INFUSSE

dIgital eNtrepreneurial Skills For UniverSity Education

COOPERATION PARTNERSHIPS (KEY ACTION 2)

AGREEMENT NUMBER 2021-1-EL01-KA220-HED-000032028

Activity	**PR5**: INFUSSE Assessment Framework
Deliverable lead	KiNNO
Version	Final Deliverable
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Abstract	The present report is produced under PR5 comprising of the following INFUSSE activities: • PR5/A1 Design the INFUSSE Assessment Framework and Kit • PR5/A2 INFUSSE Assessment Implementation & Reporting

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INTRODUCTION

The present document is implemented under PR5: "INFUSSE Assessment Framework», in the context of the ERASMUS+ funded project, INFUSSE.

The scope of the report is to create the appropriate framework and assess the INFUSSE learning process as well as the participants' perception and performance by:

- Defining the methodology, the evaluation tools, the relevant metrics, indices and KPIs to reflect, analyze, and improve the virtual INFUSSE learning process effectiveness and efficiency.
- Monitoring the satisfaction level of participants (Both educators and learners will be considered.)
- Assessing the impact of the provided programme in terms of credibility, reputation and adding to existing knowledge in the field in through validated academic methodologies and tools.

The objective of PR5 is to define the methodology, the evaluation tools, the relevant metrics, indices and KPIs to:

(a) reflect, analyze, and improve the virtual INFUSSE learning process effectiveness and efficiency.
(b) develop an understanding of whether the INFUSSE programme it has achieved its stated objectives
(c) evaluate the perception and the performance of the INFUSSE virtual programme key targets (both educators and learners) as well as other organisations (intermediaries, incubators, individuals etc.) engaged in all facilitated programmes and pilots (PR6, PR7, PR8) and utilize the outcome to significantly improve the outcome of future training as well.

A mix of instruments—surveys, focus groups, interviews, observations, and questionnaires—customized to each different type of user, were deployed during the delivery of the INFUSSE project outputs, in order to capture and analyze data from as many different angles as possible to triangulate the data most effectively.

Then, the partnership will proceed to data analysis, using a mix of qualitative and quantitative methods, with the ambition of capturing the differences in terms of perception according to typologies of users, geographic regions, status of ideas and/or types of collaborations established.

The present document is consisted of three (3) core sections as described below:

1. Assessment Report section, in which the assessment rationale, the implemented activities, as well as the results of the participants' feedback have been analysed and presented. In particular, the results of the following actions are presented:
   - INFUSSE Open Educational Resources HUB

- o INFUSSE Educators' Training Path programme
- o INFUSSE Virtual Incubation Programme for Digital Entrepreneurship
- o Transnational pillar of the INFUSSE Virtual Incubation Programme
- o INFUSSE Multiplier event

The section also includes the Summary of results, conclusions and recommendations (link).

2. Assessment Methodology, including the action plan for the assessment of INFUSSE approach, indicators to be reached and implementation timeplan.

3. Annexes including all the valuable tools and templates that supported the INFUSSE partnership in the evaluation of the project outputs.

Assessment Rationale and Implemented activities

NFUSSE key objective was to bring together Higher Education Institutes (HEIs) and Innovation Support Organizations to develop a common educational mission to **learn from each other** in real time as they coordinate initiatives to support:

- educators with technical and educational competencies to deliver high-quality **virtual training programmes on digital entrepreneurial education and**

- learners find their pathway by **developing new ideas, co-create, innovate openly,** starting their own ventures supported by **digital entrepreneurial competences and** implementing **digital aspects of entrepreneurship** in sectors that have been hit by the Covid-19 crisis.

In this scope, the Project Partnership joined forces for the development of actions to enhance the Digital Entrepreneurship landscape in the HEIs environment. Project activities focused on the engagement of final beneficiaries and users, targeting, as a first priority, educators, and learners, who actively participated in educational programmes and trainings. Additional stakeholders included business incubators, accelerators, networks of business angels, EIT, digital innovation hubs and other support structures, networks etc.

During the activities implementation, the Partnership, following the PR5 assessment methodology, intensified the interaction between the project and participants through questionnaires that aimed at collecting their feedback on the design and execution of each activity. The objective of this interaction was the measurement of participants satisfaction and the collection of valuable input related to the INFUSSE established approach. The process aimed to ensure a thorough understanding of the participants' experiences and perspectives, allowing for continuous refinement and improvement in the project's design and execution.

INFUSSE activities that supported the aim of the project included:

INFUSSE Open Educational Resources HUB

The design and development of the **INFUSSE Open Educational Resources HUB**, an open platform that served as an educational spot for students and educators, aiming at training them in the basic principles of Entrepreneurship, Digital Entrepreneurship, Digital tools for skills enhancement and Business development. Training material in the aforementioned thematic was developed and uploaded in a MOOC format in the platform, easily accessible for students and educators. The material was translated into the project languages, Greek, Polish, Romanian to enable training on more stakeholders per country.

Type of participants: Students, Graduates, Learners, Educators, Other

Objective of Evaluation:

- Evaluation of the effectiveness, quality of the training Material
- Evaluation of Interest in this type of activity
- Evaluation of the OER Hub operability

INFUSSE Educators' Training Path programme

The design and development of **INFUSSE Educators' Training Path programme** for upscaling educators' digital skills and competencies in Digital Entrepreneurship. The programme tested in the three project countries and aimed at supporting educators in developing digital competencies through the testing of the programme pillar, training modules and material (INFUSSE Platform), exchanging views and providing feedback with regards to INFUSSE approach and methods, and finally, acting as Digital Entrepreneurship trainers into their own organizations and networks.

Type of participants: Educators

Objective of Evaluation:

- Evaluation of the effectiveness, quality of the training programme
- Evaluation of Interest in this type of activity

INFUSSE Virtual Incubation Programme for Digital Entrepreneurship

The design and pilot test of the **INFUSSE Virtual Incubation Programme for Digital Entrepreneurship** in Greece, Poland and Romania. The Virtual Incubation Programme organised at a local level and aimed at supporting the groups of participants (students & graduates) in the development of their digital business ideas with key focus on "Run a Digital Entrepreneurship Solution against CoVid-19", the upgrade of their digital skills and the infusion of digital entrepreneurship mindset. The comprehensive local programmes included leveraging the INFUSSE OER Hub, the training material available on the platform, immersive coaching sessions, hands-on development opportunities and engaging demo day events.

Type of participants: Students, Graduates, Learners

Objective of Evaluation:

- Evaluation of the effectiveness, quality of the training programme
- Evaluation of mentors
- Evaluation of training material
- Evaluation of Interest in this type of activity

Transnational pillar of the INFUSSE Virtual Incubation Programme

The design of a **Transnational pillar of the INFUSSE Virtual Incubation Programme**. The programme connected students and educators from the tree project countries, leading to a transnational learning activity that aimed at virtually incubate students' ideas developed in the local programmes. The attempt focused on enhancing students' collaboration, exploiting open innovation and on the validation of the proposed approach and develop a 100% virtual training program that utilizes multiple digital tools and combines transnational resources.

Type of participants: Students, Graduates, Educators, Other

Objective of Evaluation:

- Evaluation of the effectiveness, quality of the training programme
- Evaluation of training material
- Evaluation of Interest in this type of activity

INFUSSE Multiplier Event

The INFUSSE multiplier event INFUSSE | Enhancing Digital Entrepreneurship was successfully held on the 19th of January 2024. The multiplier event was centered around fostering innovation and enhancing digital entrepreneurship within the educational landscape by including the presentation of project results, engaging panel discussions, invigorating pitching sessions, and invaluable networking opportunities. shedding light on INFUSSE Project results. In addition, the event served as a pivotal event for the convergence of diverse stakeholders invested in advancing digital entrepreneurship skills in education.

Type of participants: Students, Graduates, potential entrepreneurs, trainers, teachers, institutions of higher education (HEI), policymakers, institutions of higher education (HEI), Business Incubators and Business Angels

Objective of Evaluation:

- Evaluation of event's organisation
- Evaluation of INFUSSE approach and objectives
- Evaluation of interest in INFUSSE and adaptation to professional needs

The following subsections include the analysis of participant's feedback per INFUSSE activities, as well the final results and recommendation occurred from the assessment.

Participants' feedback analysis

The present section includes the analysis of students and educators' feedback on the INFUSSE approach. In particular, the assessment of participants' valuable input for the INFUSSE Platform, the Educator's Training Path, the Local Virtual Incubation Programmes and the Transnational Virtual Education Programme is presented. Depending on the kind of activity, local or transnational, the analysis has been conducted summing the results from the three countries (Greece, Poland, Romania) or per country.

INFUSSE Open Educational Resources HUB

The purpose of this analysis is to provide an overview of the results and the information obtained from the evaluation of the e-learning courses and the INFUSSE platform. The questionnaire was addressed to students and educators from the project countries and consisted of 14 questions, each one rated on a scale from 1 to 5, with 1 being the lowest (Poor) and 5 being the highest (Excellent) rating. In particular, the ratings followed this ranking system: **0-Zero, 1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent.** The questions utilized for the evaluation of the INFUSSE Platform were the following:

1. Degree of general satisfaction for the training material
2. Quality of training material
3. The contents responded to my interests and expectations
4. The contents have been treated in sufficient depth.
5. The technical language used has been understandable
6. The training material has been sufficiently clear
7. The contents of the training material are adapted to my current and future professional needs.
8. The objectives of the training material were adequately stated
9. The duration of the training has been adequate for the understanding of the contents and fulfillment of the proposed objectives.
10. Possibility to transfer what was learned in your working environment.
11. My overall experience in the platform is...
12. The platform is interactive.
13. The platform is easily accessible.
14. The platform is easy to use.

The survey conducted in a sample of 107 responders from Greece, Poland and Romania spited in 3 different categories:

- Students/Graduates,

- Educators/Teachers

- Others

The majority of responders, 58% (62) were Students and Graduates while 37% (40) were Educators/teachers and 5% (5) were other actors.

Out of these responders 43% (46) locates in Poland, 39% (42) in Greece and 18% (19) in Romania.
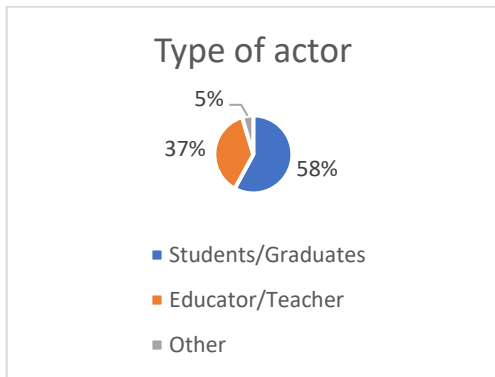

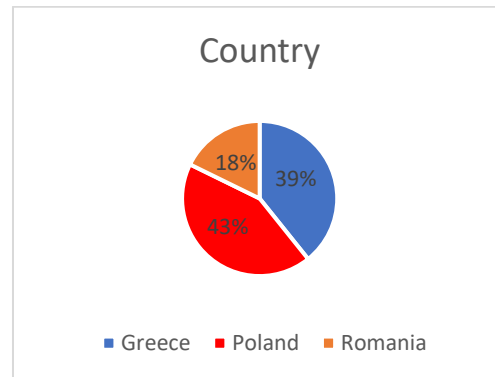Figure 1 Type of responders in the evaluation of OER Hub

Figure 2 Countries of responders for the evaluation of OER Hub

The overall feedback received in terms of satisfaction of the participants with the training material, were positive, 36.24% of the answers were '5-excellent', 39.98% were '4-very good', 19.29% were '3-good', 3.93% were '2-fair', while only 1% of the participants rated the training material as '1-poor'.

Focusing on both types of e-courses, for students and educators, it is noticed that most over the participants have rated the platform and the training material with '4-very good' or '5-excellent'. More than half users (54 out of 107) find the platform easy to use, while their overall experience was '4-very good' or '5-excellent'.

Regarding the training material quality, 37 responders rated them as '5-excellent' and 42 as '4-very good'. Only 1 participant rated the e-courses as "1-poor" and 6 as "2-Fair". Also the clarity of the modules was were ranked with a total of 8- participants rating them as '4-very good' or '5-excellent'.

INFUSSE Partnership aimed at mainstreaming the approach of the developed training material, targeting to expand its use from more actors and stakeholders after the end of the project. The adaptation of the material to the users' future professional needs, as well as their interest in the topics are crucial to be studied. Based on the received responses, 34 out of the 107 respondents rated the adaptation of the material to their future professional needs as '5-excellent', 47 rated them as '4-very good', 21 as "3-good" and 5 as "2-fair". Respectively, the interest in the content

of the training materials was rated as '5-excellent' from 37 responders, '4-very good' from 43 responders, "3-good' from 24 responders and 2-fair' from 3.

Targeted Question Feedback

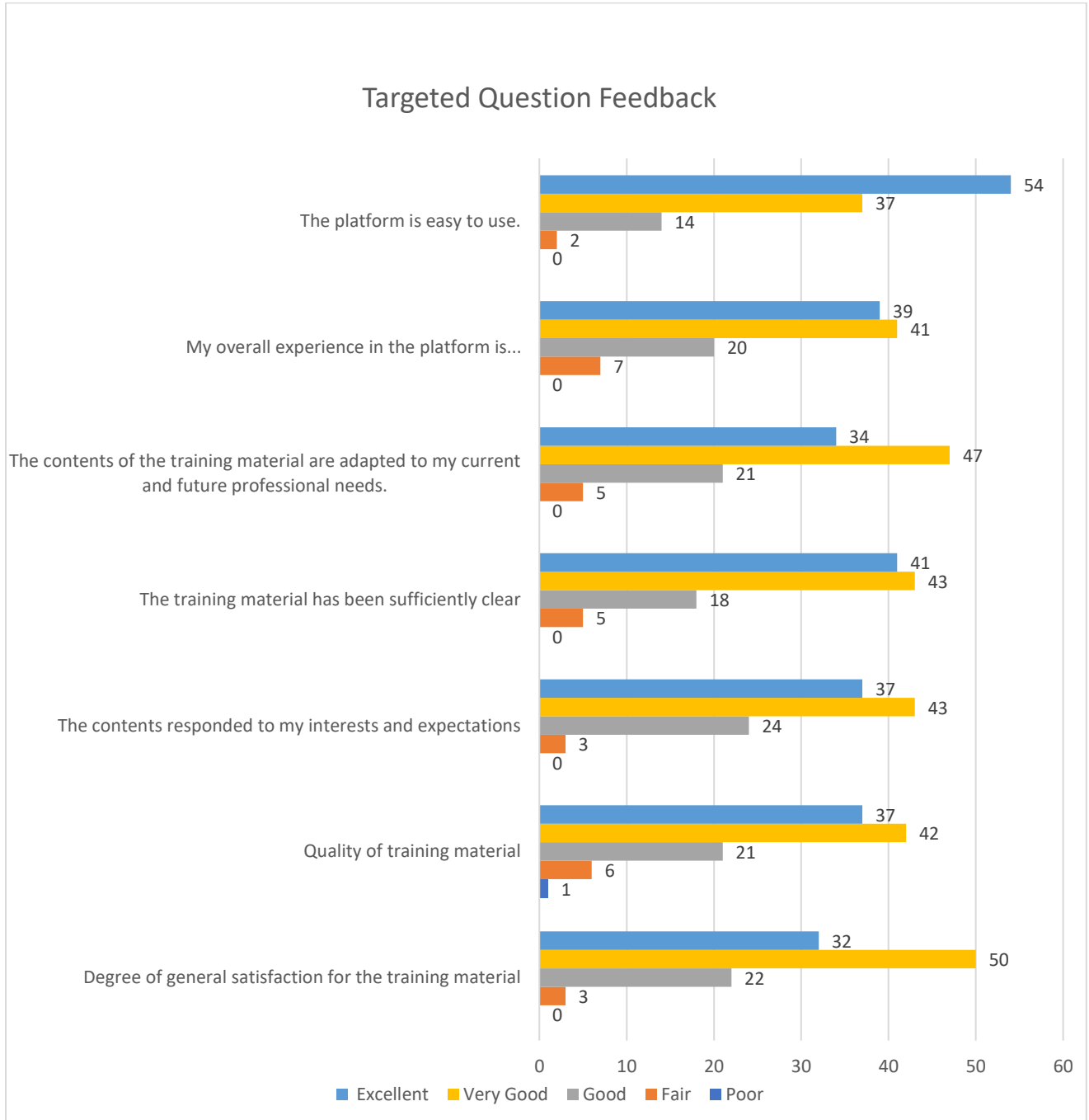|	Excellent	Very Good	Good	Fair	Poor
The platform is easy to use.	54	37	14	2	0
My overall experience in the platform is…	39	41	20	7	0
The contents of the training material are adapted to my current and future professional needs.	34	47	21	5	0
The training material has been sufficiently clear	41	43	18	5	0
The contents responded to my interests and expectations	37	43	24	3	0
Quality of training material	37	42	21	6	1
Degree of general satisfaction for the training material	32	50	22	3	0

Figure 3 Participants' feedback in questionnaire

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The following part of the analysis focuses on participant's feedback focusing on the typology of actors.

