024 summer camp.

The week combined academic learning with field-based activities centred on the Rural-Urban Hub development concept. Six multicultural teams co-created community-based solutions for the village of Sălicea, guided through a structured innovation process and supported by workshops, field visits, and meetings with local entrepreneurs.

Students participated in entrepreneurship and innovation sessions on topics such as ideation, startup creation and management, value proposition, customer discovery, financial planning, sustainable business models, team dynamics, and pitching. Training was delivered jointly by UTCN staff and guest experts from Hogeschool van Amsterdam (HVA) and the Holon Institute of Technology (HIT).

The camp concluded with a Tech Showcase, where teams presented their ideas to a jury of 13 representatives from industry, academia, and the public sector. Jury feedback praised the originality of the solutions and encouraged continued collaboration with local partners.

Outcome:

The Cluj-Napoca Summer Camp had a strong impact on students' entrepreneurial mindset, innovation skills, and cross-cultural collaboration. A post-event survey (77.3% response rate) confirmed significant growth in entrepreneurial intention, self-efficacy, and sustainability awareness. Participants also reported higher confidence in navigating multicultural teams and developing user-centered solutions.

The summer camp effectively demonstrated how experiential, place-based learning can reinforce EUT+ priorities in sustainability, inclusion, and innovation. It stands out as a replicable model for integrating regional development challenges into transnational entrepreneurship education and reinforces the potential of EUT+ summer schools to catalyze lasting student engagement and cross-border collaboration.

A full report is available in Annex VI.A.

4.2.4.2. International #Entrep_Bootcamp2025 summer camp

After the successful summer camp in 2024, a second edition, entitled "The International #Entrep_Bootcamp2025 Summer School" was held at the **Technical University of Cluj-Napoca (UTCN)** from July 14–18, 2025. Organized through its Students' Entrepreneurial Society (SAS), the camp welcomed 25 students, including 11 (6 females and 5 males) from four EUT+ partner universities: CUT, RTU, UTT, and UTCN (see Figure 10 for the distribution of students participating per partner university). The initiative was funded by Romania's Institutional Development Fund (FDI) and aligned with EUT+ goals of fostering human-centred, sustainable innovation and transnational collaboration.

**Distribution of Students Participated per University
at the #Entrep_Bootcamp2025 Summer School**

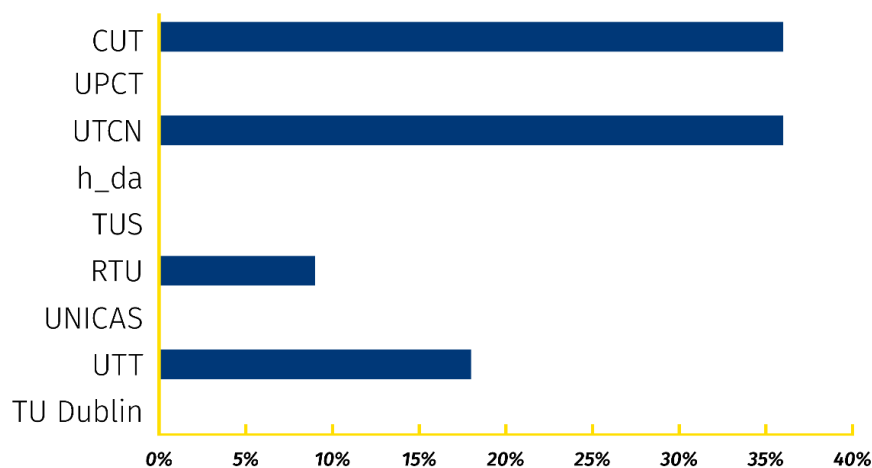


Figure 10. Distribution of Students Participated per University at the #Entrep_Bootcamp2025 Summer School.

The week-long programme immersed students in workshops, mentoring sessions, field visits, and multicultural teamwork. Students explored topics such as opportunity discovery, start-up creation, sustainable entrepreneurship, storytelling, and branding. Half of the workshops were delivered by UTCN staff and Romanian partner institutions, while the remaining sessions featured international speakers from Holon Institute of Technology (Israel) and the University of Rochester (USA). Entrepreneurs also led sessions, ensuring practical exposure to real-world innovation.

Throughout the week, participants took part in workshops, met with local entrepreneurs, and conducted field visits to better understand community needs. They then proposed sustainable, human-centred solutions aligned with the EUT+ alliance's core value of "Think Human First," ensuring innovation serves both societal and environmental well-being. The five student teams developed startup concepts, which they pitched during a final session evaluated by a panel of business leaders, academics, and municipal stakeholders.

A dedicated feedback survey revealed strong positive outcomes. Students reported increased motivation toward entrepreneurship, improved sustainability awareness, and stronger multicultural competencies. Notable growth was recorded in teamwork, problem-solving, and the ability to create value from ideas. However, results also suggested that additional support is needed to boost students' confidence in their readiness to launch ventures.

Outcome

The Cluj-Napoca Summer School 2025 succeeded in equipping students with critical entrepreneurial competencies, intercultural collaboration experience, and sustainability awareness. Participants engaged in an intensive, hands-on learning environment, combining innovation, teamwork, and real-world impact. Despite its short duration, the camp sparked significant personal and professional growth, and feedback suggests that extending future editions would enhance long-term skill consolidation.

A full report and survey analysis are provided in Annex VI.B.

4.2.4.3. EUt+ Student Start-up Challenge 2025: From Theory to Practice

A Blended Intensive Programme (BIP) summer school was organized by the **Technical University of Sofia (TUS)** from **June 24 to 28, 2024**, engaging **36 students from 5 EUt+ partner universities** (RTU, CUT, UTCN, TUS, h_da) (see Figure 11 for the distribution of students participating per partner university). Funded by Erasmus+ and TUS, the programme awarded **5 ECTS credits** to all participants upon successful completion.

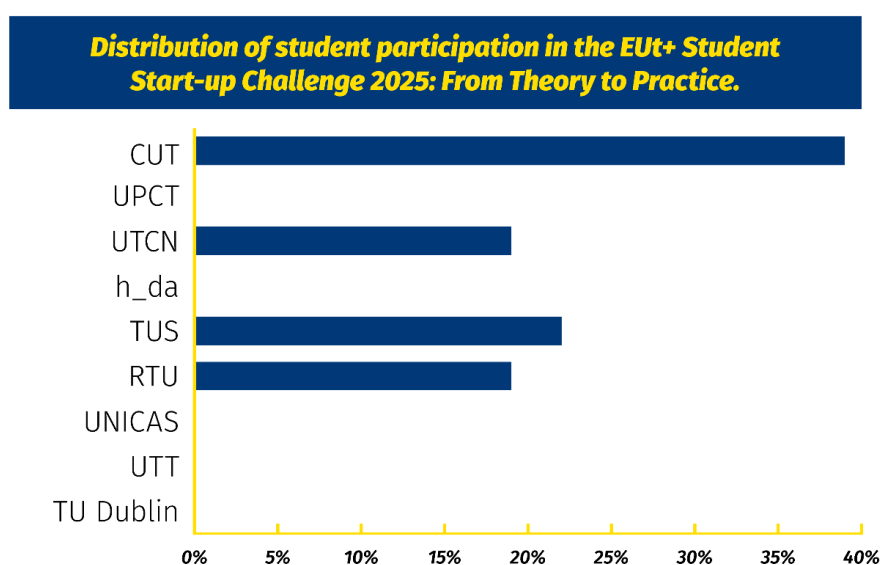


Figure 11. Distribution of student participation in the EUt+ Student Start-up Challenge 2025: From Theory to Practice.

The week-long initiative blended academic instruction with hands-on entrepreneurial challenges and featured guest speakers. Students engaged in activities focused on idea development, innovation, business modeling, and sustainability, all aligned with the broader goals of EUt+.

The agenda combined lectures, teamwork, and cultural exchanges to foster both entrepreneurial thinking and cross-cultural collaboration. Student feedback was overwhelmingly positive—100% of participants stated they would recommend the programme to their peers. Suggestions for improvement included extending the programme by a few days to allow more time for team interaction, idea development, and social engagement.

Outcome:

The summer school at TUS significantly enhanced students' entrepreneurial awareness, practical innovation skills, and intercultural collaboration. Participants developed early-stage startup concepts through team-based challenges and gained insight into real-world entrepreneurship. The inclusion of external speakers and diverse activities provided a broader perspective on startup ecosystems and innovation processes across Europe.

The programme also demonstrated a replicable model for effective blended mobility under Erasmus+, showcasing the potential of cross-university collaboration in entrepreneurship education. With strong student satisfaction and academic recognition (5 ECTS credits) and certificates awarded to all participants, the initiative stands as a good practice within the EUT+ framework. More information is available in Annex VI.C.

A video highlighting the summer week has been produced and is available on YouTube: <https://www.youtube.com/watch?v=MMSQv9ZYsw>

4.2.5. Conclusion (Pillar I: Educational Programmes)

The EUT+ Entrepreneurship School has successfully established a unified, competence-based educational framework that integrates entrepreneurial learning across nine universities. Through the Innovation Management and Entrepreneurship Programme, blended mobility formats, and summer schools, the alliance has built a scalable model for inclusive, experiential, and cross-border education.

Through the climate entrepreneurship training, masterclasses, and summer schools, the alliance has promoted experiential, interdisciplinary, and inclusive learning. These initiatives have strengthened institutional collaboration, enhanced students' entrepreneurial competencies, and contributed directly to the achievement of educational KPIs across the EUT+ alliance.

4.3. Pillar II: Mentoring and Support Programmes

The EUT+ Entrepreneurship School was created to respond to a common challenge faced across all partner universities: the fragmentation of entrepreneurial support and the difficulty for students and researchers to transform promising ideas into viable businesses. To address this, the School has established a comprehensive framework of mentoring and support programmes designed to develop entrepreneurial growth, innovation, and cross-border collaboration within the EUT+ alliance.

These programmes offer targeted guidance, resources, and opportunities to students, researchers, and staff engaged in entrepreneurial activities. By connecting participants with experienced mentors, industry experts, and innovation professionals, the School bridges the gap between idea development and market implementation.

At the core of this framework is the **EUT+ Student Start-up Lab**, which serves as the flagship initiative of the EUT+ Entrepreneurship School. The Lab serves as a structured launchpad for students, alumni, and researchers aiming to transform innovative ideas into impactful startups. It brings together the collective expertise, infrastructure, and networks of the nine EUT+ universities, fostering a vibrant, inclusive, and collaborative innovation ecosystem.

This initiative also directly contribute to **KPI 6.6**: “Number of participating spin-offs and startups,” which targets at least 24 ventures by the end of the project. To ensure consistent measurement and comparability across institutions, the WP6 team has adopted a common EUT+ startup definition:

A **startup** is defined as a **registered company** that is **younger than 5 years**, with a turnover of less than **2 million euros**, and fewer than **10 employees**. It must be founded by a **student or alumni (within 5 years of graduation)** or an **active researcher** affiliated with one of the EUT+ partner universities.

Furthermore, it has been agreed that “participating spin-offs and startups” under this KPI refer to:

New or existing entrepreneurial ventures that actively engage in EUT+ programmes, activities, or support services. Participation may include attending events, receiving mentorship, accessing funding, joining incubation or acceleration programmes, or being formally recognized within the EUT+ network.

