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INFUSSE

digital eNtrepreneurial Skills For UniverSity Education



COOPERATION PARTNERSHIPS (KEY ACTION 2)

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Abstract	<p>The present report is produced under PR3 comprising of the following INFUSSE activities:</p> <ul style="list-style-type: none"> PR3/A1 Development of Virtual Incubation programme by partners, setting up the specific requirements; the students’ and graduates’ enrolling processes; the educators and the local entrepreneurial network engagement;



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Table of Contents

Introduction.....	4
Connection to PR1.....	5
Requirements for the virtual incubator materials resulting from the performed analysis.....	7
Virtual Incubation materials aim.....	8
Target group.....	9
Course structure.....	10
Evaluation of the students.....	14
Certification.....	15
Delivery Method.....	15
Division of tasks among partners.....	15
QUALITY REVIEW.....	16



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Introduction

Following the needs analysis and best practices elaboration of PR1, a fully digital Integrated Incubation and Training Program has to be designed to improve the capacities of students and graduates who are already involved or are willing to lead innovative digital innovation projects into new products and services.

The programme will be developed and based on answering real challenges, finding innovative digital solutions on how to use tech for crisis response, and dealing with the post COVID-19-crisis era. This will be achieved by access to open access/source tools, coaching, mentoring, and networking/graduate-to-business schemes with the local entrepreneurial ecosystem.

This project result is dedicated to the development of training materials for students and graduates, which will be utilized within a virtual incubation program.

The identification performed in PR1 was done through statement-based questionnaires and/or semi-structured interviews with key stakeholders and desktop research. For the identification of Digital Entrepreneurial Education needs in Greece, Romania, and Poland the three following categories of stakeholders were targeted:

- HEI incubators, business incubators, accelerators, networks of business angels, EIT, digital innovation hubs and other support structures, networks etc.
- Educators working in those organizations and offering services
- Alumni / Student/ graduates who have participated in incubation/acceleration programs.



Connection to PR1

To answer real challenges, materials for the Virtual Incubation Program will be prepared according to the analysis performed in PR1. One of the key information is findings from educators and students (their challenges, recommendations and expectations). It's presented per country (Greece, Romania and Poland) in the following table:

Partner's country	Main challenges	Main recommendations	Main expectations
Greece			
Educators	<ul style="list-style-type: none"> - lack of interest and focus from the side of the participants 	<ul style="list-style-type: none"> - cultivation of the culture to the teaching methods to inspire the students - the obstacles in the communication and willingness of students to open up that should be taken into consideration for a potential digital format of an incubation/acceleration program 	<ul style="list-style-type: none"> - digital transformation of the program, to create a bigger interest in young people, improve the process, offer more flexibility, and utilize technology as a tool for startups to solve problems
Students	<ul style="list-style-type: none"> - lack of entrepreneurial thinking - faced some challenges in specific educational topics like business plan development, and business model formulation. It would be helpful for the program to provide participants with a business plan template that describes the required sections 	<ul style="list-style-type: none"> - structural changes and initiatives that will improve communication and collaboration (participants want all the topics to be explained in detail and be accompanied by the necessary supporting material) 	<ul style="list-style-type: none"> - focus on the communication and collaboration aspects - collaborative digital tools - coaches from different countries



Partner's country	Main challenges	Main recommendations	Main expectations
Romania			
Educators	<ul style="list-style-type: none"> - Activities reporting according to the European reporting requirements - Establishing and following a reliable calendar for all participants 	<ul style="list-style-type: none"> - focus should be on shaping clear topics and outcomes, creating an engaging learning experience, and having a meaningful evaluation methodology 	<ul style="list-style-type: none"> - online tool to agree on schedules
Students	<ul style="list-style-type: none"> - lack of activities in the HR field - small digital marketing application - time management skills 	<ul style="list-style-type: none"> - more financial topics 	<ul style="list-style-type: none"> - option to learn in a self-paced manner
Poland			
Educators	<ul style="list-style-type: none"> - setting the timeframes that would suit every participant's schedule 	<ul style="list-style-type: none"> - training in digital communication 	<ul style="list-style-type: none"> - digital skills and business models
Students	<ul style="list-style-type: none"> - understanding of financial problems, calculating costs, personal schedule, attendance in all the modules - technology set-up (develop products by producing self-made components) - Motivating the team (if more than 1 person), to participate in all planned activities of the programme. 	<ul style="list-style-type: none"> - attention on focusing on learning by doing and by practice 	<ul style="list-style-type: none"> - more hours of advice on the selected topic - mentoring on the development of the particular business idea, especially in the case of the first digital business development



Partner's country	Main challenges	Main recommendations	Main expectations
	<ul style="list-style-type: none"> - Presenting and public speech - Preparing and understanding investors - Legal and its details 		