Regarding the general satisfaction for the training material, a total of 32 participants answered "excellent" almost evenly spited between students/graduates and educators/teachers. A total of 50 "very good" answers, out of which 28 were students/graduates, 20 were educators/teachers and 2 were other actors. Moreover, 22 total answers were "good" from which 17 came from students/graduates and 5 came from educators/teachers. Finally, 3 "Fair" answers, 2 from students/graduates, 1 from other actors and not a single "poor" answer were collected.
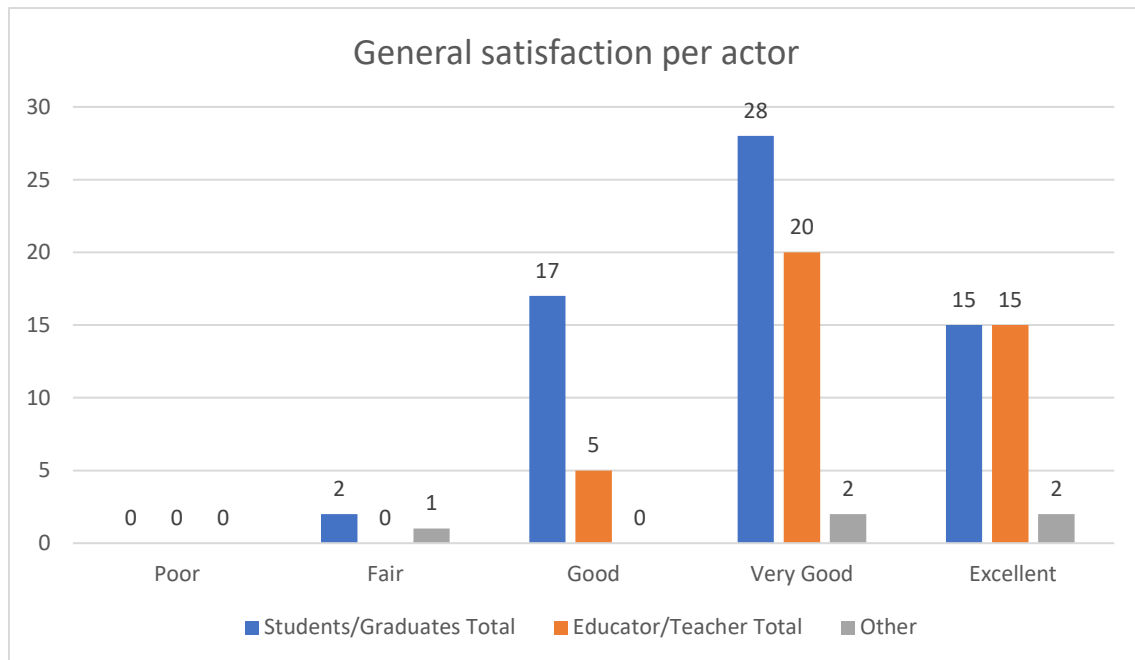

Figure 4 General Satisfaction with regards to the training material (Per actor)

In terms of quality of the material, 37 people responded "excellent" to this question, with 20 of them being students/graduates, 15 being educators/teachers, and 2 being other actors. Also, a total of 42 "very good" responses, including 26 from students/recent graduates, 14 from educators/teachers, and 2 from other actors were collected. Additionally, out of the 21 total "good" responses, 11 were from students/graduates, 9 were from educators/teachers, and 1 was from another actors. Finally, there are 6 "Fair" answers, including 4 from graduates/students and 2 from educators/teachers. There is also 1 "Poor" rating.
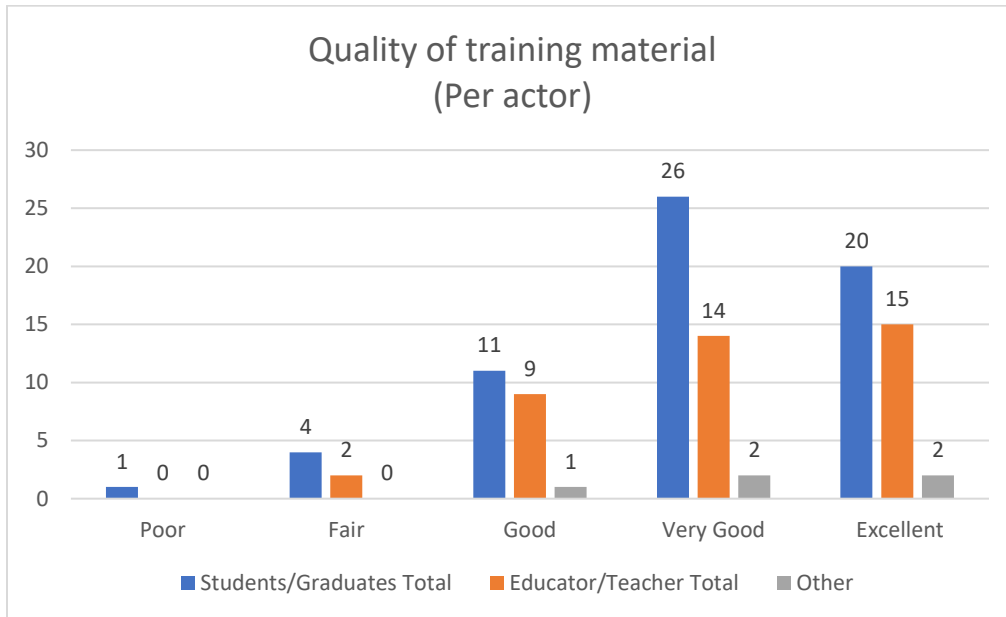
Figure 5 Quality of the training material per actor

Regarding the content adaptation in the future professional needs of the participants, a total of 34 participants answered "excellent" (20 Students/Graduates and 15 Educators/Teachers). Also, a total of 43 "very good" answers, 28 from students/graduates, 14 from educators/teachers and 1 was from other actors collected during the process. Moreover, a total of 24 answers received characterized as "good" the interest of the training in their needs and expectations, 14 out of these received from students/graduates and 10 from educators/teachers. Finally, 3 "Fair" answers, all from students/graduates with not a single "poor" answer, were collected.
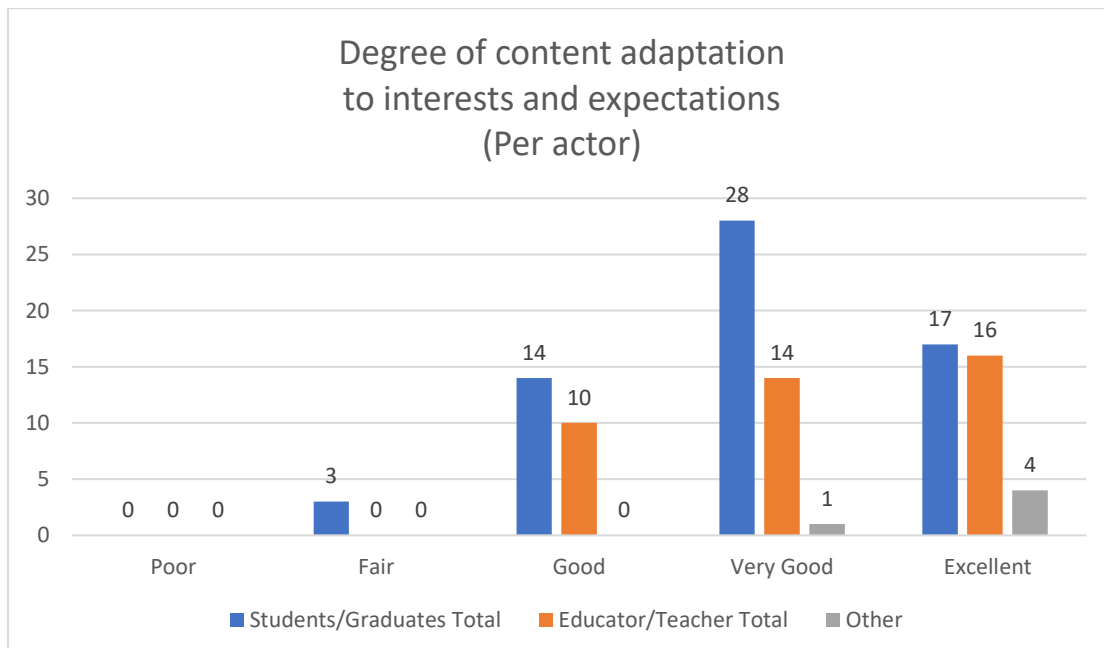
Figure 6 Degree of content adaptation to interest and expectation of actors

In this inquiry, concerning the adaptation of the training material to current and future professional needs of the participants, it is observed that a combined total of 34 respondents provided the rating "excellent," with nearly an equal distribution between students/graduates and educators/teachers. Following this, there were 46 responses categorized as "very good," with 33 coming from students/graduates and 13 from educators/teachers. Additionally, 21 total responses were labeled as "good," with 10 originating from students/graduates and 11 from educators/teachers. Lastly, there were 4 responses categorized as "fair," with 3 from students/graduates and 1 from educators/teachers. Notably, there were no responses indicating "poor" quality.
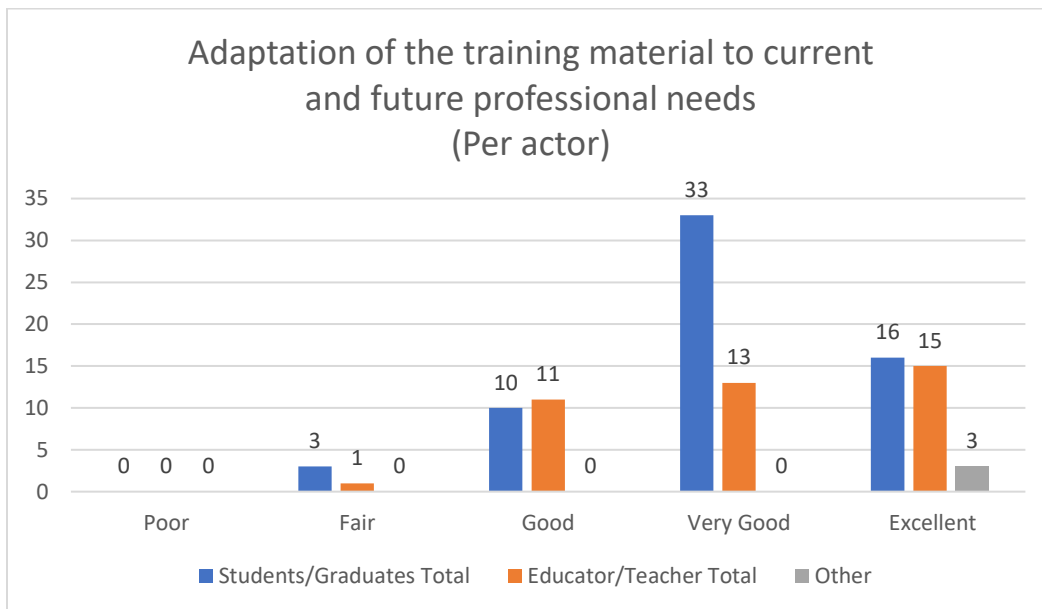

Figure 7 Adaptation of the training material to current and future professional needs per actor

For the overall experience of the users with the platform, 39 people in total, equally divided between students/graduates and educators/teachers, responded "excellent" to this question. Also, a total of 41 "very good" responses, of which 25 were provided by students/graduates and 16 by educators/teachers were collected. Additionally, 20 responses gathered rating as "good" the overall experience in the platform, coming from 15 coming students/graduates, 4 educators/teachers, and 1 other actor. Finally, 7 "Fair" responses, 5 from students/graduates, 1 from educators/teachers, 1 from other actors, and 0 "Poor" responses collected.
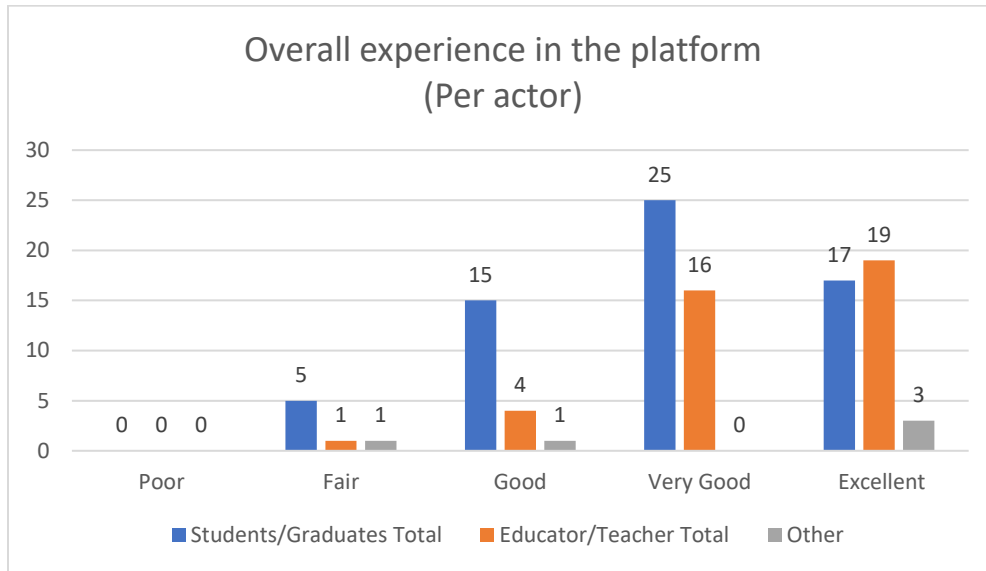
Overall experience in the platform
(Per actor)

Figure 8 Overall Experience in the platform assessment (per actor)

For the platform's usability, it is noticed that 54 people in total, about equally divided between students/graduates and educators/teachers, responded "excellent" to this question. A total of 37 "very good" responses, of which 24 were provided by students/graduates, 12 from educators/teachers and 1 from another actor. Additionally, a total of 14 responses rated the usability of the platform as "good," 11 from students/graduates, 2 from educators/teachers, and 1 from other actors. Finally, 2 "Fair" responses, 1 from students/graduates, 1 from educators/teachers and 0 "Poor" responses were collected.
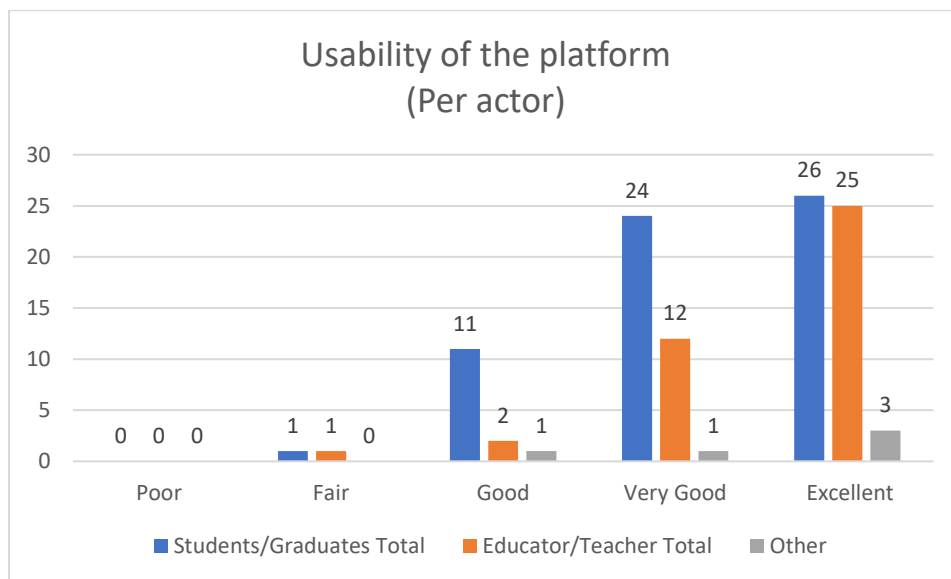
Usability of the platform
(Per actor)

Figure 9 Usability of the platform (per actor)

INFUSSE Educators' Training Path programme

The purpose of this analysis is to provide an overview of the results and the information obtained from the evaluation of the INFUSSE Educators' Training Path programme implemented in each country (Greece, Poland, Romania). The questionnaire was addressed to Educators/Teachers and mainly consisted of 10 questions, each one rated on a scale from 1 to 5, with 1 being the lowest (Poor) and 5 being the highest (Excellent) rating. In particular, the ratings followed this ranking system: **0-Zero, 1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent.** The questions utilized for the evaluation of the Training Path programme were the following:

1. What is your overall impression of the INFUSSE Educators' Training path
2. Quality of the training
3. The activity responded to my interests and expectations
4. The objectives of the activity were adequately stated at the beginning of the activity.
5. The methodology put into practice is adequate for the contents worked on and the proposed objectives.
6. Clarity, Motivation ability & Willingness of the trainers
7. The duration of the training has been adequate for the understanding of the contents and fulfillment of the proposed objectives.
8. The activity is adapted to my current and future professional needs.
9. Possibility to transfer what was learned in your working environment.
10. How smooth was the online execution of the activity?

The survey conducted in a sample of a total of 57 Educators/Teachers 11 from Greece, 10 from Poland and 36 from Romania.

The result of the survey are presented below per country.

Greece

The feedback regarding the quality of the didactic materials studied through the platform during the INFUSSE Educators' Training Path programme implemented in Greece was obtained in the face-to-face session and analysed below. The feedback received from the participants was really positive and encouraging. Almost all the participants (10 out of 11) assessed the overall experience of the Educators' Training Path Programme as excellent. In addition, the same percentage of participants declared that the topic corresponds to their interest and expectations. The training was also seen as being relevant to the interests and expectations of the participants. 91% of the respondents rated the relevance of the training as "excellent", and 9% rated it as "very good".
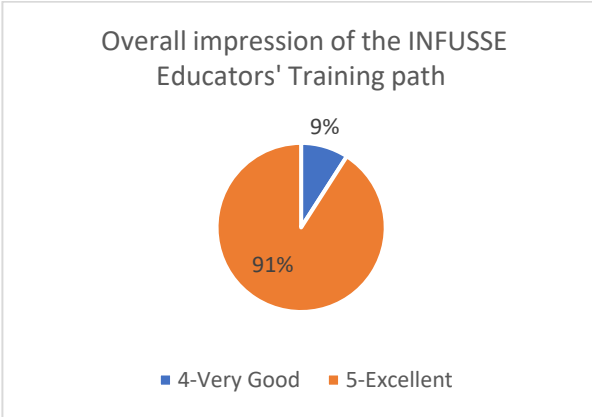
Overall impression of the INFUSSE Educators' Training path

9%

91%

■ 4-Very Good ■ 5-Excellent

Figure 10 Overall impression of the INFUSSE Educators' Training Path Incubation Programme (%)

Interests and expectations fulfilment

Figure 11 Possibility to transfer what was learned in your working environment (%)

Also, the educators declared that there is a huge possibility of transferring what the learned about digital entrepreneurship in their institutions and organisations. Non of them answered that they will not exploit the new knowledge.

Possibility of transfer what was learned in working environment

1

5
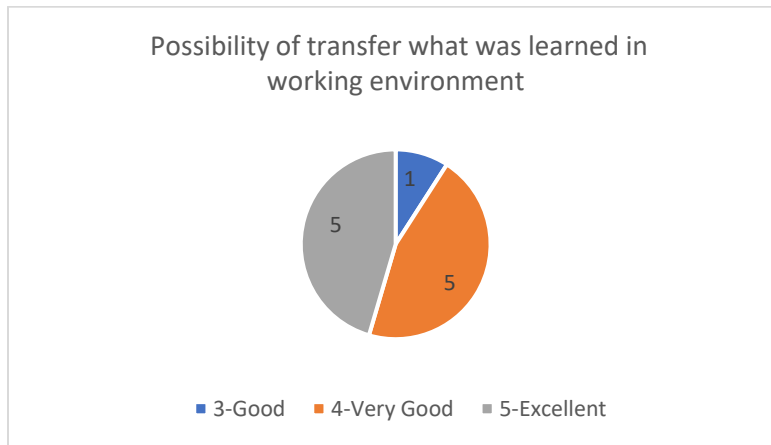
5

■ 3-Good ■ 4-Very Good ■ 5-Excellent

Figure 12 Possibility of transferring new knowledge in the working environment

According to poll results, 18% of the respondents viewed the training approach as 'good. Only 27% gave high marks ("very good") to how well the methodology worked, while 55% were extremely pleased ("excellent").
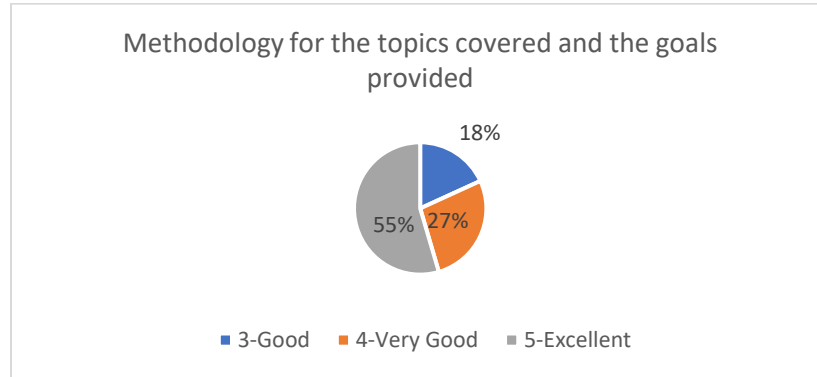
Erasmus+
Ανοίγει δρόμους, αλλάζει ζωές.

KiNNO

Methodology for the topics covered and the goals provided

18%

55% 27%

■ 3-Good   ■ 4-Very Good   ■ 5-Excellent

Figure 13 Methodology Evaluation

Finally, according to respondents (55% "excellent", 27% "very good", and 18% "good"), the timing of the coursework proved fitting for learning purposes and accomplishing intended objectives.