Adopting these shared definitions was essential to ensure clarity, fairness, and alignment across diverse national systems. They allow the alliance to measure impact transparently, demonstrate its collective contribution to the European innovation landscape, and provide a solid foundation for future scalability and sustainability of the EUT+ Entrepreneurship School.

The Student Start-up Lab supports three main venture types:

- **Student-Driven Startups:** Initiated by undergraduate, Master's, or PhD students, individually or in teams.
- **Researcher-Led Startups:** Rooted in academic research and typically led by PhDs, PostDocs, or faculty.
- **Spin-Offs:** Ventures emerging from university-based research or innovation activities, often formalized through technology transfer processes and institutional support mechanisms.

Its key components include:

- **Incubation & Acceleration Programmes:** Structured training and mentoring designed to develop viable business models and growth strategies.
- **Ideation & Concept Development Workshops:** Practical sessions on identifying challenges and designing validated solutions.
- **Mentorship & Coaching:** Continuous guidance from entrepreneurs, investors, and academic mentors.
- **Networking & Collaboration:** Cross-institutional opportunities to connect through challenges, events, and competitions.
- **Access to EUT+ Facilities:** Permission-based use of innovation labs, coworking spaces, and incubators across partner campuses.

Ultimately, the EUT+ Student Start-up Lab is more than a platform for business creation; it is a catalyst for a European culture of innovation. It empowers participants to become confident and capable changemakers, strengthens cooperation among institutions, and contributes to long-term societal and economic impact across Europe.

4.3.1. EUT+ Incubation Programme

In alignment with **KPI 6.6:** “At least 24 participating spin-offs and startups”, the EUT+ WP6 team has launched targeted activities to empower students, alumni, and researchers in transforming their innovative ideas into viable ventures. One of the cornerstone initiatives supporting this objective is the **EUT+ Incubation Programme**, developed under the umbrella of the **EUT+ Student Start-up Lab**. This programme has been designed to guide early-stage

entrepreneurial teams through the critical stages of ideation, validation, and business development, equipping them with the necessary tools, mentorship, and institutional support to establish sustainable startups.

The EUT+ Incubation Programme was implemented for the first time during 2024–2025 and has successfully delivered a comprehensive, multi-phase entrepreneurial development experience for students across the nine partner universities. Notably, teams and solopreneurs from TU Dublin were unable to participate due to overlapping internal programmes running concurrently during the same period. Despite this, the initiative engaged a diverse and highly committed cohort from the remaining partner institutions, ensuring broad representation across the alliance. The programme will continue to be implemented annually, incorporating feedback and improvements from each cycle to ensure its long-term impact and scalability.

To promote the initiative widely and ensure inclusive access, dedicated promotional materials were developed and disseminated across all partner campuses both before and after the kick-off event (see Annex VII.1). The timelines and agenda of the programme were also made available to all students and alumni (see Annex VII.1). These materials played a vital role in raising awareness about the programme, outlining participation steps, and encouraging students and researchers to register their startup ideas. In addition to on-campus distribution, the materials also supported visibility efforts at related events and online platforms.

A dedicated Instagram page (www.instagram.com/eut_incubation_program/) has also been created specifically for the EUT+ Incubation Programme, where all activities, videos, and photos were shared regularly. This channel has served as an important outreach tool to raise awareness, showcase success stories, and inform the broader innovation ecosystem about the programme's impact and opportunities.

During registration, each team or solopreneur was asked to self-assess the development stage of their startup idea (registration template is available in Annex VII.2) using the classification outlined below. This process helped tailor the programme's support and assess the level of entrepreneurship among participants.

- (1) **Idea or Concept Stage:** This is the earliest phase of a startup where the idea or concept is being formulated. The focus is on brainstorming, market research, and refining the business concept. There is typically no tangible product or service at this point.
- (2) **Product Prototype Stage:** At this stage, a basic version or working model of the product or service has been developed. The focus is on refining the core features and gathering initial feedback from users or focus groups.

- (3) **Market Tests or Customer Trials:** The product or service is introduced to a limited group of customers to validate its market appeal, functionality, and usability. This helps the startup assess readiness for broader launch.
- (4) **Scaling and Expanding into New Markets:** The business model is validated, and the startup focuses on increasing production, expanding the team, and reaching new markets. Emphasis is on operational scaling and sustaining growth.

A total of **153 participants** (students and alumni) from the eight EUT+ partner universities took part in the first edition of the programme, forming **52 teams and solopreneurs**. The participant cohort demonstrated a strong commitment to gender equity, with **56% female** and **44% male** representation, reinforcing the alliance's commitment to inclusive and accessible entrepreneurship.

The distribution of participants per university is presented in Figure 12. The variation in the number of teams/solopreneurs across universities was influenced by several factors, including the level of student interest, the extent of institutional promotion and academic encouragement, and the availability of local support structures such as entrepreneurship offices, mentors, and innovation hubs.

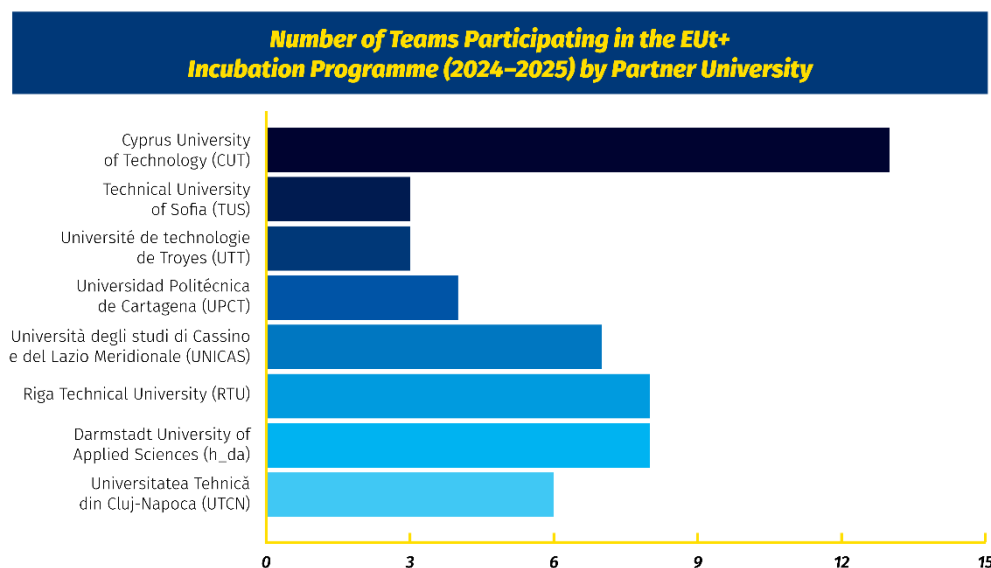


Figure 12. Number of Teams Participating in the EUT+ Incubation Programme (2024–2025) by Partner University.

As part of the registration process, each team or solopreneur was asked to self-assess and indicate the development stage that best described their startup idea. This classification enabled the programme organisers to tailor mentoring, feedback, and training resources to the specific maturity level of each venture. As shown in Figure 13, the majority of teams (**34 out of 52**) identified themselves as being in the **Idea or Concept Stage**, focusing primarily on ideation, market research, and the validation of their business concepts. Another **17 teams** reported being in the **Product Prototype Stage**, refining their solutions and preparing for initial market testing. Only **one team** had reached the **Market Tests or Customer Trials Stage**, while none had yet advanced to the **Scaling and Expansion Phase**.

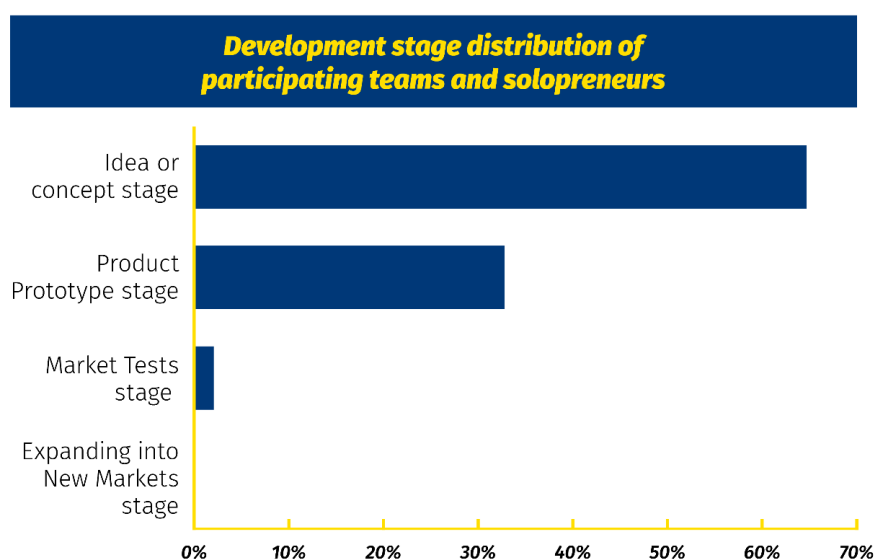


Figure 13. Development stage distribution of participating teams and solopreneurs.

This distribution highlights the programme’s strong emphasis on nurturing early-stage innovation, with most participants still in the foundational phases of venture creation. It also underscores the importance of structured educational support, mentorship, and feedback—core components of the EUT+ Incubation Programme—in helping teams advance from ideation to viable business propositions. Through this targeted intervention, the programme supports a pipeline of future startups that can grow within and beyond the EUT+ ecosystem.

4.3.1.1. Kick-off event

The kick-off event of the first edition of the EUT+ Incubation Programme was organized in January 2025 in Cartagena, with a hybrid-format session that introduced the programme to participants—including students, researchers, and academics—both on-site and online from across the EUT+ partner institutions. As part of the kick-off activities, students engaged in an interactive game titled *The Marshmallow Challenge*, designed to illustrate different entrepreneurial pathways and the challenges associated with turning ideas into action. Figure 14 shows the activities that took place during the kick-off event, and the agenda is provided in Annex VII.3.



Figure 14. Photos from the kick-off event organized in Cartagena, Spain, in January 2025. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

4.3.1.2. Masterclasses

Central to the programme were the nine expert-led masterclasses (as also referenced in Section 4.2.3), which formed an integral part of the educational pathway for participating teams and solopreneurs. Each masterclass was hosted by a different partner university and delivered by academic experts and industry representatives, covering key themes in entrepreneurship and innovation:

- **Innovation Management** (TUS) – [REDACTED], Professor
- **Unique Selling Proposition** (UTCN) – [REDACTED], Business Development Specialist at Nagarro
- **Business Model Canvas** (UPCT) – [REDACTED], Business Consultant
- **Marketing and Sales** (UNICAS) – [REDACTED], Professor
- **Financing Strategies** (CUT) – [REDACTED], Manager, PwC
- **Intellectual Property** (UTT) – [REDACTED], Professor
- **Pitch Preparation** (TU Dublin) – [REDACTED], GROWTHhub Project
- **Global Impact** (h_da) – [REDACTED], Business Consultant
- **Presentation Skills** (RTU) – [REDACTED], Professor

All sessions were recorded and compiled into a reusable knowledge base, ensuring scalability and asynchronous learning for future editions across the alliance. To support ongoing access, all materials and recordings were uploaded to a dedicated sphere on the EUT+ Whaler platform, allowing participants to revisit content at any time. The completion of each masterclass was also promoted across EUT+ social media channels after each masterclass, showcasing the topic, expert speaker, and hosting university, while also reinforcing visibility and engagement around the alliance's entrepreneurial education activities. Promotional flyers for each session are included in Annex VII.4 for reference.