Table 1. Digital Entrepreneurial Education needs in Greece, Romania, and Poland

Another element to consider is organizations' (HEI incubators, business incubators, accelerators, networks of business angels, EIT, digital innovation hubs, and other support structures, and networks) best practices:

- The development of start-ups and the creation of new jobs among students.
- Developing relationships with mentors, who have the necessary experience to help start-ups.
- The development of the national market of video games and the increase of interest among young people.
- Educators with previous experience in manufacturing/digitalization mentoring services
- Realizing to students that there are plenty of resources (skilled people willing to help) that can be used to grow businesses and innovate at the regional/national level.
- Educators with previous experience in manufacturing/digitalization mentoring services
- Direct matching with industry players (for more mature start-ups). The venture-building model, implemented by ŁSSE, involves industry experts in the lifetime of the building of the product and the business case.
- Financials, or training on how to show the start-ups the investor's perspective.
- Address critical needs of the sector: new technology uptake, shortage of specialized workers, and tighter go-to-market timeframes

Requirements for the virtual incubator materials resulting from the performed analysis

To cover one of the main challenges indicated by educators and students - schedules, most of the tasks in the virtual incubation programme will be an option to learn in a self-paced manner.

Another relevant challenge indicated is generating interest and maintaining focus among participants. To approach this, we decided to create engaging and interactive content – We will



incorporate a mix of video lectures, case studies, real-life examples, and quizzes with immediate feedback to keep participants interested and involved.

Another indicated challenge is the lack of entrepreneurial thinking – to cover this, virtual incubation programme will be focused on the practical application of business ideas. Participants will work on their business ideas and develop solutions to real-world problems with the help of experienced educators and entrepreneurs.

Last but not least, to cover the challenge related to the lack of different business topics, virtual incubation programme will provide wide knowledge related to all aspects of creating and managing the company.

Some of the expectations/recommendations were related to topics covered during incubation. To cover all stages and parts of the digital entrepreneurship process from innovation and business model development to kick-starting the entrepreneurial journey virtual incubator will cover the topics:

- discover digital tools for new venture creation
- get agile and take advantage of the deployment of virtual transnational teams
- utilize ICT to boost creativity and digital business models
- open innovation – collaborate with your local innovation ecosystem
- utilize digital platforms for extroversion and digital synergies
- Create your own start-up
- Technical aspects linked with the digital necessary networking tools, as well as the MOOC production and the necessary digital implementation on the
- eplatform.

Virtual Incubation materials aim

The main aim is to incubate innovative digital and technological ideas of students and graduates responding and dealing with the post-COVID-19-crisis era and kick-start new entrepreneurial journeys.

The detailed aims of the materials created for the virtual incubation program are:

Concept Development - The program aims to provide participants with support and guidance in generating innovative ideas that leverage digital and technological solutions to address challenges and opportunities arising from the post-COVID-19 era. Participants will be encouraged to explore new business models, products, or services that have the potential to create positive impacts in the current landscape.



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Business Planning and Validation - the program aims to assist participants in developing comprehensive business plans for their innovative ideas. This includes conducting market research, analyzing target customers and competitors, and validating the viability and scalability of their concepts. Participants will receive guidance on refining their value propositions, identifying market niches, and crafting sustainable business strategies.

Technological Enablement - recognizing the importance of technology in today's business landscape, the program aims to equip participants with the necessary technological skills and knowledge. This includes providing guidance on leveraging emerging technologies, such as artificial intelligence, blockchain, Internet of Things, or data analytics, to develop and enhance their digital solutions. Participants will have access to technical resources and mentorship to help them navigate the technological aspects of their ventures.

Mentorship and Guidance - the program aims to provide participants with mentorship from experienced entrepreneurs, educators and subject matter specialists. Mentors will offer guidance on various aspects of entrepreneurship, including business development, marketing strategies, financial management, and legal considerations. This personalized support will help participants refine their ideas, make informed decisions, and overcome challenges during their entrepreneurial journeys.

To do so, it is planned to:

- create engaging self-paced learning experiences
- create and support digital skills among the teams.

Target group

We specifically target the following groups:

- Graduate students, who wish to acquire additional competencies before getting their diploma and entering the job market.
- Late-young professionals (in their 30ies), who wish to practice the incubation of their own business before they try it “full speed”.

At least 30 students and graduates will participate in the national INFUSSE Programme for Digital Entrepreneurship (GR, RO, PL), in the context of PR7, where they will receive coaching and mentoring and the opportunity to generate and develop innovative business ideas. (At least 5 teams of learners from each country will participate in the transnational pillar of the INFUSSE Virtual Incubation Programme).



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The students' and graduates' enrolling processes – students/graduates can join the project in teams of three, two, or individually, 30 people/country (10 teams). Teams of 3 are preferred.