Duration of the training for the understanding of the contents and fulfillment of the proposed objectives

18%

55% 27%

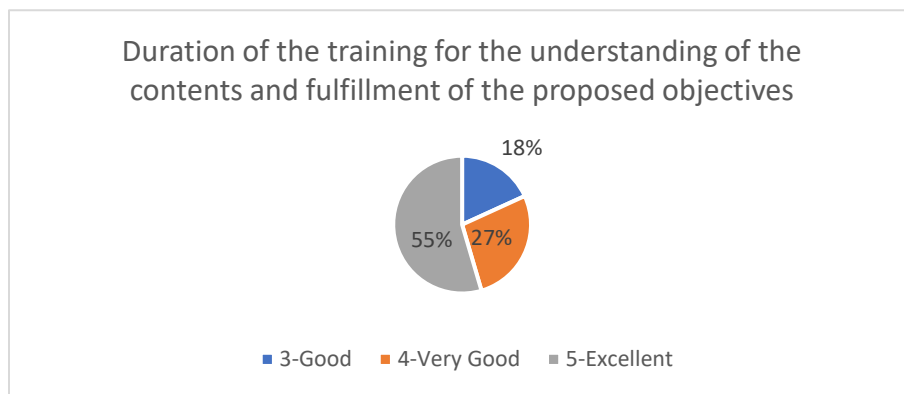■ 3-Good   ■ 4-Very Good   ■ 5-Excellent

Figure 14 Duration Evaluation

With regards to the trainers of the programme, Some areas of the project can be further developed, based on how the trainers were rated by the respondents, who offered a varied evaluation.(3:"good", 5:"very good", 3:"Excellent'').

Clarity, Motivation ability & Willingness of the trainers

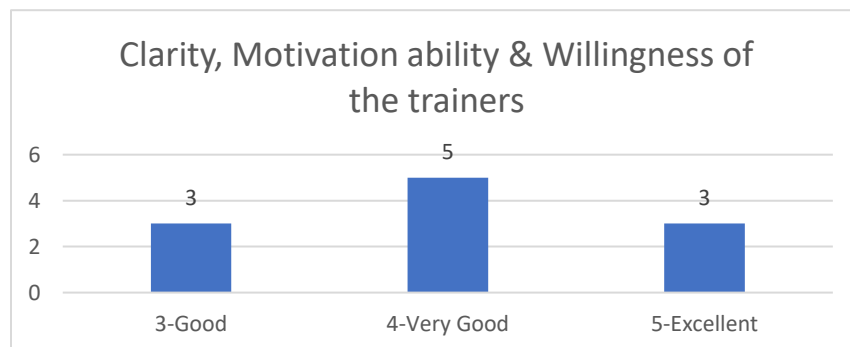|	3-Good	4-Very Good	5-Excellent
value	3	5	3

Figure 15 Clarity, Motivation ability & Willingness of the trainers

Finally, with regards to the overall quality of the training, the responses that it was also generally perceived positively, with the respondents rating it as "Excellent" (6 responses), "Very Good" (4 responses) and "Good"(1 response). This suggests that participants found the training material to be of high quality.

Figure 16 Quality of the training assessment

Poland

The INFUSSE Educators' Training Path programme in Poland was addressed to 10 Educators/Teachers. 10 questionnaires were collected and analysed. Half of educators have master's degrees, 30% of educators have PhD degrees and 20% higher degrees.

The feedback received from the participants was positive. The majority of the of the participants assessed the overall experience of the Educators' Training Path Programme as excellent - 7. 3 of the educators stated that the course was very good.

What is your overall impression of the INFUSSE Educators' Training path
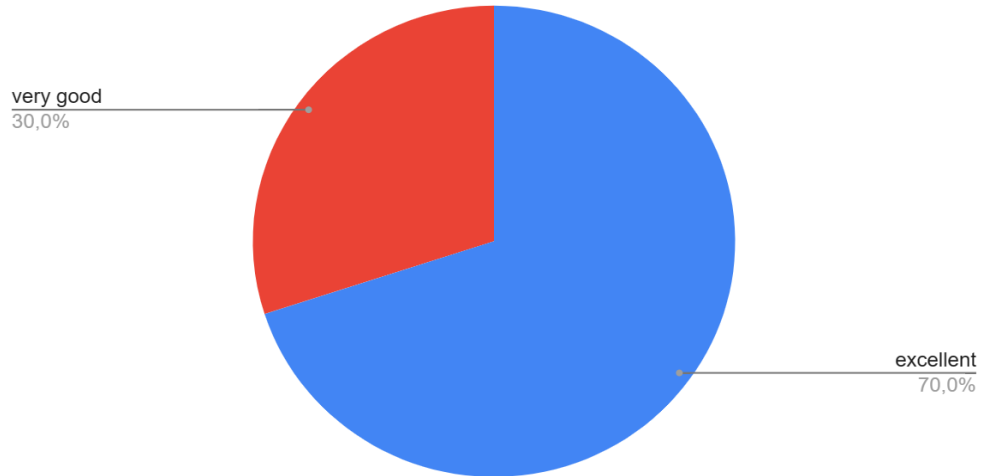
Figure 17 Overall Impression of the Educators Training Path in Poland

It was the most positively evaluated aspect among all rating categories. All aspects of the course have been evaluated positively, with only one occurrence of a rating of 2 (Possibility to transfer what was learned in your working environment).

Possibility to transfer what was learned in your working environment
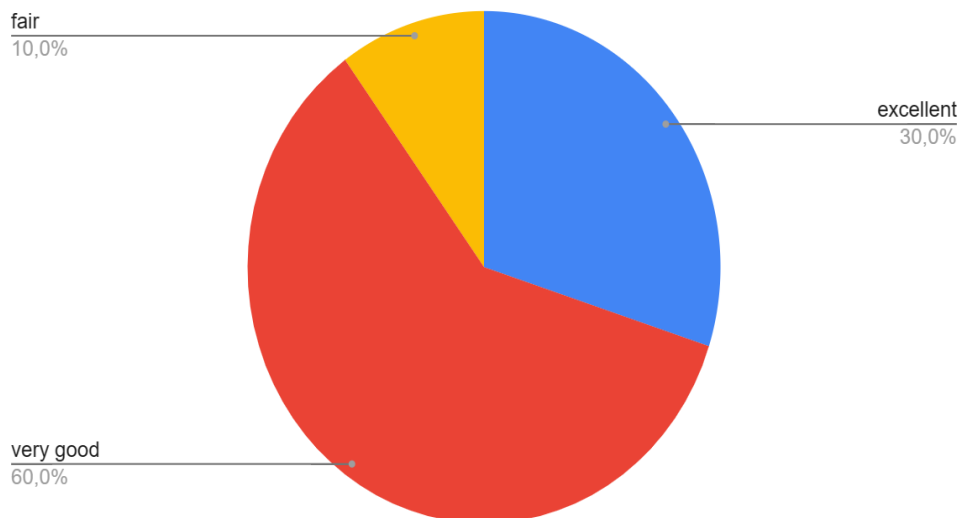
Figure 18 Possibility of Educators to train what was learned in their working environment

Romania

32 educators participated in the INFUSSE Program for Digital, in the context of PR6, where they benefited from training and pedagogical tools, in accordance with their needs, in order to increase their digital skills. In Romania the ("train-the-trainers "Programme was organized by the national coordinators of the project, **"George Emil Palade" University of Medicine, Pharmacy, Science, and Technology of Targu Mures** and **Iceberg**, in September 2023. Ten educators registered and participated in the Educator's Paths Romanian Programme. Half of the educators have bachelor's degree the other half has master's degree.

Upon program completion, participant feedback was systematically gathered through the PR5 evaluation process through an online feedback questionnaire.

In the realm of digital entrepreneurship education, educators and organizations face distinct challenges and opportunities. Educators strive to enhance their curricula by integrating real-life digital entrepreneurship experiences. To address this, collaborative efforts with industry experts, encouragement of experiential learning through internships and projects, and the regular updating of curricula are crucial recommendations. The expected outcome is the enrichment of educational programs with practical insights, ultimately making digital entrepreneurship education more relevant and impactful for students.

On the other hand, organizations grapple with the need to provide sufficient support for the development and delivery of effective training programs. To overcome this challenge, it is recommended that organizations allocate adequate resources, establish strong partnerships with other educational institutions and stakeholders, and invest in the professional development and training of staff involved in program development and delivery. The anticipated result is the successful creation and implementation of high-quality training programs, which will have a broad and positive impact on educators.

By addressing these challenges through collaborative efforts, strategic partnerships, and resource allocation, both educators and organizations can contribute to the advancement of digital entrepreneurship education, meeting the expectations of enriched curricula and the successful development of impactful training programs.

The feedback regarding the quality of the didactic materials studied through the platform was collected through sharing the questionnaire link with the educators.

The evaluation results are presented below. The overall impression of the INFUSSE Educators` training path was perceived as very good by the majority of the respondents.

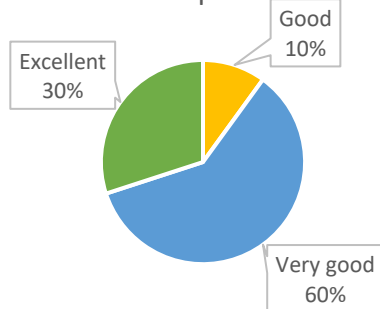## What is your overall impression of the INFUSSE Educators' Training path?

- Good 10%
- Excellent 30%
- Very good 60%

Figure 19 Overall Impression of the Programme in Romania

Quality of the training

- Good 10%
- Very good 30%
- Excellent 60%
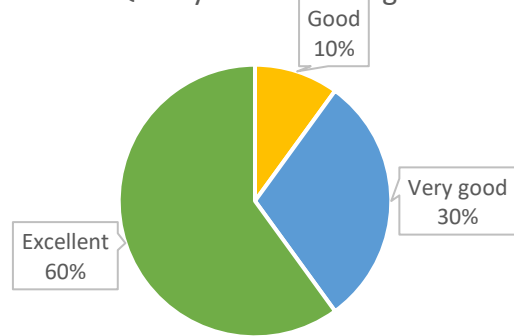
Figure 20 Quality of the training

According to the poll results, the activity responded to the interest and expectations of the trainers, and the objectives were adequately stated at the beginning of the activity.

The activity responded to my interests and expectations

- Good 10%
- Excellent 50%
- Very good 40%

Figure 21 Interest of the Programme in Romania

The objectives of the activity were adequately stated at the beginning of the activity

- Good 10%
- Very good 30%
- Excellent 60%

Figure 22 Clarity of the objectives

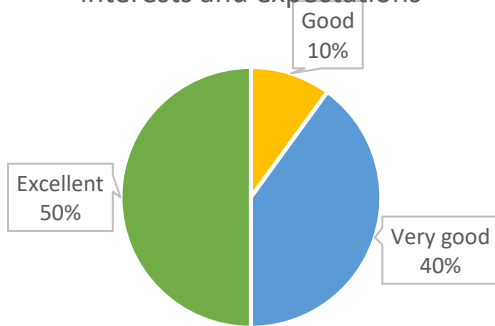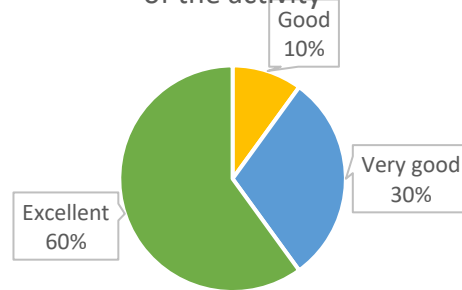Good results were received also regarding the adequacy of the methodology, as well as regarding clarity, motivation ability and willingness of the trainers.

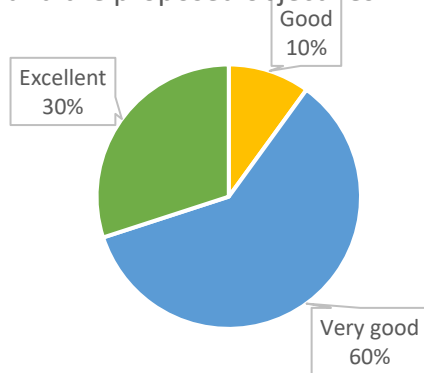### The methodology put into practice is adequate for the contents worked on and the proposed objectives

Good 10%
Excellent 30%
Very good 60%

Figure 23 Methodology Evaluation

Clarity, Motivation ability & Willingness of the trainers

Good 10%
Very good 30%
Excellent 60%

Figure 24 Trainers Evaluation

The duration of the training has been adequate for the understanding of the contents and fulfillment of the proposed objective, as considered by most of the educators. The activity is very well adapted to the educators' current and future professional needs.

The duration of the training has been adequate for the understanding of the contents and fulfillment of the proposed objective

Good 10%
Excellent 30%
Very good 60%
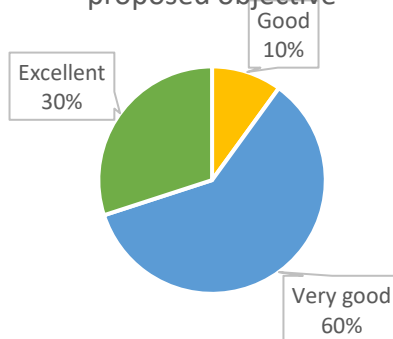
Figure 25 Duration Evaluation

The activity is adapted to my current and future professional needs

Good 10%
Very good 40%
Excellent 50%

Figure 26 Adaptation in current and future professional needs

Also, the educators declared that there is a huge possibility of transferring what they learned in their working environment. Non of them answered that they will not exploit the new knowledge.

According to poll results, 10% of the respondents viewed the training approach as "good", 20% gave high marks ("very good") and most of them, 70%, are extremely pleased ("excellent").

Possibility to transfer what was learned in your working environment

Good 10%
Very good 20%
Excellent 70%

How smooth was the online execution of the activity?

Good 10%
Very good 20%
Excellent 70%

Figure 27 Possibility of Transferring of training to working environment
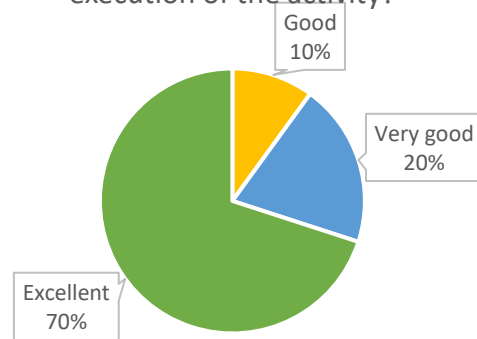
Figure 28 Rating of Smoothness of the process

INFUSSE Virtual Incubation Programme for Digital Entrepreneurship

The purpose of this analysis is to provide an overview of the results and the information obtained from the evaluation of the INFUSSE Virtual Incubation Programme for Digital Entrepreneurship implemented in each country (Greece, Poland, Romania). The questionnaire was addressed to Students/Graduates/Learners and mainly consisted of 19 questions, each one rated on a scale from 1 to 5, with 1 being the lowest (Poor) and 5 being the highest (Excellent) rating. In particular, the ratings followed this ranking system: **0-Zero, 1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent.** The questions utilized for the evaluation of the Training Path programme were the following:

1. What is your overall impression of the INFUSSE Virtual Incubation Programme
2. Quality of the activity
3. The activity responded to my interests and expectations
4. The objectives of the activity were adequately stated at the beginning of the activity.
5. The methodology put into practice is adequate for the contents worked on and the proposed objectives.
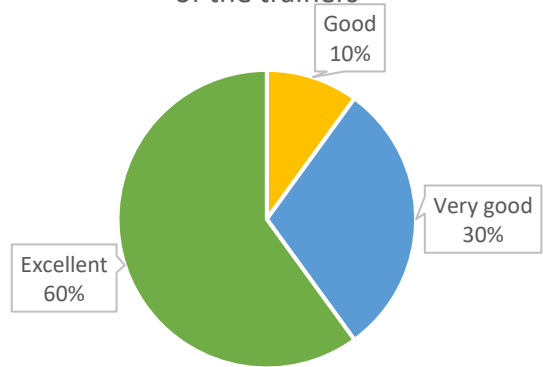6. The duration of the activity has been adequate for the understanding of the contents and fulfillment of the proposed objectives.

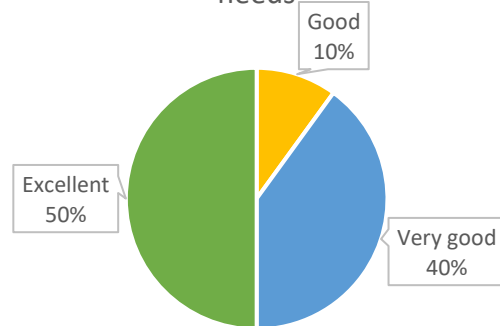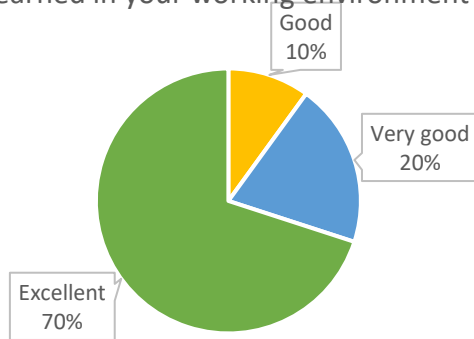7. Possibility to transfer what was learned in your working environment
8. How smooth was the online execution of the activity?
9. The speakers dominated the content.
10. The speakers were clear in their explanations.
11. The speakers demonstrated the ability to motivate and encourage attendees.
12. The speakers were willing to answer questions.
13. Quality of training material
14. The contents have been treated in sufficient depth.
15. The technical language used has been understandable
16. The training material has been sufficiently clear
17. The contents of the training material are adapted to my current and future professional needs.
18. The objectives of the training material were adequately stated
19. The survey conducted in a sample of a total of 57 Educators/Teachers 11 from Greece, 10 from Poland and 36 from Romania.

The result of the survey are presented below per country.

Greece

In Greece, The Virtual Incubation Programme conducted with the participation of 31 young entrepreneurs distributed across these 11 dynamic teams. The feedback received from the participants, was really positive and encouraging. Almost half of the participants (15 out or 31) assessed the overall experience of the Virtual Programme as excellent (Figure 2). In addition, over the half of the participants mentioned that there is high possibility of transferring the knowledge received to the working environment (Figure 3).
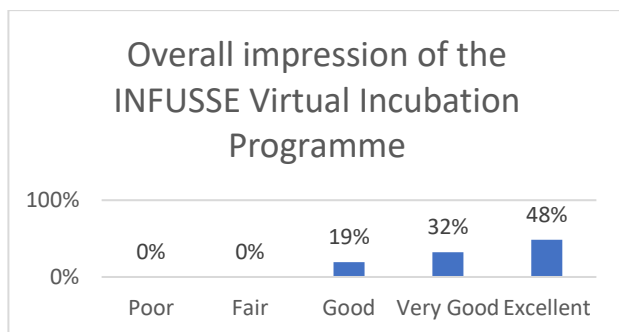
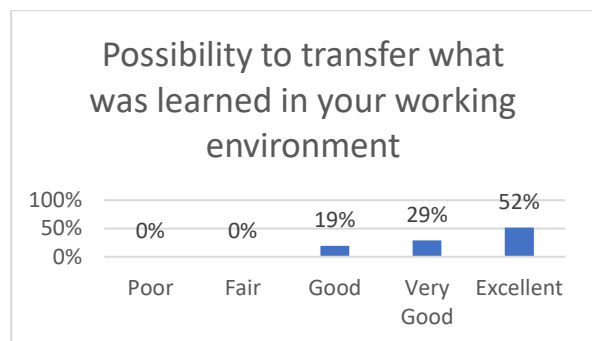Figure 29 Overall impression of the INFUSSE Virtual Incubation Programme (%)

Figure 30 Possibility to transfer what was learned in your working environment (%)

The analysis is divided in three different categories: Evaluation of Speakers, Evaluation of Training, Evaluation of Process, to provide with more accurate and useful information for each part of the Programme.

Evaluation of Process

The majority of the answers for the overall impression for the programme was "excellent"(48.38%), while 32,25% of the responses were "very good", 19,35% were "good" and notably 0% of the answers were negative. Regarding the quality , most of the answers of the question (16) were "excellent", while 11 of them were "very good", 3 of them were "good" and only a single one was "fair".