Surveys have been distributed after each Masterclass to participants to confirm their engagement and attendance, as well as to assess their understanding of the material and inform continuous improvements in the content and delivery of the sessions (Annex VII.5). To acknowledge active participation in the educational phase of the programme, a certificate of participation (Annex VII.6) was issued to each student who completed the masterclass series and consistently submitted the accompanying feedback questionnaires.

Additionally, students benefited from continuous access to an international pool of mentors who provided personalized guidance, helping teams address challenges and advance their startup ideas.

In universities with higher enrollment (CUT, RTU, and UNICAS, as shown in Figure 12), internal competitions were organized to fairly select the top three teams progressing to the next stages (EUT+ Boost event), ensuring equal representation across all partners.

As part of the internal selection process at CUT, a dedicated event titled the “**CUT Student Innovation Fair**” was organized to identify the top three teams that would represent the university at the EUT+ Boost Event. The event featured both team pitching sessions and open booths, where each participating team showcased their startup ideas to the public, fostering visibility and engagement within the broader university and local community. During the pitching session, teams presented their ideas to a panel of four judges, all with strong backgrounds in innovation and entrepreneurship, who evaluated the projects and voted to select the top three teams. The event ensured a fair, transparent, and inclusive selection process while also promoting a culture of innovation across the campus. Figure 15 showcases the event, highlighting the booths and pitching sessions.



Figure 15. CUT Student Innovation Fair. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

At RTU, the internal competition to select the top three teams for the EUT+ Boost Event was organized in an online format. Participating teams presented their startup ideas virtually to a panel of experts, who evaluated each presentation and selected the best-performing teams based on innovation potential, feasibility, and alignment with entrepreneurial goals.

In parallel, UNICAS conducted its internal selection in a physical format (Figure 16). Teams pitched their ideas in person before a jury composed of innovation and entrepreneurship specialists, fostering direct interaction and providing teams with immediate feedback.



Figure 16. Internal competition at UNICAS. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

4.3.1.3. EUt+ Boost Event

The programme fostered strong transnational collaboration through the **EUt+ Boost Event**, held online in April 2025 (Figure 17). During this virtual gathering, three teams from each partner university presented their business ideas and received constructive, non-evaluative feedback from entrepreneurship experts across the EUt+ alliance, with at least one expert representing each university.

To ensure an engaging and manageable experience, the event was organized over two days, with the eight participating universities randomly split into two groups of four per day. This structure prevented overly long sessions and allowed ample time for meaningful feedback and interaction. Each university was responsible for providing feedback only to one other partner, meaning each reviewed three teams or solopreneurs. The template of the feedback form, along with the feedback provided to each team or solopreneur, is available in Annex VII.7. Although TU Dublin did not have a team/solopreneur participating in the Incubation Programme, representatives from the university actively supported all activities. The Boost Event served as a rehearsal and refinement opportunity ahead of the Final Competition held in Darmstadt. Based on the feedback received, each university selected one team or solopreneur to represent their institution in the final stage of the programme. The teams and solopreneurs who participated in the EUt+ Boost Event, along with the titles of their presentations, are shown in Table 3.

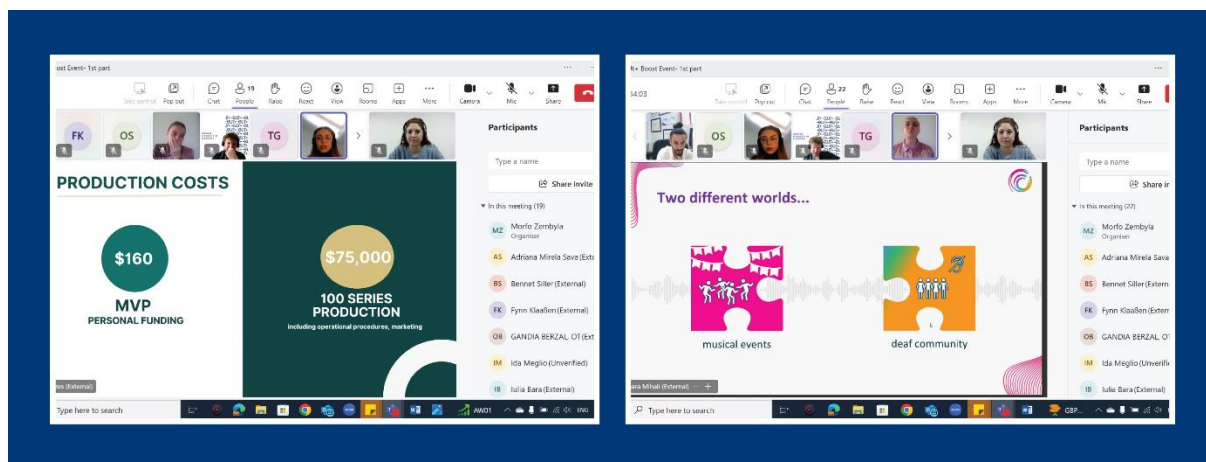


Figure 17. Screenshots taken from the EUt+ Boost event that took place in April 2025.

Table 3. Teams/Solopreneurs participated in the EUT+ Boost event.

Partner University	Title of pitch	Startup Stage
UTCN	Boxy	Idea or concept stage
UTCN	Remy Assistant	Product prototype stage
UTCN	Rhythm Touch	Product prototype stage
UPCT	TrustCertiCar	Idea or concept stage
UPCT	WaterBlue	Idea or concept stage
UPCT	Abyss Quest	Product prototype stage
h_da	InvestingNavi	Product prototype stage
h_da	Business Plan	Product prototype stage
h_da	Snapcare	Product prototype stage
UTT	Hyphos	Product prototype stage
UTT	Keonergy	Idea or concept stage
UTT	V-Lock*	Market tests or customer trials
RTU	SIXPACK	Idea or concept stage
RTU	Tutiņš	Product prototype stage
RTU	CityGreen	Idea or concept stage
CUT	Thinky	Idea or concept stage
CUT	MindMirror	Idea or concept stage
CUT	SoulConnect	Idea or concept stage
TUS	SolarBlinds	Idea or concept stage
TUS	SolarReviver	Product prototype stage
TUS	Biomaganic	Idea or concept stage
UNICAS	Lymph	Product prototype stage
UNICAS	GrapheneBreathe	Product prototype stage
UNICAS	Pet-ternity	Product prototype stage

**Last last-minute cancelled their participation.*

4.3.1.4. Final Competition

At the **Final Competition**, student teams pitched their ventures to a jury of entrepreneurship educators, receiving qualitative insights focused on innovation, business potential, societal impact, and presentation quality (Figure 18).

The culmination of the EUT+ Incubation Programme took place on the 3rd of June 2025 in Darmstadt. The event brought together over 100 participants, including students, researchers, teaching staff, and regional innovation stakeholders. The final, held at Café Glaskasten, created a vibrant atmosphere where anticipation, inspiration, and entrepreneurial energy filled the venue. Alongside the pitches, the TechShowcase featured cutting-edge research in artificial intelligence from various EUT+ partners, emphasizing the strategic integration of education, innovation, and research.



Figure 18. Final competition of the EUT+ Incubation Programme and Tech Showcase, which took place in Darmstadt in June 2025. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

Each of the eight finalist teams presented their business ideas in a five-minute pitch, followed by two minutes of questions. These pitches reflected the geographic and thematic diversity of the EUT+ alliance, with ideas ranging from digital mental health platforms to composting solutions, verified marketplaces, and renewable energy innovations.

At the conclusion of the event, the jury announced the **three winning teams**, selected based on **innovation, feasibility, and societal impact**, using the same evaluation criteria applied during the EUT+ Boost Event:

- **1st Place:** Rhythm Touch (UTCN, Romania)

A wearable bracelet that transforms music into vibrations, making musical experiences accessible for people with hearing impairments. The team is unanimously praised for their powerful idea, their strong presentation, and a compelling video showing the device in use (Figure 19).



Figure 19. Rhythm Touch team, 1st place winners of the EUT+ Incubation Programme 2025. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

- **2nd Place:** Solar Blinds (TUS, Bulgaria)

A smart window blind system with integrated solar panels, designed to harness unused solar energy on building facades while also reducing air conditioning needs and improving energy efficiency (Figure 20).



Figure 20. Solar Blinds team, 2nd place winners of the EUT+ Incubation Programme 2025. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

- **3rd Place: Graphene Breathe (UNICAS, Italy)**

A business model to reduce greenhouse gas emissions from livestock farming through air purification using graphene oxide filters, addressing both environmental and economic challenges in agriculture (Figure 21).



Figure 21. Graphene Breathe team, 3rd place winners of the EUT+ Incubation Programme 2025. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

As recognition for their outstanding innovation and impactful presentation, the winning team, *Rhythm Touch* from UTCN, is awarded the **golden rocket trophy** along with a **fully funded one-week “CUT Summer Bootcamp” in Limassol, Cyprus**, designed to support further development of their startup through mentoring, networking, and cross-cultural exchange opportunities. Additionally, each finalist team member received a certificate of participation in the EUT+ Incubation Programme Final Competition, acknowledging their dedication and achievement (Annex VII.8).

4.3.1.5. *Retrospective and Prospective Analysis*

As part of the continuous improvement process and commitment to co-creation, a dedicated retrospective and prospective analysis session was conducted with all finalist teams during the Darmstadt Week after the final competition (see Figure 22). This interactive session provided a platform for participants to reflect on their journey through the EUT+ Incubation Programme and propose enhancements for future editions. The feedback revealed a strong appreciation for the programme’s structure, particularly the value of the masterclasses, mentorship, and cross-campus networking opportunities. The EUT+ Boost Event and Final Competition are highlighted as standout moments that significantly boosted participants' confidence and refined their entrepreneurial thinking.

At the same time, participants voiced clear recommendations for improvement, including extending the programme duration to allow deeper idea development and more time for peer interaction, improving clarity around tasks and timelines, and increasing exposure to external industry experts and investors. Several students also emphasized the importance of maintaining follow-up mechanisms after the final competition, including alumni networking and advanced incubation opportunities. This collective feedback not only validates the relevance of the initiative but also offers a roadmap for scaling its impact, strengthening its learning outcomes, and embedding it more deeply within the EUT+ innovation and entrepreneurship ecosystem.