There will be an open call created to recruit participants. Every idea can participate in the national programs, but the lack of English language knowledge does not preclude participation in the project (although the international part (PR8) can be selected only for projects that can be presented in English).

Course structure

Virtual Incubator entails:

2 Days of Comprehensive Courses (6 Modules):

Our program kicks off with two days of immersive learning, featuring a curriculum divided into six modules. These courses cover essential aspects of entrepreneurship, providing participants with a solid foundation to build upon.

2 Days of Expert Mentorship:

For two days, participants will have the opportunity to interact with industry experts. Teams will be split in half, with each group spending a day with a different expert. This rotation ensures that teams receive diverse perspectives and guidance. Each expert will provide a detailed report, including time slots assigned to each team and a short description of the guidance provided on each day.

1 Day Demo Day

Each of the teams will present their idea according to the presentation template. No specific order but relevant data should be presented:

- The problem the business is solving.
- Solution (the product/service)
- Target market and opportunities.
- Competition.
- Marketing strategy.
- Team and Management,
- Business model.
- Finance (optional)
- Future Perspectives (optional)

No slide limit but 15 minutes per group presentation, followed by questions.

Such structure was selected to achieve:



Immersive Learning Experience (the intensive nature of the program, with full-day sessions for three consecutive days, aims to create an immersive learning experience for the participants. By dedicating substantial time and focus to the training, participants can deeply engage with the module contents, absorb information, and develop a comprehensive understanding of the concepts being taught).

Efficient Knowledge Transfer (the condensed format of the program allows for efficient knowledge transfer. By compressing the training into a short period, participants can quickly grasp the essential concepts and skills necessary for their entrepreneurial journey. The concentrated learning environment helps to minimize distractions and maintain participants' focus on acquiring knowledge and skills).

Concentrated Module Structure (dividing the content into six modules enables a structured and organized approach to learning. Each module can focus on a specific aspect of entrepreneurship, such as ideation, business planning, marketing, finance, operations, and scaling. This division helps participants navigate the course content systematically and allows them to delve deeper into each module's subject matter).

Time for In-Depth Exploration (the intensive program of 8 hours per day provides sufficient time for in-depth exploration of each module's content. This extended duration allows for thorough discussions, case studies, interactive exercises, and practical application of the learned concepts. Participants can actively engage with the material, and receive immediate feedback in quizzes, promoting a deeper understanding of the topics covered).

All online activities have to be completed during 5 days of training. During the first 2 days students and graduates should focus on completing 6 modules filled with theoretical knowledge, practical cases, quizzes, and videos. Another 2 days should be focused on consultations with experts, and mentors and preparing business ideas.

Modules:

1. Create your own start-up
2. Utilize digital platforms for extroversion and digital synergies
3. Digital Tools for New Venture Creation
4. Open innovation – collaborate with your local innovation ecosystem
5. Get agile and take advantage of the deployment of virtual transnational teams
6. Utilize ICT to boost creativity and digital business models

The 3 last days of the event will contain online activities during expert sessions:

- the demo projects hands-on development experience,



- coaching and mentoring;
- participatory discussions;
- pre-pitching sessions;
- support on the business case;
- master pitching in a relevant audience.

There will be a schedule of educators who will be available for teams to deliver the consultations.

Every partner can choose 5 days of the international incubator programme (in the range of May 15 to 30 September)

On day 5 the programme will be finalized with a Demo Day Event, where the participants will pitch their ideas.

Right after the presentations, experts will choose the 5 best projects according to the assessment criteria template.

Presentations will be assessed by 3 evaluators (not the mentors).

Assessment criteria template

Criteria	Evaluation (0-3)	Justification
Innovativeness 0 Points - the idea is not innovative, at least at the national level or advisable. In the application, the information makes it impossible to determine the level of innovation. 1 Point - the idea is innovative at least at the national level and represents significant improvement of products/services available on the market 2 Points - the idea is innovative at least at the national level and is new to market, product/service 3 Points - the idea is innovative at the international level		
Possibility of implementation on the market 0 Points - inability to implement the market in the light of the indicated information. It cannot be considered that a business idea is legally organizationally or technically feasible 1 Point - an idea feasible in the light of the assumptions, but the originator/team originators have competence gaps (experience/education) in the industry to which the idea relates 2 Points - an idea feasible in the light of the assumptions of the originator/team has sufficient competence (experience/education) in the industry concerned idea 3 Points - an idea feasible in the light of the assumptions of the		