Evaluation of Process [What is your overall impression of the INFUSSE Virtual Incubation Programme]

0.00% 19.35%
48.38%
32.25%

■ 2-Fair ■ 3-Good ■ 4-Very good ■ 5-Excellent
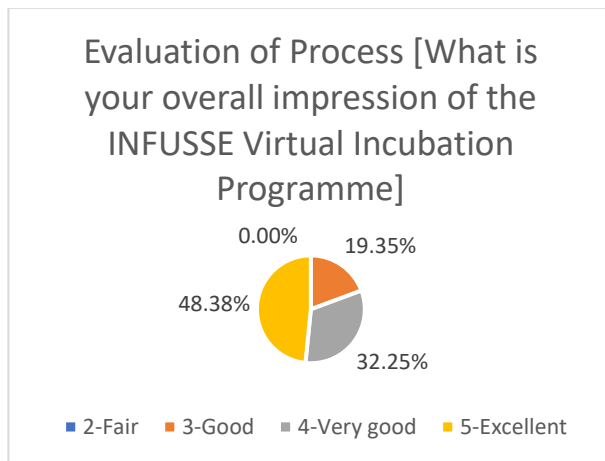
Figure 31 Overall Impression of the Programme in Greece

Evaluation of Process [Quality of the activity]

20

15

10

5

0
2-Fair: 1
3-Good: 3
4-Very good: 11
5-Excellent: 16
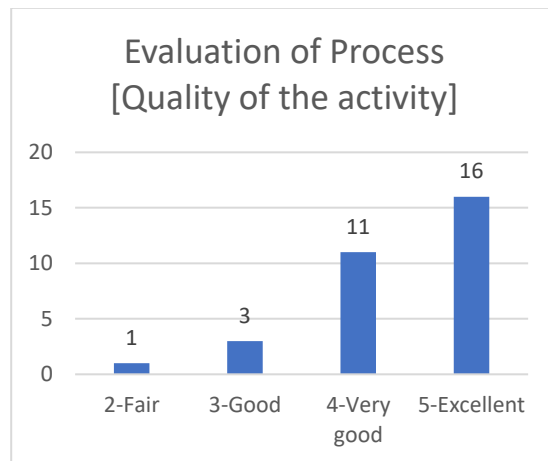
Figure 32 Quality of the activity

Regarding the methodology put into place for the Programme, most of the answers were "excellent"(38.70%) and "very good" (35,48%).While, 25.80% were "good" and zero answers were negative.

Evaluation of Process [The methodology put into practice is adequate for the contents worked on and the proposed objectives.]

0.00%

35.48%   25.80%

38.70%

■ 2-Fair ■ 3-Good ■ 4-Very good ■ 5-Excellent

Figure 33 Evaluation of Methodology

Regarding the interest and expectation of the activity, 41.93% of the responses were "excellent", while 32,25% were "very good" and 22,58% were "good". In the possibility of transferring the generated knowledge in the working environment, most of the answers were "excellent"(51.61%), while 29.03% were "very good" and 19.35% were "good".

Evaluation of Process [The activity responded to my interests and expectations]

0.00%   22.58%
41.93%
32.25%

■ 2-Fair ■ 3-Good ■ 4-Very good ■ 5-Excellent
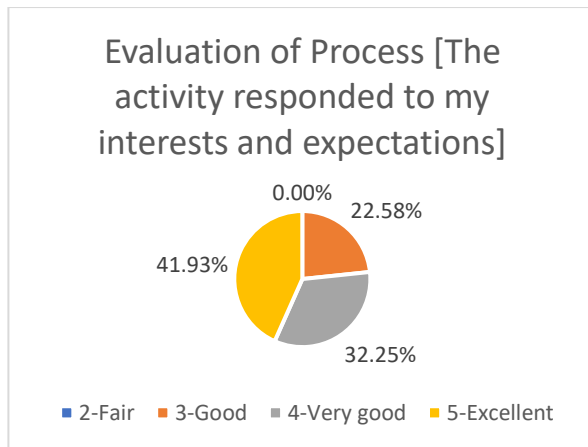
Figure 34 Interest in the activity

Evaluation of Process [Possibility to transfer what was learned in your working environment]

0.00%   19.35%
51.61%
29.03%

■ 2-Fair ■ 3-Good ■ 4-Very good ■ 5-Excellent

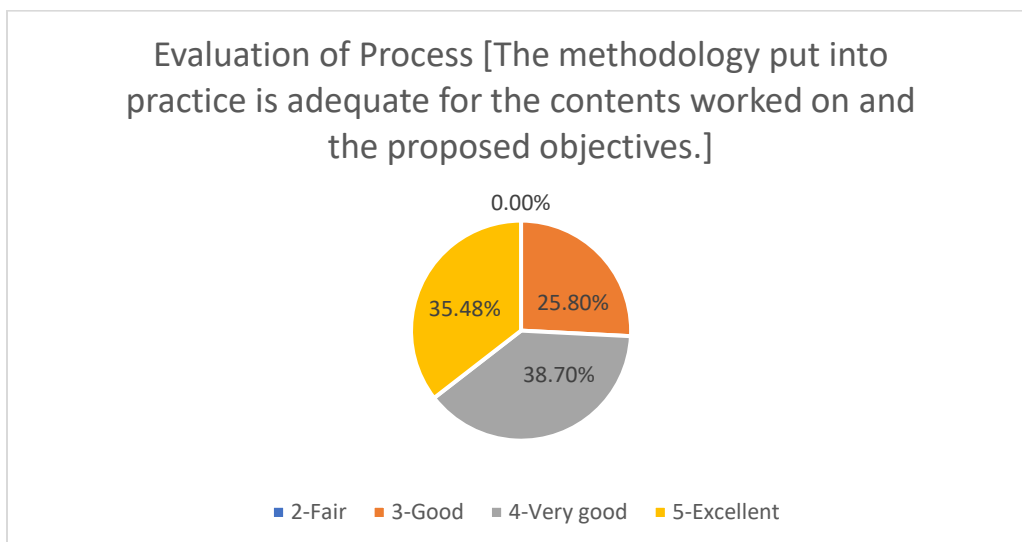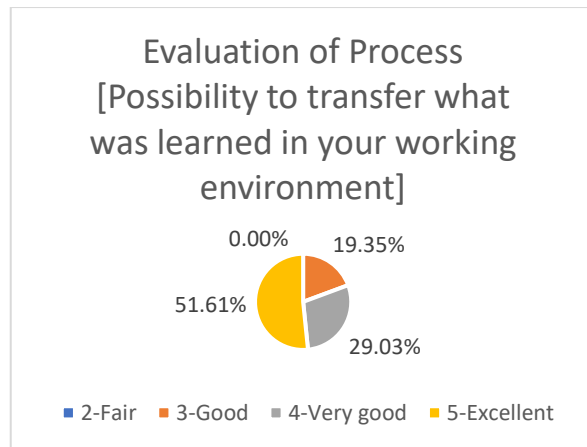*Figure 35 Transferring of what learned in the working environment*

Evaluation of Speakers

Based on the received answers, the speakers dominated the content (15 "excellent", 13 "very good"). They were clear in the explanations, since 54,83% of the answers rated them as excellent in the relevant question. They also dominated the ability of motivating the speakers as presented in the relevant graph below.
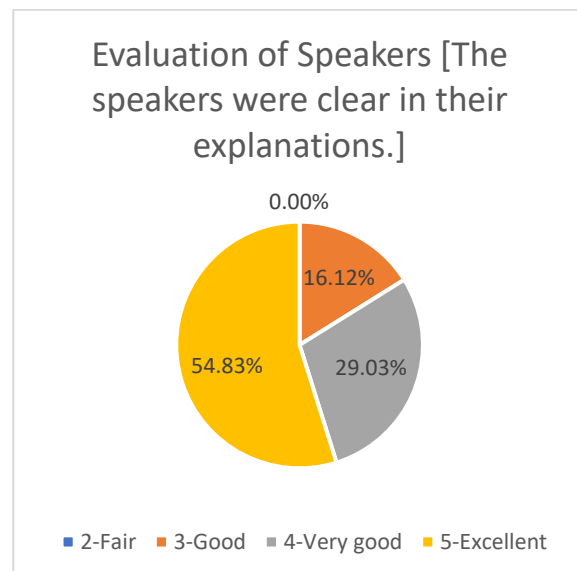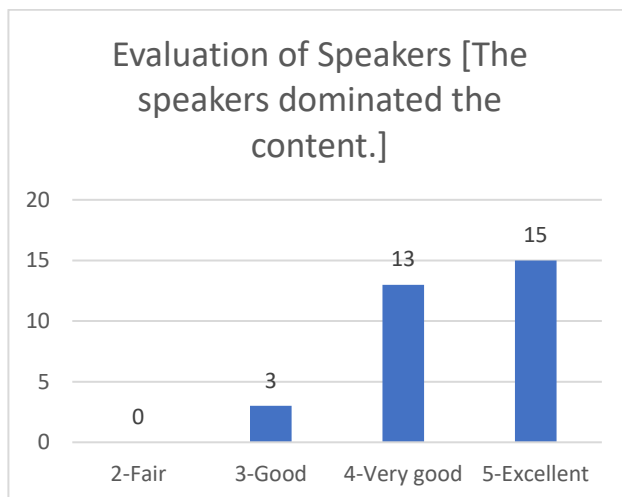
Evaluation of Speakers [The speakers dominated the content.]

	2-Fair	3-Good	4-Very good	5-Excellent
	0	3	13	15

Evaluation of Speakers [The speakers were clear in their explanations.]

0.00%
16.12%
54.83%   29.03%

■ 2-Fair ■ 3-Good ■ 4-Very good ■ 5-Excellent

27

Evaluation of Speakers [The speakers demonstrated the ability to motivate and encourage attendees.]

- 2-Fair: 0
- 3-Good: 3
- 4-Very good: 13
- 5-Excellent: 15
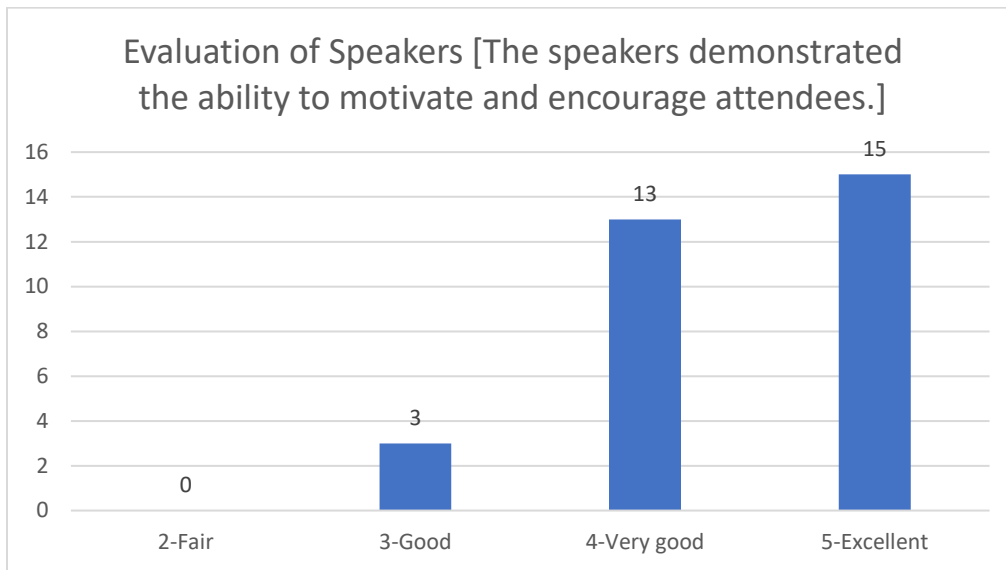
Figure 38 Speakers' ability to motivate

Evaluation of Training

Based on the received feedback, the quality of the training was in ahigh level. In particular, the majority of the replies to this question were "very good" (51.61%), followed by "excellent" (29.03%) and "good" (19.35%), with no negative responses. Also, the contents were treated in sufficient depth. To the relevant question 18 answers were "very good," 9 were "excellent," 4 were "good," and none was "fair."

Evaluation of Training [Quality of training material]

- 0.00% — 2-Fair
- 19.35% — 3-Good
- 51.61% — 4-Very good
- 29.03% — 5-Excellent
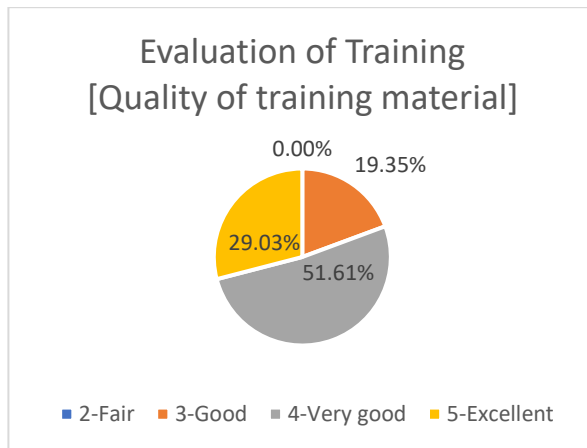
Figure 39 Quality of the training

Evaluation of Training [The contents have been treated in sufficient depth.]

- 2-Fair: 0
- 3-Good: 4
- 4-Very good: 18
- 5-Excellent: 9
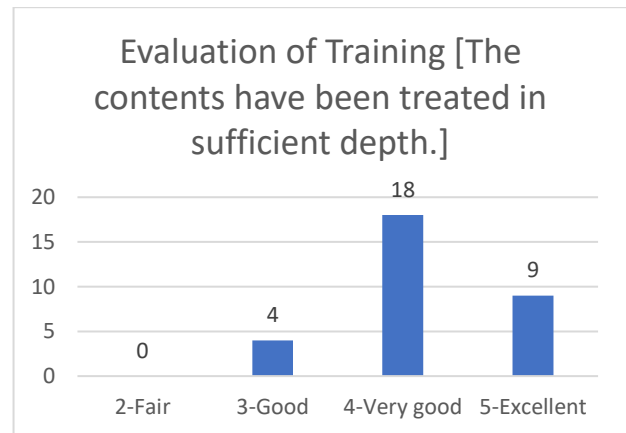
Figure 40 Depth of the contents

Poland

There were 22 responses from Poland. Majority of the respondents were students on the Bachelor's level (77,3%). 22,7% were students of secondary education.

Level of education
22 odpowiedzi

Secondary Education
Bachelor's level
Master's level
Doctorate level

77,3%

22,7%
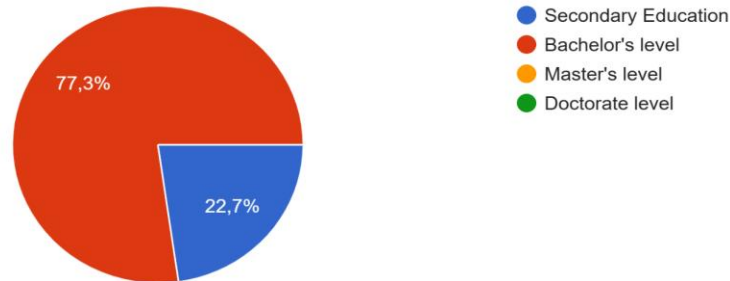
Figure 41 Educational Level of participants

90,9% of respondents stated that their idea is in the initial stage of development - exploration. 4,5% stated that the idea is in the development stage and 4,5% stated that the idea is in the commercialization stage.

Stage of idea
22 odpowiedzi

Exploration (Explore opportunity, Define concept)
Development (Validate Concept, Introduce to market)
Commercialization (Scale up, Expand & Diversify)

90,9%
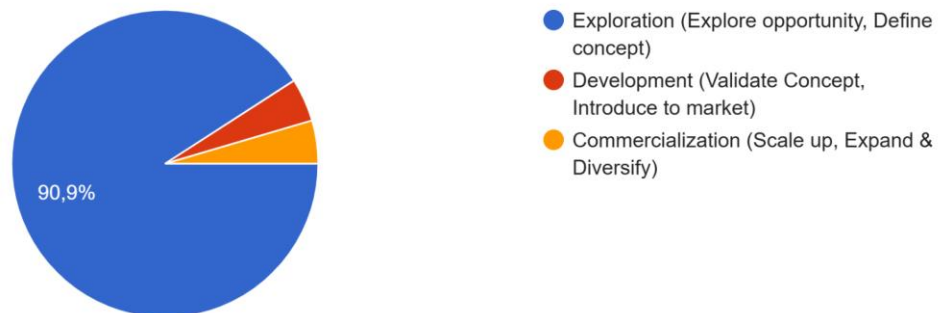
Figure 42 Stage of ideas of Polish students

Based on the information provided, we can infer that the respondents, for the most part, positively embraced the program (50% stated that it was excellent, 45,5% evaluated the incubation programme as very good, 4,5% stated it was good).

What is your overall impression of the INFUSSE Virtual Incubation Programme

22 odpowiedzi
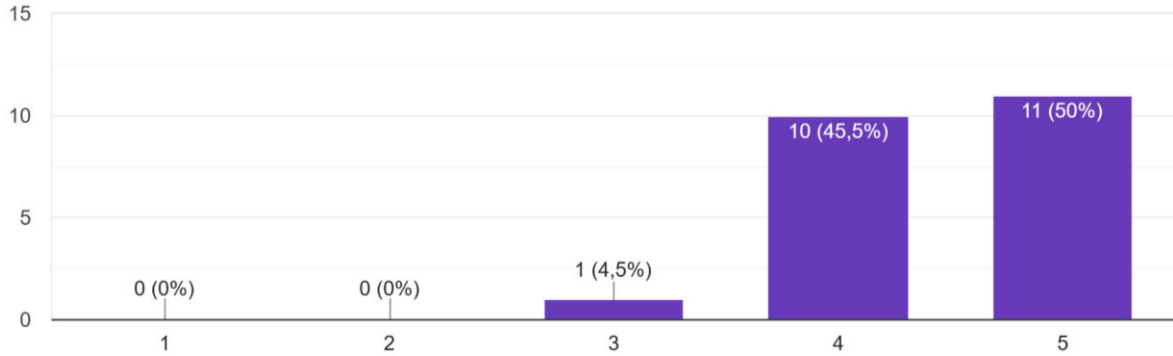
Figure 43 Polish students overall impression on the programme

Evaluation of different aspects of the process, speakers and training was rather positive receiving grades between 3 (good) and 5 (excellent).