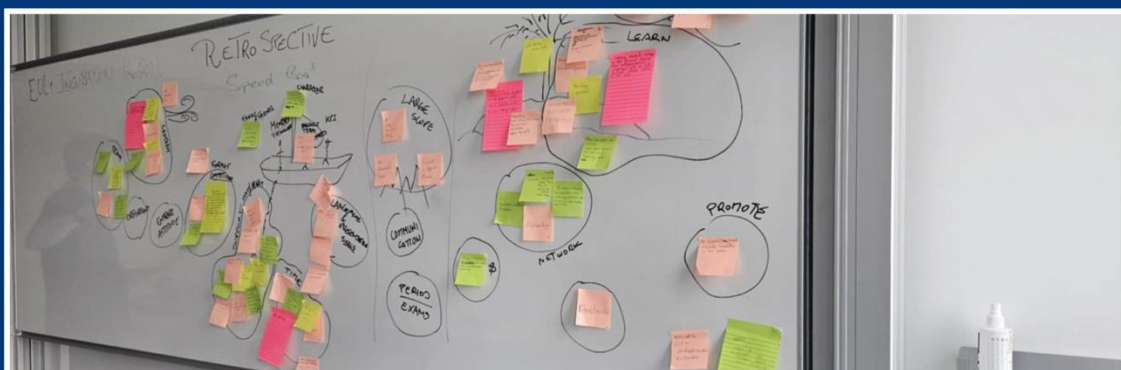
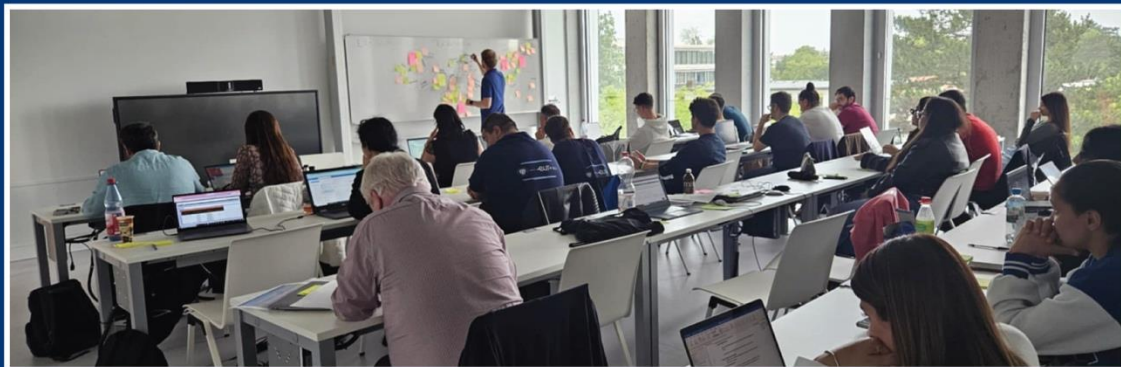


Figure 22. Retrospective and prospective analysis of Eut+ Incubation programme. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

4.3.1.6. Feedback Survey and Outputs

In parallel to the finalist retrospective and prospective feedback, a comprehensive survey is distributed to all participants of the EUT+ Incubation Programme ahead of the Final Competition to evaluate the overall impact of the initiative. This broader data set (see Annex VII.9) confirmed high levels of satisfaction and programme relevance: **93% of participants expressed satisfaction with the overall experience, and 91% rated the structure and organization of the programme as excellent or good.**

Regarding the masterclasses, **95.5% of respondents were satisfied or very satisfied, and 64.4% found the delivery effective or very effective.** The most valued topics according to their answers were “*Financing your Startup*”, “*Presentation Skills*”, “*Pitchdeck Preparation*”, and “*Marketing and Sales*”. **Over 75% recommended incorporating more interactive, hands-on activities**, such as case studies and workshops, to enhance learning.

In terms of confidence and impact, **87% of participants reported increased confidence in pursuing their ideas, and 78% indicated that the programme helped move their startup to the next stage.** Moreover, **over half of the participants (56%) were already planning to keep developing their idea or apply for funding.**

The EUT+ Boost Event was attended by 80% of participants. Of those, **66.8% found it useful or very useful** for receiving feedback. While it was widely appreciated as a rehearsal before the Final Competition, several students noted that **the five-minute pitch limit felt too short** and suggested extending it to allow more complete idea presentation. Some also proposed introducing a **prize or financial incentive** to encourage further development.

Looking forward, **77.8% of respondents expressed interest in receiving further support**, particularly in the form of **mentoring, funding access, startup resources, and networking opportunities.** In addition, students suggested activities to deepen their engagement in the European innovation ecosystem, including joint hackathons (53%), exchange programmes (62%), and access to EU startup ecosystems and facilities (56%).

Overall, the first edition of the EUT+ Incubation Programme not only achieved its objective of supporting early-stage ventures but also demonstrated the alliance's collective innovative potential. It successfully combined training, transnational cooperation, and public showcasing, leaving a lasting impression on participants and laying the groundwork for future EUT+ entrepreneurship activities.

4.3.2. CUT Summer Bootcamp

As part of their first-place prize, the winning team, *Rhythm Touch* from UTCN, participated in the **CUT Summer Bootcamp held in Limassol, Cyprus**. This one-week intensive experience was designed to enhance their entrepreneurial journey through targeted networking, cultural immersion, and hands-on learning (Figure 23). The bootcamp provided an enriching opportunity to broaden their perspective and acquire practical insights to support the development of both their product and their business strategy.

During the week, the team engaged with Cyprus's dynamic innovation ecosystem, participating in a series of visits and meetings with key stakeholders in Limassol and Nicosia. These included research labs at CUT, technology centers, and innovative companies such as CYENS Centre of Excellence, IREROBOT Ltd, SignalGeneriX, and PwC Cyprus. Through direct interaction with experts across diverse technological fields, the team was able to exchange ideas, gain feedback, and explore potential avenues for collaboration and knowledge transfer.

The bootcamp also served as a platform for the team to showcase and promote their product. They presented the *Rhythm Touch* bracelet to stakeholders and industry professionals, highlighting its core features and potential applications. These discussions enabled the team to gather valuable input on both the technical design and business model of their startup, further informing the direction of their development.

In parallel, the team gained insights into the Cypriot market landscape and local consumer needs, identifying both opportunities and challenges relevant to potential future scaling. These interactions fostered a deeper understanding of how to position their innovation within the local entrepreneurial ecosystem and offered concrete leads for future partnerships and growth.



Figure 23. Rhythm touch engagement with Cyprus's dynamic innovation ecosystem, participating in a series of visits and meetings with key stakeholders in Limassol and Nicosia. All photos are publicly available, and participants provided their consent for their use.

A key component of the bootcamp, coordinated with the support of the EUT+ Equality, Diversity and Inclusion Office (EDIO, WP2 Task 2.1), focused on engaging the Deaf community in Cyprus. Representatives from the EDIO and EITTO visited the Limassol Deaf Club to present the EUT+ Alliance, its inclusive innovation goals, and the Rhythm Touch project. Community members later tested the bracelet during the Medfest music festival, with free access arranged in collaboration with the Mayor of Amathounta (see Figure 24).

Seven individuals with hearing impairments participated, testing the bracelet during live performances and reporting strong emotional and social engagement. The Mayor also attended, meeting the students and Deaf Club members and testing the product himself.

To deepen their understanding, the team visited the School for the Deaf in Nicosia, where staff and students tested the Rhythm Touch bracelet and shared valuable feedback to improve its design and usability.



Figure 24. Rhythm Touch team at the Medfest music festival in Limassol (Cyprus), with free festival access secured through collaboration with the Mayor of Amathounta. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

As part of their promotional activities, the team was also invited to appear live on CAPITAL TV, one of Cyprus's national television stations, where they presented the bracelet and shared their entrepreneurial journey. In addition, they participated in a podcast episode in collaboration with the EUT+ Communication Office (WP9, Task 9.1) team from Cyprus, offering insights into their innovation process, motivation, and future aspirations (Figure 25).

The Capital News episode is available: <https://www.youtube.com/watch?v=fDoVSeFz-0s>

The full podcast is available: https://www.youtube.com/watch?v=w_W5wZuswqo&t=6s



Figure 25. Rhythm Touch team presenting live on Capital TV and participating in a podcast hosted by the EOMO team. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

The team gained insights into the Cypriot market landscape and local consumer needs, identifying both opportunities and challenges relevant to potential future scaling. These interactions fostered a deeper understanding of how to position their innovation within the local entrepreneurial ecosystem and offered concrete leads for future partnerships and growth.

Upon completion of the CUT Summer Bootcamp, a Startup Support Agreement was signed between CUT and RhythmTouch, highlighting the cross-border collaboration between institutions and outlining the future support the team may receive from internal and external stakeholders within the Cypriot ecosystem. The signed document is available in Annex VII.10.

4.3.2.1. Feedback Survey and Outputs

According to the Post-Summer Bootcamp Survey (Annex VII.11), all participants reported being **very satisfied with the overall experience**. They described the tailored mentoring sessions and expert meetings as a turning point in their entrepreneurial journey. These interactions provided concrete feedback on the strengths and areas for improvement of their product, enabling the team to refine their development strategy and clarify their go-to-market approach. The meetings also facilitated valuable networking opportunities, with several connections expressing interest in potential future collaborations or long-term partnerships. Furthermore, the international scope of the bootcamp encouraged the participants to expand their thinking beyond their local context and to consider the scalability and global potential of their solution.

Overall, the CUT Summer Bootcamp offered a comprehensive and meaningful experience that deepened the team's entrepreneurial capabilities, expanded their innovation network, and reinforced their commitment to inclusive and user-centered design. It also highlighted the strong role EUT+ can play in fostering impactful cross-border collaboration through real-world innovation engagement.

4.3.3. EUT+ Startup Support and Services

The mapping and consolidation of startup support services across EUT+ partners constitute a cornerstone of Pillar II of the EUT+ Entrepreneurship School. These services enhance the offerings of the EUT+ Student Start-up Lab by providing aspiring entrepreneurs with direct access to local infrastructure and expert resources, regardless of their home institution. By identifying and opening select services for alliance-wide use, this initiative builds a cohesive and inclusive support network that bridges local capacities with EUT+ strategic ambitions.

This shared service framework under the EUT+ label fosters a unified entrepreneurial identity, strengthens inter-institutional collaboration, and promotes visibility across the alliance. It lowers barriers to student and researcher mobility while expanding access to vital resources such as mentoring, startup development programmes, and innovation spaces.

A set of services has been approved for cross-institutional use based on accessibility and readiness. These services are open to all EUT+ students and staff without requiring additional permissions, contributing to a more integrated and equitable entrepreneurial ecosystem.

The selection of services for alliance-wide access was based on a specific question posed to each partner: *“Is this service open to all EUT+ members?”*

- If the answer was “Yes”, the service is further assessed and, where applicable, included in the current list.
- If the answer was “No” or if additional eligibility conditions applied, the inclusion of that service is postponed. In such cases, roadmap discussions should follow to explore how these services can become more accessible in the future.

To ensure consistency with the other activities of WP6, services are classified using the same stage-based framework applied to student teams (in [Section 4.3.1](#)). The categories are as follows:

1. Idea or Concept Stage
2. Product Prototype Stage
3. Market Tests or Customer Trials
4. Scaling and Expanding into New Markets

This classification helped tailor programme support, assess the maturity of available services, and ensure alignment across institutions. It also enables a shared understanding of startup development stages, thus strengthening strategic coordination.

Table 4 summarizes the services selected for alliance-wide collaboration (all available services are listed in Annex VIII):

Table 4. EUT+ startup support and services that are available for alliance-wide collaboration.

Partner University	Service Name	Service Type	Description	Stages
CUT	CUTing Edge Innovation Centre	Co-working Space/Mentoring Hub	Provides mentoring, co-working space, and event hosting for early-stage startups	1. Idea or concept stage 2. Product prototype stage 3. Market tests or customer trials
RTU	Dirty prototyping	Prototyping Place/Mentoring	Supports the development of alpha prototypes	1. Idea or concept stage 2. Product prototype stage
RTU	HPC	Support Infrastructure	High-quality supercomputing services to support science and innovation	1. Idea or concept stage 2. Product prototype stage
UTT	MIND Tech	Makerspace/Mentoring	Equipped with tools, 3D printers, robotics (Charly robot)	1. Idea or concept stage 2. Product prototype stage 3. Market tests or customer trials
UTT	MIND Lab	Coworking Space	Offers coworking, small events, and networking opportunities	1. Idea or concept stage 2. Product prototype stage 3. Market tests or customer trials 4. Scaling and expanding into new markets
UTT	Hackathon	Prototyping/Testing Event	3-day prototyping event offered free of charge	1. Idea or concept stage 2. Product prototype stage

Through this mapping process, all EUT+ partner institutions contributed by sharing their services, thereby creating a common pool of entrepreneurial support resources. This fosters synergy, encourages the exchange of best practices, and allows for the co-development of joint services for the broader benefit of the alliance.