Criteria	Evaluation (0-3)	Justification
originator/team above average competencies (experience/education) in the industry concerned Idea		
Market or social demand 0 Points - based on the information presented, the idea is not justified by market or public demand 1 Point - based on the information presented, there is very little market or public demand for the implementation of the idea 2 Points - based on the information presented, there is relevant market or public demand for the implementation of the idea 3 Points - based on the information presented, there is relevant market and public demand for the implementation of the idea		
The state of legal protection of the idea 0 Points - the essence of the idea infringes someone else's rights, is in the public domain or the information indicated makes it impossible to determine the state of legal protection of the idea 1 Point - synthesis of different ideas taken from the public domain and/or initially formulated know-how. 2 Points - an idea on the way to obtaining protection, a form on the way to a reservation, e.g. patent application, clearly identified, written, and actions taken to secure know-how 3 Points - protection obtained e.g. patent, industrial design, utility model		
Usefulness for society 0 Points - the product/service described does not take into account the usefulness for society, taking into account the principles of the European accessibility act 1 Point - product/service described considers the usefulness for society by taking into account the principles of the European accessibility act and is addressed to the needs of seniors or people with disabilities. 2 Points - product/service described considers the usefulness for society by considering the principles of the European accessibility act and is addressed to the needs of seniors and people with disabilities. 3 Points - product/service described considers the usefulness for society while taking into account the principles of the European accessibility act: it is comprehensive, touches many important spheres of citizens' lives		
Covid-19 pandemic challenges 0 Points - the idea will not contribute to solving the unemployment problems in the light of Covid-19 and product/service cannot function in a turbulent environment and is immune to the next potential crisis analogous to the covid-19		



Criteria	Evaluation (0-3)	Justification
<p>pandemic</p> <p>1 Point - the idea will partially contribute to solve the unemployment problems in light of Covid-19 and product/service will partially function in a turbulent environment and be partially immune to the next potential crisis analogous to the covid-19 pandemic.</p> <p>2 Points - the idea will contribute to solve the unemployment problems in light of Covid-19 and product/service will partially function in a turbulent environment and be partially immune to the next potential crisis analogous to the covid-19 pandemic.</p> <p>3 Points - the idea will contribute to solve the unemployment problems in the light of Covid-19 and a product/service can function in a turbulent environment and is immune to the next potential crisis analogous to the covid-19 pandemic</p>		
<p>Ability for collaboration</p> <p>0 Points -the team is not open to collaboration</p> <p>1 Point - the team members have an open mind for collaboration but there is only one person in the team.</p> <p>2 Points - the team members collaborate and are open to collaboration but struggle with the communication e.g., language.</p> <p>3 Points - the team members collaborate and are open to collaboration in English</p>		

The 5 best projects in each local virtual incubator will participate in the transnational challenge.

Evaluation of the students

Students will be assessed:

- during the Demo Day Event according to the prepared criteria
- by the course (quizzes in each chapter)

Before participating in the Demo Day, they should have completed all requirements:

- 100% Platform Progress
- Proof-of-attendance - print screen from the platform
- Completed Quizzes
- Completed questionnaire related to rating the experience
- Sent PPT
- Participation in the online session



https://docs.google.com/spreadsheets/d/1FpYj1JeLS9csLrXA1ScLnGHCBx5LY0c5/edit?usp=drive_link&ouid=100711086855012646249&rtpof=true&sd=true

Certification

Certification will be done at the end of the course. To receive the certificate, users have to fill in all activities on the course, which mean in each chapter:

- download theoretical material,
- watch video,
- complete the quiz.

Delivery Method

The virtual incubation tools specification:

- Platform Thinkific (Presentations, Quizzes, Videos, Additional links to videos/articles) - English version of the incubation program: <https://infusse.thinkific.com/courses/infusse>
- Online meetings with the trainers using remote meeting tools preferred by partners from specific countries

Division of tasks among partners

To complete PR3/A2 each partner prepares material related to one of the modules according to the table below:

Partner	Topic of the uploaded material
Createhub	1. Create your own start-up 2. Technical aspects linked with the digital necessary networking tools, as well as the MOOC production and the necessary digital implementation on the platform.
ICEBERG	Utilize digital platforms for extroversion and digital synergies
UoM	Digital Tools for new Venture Creation
Kinno	Open innovation – collaborate with your local innovation ecosystem
UMFST	Get agile and take advantage of the deployment of virtual transnational teams
CUE	Utilize ICT to boost creativity and digital business models



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To complete PR3/A3 partners from each country are responsible for the translation of the materials to the local languages:

- Romanian - Iceberg,
- Polish - Createhub,
- Greek - Kinno.

QUALITY REVIEW

To enhance the quality of its material, ensure the integrity of the content, and provide participants with reliable and valuable resources for their entrepreneurial development, we used the procedures related to quality and plagiarism review:

For each modules external reviewers were used to verify the quality of the material, all of the modules were then improved according to the suggestions.

The plagiarism software was also used to ensure that the program's content is original and free from any plagiarized material.