Quality of the activity

22 odpowiedzi
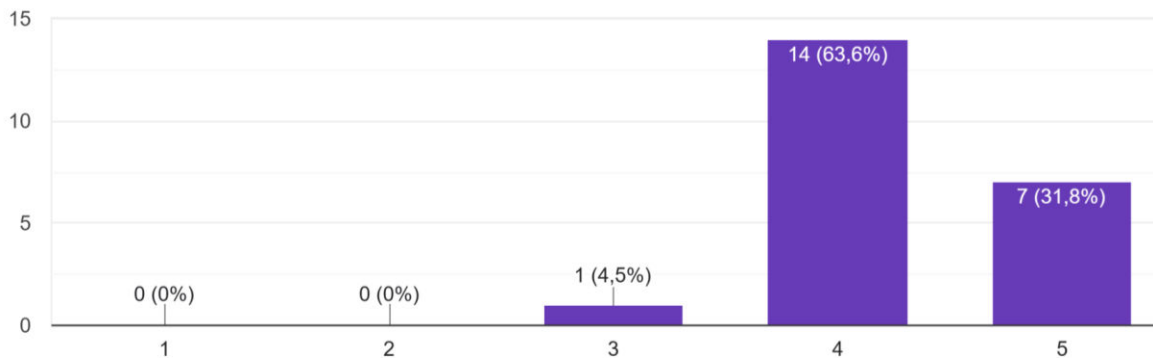
Figure 44 Evaluation of Quality of programme – Poland

The activity responded to my interests and expectations

22 odpowiedzi
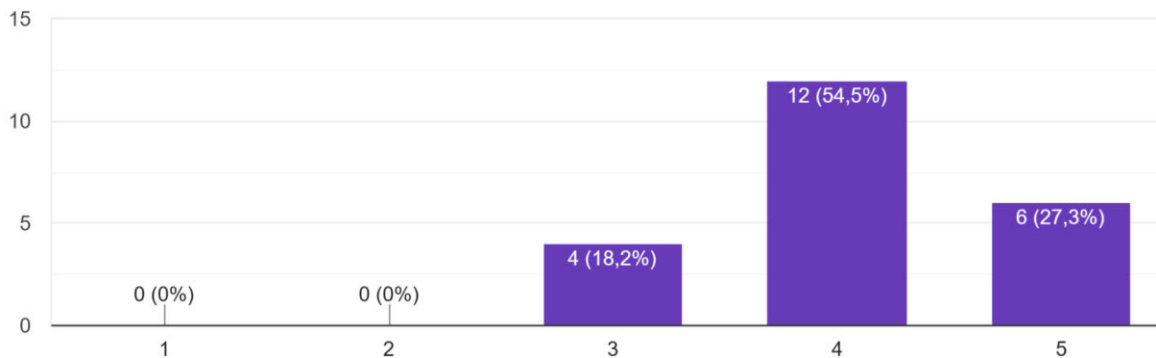
Figure 45 Evaluation of interest in the activity - Poland

30

The objectives of the activity were adequately stated at the beginning of the activity.

22 odpowiedzi
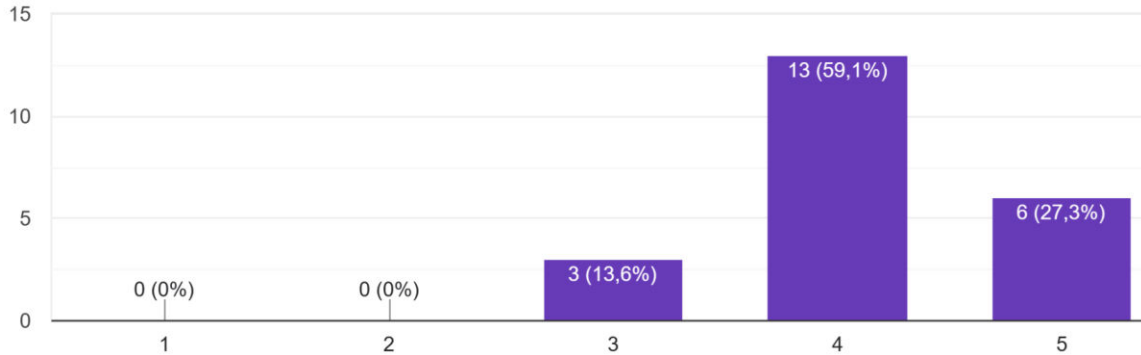
Figure 46 Evaluation of programme's objectives - Poland

The methodology put into practice is adequate for the contents worked on and the proposed objectives.
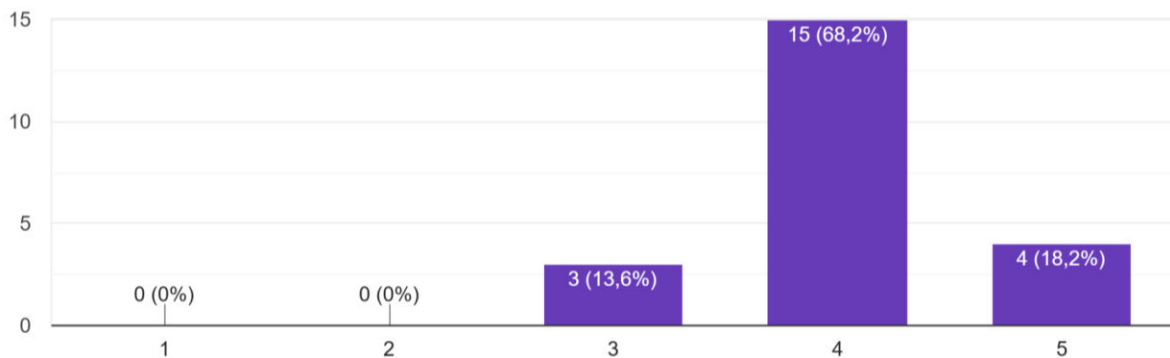
22 odpowiedzi

Figure 47 Programme's methodology assessment - Poland

The duration of the activity has been adequate for the understanding of the contents and fulfillment of the proposed objectives.
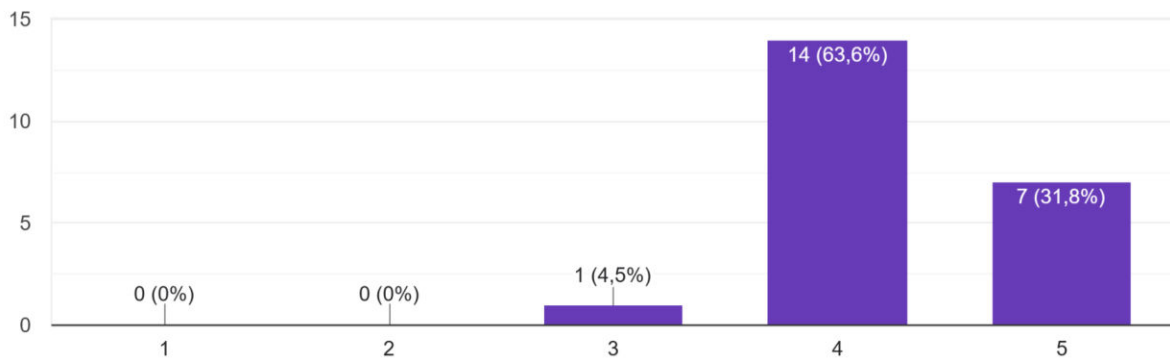
22 odpowiedzi

Figure 48 Programme's duration assessment - Poland

Possibility to transfer what was learned in your working environment
22 odpowiedzi
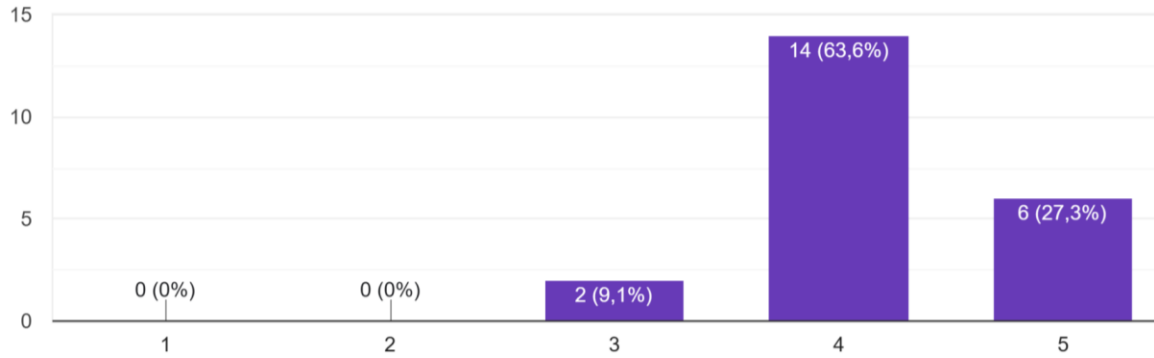
Figure 49 Possibility of knowledge transfer in working environment - Poland

How smooth was the online execution of the activity?
22 odpowiedzi
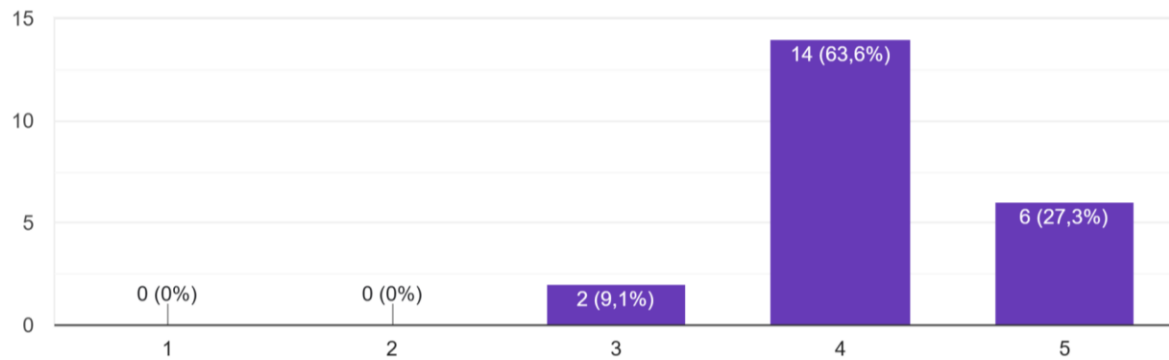
Figure 50 Process Evaluation - Poland

Quality of training material
22 odpowiedzi
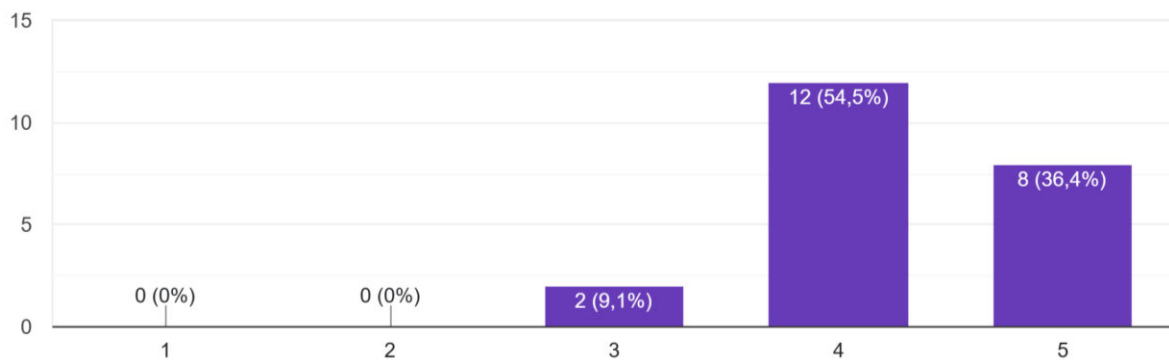
Figure 51 Evaluation of the quality of training material - Poland

The contents have been treated in sufficient depth.
22 odpowiedzi
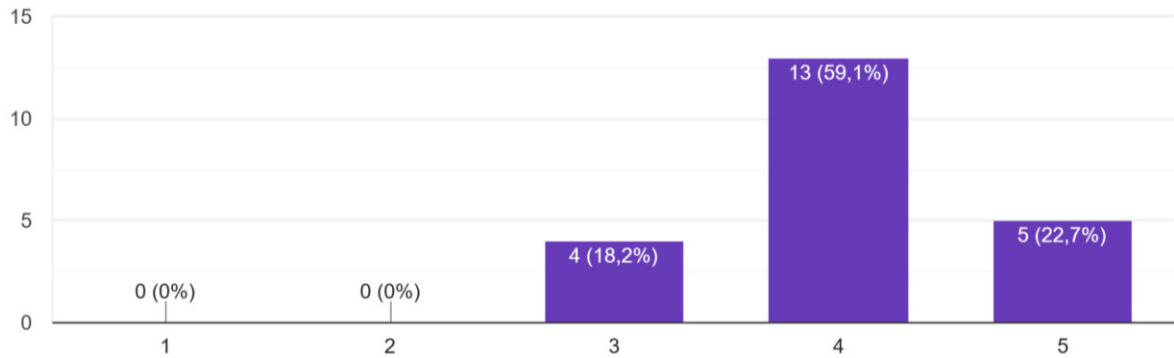
Figure 52 Evaluation of training material content - Poland

The technical language used has been understandable
22 odpowiedzi
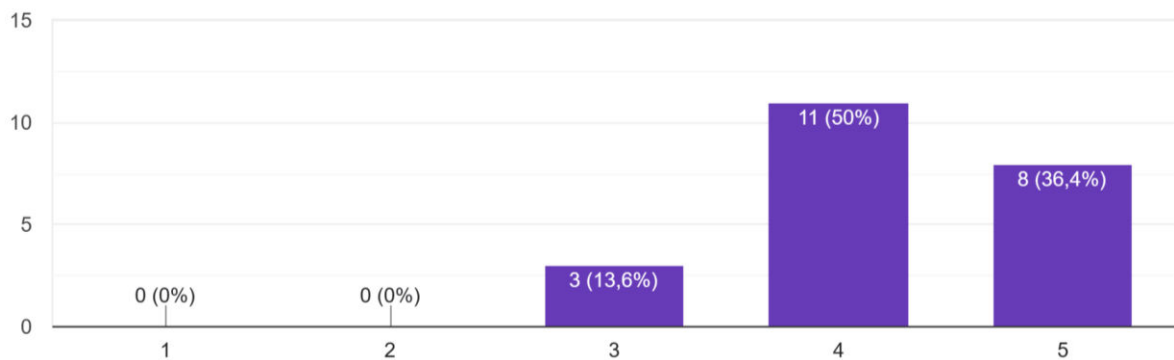
Figure 53 Evaluation of training material technical language - Poland

The training material has been sufficiently clear
22 odpowiedzi
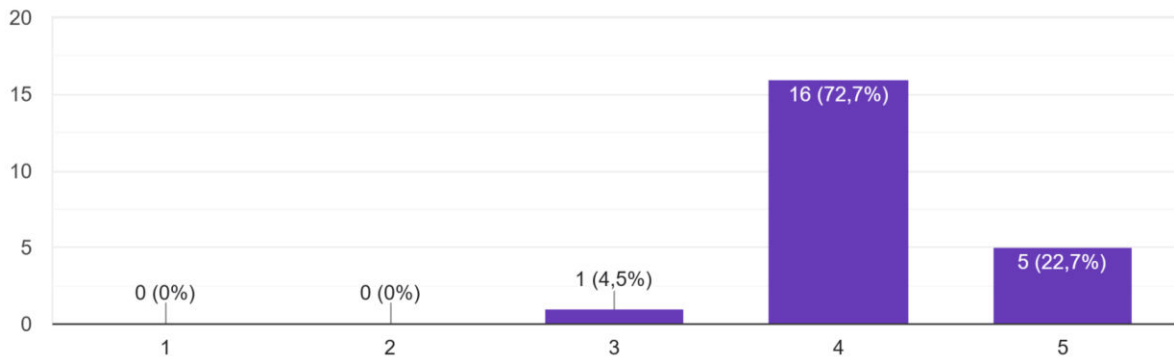
Figure 54 Clarity of training material - Poland

The contents of the training material are adapted to my current and future professional needs.
22 odpowiedzi
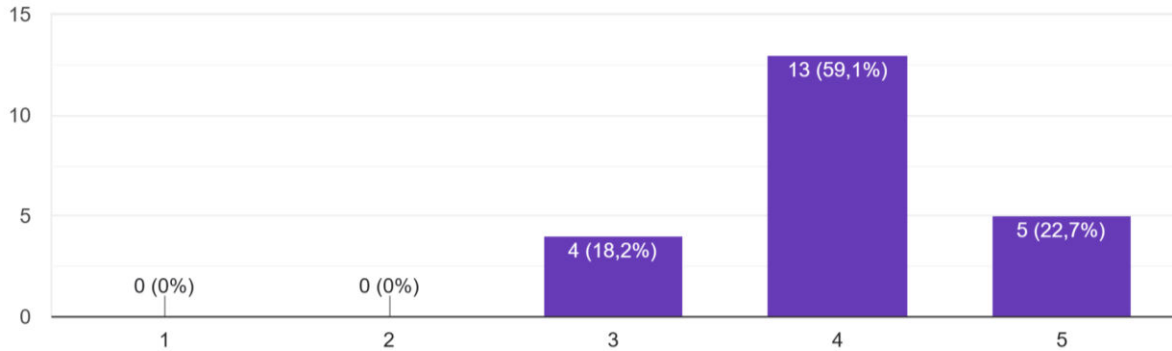
Figure 55 Adaptation of training material in professional needs - Poland

The objectives of the training material were adequately stated
22 odpowiedzi
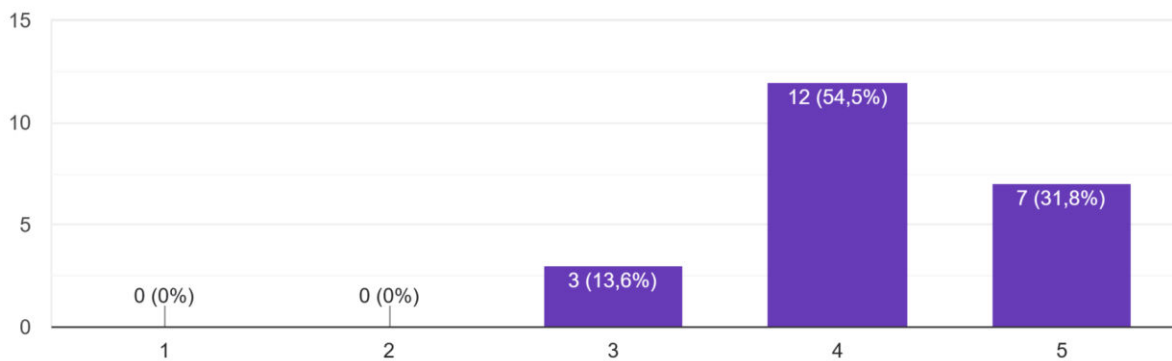
Figure 56 Evaluation of training material objectives - Poland

In only one question there were grades 1 (poor) and 2 (fair) - "The speakers dominated the content. Although the question and answer format ranging from poor to excellent could have been confusing for participants.