Moreover, the service sharing compiled as part of this initiative supports better coordination, resource optimization, and strategic growth within the EUT+ alliance. It also encourages the exchange of best practices and the co-creation of joint services. Over time, this unified approach improves access to services, enables shared learning opportunities, and helps scale EUT+ impact in innovation and entrepreneurship.

4.3.4. Support Materials for EUT+ Startups

To enhance the international mobility of entrepreneurs within the EUT+ alliance, a comprehensive set of **Soft-Landing Manuals** has been developed for each partner country and is available in Annex IX. These documents provide essential, country-specific information for startups and solopreneurs seeking to establish or expand their business operations across EUT+ territories. Each guide includes clear instructions on legal requirements, company registration procedures, intellectual property considerations, tax obligations, employment laws, and access to local business support services.

These materials play a crucial role in lowering entry barriers for early-stage ventures by demystifying complex national systems and accelerating integration into local innovation ecosystems. By equipping aspiring founders with practical, up-to-date knowledge, the Soft-Landing Manuals contribute to a more cohesive and connected EUT+ startup environment, promoting cross-border collaboration, talent circulation, and the long-term sustainability of entrepreneurial activity within the alliance.

4.3.5. Conclusion (Pillar II: Mentoring and Support Programmes)

The mentoring and support initiatives of the EUT+ Entrepreneurship School, anchored by the EUT+ Student Start-up Lab and the EUT+ Incubation Programme, have created a structured pathway for transforming ideas into viable ventures. By connecting students, alumni, and researchers with mentors and innovation experts across Europe, this pillar bridges academic knowledge with entrepreneurial practice. The shared definitions, processes, and support mechanisms established under this framework ensure transparency, inclusivity, and scalability, laying a strong foundation for sustainable startup development and the achievement of alliance-wide innovation objectives.

4.4. Business Hub Foundation: Community for Innovation and Entrepreneurship Research

The **Business Hub Foundation** of the programme is the **Community for Innovation and Entrepreneurship Research**, which aims to foster a vibrant, interdisciplinary environment where scholars and practitioners co-create knowledge at the intersection of innovation, entrepreneurship, and education. The School supports the development of joint research projects, facilitates researcher mobility and exchange across EUT+ institutions, and promotes the dissemination of research findings through seminars, working groups, publications, and policy dialogues. By integrating research with practice, the Business Hub Foundation strengthens both the theoretical and empirical underpinnings of the EUT+ innovation ecosystem and contributes to evidence-based entrepreneurship education and policy development.

To strengthen transparency and visibility of each university's research and innovation assets, the **EITTO Platform** (available at: [LINK](#)), developed by CUT through the *EXTRAS project*, is now available to all EUT+ partners and external stakeholders. This digital tool enables companies and collaborators to explore the infrastructure, facilities, and expertise available across the alliance, identify potential partnerships, and initiate contact with relevant units or experts. The platform complements the EUT+ mapping efforts and enhances engagement with industry and the broader innovation ecosystem.

4.4.1. Mapping of Strategic Partnerships and External Collaborations

In alignment with **KPI 6.1** – “Existence of an up-to-date mapping of formal cooperation agreements with quadruple helix actors”—the EUT+ WP6 team undertook a comprehensive effort to gather and consolidate data on existing strategic partnerships across the alliance. All EUT+ partner universities contributed by submitting detailed records of formal collaboration agreements established with key stakeholders from the quadruple helix model: higher education and research institutions, private sector firms, public agencies, and civil society organizations. Annex X.1 provides more information about the full list of the formal collaborative agreements among the partners, supporting transparency and facilitating the forthcoming development of a digital EUT+ partnership map.

In addition to these agreements, each university also submitted a list of Digital Innovation Hubs (DIHs) operating within or connected to their ecosystem (available in Annex X.2). This dual data collection effort provides critical insight into the scope and diversity of external engagements within EUT+, laying the groundwork for deeper collaboration and joint initiatives.

Although the visual mapping of these partnerships has not yet been initiated, the collected information will serve as the basis for the development of an EUT+ Partnership and Innovation Map. This digital tool will enhance transparency, foster inter-institutional synergies, and support coordinated outreach to external stakeholders. Once operational, the map will also serve as a dynamic resource to identify potential partners, highlight existing alliances, and guide strategic innovation actions across the EUT+ ecosystem.

This initiative directly supports the EUT+ Entrepreneurship School's goals by reinforcing cross-sectoral collaboration, promoting shared value creation, and aligning university innovation efforts with regional, national, and European priorities.

4.4.2. EUT+ Innovation Talks

The EUT+ Innovation Talks constitute a central activity within the Community for Innovation and Entrepreneurship Research, designed to cultivate a dynamic and inclusive culture of entrepreneurship across the alliance. These sessions provide an open platform for students, researchers, faculty, and external stakeholders to engage with expert leaders, share experiences, and explore emerging trends in innovation and entrepreneurship.

Organized monthly and coordinated on a rotating basis by partner universities, the Talks feature speakers from academia, industry, and the startup ecosystem — including EUT+ alumni and innovation leaders — who share insights on entrepreneurship, sustainability, and digital transformation.

Each session follows a thematic focus and is delivered live via LinkedIn, ensuring accessibility and participation across all campuses. Recordings are made available for asynchronous viewing, allowing continuous learning and engagement. This hybrid approach supports inclusivity, cross-campus collaboration, and the dissemination of practical knowledge beyond institutional boundaries.

More than a knowledge-sharing platform, the EUT+ Innovation Talks have strengthened collaboration between academia and industry, enhanced the visibility of local expertise within a European framework, and fostered a unified EUT+ innovation identity. Future editions will continue expanding through co-design with student organizations, research centers, and external partners. Additional details, including participation data and recordings, are provided in Annex XI.

Table 5. Overview of EUT+ Innovation Talks.

No.	Title of Innovation Talk	Presenter	Organizer Partner
#1	Entrepreneurship in Sustainable Energy	[Redacted]	CUT
#2	From UTT to Y Combinator	[Redacted]	UTT
#3	Entrepreneurship: From Theory to Practice	[Redacted]	TUS
#4	The Long Road of Healthcare Innovation – Travel Tips and Tricks	[Redacted]	UTCN
#5	Digital Innovation and the Potential of AI for Sustainability	[Redacted]	TU Dublin
#6	Benefits of an international team in entrepreneurship	[Redacted]	RTU
#7	Tackling the Impact Challenge	[Redacted]	UNICAS
#8	Sustainable business models- benefit for established firms and startups	[Redacted]	h_da
#9	Transforming Ideas into Reality: From Student to Entrepreneur	[Redacted]	UPCT

4.4.3. Training & Sessions

4.4.3.1. Open Discussion on IP Management and Tech Transfer Opportunities

As part of the broader effort to strengthen innovation ecosystems within the EUT+ alliance, an open discussion was organized by CUT under the theme "*Open Discussion on IP Management and Tech Transfer Opportunities*" (Figure 26). The session featured a presentation of ongoing initiatives and best practices from the EUT+ Innovation and Technology Transfer Office (EITTO), followed by a detailed case presentation from the University of Cassino (UNICAS) showcasing effective models in intellectual property (IP) management and tech transfer. The discussion also focused on the current situation in Cyprus, exploring existing challenges and opportunities for improving local Technology Transfer Office (TTO) operations. The session fostered valuable cross-institutional dialogue and laid the groundwork for sharing scalable practices across the EUT+ network.



Figure 26. Open Discussion on IP Management and Tech Transfer Opportunities. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

4.4.3.2. Open Science and Intellectual Property (IP)

As part of the EUT+ Innovation and Entrepreneurship School activities during the Darmstadt Week, a dedicated training session on "*Open Science and Intellectual Property (IP)*" was organized by EUT+ Research Office (ERO- WP5, Task 5.3) and EUT+ Innovation and Technology Transfer Office (EITTO- WP6, Task 6.3). The session was delivered by Lindsay Dowling, Open Research Support Unit Lead at TU Dublin, and covered critical topics such as copyright and licensing in open science, rights retention strategies, employer and institutional IP policies, research data ownership, and collaboration models with industry. Through engaging case

studies and real-world scenarios, participants explored how to balance transparency in research with IP protection, including considerations for AI-driven innovation. This training provided foundational knowledge for researchers and university staff to navigate the evolving European policy landscape on open access and IP management. A template of the certificate of attendance is available in Annex XII.

4.4.4. Industry and Ecosystem Engagement

The School aims to reinforce connections between the EUT+ alliance and R&D&I-intensive industries, as well as the broader startup ecosystem. This involves fostering collaborations with startups and industrial partners, enhancing internship and placement opportunities for students, and organizing events that address real-world technological challenges. These efforts ensure that the School's activities remain aligned with market needs while providing students with meaningful, hands-on experiences.

To strengthen engagement and communication with key stakeholders, two targeted flyers were developed by EITTO. The first (Annex XIII.1) is directed at companies, highlighting opportunities to collaborate with the EUT+ Entrepreneurship School through co-developing solutions to technological challenges, accessing top student talent via internships, and connecting with a pan-European innovation network. The second flyer (Annex XIII.2) is designed for students, researchers, and research institutes, showcasing the benefits of participating in the EUT+ innovation ecosystem. It outlines startup support services, training opportunities, mentoring programmes, and cross-institutional access to innovation facilities. Importantly, both flyers also present the EUT+ tech expertise of each partner university, illustrating the wide breadth of research areas and specialized knowledge available across the alliance. These materials are included in Annex XIII for reference and are actively distributed during Tech Showcase events, Incubation Programme competitions, and other EUT+ activities related to innovation and entrepreneurship, ensuring consistent outreach and strong visibility throughout the network.

4.4.4.1. EUT+ Tech Showcase Days

As a key initiative under the EUT+ Innovation and Entrepreneurship strategy, the Tech Showcase Days are designed to bridge the gap between academia and industry by highlighting research outputs, emerging technologies, and entrepreneurial ventures developed within the alliance. These events act as targeted platforms to demonstrate the applied potential of EUT+ innovations and promote mutually beneficial partnerships with industry, investors, and other innovation stakeholders.

The core objectives of the Tech Showcase Days are to:

- Promote technology transfer and commercialization by introducing early-stage technologies, prototypes, and student-led innovations to relevant markets;
- Strengthen local, regional, and international RTDI (Research, Technology Development and Innovation) ecosystems by building visibility for EUT+ capabilities and engaging industry actors in dialogue and co-creation;
- Facilitate industry-academia matchmaking, enabling companies to discover new solutions, form R&D partnerships, and co-develop market-ready products.

To ensure high relevance, the events are curated to showcase industry-aligned themes, featuring technology demonstrations, research presentations, research poster sessions, and one-on-one meetings.

To date, **five Tech Showcase Days** have been successfully organized by the following EUT+ institutions: Universitatea Tehnică din Cluj-Napoca (UTCN), Università degli Studi di Cassino e del Lazio Meridionale (UNICAS), Riga Technical University (RTU), Hochschule University of Applied Science (h_da), and Université de Technologie de Troyes (UTT). These events adhered to the EUT+ Tech Showcase guidelines and contributed significantly to enhancing visibility of institutional research, fostering academia-industry collaboration, and strengthening the EUT+ innovation ecosystem.

Below is a summary of each event:

1. **Tech Showcase Day – Universitatea Tehnică din Cluj-Napoca (UTCN)**

- **Title:** “#Entrep_Bootcamp2024 Pitching Finals and Tech Showcase”
- **Organized by:** Universitatea Tehnică din Cluj-Napoca (UTCN)
- **Date:** 19/07/2024
- **EUT+ Partners Involved:** UTT, h_da, UPCT, TUS, UNICAS, UTCN (students participated from across the alliance)
- **No. of companies' representatives that participated:** 13 jury members from academia, startups, industry, and public authorities

The Tech Showcase Day marked the culmination of the *#Entrep_Bootcamp2024 summer camp*, held from July 15–19, 2024, in Cluj-Napoca (Figure 27). The camp brought together 33 students, including 22 from six EUT+ partner universities, who worked in interdisciplinary teams to co-create solutions for the rural community of Sălcea, reflecting the EUT+ value of “Think Human First”.



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Over the week, participants attended workshops, met local entrepreneurs, and conducted field visits to develop sustainable, human-centered innovations that strengthen rural–urban connectivity. During the final showcase, six teams presented their projects to a jury of 13 experts from business, academia, and community organizations. Their ideas addressed themes such as digital inclusion, farm-to-table systems, rural tourism, education, and cultural exchange.

Jury feedback (eight responses collected) was highly positive, praising the creativity and social impact of the proposed solutions and expressing interest in future EUT+ collaborations. The event effectively linked academic knowledge with real community challenges and promoted inclusive entrepreneurship. A detailed report is provided in Annex XIV.A.



Figure 27. #Entrep_Bootcamp2024 Pitching Finals and Tech Showcase, organized by UTCN. All photos are publicly available, and participants provided their consent for their use and publication during the registration process. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

2. *Tech Showcase Day – Università degli Studi di Cassino e del Lazio Meridionale (UNICAS)*

- **Title:** “Cybersecurity: Scenarios and services for companies”
- **Organized by:** Università degli Studi di Cassino e del Lazio Meridionale
- **Date:** 02/10/2024
- **EUT+ Partners Involved:** UTT, CUT, h_da, UNICAS, TUS, RTU, UPCT, UTCN, TU Dublin
- **No. of companies' representatives that participated:** 40

The Tech Showcase Day hosted by the University of Cassino and Southern Lazio focused on the theme “Cybersecurity: Scenarios and Services for Companies” and took place on October 2, 2024, in collaboration with the National Cybersecurity Competence Center Cyber 4.0 (Figure 28). The event brought together 40 representatives from companies and institutions to explore the latest developments in cybersecurity and foster dialogue between academia, industry, and public sector stakeholders. Keynote sessions and panels addressed real-world cybersecurity challenges and funding opportunities through Italy’s National Recovery and Resilience Plan (PNRR), while also showcasing research capabilities and services from the EU+ alliance.

EUt+ researchers joined the event remotely to present their expertise, promoting international collaboration and consultancy services for SMEs. One of the major outcomes was the establishment of a new European Research Group (ERG) on Cybersecurity within EUt+, which will drive future joint activities. This event exemplified the strategic role of the EUt+ Entrepreneurship School in fostering cross-border knowledge exchange and industry engagement, particularly in priority areas such as digital security. Full details are available in Annex XIV.B.



Figure 28. TechShowcase on Cybersecurity: Scenarios and services for companies, organized by UNICAS. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

3. Tech Showcase Day – Riga Technical University (RTU)

- **Title:** “RTU Science and Innovation Festival UNICORN”
- **Organized by:** Riga Technical University
- **Date:** 18/12/2024
- **EUT+ Partners Involved:** RTU, UNICAS, CUT
- **No. of companies' representatives that participated:** 9

On December 18, 2024, Riga Technical University hosted the “RTU Science and Innovation Festival – UNICORN” at its Ķīpsala campus, featuring a Shark Tank-style TechShowcase event (Figure 29). The showcase provided a dynamic platform for EUT+ students, researchers, and innovators to present deep-tech solutions and entrepreneurial ideas to an expert jury comprising representatives from nine companies, including SEB Bank, Swedbank, and Latvenergo. The event successfully merged academic insight with real-world business perspectives, fostering interdisciplinary dialogue and spotlighting EUT+ innovation potential.

The festival featured presentations from RTU, CUT, and UNICAS, followed by student and researcher pitch sessions that stimulated feedback and engagement from industry experts. A post-event survey completed by several jury members revealed strong appreciation for the format, content, and opportunities for collaboration. The event not only boosted awareness of the EUT+ alliance among Latvian stakeholders but also initiated new discussions for mentorship and future partnerships, including SEB Bank’s expressed interest in continued engagement with RTU. The full report is available in Annex XIV.C.



Figure 29. RTU Science and Innovation Festival UNICORN, organized by RTU. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

4. Tech Showcase Day – Hochschule Darmstadt – University of Applied Sciences (h_da)

- **Title:** “The Future with AI – Innovations Shaping Our World”
- **Organized by:** Hochschule Darmstadt – University of Applied Sciences Darmstadt
- **Date:** 03/06/2025
- **EUt+ Partners Involved:** UTT, TU Dublin, CUT
- **No. of companies' representatives that participated:** 5

The University of Applied Sciences Darmstadt hosted the Tech Showcase Day on June 3, 2025, titled “*The Future with AI – Innovations Shaping Our World*” (Figure 30). The event, organized in collaboration with the EUt+ Incubation Programme Finals, brought together over 100 participants—including students, researchers, and company representatives—for an interdisciplinary exploration of AI-driven innovation. Featured presentations included cutting-edge research on AI for space exploration, sustainable development, and decision systems by speakers from TU Dublin, CUT, and h_da. This dual-format event fostered networking across academia and industry, spotlighting the EUt+ alliance’s innovation capacity and entrepreneurial engagement.

Despite inviting 35 companies, only five representatives attended, highlighting the challenge of aligning stakeholder interests. Nonetheless, the event successfully enhanced EUt+ visibility within the regional innovation ecosystem and led to promising discussions with the Chamber of Commerce and Innovectis GmbH. Participant feedback emphasized satisfaction with the organization and content, but also pointed to a preference for future events with more focused themes or separated formats to better meet distinct audience needs. The full report is available in Annex XIV.D.



Figure 30. TechShowcase on The Future with AI – Innovations Shaping Our World, organized by h_da. All photos are publicly available, and participants provided their consent for their use and publication during the registration process.

5. Tech Showcase Day – Université de Technologie de Troyes (UTT)

- **Title:** AI & Sustainable Industry Innovation
- **Organized by:** Université de Technologie de Troyes
- **Date:** 17/06/2025
- **EUT+ Partners Involved:** TUS, UPCT, UNICAS
- **No. of companies' representatives that participated:** 9

UTT organized the Tech Showcase Day on “AI & Sustainable Industry Innovation”, designing a programme that connected researchers, SMEs, industry representatives, and regional actors. The event included keynote presentations, industrial testimonies, academic talks, networking sessions, and visits to UTT’s technological platforms, all highlighting the role of AI as a driver for responsible and sustainable innovation in line with EUT+ values.

At UTT, AI & Sustainable Industry Innovation was presented through diverse contributions from EUT+ researchers and local companies, complemented by support mechanisms from the EDIH Grand Est and active participation of the Chamber of Commerce and Industry of Troyes and Aube. The full report is available in Annex XIV.E.

4.4.4.2. Agreements with Companies

As part of these collaborative efforts and engagement activities, the initiative also aims to strengthen formal partnerships with external stakeholders. This includes the establishment of consultancy agreements, contract research agreements, and collaborative arrangements. In line with **KPI 6.4**, the target is to sign at least 21 such agreements to enhance cooperation between academia and industry. To date, **six Memoranda of Understanding (MoUs)** have already been signed with:

1. PwC (Cyprus)
2. Freshblood Cluj-Napoca (Romania)
3. Schwarz Global Services (Bulgaria)
4. IREROBOT Ltd (Cyprus)
5. SORVUS MEDIA (Cyprus)
6. CYENS Centre of Excellence (Cyprus)

The MoU template and the signed agreements are available in Annex XV.

These initial agreements mark an important milestone in the EUT+ effort to formalize strategic relationships with key industry actors across Europe. Each partnership demonstrates the alliance’s capacity to attract diverse and impactful collaborators while also setting the

foundation for deeper integration between academic and industrial ecosystems. The signed MoUs not only reflect shared values in advancing education, innovation, and societal progress but also serve as models for future agreements to be pursued under a unified framework. As the alliance continues to scale these efforts, the goal of securing at least 21 agreements remains both achievable and vital to fostering a long-term, innovation-driven culture across all EUT+ partner institutions.

4.4.5. Conclusion (Business Hub Foundation)

The Business Hub Foundation has effectively positioned the alliance as a connector between academia, industry, and society. Through activities such as Innovation Talks, Tech Showcase Days, and formal partnerships, it has expanded EUT+’s engagement within regional and European innovation ecosystems. This pillar reinforces the alliance’s commitment to open innovation, inclusivity, and societal impact, demonstrating how cross-border collaboration can strengthen Europe’s research, education, and entrepreneurship integration.



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5. Achievements & Impact

The EUT+ Entrepreneurship School has significantly advanced the mission of fostering a robust, inclusive, and sustainable entrepreneurship and innovation ecosystem across the alliance. Its strategic activities, organized under three interlinked pillars—Education, Mentoring & Support, and Business Hub Foundation in Community for Innovation and Entrepreneurship Research—have yielded measurable outcomes that directly contribute to the alliance’s KPIs and strategic objectives. This section presents a consolidated view of the School’s impact on both the EUT+ internal community and external stakeholders across Europe.

5.1. Connection with KPIs and Tasks

To ensure alignment with the broader goals of EUT+ and monitor progress effectively, all activities under WP6 have been closely linked to the KPIs set out for the alliance. Figure 31 illustrates the structure of Work Package 6 (WP6): Innovation and Entrepreneurship, highlighting its four core tasks and their contribution to the EUT+ Entrepreneurship School:

- Task 6.1 focuses on the establishment of the School and its educational framework (Pillar I);
- Task 6.2 strengthens connections with industry and contributes to the creation of the Business Hub Foundation;
- Task 6.3 develops the EUT+ Innovation and Technology Transfer Office (EITTO), and
- Task 6.4 implements the Student Start-up Lab (Pillar II).

Together, these tasks form the foundation of the EUT+ Entrepreneurship School, integrating education, mentoring, and ecosystem engagement across the alliance.