The speakers dominated the content.
22 odpowiedzi
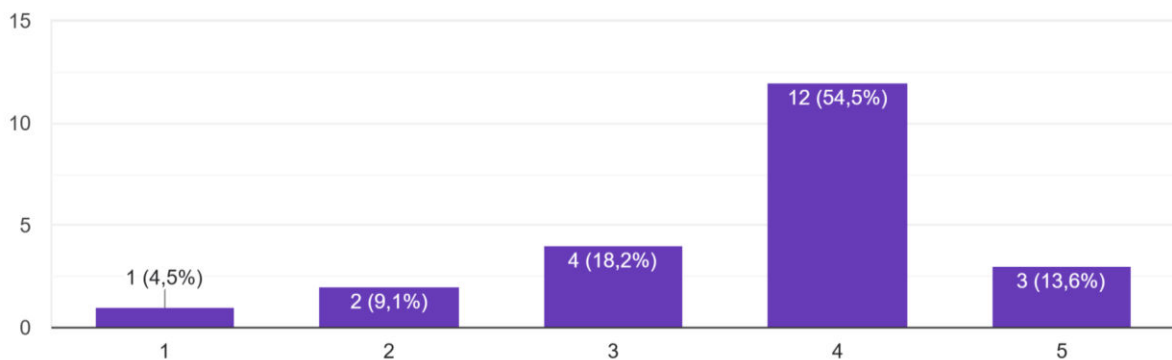
Figure 57 Speaker's expertise - Poland

The speakers were clear in their explanations.
22 odpowiedzi
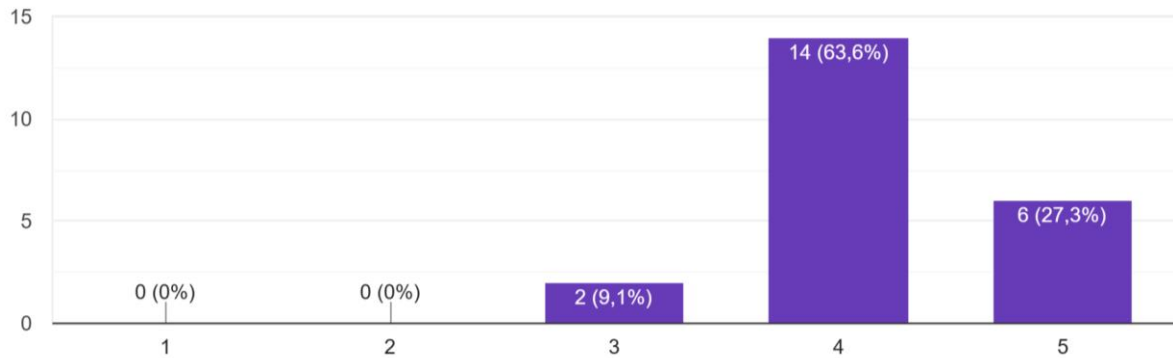
Figure 58 Speaker's expertise - Poland

The speakers demonstrated the ability to motivate and encourage attendees.
22 odpowiedzi
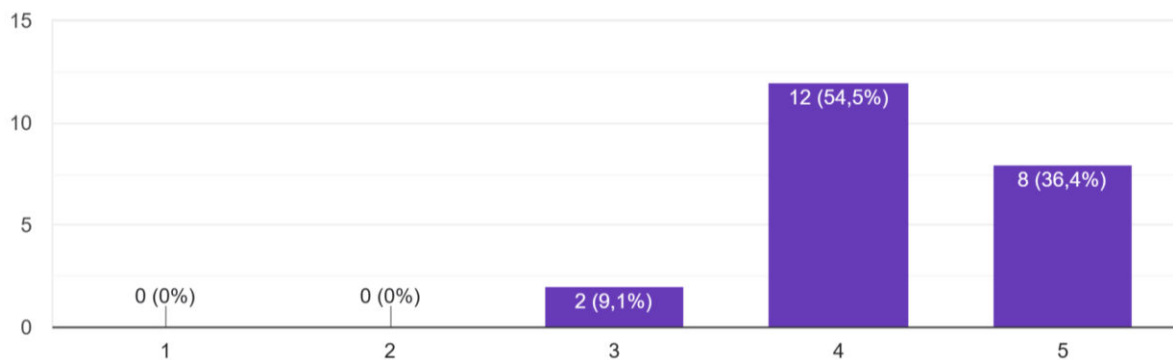
Figure 59 Speaker's skills - Poland

The speakers were willing to answer questions.
22 odpowiedzi
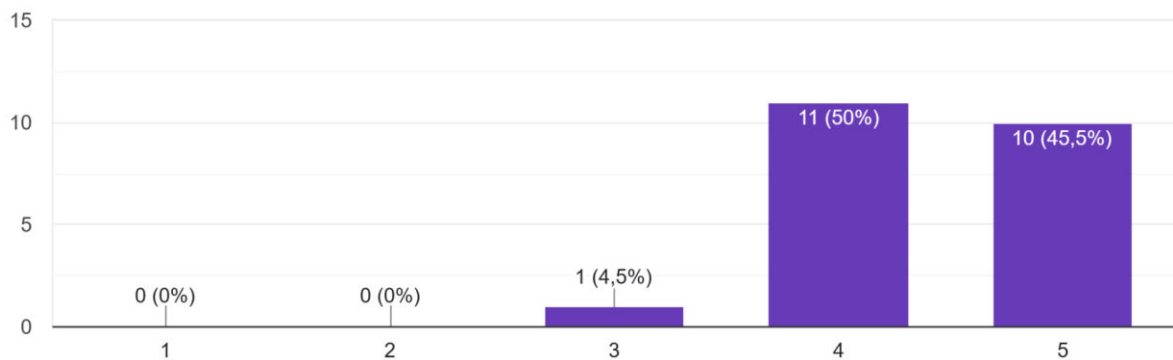
Figure 60 Speaker's willingness - Poland

In Romania, the Virtual Incubation Programme attended by 74 participants. The majority of the 74 respondents were students (92%), with the remainder being graduates (8%).
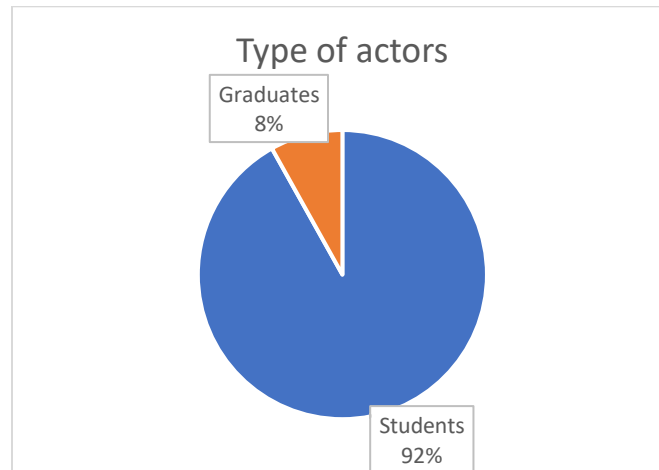
Figure 61 Romanian incubation Programme – type of actors

Nearly all respondents (99%) were from Romania, and the participants predominantly held bachelor's degrees (99%). The business idea stage breakdown revealed that 58% were in Exploration, 31% in Development, and 11% in Commercialization.
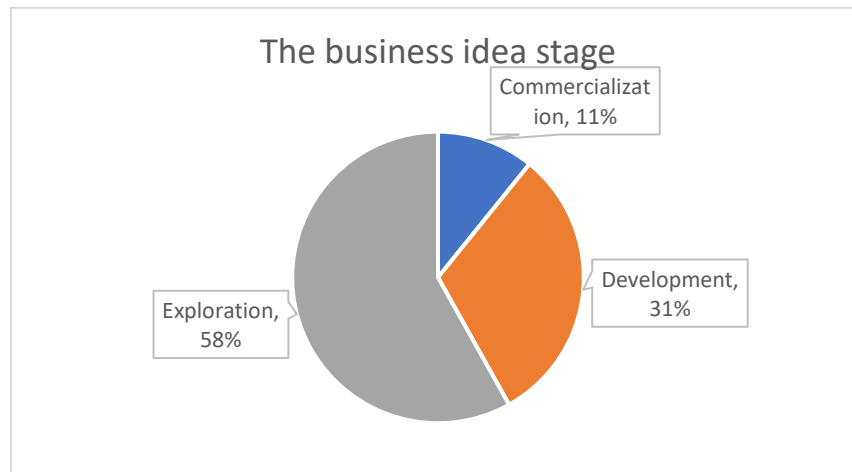
Figure 62 Romanian incubation Programme – stage of business ideas

The evaluation of the process, speakers, and training revealed overall positive sentiments. Respondents were generally satisfied (4) or very satisfied (5) with the process. Impressions of the virtual incubation program were positive, with 43% mentioning it as "excellent." Quality of activity was highly rated, with 39% considering it "excellent."

Process evaluation

	Excellent	Very good	Good	Fair	Poor
How well was the online performance of this activity	33	21	12	8	0
The possibility of transferring what has been learned to your own work environment	29	21	19	5	0
The duration of the activities was adequate for understanding the content and fulfilling the proposed objectives	30	19	18	4	3
The methodology put into practice is adequate to the proposed contents and objectives	32	21	15	6	0
The objectives of the activity were adequately specified at the beginning of the activity	31	22	12	5	3
The activity met my interests and expectations	27	25	13	7	2
Activity quality	29	26	12	7	0
General impression about the INFUSSE Virtual Incubation Program	32	25	11	4	1

Figure 63 Romanian incubation Programme – process evaluation

Participants found the content well-received, aligning with the objectives of the training. The methodology was deemed adequate, and there was agreement on the duration of activities being suitable for understanding the content. The majority (93%) believed they could transfer what they learned to their work environment, and 89% considered the online performance well-held.

Evaluation of speakers indicated high satisfaction, with 92% agreeing that speakers dominated the content and 95% acknowledging their ability to motivate participants.
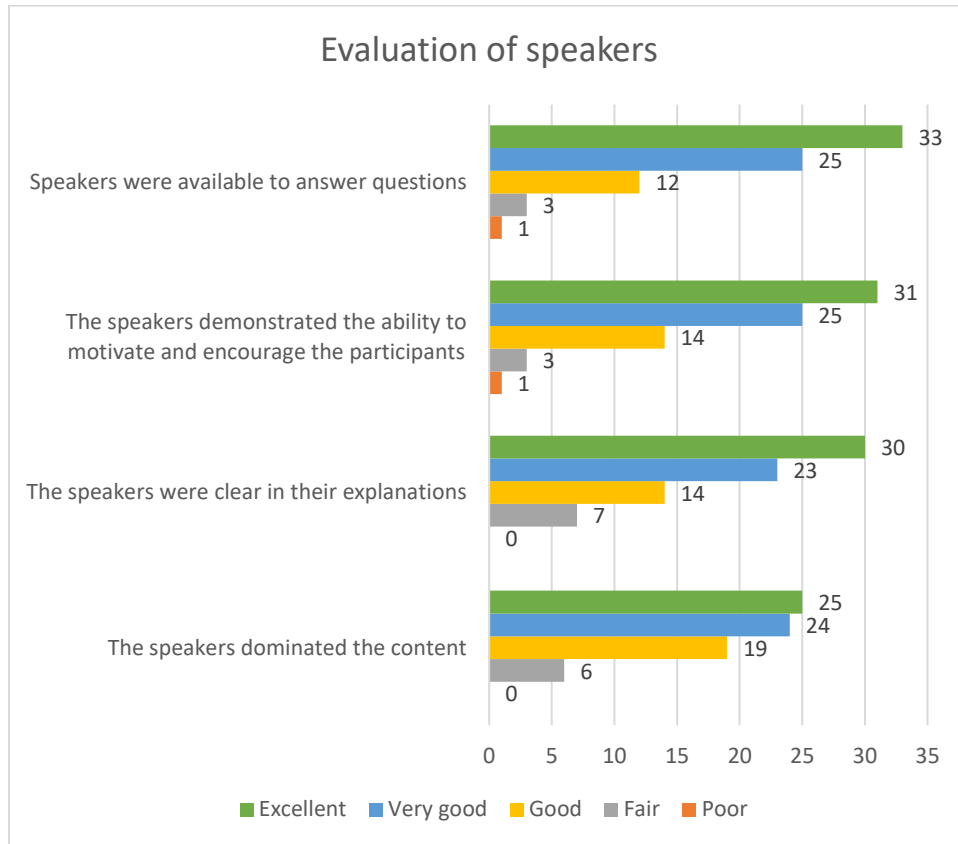
Figure 64 Romanian incubation Programme – evaluation of speakers

The training material received positive feedback, with 49% rating it as "excellent." The technical language used was deemed understandable by 92% of respondents.
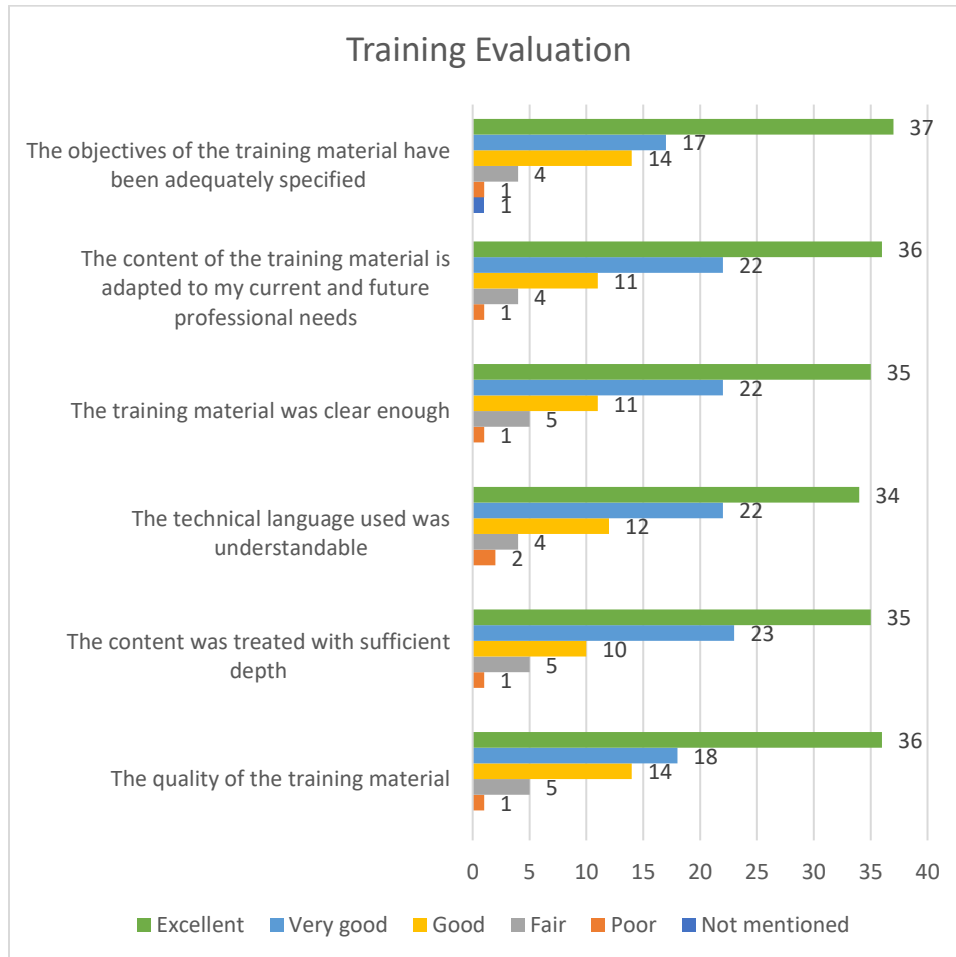
Figure 65 Romanian incubation Programme – training evaluation

The last question, collecting comments and suggestions, provided valuable insights. Participants expressed a desire for more advanced project organization, additional time for tasks, and improved planning. Some participants noted challenges in project implementation, particularly in the online environment, impacting communication and participation among team members.

Transnational pillar of the INFUSSE Virtual Incubation Programme

The purpose of this analysis is to provide an overview of the results and the information obtained from the evaluation of the Transnational pillar of the INFUSSE Virtual Incubation Programme. The Transnational Incubation Programme was organised online with the participation of Students/Graduates from the 3 project countries. It consisted of 12 questions, each one rated on a scale from 1 to 5, with 1 being the lowest (Poor) and 5 being the highest (Excellent) rating. In particular, the ratings followed this ranking system: **0-Zero, 1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent.** The questions utilized for the evaluation of the programme were the following:

1. What is your overall impression of the Transnational INFUSSE Virtual Incubation Programme
2. Quality of the activity
3. The activity responded to my interests and expectations
4. The objectives of the activity were adequately stated at the beginning of the activity
5. The duration of the activity was adequate for the activity
6. The activity encouraged transnational cooperation
7. How smooth was the online execution of the activity?
8. It was easy for me to interact & work together with other teams
9. The sessions supported me to better collaborate with the other teams
10. The sessions were helpful for the development of new concepts
11. The coached were clear and willing to support me
12. Possibility to keep in touch with the collaborators for the continuation of the new concept

Overall the feedback that INFUSSE consortium received for the Transnational INFUSSE VIRTUAL INCUBATION PROGRAMME was positive and encouraging. PR8 programme was attended by 31 participants; 12 from Greece, 12 from Romania, and 7 from Poland as can be seen in the Figure below.
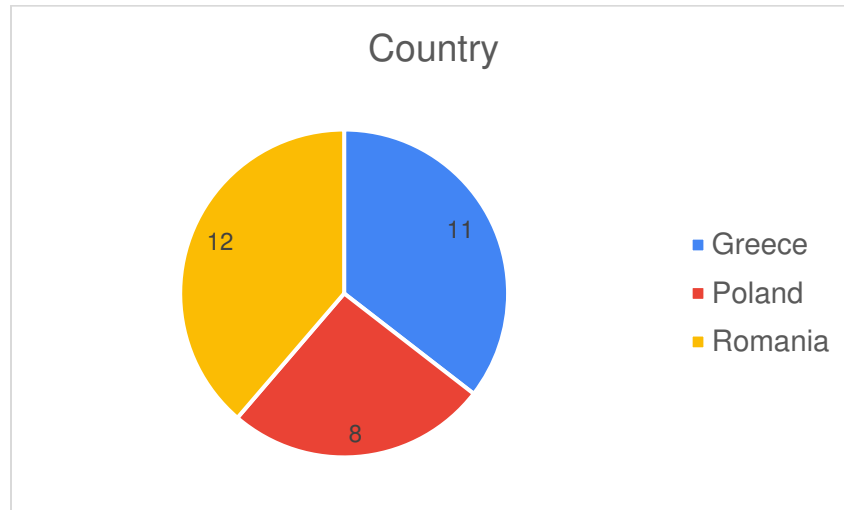
Figure 66 Participants' Origin

Mostly all of the program participants were undergraduate students.
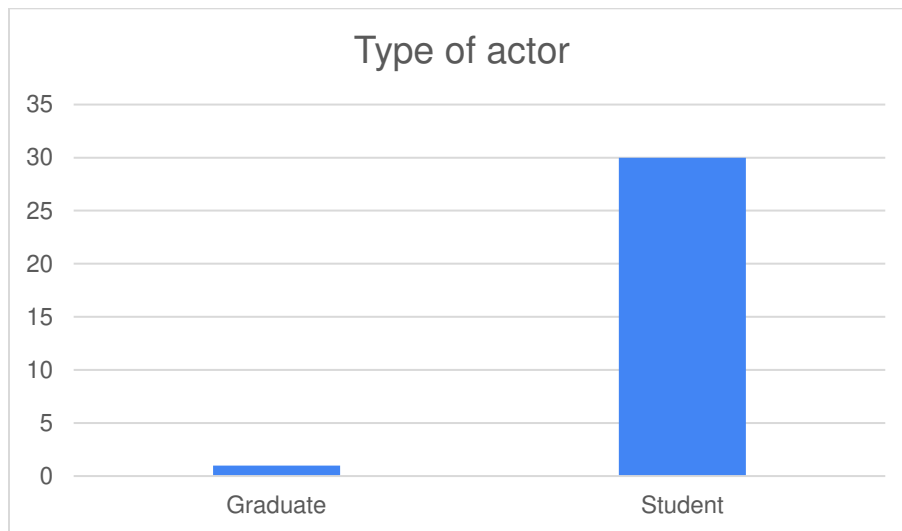
Figure 67 Participants' typology

Most of the participants found the program very good or excellent and stated that the programme met its objective to encourage transnational cooperation. Less than 10 participants found the program fair or poor.
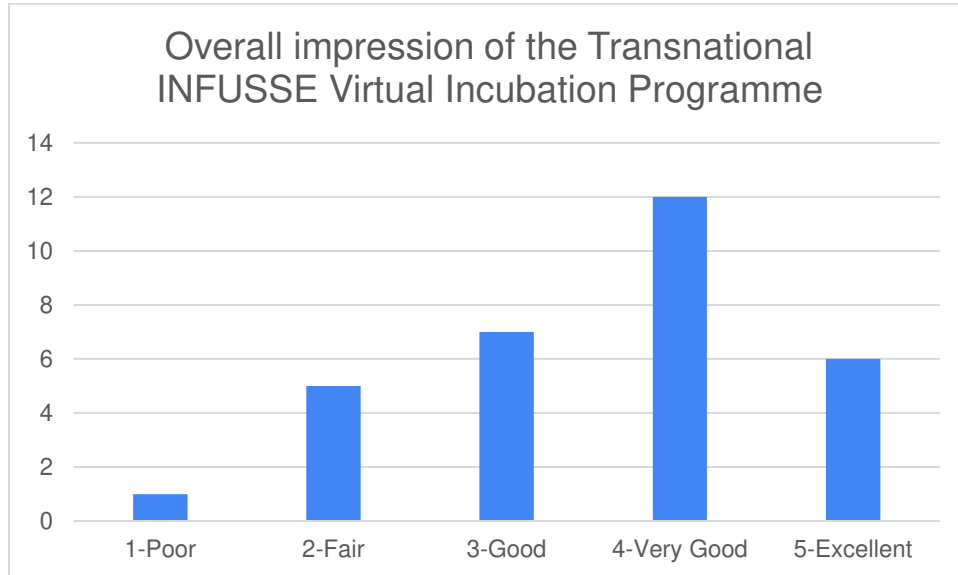
Figure 68 Participants' general satisfaction with the transnational Programme