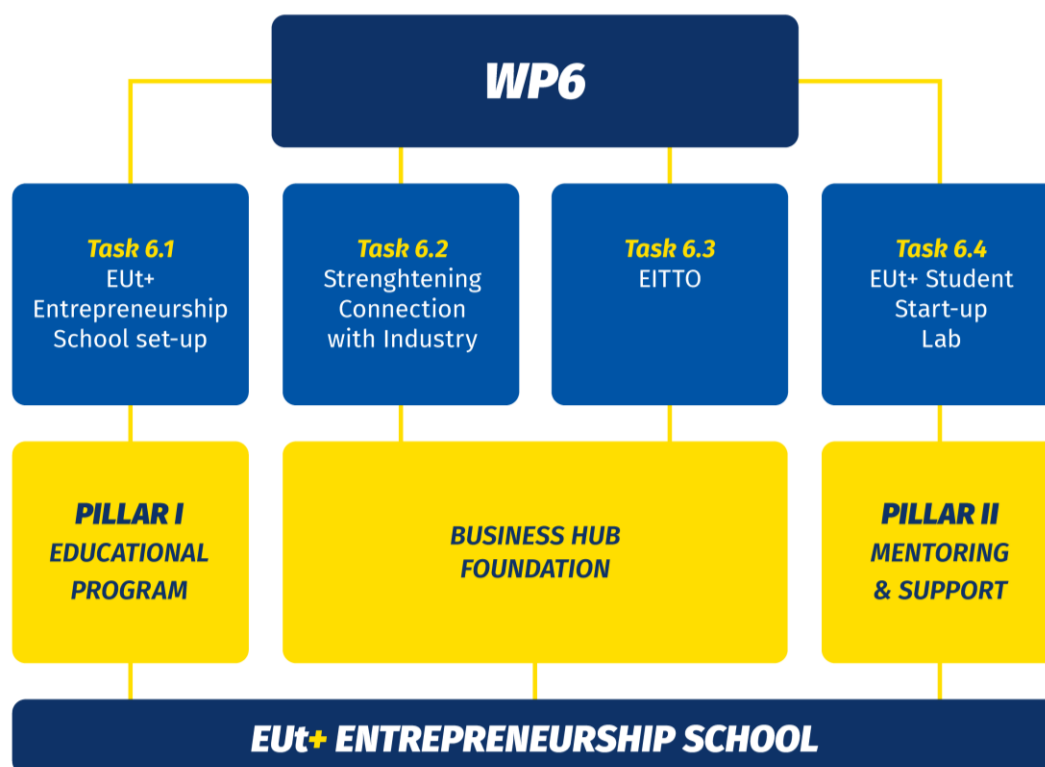


Figure 31. Structure of WP6 and the EUT+ Entrepreneurship School.

Table 6 summarizes the progress achieved under WP6 in relation to its KPIs. Each KPI is linked to specific tasks and activities carried out across the EUT+ alliance over the reporting period. Significant progress has been made in entrepreneurship training, startup engagement, and collaboration with external stakeholders, particularly through the EUT+ Entrepreneurship School, Student Start-up Lab, and EITTO initiatives.

Table 6. Summary of KPI progress.

KPIs	Related Task	Related activities	KPI Achievement (over the 2 years)
KPI6.1: Existence of an up-to-date mapping of formal cooperation agreements with quadruple helix actors	TA6.2: Strengthening the connections between EUT+ and the R&D&I-intensive industries and startup ecosystem	A collection of formal agreements signed by each university. Organization of EUT+ Tech Showcase Days engaging industry, startups, and public stakeholders.	<ul style="list-style-type: none"> • Formal strategy under development. • Five Tech Showcase Days performed.
KPI6.2: Existence of a common R&I strategy/agenda with other HEIs or with external stakeholders	All Tasks	Collaboration with academic, industry, and innovation stakeholders through WP6 activities, including expert-led IP trainings and EUT+ Innovation Talks, fostering dialogue on entrepreneurship and R&I collaboration.	<ul style="list-style-type: none"> • Formal strategy under development. • Two training and expert-led discussions on Intellectual Property (IP). • Nine EUT+ Innovation Talks.
KPI6.3: Number of related new projects, partnerships, and funding (Target: At least 2)	All Tasks	Joint proposal development across EUT+ partner universities.	<ul style="list-style-type: none"> • Three project proposals submitted (not funded). • Resubmissions and new applications are in progress.
KPI6.4: Number of consultancy agreements, contract research agreements, or collaborative agreements (Target: At least 21)	TA6.3: EUT+ Innovation and Technology Transfer Office (EITTO)	Signing of MoUs with industry and innovation stakeholders.	<ul style="list-style-type: none"> • Six MoUs signed to date.
KPI6.5: Number of students trained at the EUT+ Entrepreneurship School (Target: At least 500)	TA6.1: EUT+ Entrepreneurship School	Climate Entrepreneurship Training, Innovation Management and Entrepreneurship Programme, Expert-led Masterclasses, Summer Bootcamp.	<ul style="list-style-type: none"> • 652 students trained.
KPI6.6: Number of participating spin-offs and startups (Target: At least 24)	TA6.4: EUT+ Student Startup Lab	Incubation Programme, Student Start-up Lab, Summer Schools.	<ul style="list-style-type: none"> • 52 teams/ solopreneurs supported. • 1 team has been registered as a start-up (<i>Rhythm Touch</i> from Romania).

5.2. Impact on Pillar I: Educational Programmes



ACHIEVEMENTS

- **Over 652 participants** (students, researchers, alumni) engaged in structured entrepreneurship learning through educational programmes, masterclasses, and summer schools, surpassing the KPI target of 500 students trained.
- Creation of the structure of the **EUT+ Innovation Management and Entrepreneurship Programme**, featuring three certification levels and ECTS-linked micro-credentials.
- Successful **integration of the EntreComp Framework** into curriculum design, ensuring competence-based, student-centered education across all formats.
- Development of a **centralized digital learning platform**, facilitating transparent registration, progress tracking, and course accessibility across campuses.
- Delivery of **BIPs, semester and short-term visits**, and **summer schools** offering both academic credit and experiential learning.



IMPACT

For the EUT+ Community

These efforts have significantly enhanced the accessibility and quality of entrepreneurial education within the alliance. The modular, flexible framework enables diverse learners to engage with entrepreneurship at their own pace and context, while ensuring alignment across all institutions.

For External Stakeholders

Employers, investors, and industry networks now recognize EUT+ certifications as meaningful indicators of entrepreneurial competence. The introduction of the EntreComp-aligned framework enhances employability, credibility, and industry relevance.

5.3. Impact on Pillar II: Mentoring and Support



ACHIEVEMENTS

- Launch of the **EUT+ Student Start-up Lab**, providing comprehensive mentoring, ideation, prototyping, and networking support.
- Successful implementation of the **EUT+ Incubation Programme**, engaging **153 students and alumni** in structured startup development activities.
- Delivery of **nine expert-led masterclasses** (one by each partner), spanning topics from innovation management to IP and pitch preparation.
- Organization of the **CUT Summer Bootcamp**, offering targeted mentoring, real-world testing with local communities, and cross-cultural entrepreneurial immersion.
- **Facilitation of access to innovation services, physical infrastructure, and tech expertise from all EUT+ partners**, enabling startups to tap into a rich, cross-border ecosystem of labs, facilities, and entrepreneurial tools.
- **Fostering collaboration** for co-creation, applied research, and innovation-driven commercialization.



IMPACT

For the EUT+ Community

The Incubation Programme established a structured pipeline for early-stage entrepreneurs, offering tailored mentoring, cross-border feedback, and access to services provided by EUT+ partners. A stage-based classification of support (idea, prototype, market test, scale) enhanced clarity and alignment between institutional services and the development needs of participating startups.

For External Stakeholders

Startups engaged with local communities, industry mentors, and investors, fostering collaborations beyond academia. These interactions strengthened EUT+ connections with regional innovation ecosystems, enhanced its visibility, and demonstrated the alliance's capacity to catalyze cross-sectoral and cross-border value creation through inclusive, user-centered innovation.

5.4. Impact on Business Hub Foundation: Community for Innovation and Entrepreneurship Research

ACHIEVEMENTS

- **Establishment of the Community for Innovation and Entrepreneurship Research** aimed at fostering interdisciplinary knowledge and evidence-based innovation practices.
- **Comprehensive mapping of strategic partnerships and external collaborations** across the alliance, including formal agreements with quadruple helix actors and affiliated Digital Innovation Hubs (DIHs).
- Launch of the **EUT+ Innovation Talks series**, delivering nine thematic online sessions (one by each partner) featuring leading entrepreneurs, academics and researchers.
- **Organization of training and expert-led discussions** on Open Science, Intellectual Property (IP) and Technology Transfer opportunities.
- Execution of **five EUT+ Tech Showcase Days**, enabling academia-industry matchmaking and showcasing emerging research and technological innovations.
- Signing of **five strategic Memoranda of Understanding (MoUs)** with key stakeholders supporting the target of securing 21 external partnerships.

IMPACT

For the EUT+ Community

This pillar strengthened the School's research foundation, promoting cross-border knowledge exchange and evidence-based practice. Researchers, staff, and students gained visibility, shared expertise, and greater opportunities for applied research. The mapping of formal agreements and classification of support services established a coherent, long-term framework for academic-industry collaboration.

For External Stakeholders

Through MoUs and Tech Showcase Days, EUT+ positioned itself as a credible partner for innovation co-development. The resulting ecosystem accelerates knowledge transfer, real-world piloting, and co-creation with industry, aligning university outputs with societal and market needs.

5.5. Systemic and Societal Impacts



IMPACTS

– Alliance-Wide Integration

All nine EUT+ universities actively contributed to the Entrepreneurship School's governance, programme delivery, and knowledge sharing. Flagship activities such as the EUT+ Innovation Management and Entrepreneurship Programme, the Incubation Programme, and the Innovation Talks were co-developed and implemented across institutions, creating a unified yet flexible model for innovation education. This alliance-wide effort strengthened inter-institutional collaboration, fostered mutual recognition of entrepreneurial training, and enabled seamless knowledge and resource sharing, laying the groundwork for a cohesive EUT+ innovation ecosystem.

– Gender and Inclusion

The School prioritized accessibility, gender equity, and inclusive participation. Efforts to reach underrepresented groups included open-access activities and targeted initiatives such as the Rhythm Touch project with the Deaf community, supported through the Incubation Programme. The alliance also promoted gender-balanced participation across events and educational programmes, contributing to a more diverse and representative innovation culture.

– Sustainability and Societal Relevance

Activities like the Climate Entrepreneurship Training and Innovation Talks, addressing sustainable business models that embed societal impact into the entrepreneurial journey. These initiatives directly support EU priorities such as the European Green Deal and digital transition, while enabling startups and researchers to address real-world social, environmental, and technological challenges. The programme also emphasized the entrepreneurial potential of deep-tech and mission-driven innovation, fostering systemic solutions beyond academic settings.

– Reputation and Visibility

Through strategic partnerships with external stakeholders, the School has positioned EUT+ as a credible actor in the European innovation landscape. Participation in international events, Tech Showcase Days, and the public-facing Innovation Talks series has enhanced the alliance's visibility while amplifying the reach and relevance of its initiatives for external stakeholders such as startups, investors, accelerators, and innovation policy bodies.

6. Communication

Effective communication has played a pivotal role in amplifying the visibility, reach, and impact of the EUT+ Innovation and Entrepreneurship activities. By leveraging both digital and physical formats, the WP6 team, in close collaboration with WP9, Task 9.1 (ECOMO team), ensured that activities, achievements, and opportunities are consistently shared across the EUT+ alliance and with external stakeholders.

A clear distinction was made between communication and dissemination activities.

- Communication efforts aimed to raise awareness, visibility, and engagement among students, researchers, and institutional communities through promotional materials, campaigns, and events.
- Dissemination focused on sharing concrete outputs, results, and lessons learned with targeted audiences, including EUT+ governance bodies, partner institutions, and the broader higher education community, to ensure transferability and impact.

To evaluate effectiveness, the WP6 team systematically monitored engagement using quantitative and qualitative indicators, such as:

- Social media analytics (impressions, reach, and interaction rates on LinkedIn, Facebook, and Instagram);
- Event participation and registration numbers;
- Post-event surveys and feedback forms; and
- Web traffic and podcast audience statistics.

The following communication and dissemination actions were implemented to promote visibility, engagement, and cross-campus awareness of WP6 activities across the EUT+ alliance (all evidence is available in Annex XVI):

- **Promotion of the Incubation Programme:** Flyers were distributed across all EUT+ campuses, and a kick-off event was held and livestreamed on Facebook, allowing students, faculty, and external audiences to learn about the programme and how to participate.
- **Showcasing Completion of the Masterclasses:** A dedicated flyer summarizing the masterclasses and key themes covered was designed and disseminated through internal communication channels and social platforms.

- **Final Competition Dissemination:** The EUT+ Incubation programme final competition was promoted and followed up with visibility posts on EUT+ websites and social media, showcasing participating teams, jury panels, and outcomes.
- **Promotion of the EUT+ Innovation Talks:** All nine talks were publicized prior to their delivery via social media and university communication channels. Recordings were later shared publicly through the EUT+ LinkedIn and YouTube channels, ensuring long-term visibility and access.
- **Flyers Showcasing WP6 Services:** Two flyers presenting the services offered by WP6 for students, researchers, and companies were produced and disseminated during the Tech Showcase Days, promoting the practical support available through the alliance. The flyers were titled *"Connecting Researchers, Research Institutes & Industry Across Europe"* and *"Empowering Students, Researchers, and Research Institutes Across Europe"* and aimed to increase visibility and engagement with EUT+ innovation and entrepreneurship resources.
- **Podcasts on WP6 Activities:** Three podcasts were recorded and published by CUT, highlighting the mission, actions, and achievements of WP6 in an accessible and engaging format:
 - **Podcast Episode 4** introduced the objectives and vision of WP6, the strategic role of Innovation and Entrepreneurship in higher education. It also discussed how the university benefits from participating in this initiative.
 - **Podcast Episode 9** focused on the EUT+ Entrepreneurship School and the EUT+ Student Startup Lab. It also provided an overview of the EUT+ Incubation Programme.
 - **Podcast Episode 10** featured the top three CUT teams selected after the CUT Student Innovation Fair (part of the EUT+ incubation Programme), offering insights into their entrepreneurial journeys and innovative ideas.
 - **Podcast Episode 12** featured the winning team from UTCN, winners of the EUT+ Incubation Programme, who shared their inspiring entrepreneurial journey and reflections on the Summer Bootcamp in Cyprus. Their story highlighted the essence of cross-border innovation and inclusive entrepreneurship fostered through the EUT+ alliance.
- **Newsletter Articles:** Multiple articles were published in EUT+ and institutional newsletters, highlighting major milestones such as the Incubation Programme, the Innovation Talks, Tech Showcase Days, and cross-partner collaboration.

7. Next Steps

The EUT+ Entrepreneurship School will continue to evolve and expand in the coming years, guided by a strategic vision that integrates education, mentoring, and ecosystem engagement into a coherent and scalable model of innovation across Europe. Building on the achievements of the first implementation cycle, the School's next phase focuses on three overarching priorities:

1. **Consolidation:** strengthening the structures, methodologies, and governance frameworks that ensure quality and sustainability across all pillars;
2. **Expansion:** scaling activities to reach broader audiences, deepen cross-border collaboration, and enhance alignment with EU priorities such as micro-credentials, European Degree principles, and the Union of Skills; and
3. **Integration:** connecting educational, mentoring, and research-driven activities into a unified EUT+ innovation ecosystem that supports entrepreneurship from idea to market impact.

These priorities provide the strategic grounding for the individual actions outlined below, ensuring that each activity contributes to a shared vision of long-term institutional transformation, alliance cohesion, and measurable impact on Europe's innovation landscape.

7.1. KPI 6.1: Existence of an up-to-date mapping of formal cooperation agreements with quadruple helix actors

7.1.1. Mapping and Strategic Integration

Having collected formal cooperation agreements from all partners, a visual EUT+ Partnership and Innovation Map will be developed. This will help identify connections, opportunities for synergies, and gaps in engagement, and support the integration of external actors into the EUT+ innovation ecosystem.

7.1.2. EUT+ Tech Showcases

Tech Showcase Days will continue with the goal of organizing at least one event per EUT+ partner. These events remain essential for highlighting applied research, strengthening industry-academia links, and promoting innovation ecosystems within each institution.

7.2. KPI 6.2: Existence of a common R&I strategy/agenda with other HEIs or with external stakeholders

7.2.1. Towards a Common R&I Strategy

All educational, mentoring, and outreach activities under WP6 contribute to the foundation of a common R&I strategy. A roadmap will be prepared to connect these actions, clarify how stakeholders can engage with them, and outline how the ecosystem can be scaled and sustained.

7.2.2. Intellectual Property (IP) and Innovation Support

Building on previous successful training sessions, upcoming actions will include the organization of additional expert-led training on IP and technology transfer. These activities will aim to enhance institutional capacities in IP management, promote responsible research commercialization, and support researchers and startups in protecting and valorizing their innovations across the EUT+ alliance.

7.2.3. Innovation Talks

Future editions of the EUT+ Innovation Talks will spotlight students, alumni, and researchers who are developing or have launched startups. These sessions will promote open discussion about entrepreneurial challenges and failures, offering inspiration and peer learning opportunities.

7.3. KPI 6.3: Number of related new projects, partnerships, and funding (Target: ≥ 2)

7.3.1. Funding and External Sustainability

The EUT+ alliance will continue to prioritize the development of joint project proposals under European and national funding programmes, such as Erasmus+, Horizon Europe, and EIT initiatives, to expand the reach and impact of its innovation and entrepreneurship activities.

7.4. KPI 6.4: Number of consultancy agreements, contract research agreements, or collaborative agreements (Target: ≥ 21)

7.4.1. MoUs with External Stakeholders

Each EUT+ partner will be encouraged to sign at least two new MoUs with external stakeholders, including companies, NGOs, and research institutes. These MoUs should reflect tangible collaboration, such as mentoring, service provision, training, or shared innovation initiatives.

7.5. KPI 6.5: Number of students trained at the EUT+ Entrepreneurship School (Target: ≥ 500)

7.5.1. Innovation Management and Entrepreneurship Programme

Following the successful establishment of the EUT+ Entrepreneurship School's structure and the preparation of the formal agreement to be signed by all partner universities, the next phase will focus on the official launch and promotional campaign of the School. An informative manual and instructional video will be published in the coming months to guide participants through the registration process and support them in monitoring their learning progress towards achieving the different levels of certification. These efforts aim to raise visibility across the alliance and attract participants, with the first student cohort expected to enroll by January 2026.

To facilitate a smooth implementation, an informative manual and instructional video will be developed in the coming months. These resources will provide clear guidance on the registration process, explain the available learning pathways, and support participants in tracking their progress throughout the programme.

7.5.2. Climate Entrepreneurship Training and Masterclasses

Building on the strong participation and positive feedback from previous editions, the Climate Entrepreneurship Training and the EUT+ Masterclasses (delivered under the Incubation Programme) will continue to be offered in the coming years. These activities have proven highly effective in strengthening entrepreneurial literacy, sustainability awareness, and cross-campus engagement among students and researchers.

7.6. KPI6.6: Number of participating spin-offs and startups (Target: At least 24)

7.6.1. EUT+ Incubation Programme 2025-2026

Building on the valuable feedback collected from participants during the 2024–2025 period, the EUT+ Incubation Programme will adopt a revised structure to enhance its impact, tailor support mechanisms, and align more closely with participants' needs and institutional resources. The upcoming cycle will primarily target students and researchers who have already developed a prototype or possess a more mature business concept, thereby increasing the overall entrepreneurial readiness of participating teams.

To better represent the diversity of innovation fields emerging across the EUT+ alliance, the programme will be organized around three thematic clusters:

- 1) Green Innovation
- 2) Social Innovation
- 3) Deep Tech & Technology-Based Ventures

A new component in this edition will be the delivery of specialized masterclasses tailored to each thematic cluster as part of the overall entrepreneurship training. These sessions will provide in-depth insights into sector-relevant topics, tools, and methodologies, strengthening both business and technical capacities of the teams. This enhanced structure aims to deepen the programme's support for advanced entrepreneurial projects, foster stronger cross-border collaboration, and increase the visibility and competitiveness of EUT+ startups across Europe.

7.6.2. Startup Lab and Shared Facilities

To foster alliance-wide entrepreneurial activity, greater emphasis will be placed on the visibility and use of the EUT+ Startup Lab. The School will encourage the formalization of more Startup Support Agreements with spin-offs, student-led startups, and early-stage ventures. These agreements will be signed when EUT+ partners provide targeted services (mentoring, infrastructure access, prototyping, etc.). Expanding the use of these agreements will increase uptake, ensure documentation of engagement, and create measurable impact.

8. Conclusion

The EUT+ Entrepreneurship School has emerged as a unifying and transformative initiative, leveraging the collective strengths of nine partner universities to establish a cross-border entrepreneurial ecosystem aligned with Europe's strategic priorities in innovation, sustainability, and inclusion. Through the coordinated actions of Work Package 6, the School has shaped a common innovation identity, strengthened institutional capacity, and enhanced engagement with internal and external stakeholders across the alliance.

Internally, the School has advanced entrepreneurship education and support structures, engaging over 600 students in innovation and entrepreneurship courses, expert-led masterclasses, and summer and winter schools. The EUT+ Incubation Programme, with its masterclasses, Boost Event, and Final Competition, has provided tailored mentoring and acceleration to more than 50 teams and solopreneurs, while the EUT+ Student Start-up Lab has fostered experimentation, mentorship, and cross-campus collaboration. Complementary initiatives, such as IP and Open Science trainings, mobility opportunities, and the integration of the EntreComp framework, have further enhanced quality, coherence, and inclusivity in entrepreneurship education.

Externally, the School has elevated EUT+ visibility and credibility within regional, national, and European innovation ecosystems. The organization of Tech Showcase Days across multiple partner countries has strengthened academia–industry linkages and facilitated stakeholder matchmaking. The signing of MoUs with partners has established long-term collaborations supporting mentorship, joint ventures, and technology transfer. Targeted dissemination through social media, newsletters, flyers, and podcasts has amplified outreach and reinforced EUT+'s position as a leader in university-driven innovation.

Most importantly, WP6 activities have generated tangible cross-cutting impacts across inclusion, gender equity, sustainability, and research valorization. With balanced gender participation, engagement of underrepresented groups (such as the Deaf community), and strong alignment with the European Green Deal, the School has demonstrated how entrepreneurship can advance both educational excellence and social responsibility.

Looking ahead, the EUT+ Entrepreneurship School will consolidate its progress by launching the new Innovation Management and Entrepreneurship Programme, refining the incubation pathway through thematic clusters and tailored masterclasses, expanding Startup Support Agreements, and developing a visual Partnership and Innovation Map. These next steps will ensure the School remains a driver of systemic change, building a resilient, collaborative, and impact-oriented innovation ecosystem across the EUT+ alliance and beyond.

9. References

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