The proposed structure of the programme was characterized by the majority of the participants as positive. In detail, 11 participants rated it as "Very Good", 8 as "Good", and 5 as "Excellent".
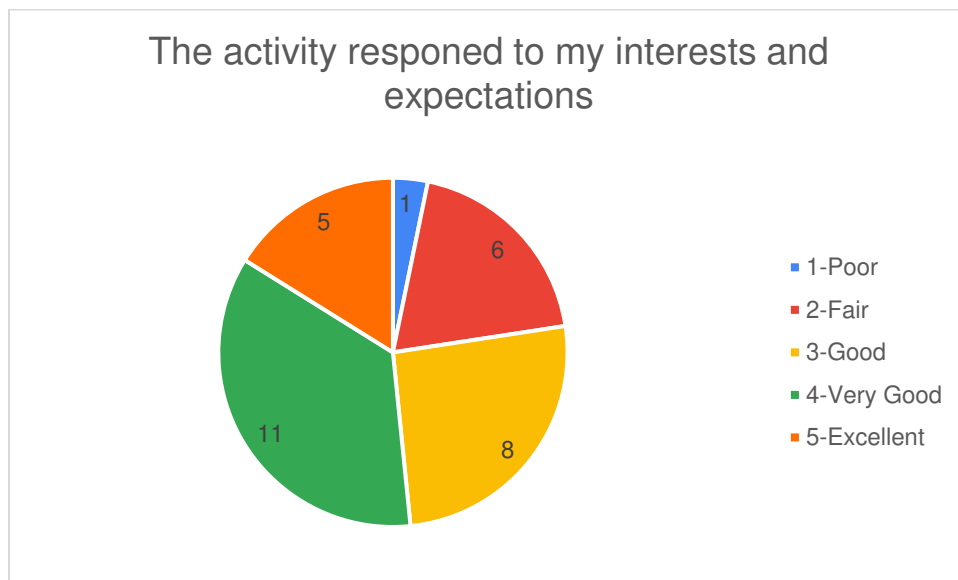
Figure 69 Alignment of activities to the interests and expectations of participants

According to their answers, participants found the online execution good and they did not face any major problems during the 3-day event. In total 25 participants rate the experience either as "Good", "Very Good", or "Excellent".
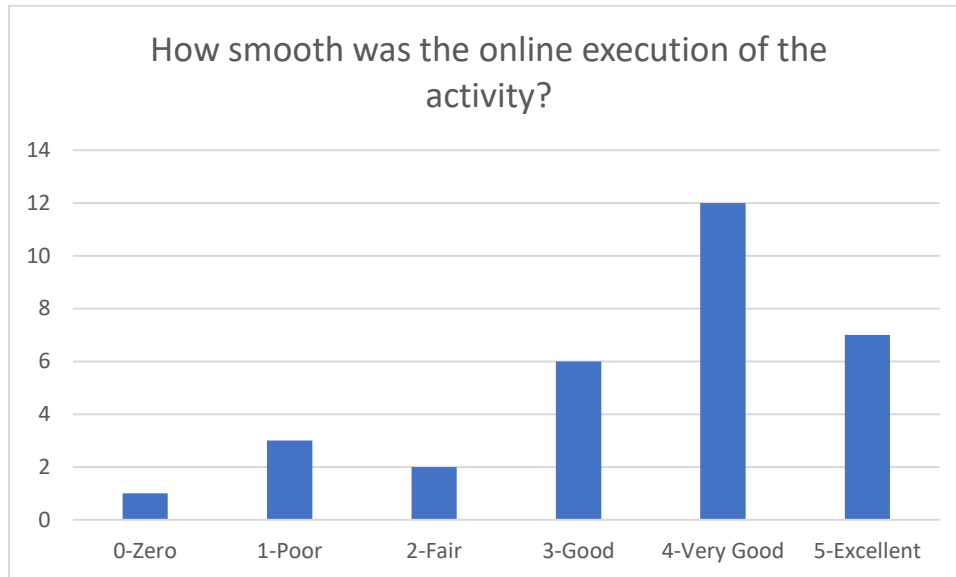
Figure 70 Rating of Smoothness of the process

The last question in the evaluation questionnaire that was shared with participants was an open-answer question to express their thoughts and recommendations about the program.

The purpose of this analysis is to provide an overview of the results and the information obtained from the evaluation of the INFUSSE multiplier event, entitled as "INFUSSE | Enhancing Digital Entrepreneurship". The event was organize by University of Macedonia with the support of INFUSSE Project Partners on the 19th of January 2024, with thematic topics covering the following Digital Entrepreneurship aspects:

- Enhancing the digital entrepreneurship skills of students or anyone interested in digital entrepreneurship.
- Enhancing the digital entrepreneurship skills of educators.
- Designing a "Virtual Incubation" Challenge at the national level.
- Connecting the local ecosystem and discovering challenges.
- Designing a transnational entrepreneurial programs
- Incorporating digital entrepreneurship skills in education at national and pan-European levels.

It consisted of 8 questions, each one rated on a scale from 1 to 5, with 1 being the lowest (Poor) and 5 being the highest (Excellent) rating. In particular, the ratings followed this ranking system: **0-Zero, 1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent.** The questions utilized for the evaluation of the event were the following:

1. What is your overall impression of the event
2. Duration of the event compared to the topics covered
3. What is your overall impression of INFUSSE multiplier event?
4. INFUSSE approach responds to my interests and expectationsv
5. INFUSSE approach fosters Digital Entrepreneurship in Higher Education Institutions
6. How relevant to your professional activities is the knowledge/information that you gained during the event?
7. Possibility to transfer what was learned in your working environment
8. Possibility to recommend the event to others

According to the registration lists, the event was attended by 132 local participants and 32 foreign participants. However, the questionnaire was answered by 70 participants which is a representative sample of participants. Even though the majority of participants (75.7%) were from Greece as we can see below it was also attended by foreign participants from Poland, Romania, Serbia, Cyprus, Italy, and Croatia.

Country of Origin

70 απαντήσεις
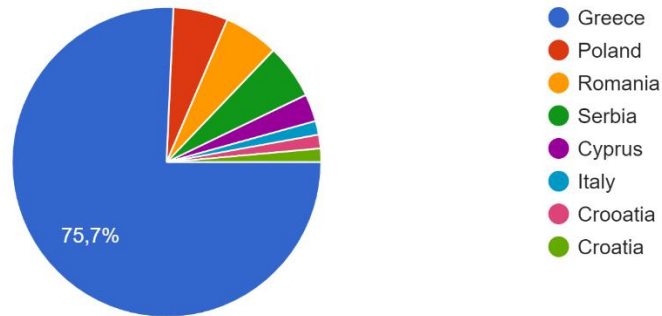
Figure 71 Country of origin for INFUSSE Multiplier Event Participants

The agenda of the event was designed to attract everyone interested in digital entrepreneurship such as potential entrepreneurs, trainers, teachers, students, graduates, institutions of higher education (HEI), policymakers, institutions of higher education (HEI), Business Incubators and Business Angels as well as anyone who wants to learn more about the business opportunities offered in the Thessaloniki ecosystem. As the graphic below presents this goal was achieved as expected from students (30%), graduates (20%), and educators/teachers (14.3%) the event attracted the interest of HEI Incubators (8.6%), business incubators (2.9%), and policymakers (4.3%). However, it is important to underline that the event was also attended by business angels, investors, digital innovation/entrepreneurship hubs/clusters, accelerators, entrepreneurs, business professionals and business consultants, senior executives, and HEI administrative employees.

Type of actor
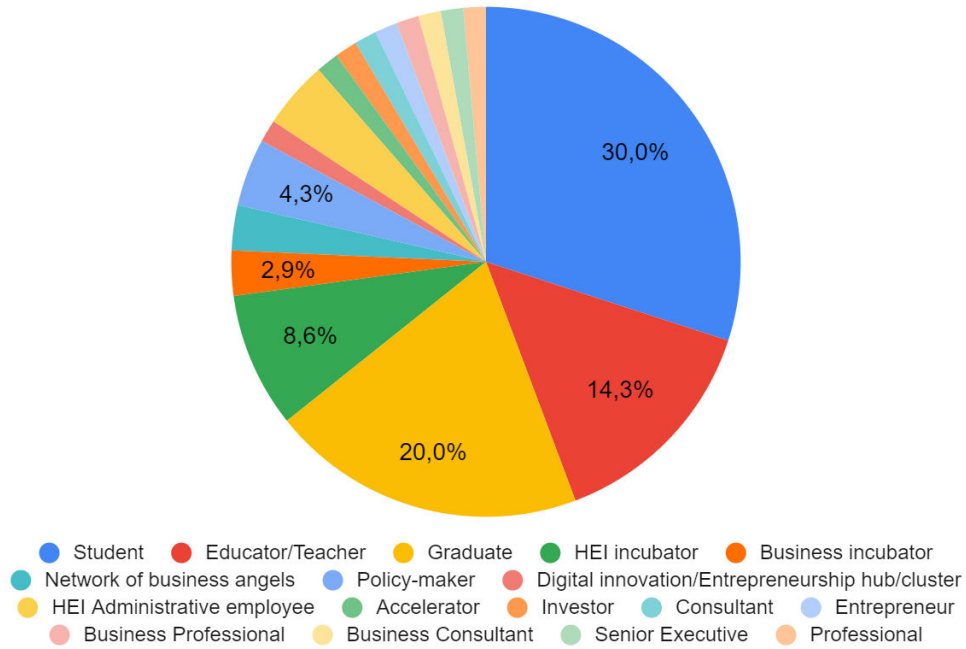
Figure 72 Typology of INFUSSE Multiplier Event Participants

The participants rate the overall impression of the event excellent as most of the participants rate it as excellent, 11 participants rate it as very good, and only 3 participants rate it as good. These positive results are verified by the positive feedback that we collected on the open question box but also by the fact the participants obtained an excellent impression from the multiplier event.
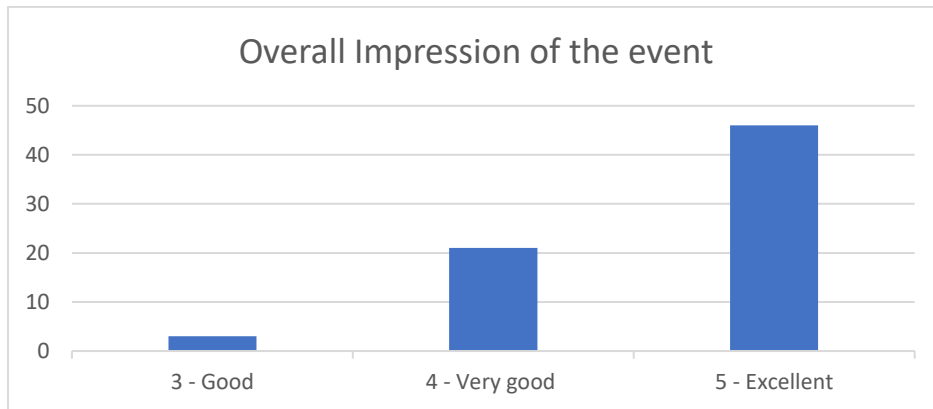
Figure 73 Overall Impression of the event
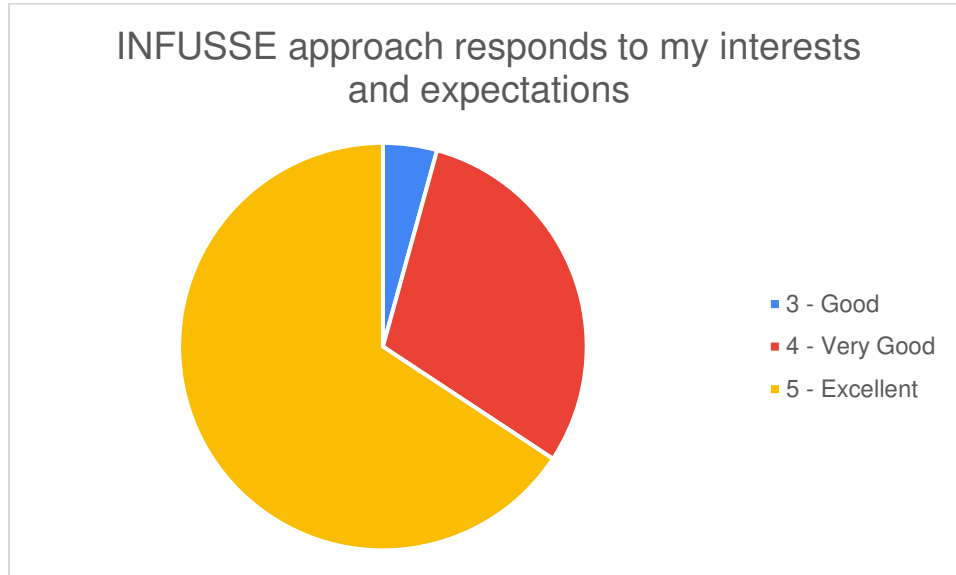
Figure 74 Evaluation of INFUSSE approach - Expectations

The main focus of the event was to present the INFUSSE project results and the INFUSSE approach. Hence, the thematic fields of the event were in line with INFUSSE educational project results and policy-making aspects. The detailed presentation of the INFUSSE Project Results was followed by a panel discussion focusing on a similar topic. This way participants would have a complete view of the INFUSSE results but also, they will be exposed to panels' participants views about each topic. This way they will be in a position to assess the impact that the INFUSSE approach has on fostering digital entrepreneurship in Higher Education Institutions. As we can see from the graphic below the participants positively rate INFUSSE approach either as excellent, very good, or good.
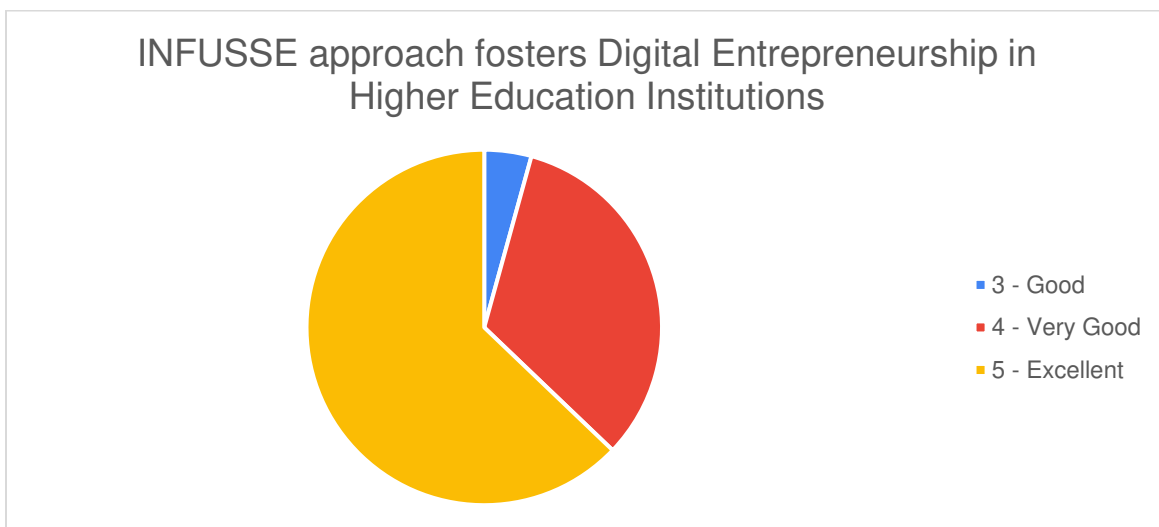
Figure 75 Alignment of INFUSSE approach

Summary of results, conclusions and final considerations

INFUSSE Project supported students, graduates, and educators at upskilling their digital competencies, engaged in the Digital Entrepreneurship landscape. A set of predefined supporting services and programme were developed throughout the project duration and tested in the three project countries, Greece, Poland, and Romania aiming at mainstreaming the integration of digitalization era and Digital Entrepreneurship in Higher Education Institutions (HEIs). The joined forces of 3 HEIs (UoM, CUE, UMFST) and 3 business support organisations (KiNNO, ICEBERG, CREATEHUB) supported the incubation of learners' digital business ideas and fostered transnational collaboration of stakeholders of different backgrounds, culture, and origin.

Starting with studying on the digital, entrepreneurial and innovation ecosystems of Greece, Poland and Romania, the Partnership investigated the characteristics of incubation/acceleration programmes and initiatives, identified the key INFUSSE stakeholders and their needs to create a common understanding for the development of the INFUSSE approach for creating significant opportunities for young people to connect with the labor market and enhance learners and educators' digital skills. The INFUSSE ecosystem established with the identification of key innovation stakeholders to support the specified actions and capitalize the INFUSSE approach, ensuring the continuation of the partnership efforts for enhancing entrepreneurial thinking and utilization of digital tools. Challenges, needs and expectations in terms of digital entrepreneurship and incubation programmes for three types of stakeholders, Students, Educators, and Incubators/Accelerators were identified, being the last and most valuable step for shaping INFUSSE revolutionary activities.

The **INFUSSE Open Educational Resources HUB (INFUSSE Platform)** was developed, serving as an online, interactive knowledge hub, hosting training material on digital entrepreneurship, business setting up and innovation for students and educators.

The continuous testing and evaluation of the platform from 107 final users, supported the partnership in launching its final form Overall, participants claimed that the INFUSSE platform is a valuable resource for learning, but there are a number of areas where it could be improved. In summary, this analysis underscores the overall positive reception of courses and the INFUSSE platform among a diverse group of participants. The insights gleaned from the survey responses, along with the breakdowns by nation, participant category, and specific questions, provide actionable feedback for refining and enhancing the products and services offered on the platform. This comprehensive approach to analyzing the survey data ensures that decision-making is grounded in a thorough understanding of participants' perspectives and preferences.

The evaluation of the training programs revealed positive sentiments from participants across countries. The majority of respondents expressed satisfaction with the content relevance, clear and motivating trainers, engaging activities, well-organized sessions, and user-friendly online platforms. While the overall feedback was highly positive, participants provided constructive

suggestions for improvement, such as longer training durations, more hands-on practice opportunities, and further development of trainer skills.

By addressing the concerns raised by the respondents, the platform was made even more effective and user-friendly, and the training material adapted in the user's needs. Main recommendations/improvements, included among others:

- Allowing learners to ask questions. Some respondents would like to have the option to ask the course coordinator or their classmates questions about the material. This could be done by adding a forum or chat feature to the platform.
- Resolving technical issues in the quiz section. A few respondents reported technical issues with the quiz section, such as questions not loading properly or the quiz not submitting correctly. These issues should be investigated and resolved.
- Making the videos shorter and more interactive. Some respondents found the videos to be too long and not very interactive. This could be improved by making the videos shorter and by adding interactive features, such as quizzes or discussion questions.
- Providing more optional content. Some respondents would like to see more optional content, such as additional readings or videos. This would allow learners to customize their learning experience and go deeper into the material that they are interested in.
- Improving the user experience. A few respondents provided general feedback about the user experience of the platform. This could be improved by making the platform more intuitive and user-friendly.
- Correcting language mistakes and typos. Several respondents noted that minor language mistakes and typos were noticed in the course material. This could be improved by having the material proof-read by a native speaker.

Going forward, the **INFUSSE Educators' Training Path programme** was designed and tested by the Project Partners in each country, to support enhance educators' digital skills and infuse them the digital entrepreneurial thinking by training them on how they can deliver incubation programmes to young learners.

In the realm of digital entrepreneurship education, educators and organizations face distinct challenges and opportunities. Educators strive to enhance their curricula by integrating real-life digital entrepreneurship experiences. To address this, collaborative efforts with industry experts, encouragement of experiential learning through internships and projects, and the regular updating of curricula are crucial recommendations. The expected outcome is the enrichment of educational programs with practical insights, ultimately making digital entrepreneurship education more relevant and impactful for students.

On the other hand, organizations grapple with the need to provide sufficient support for the development and delivery of effective training programs. To overcome this challenge, it is recommended that organizations allocate adequate resources, establish strong partnerships with other educational institutions and stakeholders, and invest in the professional development

and training of staff involved in program development and delivery. The anticipated result is the successful creation and implementation of high-quality training programs, which will have a broad and positive impact on educators.

By addressing these challenges through collaborative efforts, strategic partnerships, and resource allocation, both educators and organizations can contribute to the advancement of digital entrepreneurship education, meeting the expectations of enriched curricula and the successful development of impactful training programs.

The analysis of the questionnaire responses indicated that the INFUSSE Educators Training path received highly positive feedback from participants. The training was perceived as of high quality, aligned with participants' interests and expectations while being effective in meeting actors' professional needs. While there were some mixed ratings for trainers' abilities, overall, the training program appears to have been successful and well-received by the majority of participants.

In terms of overall impressions, the program's contents were particularly praised for their relevance, addressing the specific concerns and requirements of educators. Participants found the activities to be engaging and interactive, fostering an enriching learning experience. The training's seamless organization and well-paced structure contributed to a positive overall impression, highlighting the careful planning and execution of the program. Additionally, the user-friendly online platform further enhanced the participants' experience, making the training accessible and convenient. Collectively, these key results underscore the success of the INFUSSE Educators Training path in delivering a valuable and well-received educational experience.

Concerning the recommendations for improvement received and aspects for taking into consideration for a future implementation of the project, these are enlisted below:

- Embrace technology-enhanced teaching methods and platforms, incorporate interactive and engaging digital tools, and participate in continuous professional development to stay updated with digital teaching techniques.
- Provide clear communication and incentives, offer ongoing support and mentorship, and create a collaborative and motivating environment for educators to engage with the learning program.
- Collaborate with industry experts, encourage experiential learning through internships and projects, and regularly update curricula to reflect current digital entrepreneurship trends and practices.
- Allocate adequate resources, build strong partnerships with other educational institutions and stakeholders, and invest in professional development and training for staff involved in program development and delivery.
- Applying teaching methods and content to diverse learning styles and backgrounds, employ inclusive practices, and gather regular feedback from students to adjust the educational approach.

- Facilitate collaboration and communication among stakeholders, create a shared vision and goals, and establish clear roles and responsibilities for each party involved.

The next step in the INFUSSE approach, included the design and implementation **Virtual Incubation Programme for Digital Entrepreneurship** by the HEIs participating in the project with the support of BSOs partners in each country.

The evaluation of the virtual incubation programs also demonstrated positive impact to the students and graduates participated. The programme design allowed for a comprehensive understanding of program strengths and areas for improvement. Participants appreciated the program's effectiveness, speakers, training, and overall processes. Overall, they expressed a high level of satisfaction with the programme and claimed that it was aligned with their interest and expectations. Furthermore, the majority of the participants, highlighted that they could transfer the knowledge generated from the training material and the hands-on experience of the programme to their working environments, emphasizing the practical applicability of the content. Concerning the methodology, based on the students', it was well-received, engaging them to the programme and supporting the effectively delivering of the training contents.

Students and Graduates across activities and countries provided valuable suggestions for improvement. These included requests for longer hands-on experience sessions, improved communication in breakout rooms, enhanced transnational team creation processes, and an increase in the number of coaches to cover various business aspects. In conclusion, the main recommendations received from the virtual incubation programmes' participants are focusing on the following topics:

- Integrate and testing of more collaborative tools could enhance team communication and project collaboration.
- The potential extension of the duration of certain activities or providing additional time for hands-on tasks to ensure a comprehensive understanding could stimulate participants to work more intensively to their project ideas, allowing them the necessary time for better forming the business mode canvas of the idea and better understand of its components.
- Incorporating project management components into the programme to meet its needs, such as supporting teams' collaboration, effort needed for the in-depth understanding of the training material and coordination among the team members and the tutors.
- Continuous refinement of the programme, ensuring the program's ongoing success for future participants

Having tested the virtual incubation programmes at a local level, the partnership joined forces for the design and implementation of **Transnational pillar of the INFUSSE Virtual Incubation Programme**, which included the further incubation of the most promising teams of each country. During the programme, participants blended and shaped new digital business ideas, exploiting concepts such as open innovation, co-creation, transnational collaboration, and mixed cultures.

The evaluation of the transnational programme from the students, received high scores as is underlined in the previous sections. Main recommendations emerged from their assessment may be concluded as following:

- The hands-on experience sessions are suggested to be longer to allow more time to work on project.
- Exploitation of digital means to improve communication and participation at the breakout rooms during the hands-on experience sessions.
- Improvement of transnational team's creation process utilizing more resources and tools.
- Enrichment of training contents and number of coaches to provide more insights on the business creation topic (i.e. IPR)

The finalization of project activities included the **INFUSSE Multiplier event,** which also received positive feedback, with participants focusing on its exceptional organization and usefulness. Attendees expressed that the event could easily be compared to high level events, highlighting its high-quality execution. Many found the material presented during the event to be not only interesting but also highly valuable, extending beyond the project itself.

The positive evaluation was not limited to specific roles or sectors, as evidenced by an administrative officer from a university expressing how useful the material was, with intentions to incorporate it into classes. The potential for broader impact was emphasized, with mentions of utilizing the material in an incubator and promoting opportunities for the ecosystem.

Overall, participants appreciated the insightful content, praised the event's organization, and expressed a desire for more similar events in the future. The overwhelmingly positive responses suggest that the INFUSSE Multiplier event effectively delivered valuable information and fostered a positive experience for its participants.

Summarizing, the INFUSSE educational approach has a positive and transformative impact on both learners and educators. It supported bridging the gap between the Higher Educational Institutions and the digital entrepreneurship and Digital Education landscape, integrating new didactic methods to academia.

The project empowered the students' digital competencies that can be utilized in real-working environments, enhancing both digital entrepreneurship and intrapreneurship in their future working environments. On the other hand, educators were supported to adjust to the digital era, exploiting digital education and being able of supporting young entrepreneurs to their new ventures.

Transnational collaboration was on the heart of the project throughout its duration. The partnership managed to transfer its collaborative efforts to the project platform and the transnational incubation programme, stimulating students from Greece, Romania and Poland having a unique cross-border experience and urging them to collaborate increasing interactions among different entrepreneurial cultures.

The overall approach and the dynamic learning experience established, can position INFUSSE as a practical model that can be replicate by higher education institutions and innovation support organizations beyond the project boundaries.

INFUSSE Assessment Methodology

Project Result 5 is a horizontal activity starting on the 2nd half of the project, aiming at assessing the INFUSSE approach. It is consisted of two core activities as defined below:

- *PR5/A1 Design the INFUSSE Assessment Framework and Kit*: This activity aims at developing the methodology and the tools for the assessment of INFUSSE Project Results and major events.
- *PR5/A2 INFUSSE Assessment Implementation & Reporting:* The 2nd activity comprises of the execution of the Assessment Methodology, the collection of participant's feedback and the analysis of results, concluding to 1 report per country.

Methodological Phases

The present Methodology for the implementation of PR5 activities is consisted of three (3) main Phases, which will support the partnership in the understanding of the assessment, the implementation of the assessment and the analysis of the collected feedback:

- ❖ **Phase 1 - INFUSSE Assessment Conceptualization**: This phase includes the in-depth understanding of the importance of INFUSSE assessment, related to the project objectives.

- ❖ **Phase 2 - Implementation of Assessment**: The 2nd phase will suitably describe the way that the partner will collect the desired feedback of INFUSSE stakeholders to support the INFUSSE approach.

- ❖ **Phase 3 - Analysis of Results and Conclusions**: The 3rd phase includes the data analysis methodology that will lead the partnership to valuable conclusions.

The three phases are fully described below:

Phase 1 - INFUSSE Assessment Conceptualization

INFUSSE Partnership will assess the participants' feedback in order to (**objectives**):

- Improve INFUSSE Approach
- Improve the outcome of future training
- Check if INFUSSE objectives are achieved. INFUSSE Objectives:
    - o Connect young people to with the labor market and tackle unemployment.
    - o Improve people special digital skills & competencies.
    - o Increase the digital competencies of young people to foster youth-led innovation and entrepreneurship
    - o Enable young entrepreneurs to become more social, perceive opportunities
    - o Enable agile, swift HEIs response mechanisms for crisis management through entrepreneurial thinking and utilization of digital tools.

Via conducting a survey and through questionnaires, the partnership will evaluate:

- The satisfaction level of participants (Educators, Learners who participated in the programmes, People who drop out, Other Stakeholders engaged in the activities), and the
- Impact of the virtual incubation programme in terms of:
  - Credibility
  - Reputation
  - Adding to existing Knowledge

The main INFUSSE activities that will be evaluated are linked to the core project results and the multiplier event of the project. In particular:

- Open Educational Resources HUB (PR4)
- INFUSSE Educators' Training Path (PR6)
- INFUSSE Virtual Incubation Programme (PR7)
- INFUSSE Transnational Incubation Programme (PR8)
- INFUSSE Multiplier Event

Phase 2 - Implementation of Assessment

Having in mind the objectives of the assessment, the key target groups, the INFUSSE activities that will support the process and what should be measured, KiNNO has developed the following set of questionnaires linked to specific activities:

INFUSSE activity	Type of Users – No of Questionnaires	Objective
Open Educational Resources HUB (PR4)	Questionnaire – Training Material – PR4. 1 Questionnaire for all the type of users (educators, students, other). This questionnaire will be embedded in the platform. (Annex 1)	Evaluation of the effectiveness of the training Material
INFUSSE Educators' Training Path (PR6)	Questionnaire – Educators - PR6 (Annex 2)	To evaluate the overall experience/programme
INFUSSE Virtual Incubation Programme (PR7)	Questionnaire – Learners - PR7 (Annex 3)	To evaluate the overall experience/programme
INFUSSE Transnational Incubation Programme (PR8)	Questionnaire – Learners – PR8 (Annex 4)	To evaluate the overall experience/programme
Multiplier event	Questionnaire – Multiplier Event. 1 Questionnaire for INFUSSE Stakeholder (Annex 5)	To evaluate INFUSSE approach

The questionnaires can be found in the Annexes of the present methodology and mostly use a ranking scale: **0-Zero, 1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent**. An open question is also included to support the interaction with the participants.

For the execution of the survey, the partnership should implement some preparatory and follow-up activities to ensure the properly collection of the requested input. In particular:

Preparatory steps for each Project Partners before the implementation of an INFUSSE activity:

1. Select the correct questionnaire from the annexes of this document and convert it in an online version if needed.

2. Inform the participants of the activity for the objective of the questionnaire and encourage them to fill it out after the activity.

3. Refer the questionnaire during the implementation of various activities (during online training, open calls, etc.)

4. If the questionnaire is in an online format, send the link to participants during the activity (i.e. online event)

Follow-up activities after the implementation of the project results. If the participants cannot collect the questionnaires during the event they have to do the following activities:

1. Right after the event send the questionnaire (online or doc format) to the participants that have not fill out the questionnaire via e-mail including a concrete rational deadline (recommended: five days) to complete it.

2. After two days from sending the email, do a follow-up via a phone call to the participants to ensure that they have received the email about the questionnaire.

3. One day before the deadline, send a reminder via email.

4. After collecting all the questionnaires, the partner has to proceed with the analysis of the feedback as described in the section **2.1.3 Phase 3 - Analysis of Results and Conclusions**

Phase 3 - Analysis of Results and Conclusions

This phase includes the analysis of the results of the feedback received. The analysis will be conducted at a country level and will be qualitative and quantitative. The partners (UOM + KiNNO, UMFST + ICEBERG, CUE + CREATEHUB) should use the template presented in Annex 6 to conduct the analysis.

The analysis at a country level should be done (depending on the questionnaire) based on the typology of users (Student, Graduate, Educator/Teacher, HEI incubator, Business incubators, Accelerator, Network of business angels, Digital innovation/Entrepreneurship hub/cluster, Other) and the status of business ideas. The Project partners should prepare the analysis and send it in a doc format, along with the filled questionnaires to KiNNO. The usage of graphs

accompanied with detailed descriptions of the results is highly recommended. The following sections should be covered:

- Analysis of the feedback received for the online training material (PR4) & suggestions
- Analysis of the feedback received from Educators for the Educator's Training Path & Suggestions
- Analysis of the feedback received from Educators for the Educator's Training Path & Suggestions
- Analysis of the feedback received from Learners for the INFUSSE Virtual Incubation Programme & Suggestions
- Analysis of the feedback received from Learners for the Transnational INFUSSE Virtual Incubation Programme & Suggestions
- Analysis of the feedback received for the Multiplier Event & Suggestions

Implementation Time Plan and Action Plan

According to INFUSSE grant agreement PR5 starts on Jan23 and ends on Jan24. In particular, the table presents the activities, contributing partners and the implementation timeplan.

No	Title	Activity	Partners	Timeplan
PR5	PR5 INFUSSE Assessment Framework	PR5/A1 Design the INFUSSE Assessment Framework and Kit	KiNNO	Apr23
		PR5/A2 INFUSSE Assessment Implementation & Reporting	All Partners	Jan24
		Final Deliverable	KiNNO	Jan24

The overall action plan, indicators & deadlines are presented below:

INFUSSE activity	Questionnaire template	indicators	Responsibilities - Actions	Deadline for analysis of results
Open Educational Resources HUB (PR4)	Questionnaire – Training Material – PR4. (Annex 1)	120 Questionnaires (40 per country)	• Distribution of filled questionnaires: CREATEHUB • Ensuring the filling of questionnaire: All Partners • Analysis of questionnaires: All partners (per country)	**October 2023**
INFUSSE Educators' Training Path (PR6)	Questionnaire – Educators - PR6 (Annex 2)	30 Educators Questionnaires (10 per country)	• Ensuring the filling of questionnaire: All Partners • Analysis of questionnaires: All partners (per country)	**June 2023**
INFUSSE Virtual Incubation Programme (PR7)	Questionnaire – Learners - PR7 (Annex 3)	90 Questionnaires (30 per country)	• Ensuring the filling of questionnaire: All Partners • Analysis of questionnaires: All partners (per country)	**July 2023**

INFUSSE Transnational Incubation Programme (PR8)	Questionnaire – Learners – PR8 (Annex 4)	15 Questionnaires (5 teams per country)	• Ensuring the filling of questionnaire: All Partners • Analysis of questionnaires: All partners (per country)	**October 2023**
Multiplier event	Questionnaire – Multiplier Event. (Annex 5)	INFUSSE Stakeholder 60 Questionnaires	• Distribution of filled questionnaires: CREATEHUB • Ensuring the filling of questionnaire: All Partners • Analysis of questionnaires: All partners (per country)	**January 2024**

Annexes

Annex 1 – Questionnaire – Training Material – PR4

1. Country:…………

2. Level of education
   ☐ Secondary Education
   ☐ Bachelor's level
   ☐ Master's level
   ☐ Doctorate level
   ☐ Other:………….

3. Type of actor
   ☐ Student
   ☐ Graduate
   ☐ Educator/Teacher
   ☐ Other: ………….

(Choose between 0-Zero, 1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent)	1	2	3	4	5
Degree of general satisfaction for the training material					
Quality of training material					
The contents responded to my interests and expectations					
The contents have been treated in sufficient depth.					
The technical language used has been understandable					
The training material has been sufficiently clear					
The contents of the training material are adapted to my current and future professional needs.					
The objectives of the training material were adequately stated					
The duration of the training has been adequate for the understanding of the contents and fulfillment of the proposed objectives.					
Possibility to transfer what was learned in your working environment					

Comments or suggestions:

………

………

………

………

………

Thank You!

1. Country:…………

2. Academia Background:………..

(Choose between 0-Zero, 1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent)	1	2	3	4	5
What is your overall impression of the INFUSSE Educators' Training path					
Quality of the training					
The activity responded to my interests and expectations					
The objectives of the activity were adequately stated at the beginning of the activity.					
The methodology put into practice is adequate for the contents worked on and the proposed objectives.					
Clarity, Motivation ability & Willingness of the trainers					
The duration of the training has been adequate for the understanding of the contents and fulfillment of the proposed objectives.					
The activity is adapted to my current and future professional needs.					
Possibility to transfer what was learned in your working environment					
How smooth was the online execution of the activity?					

Comments or suggestions:

………
………
………
………
………

Thank You!

1. Country:…………

2. Level of education
   ☐ Secondary Education
   ☐ Bachelor's level
   ☐ Master's level
   ☐ Doctorate level
   ☐ Other:………….

3. Type of actor
   ☐ Student
   ☐ Graduate
   ☐ Other: ………….

4. Stage of idea:
   ☐ Exploration (Explore opportunity, Define concept)
   ☐ Development (Validate Concept, Introduce to market)
   ☐ Commercialization (Scale up, Expand & Diversify)

	(Choose between 0-Zero, 1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent)	1	2	3	4	5
Evaluation of process	What is your overall impression of the INFUSSE Virtual Incubation Programme					
	Quality of the activity					
	The activity responded to my interests and expectations					
	The objectives of the activity were adequately stated at the beginning of the activity.					
	The methodology put into practice is adequate for the contents worked on and the proposed objectives.					
	The duration of the activity has been adequate for the understanding of the contents and fulfillment of the proposed objectives.					
	Possibility to transfer what was learned in your working environment					

	How smooth was the online execution of the activity?					
Evaluation of Speakers	The speakers dominated the content.					
	The speakers were clear in their explanations.					
	The speakers demonstrated the ability to motivate and encourage attendees.					
	The speakers were willing to answer questions.					
Evaluation of training	Quality of training material					
	The contents have been treated in sufficient depth.					
	The technical language used has been understandable					
	The training material has been sufficiently clear					
	The contents of the training material are adapted to my current and future professional needs.					
	The objectives of the training material were adequately stated					

Comments or suggestions:

……
……
……
……
……

Thank You!

1. Country:………..

2. Level of education
   ☐ Secondary Education
   ☐ Bachelor's level
   ☐ Master's level
   ☐ Doctorate level
   ☐ Other:………….

3. Type of actor
   ☐ Student
   ☐ Graduate
   ☐ Other: ………….

4. Stage of idea:
   ☐ Exploration (Explore opportunity, Define concept)
   ☐ Development (Validate Concept, Introduce to market)
   ☐ Commercialization (Scale up, Expand & Diversify)

(Choose between 0-Zero, 1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent)	1	2	3	4	5
What is your overall impression of the Transnational INFUSSE Virtual Incubation Programme					
Quality of the activity					
The activity responded to my interests and expectations					
The objectives of the activity were adequately stated at the beginning of the activity					
The duration of the activity was adequate for the activity					
The activity encouraged transnational cooperation					
How smooth was the online execution of the activity?					
It was easy for me to interact & work together with other teams					
The sessions supported me to better collaborate with the other teams					
The sessions were helpful for the development of new concepts					
The coached were clear and willing to support me					

Possibility to keep in touch with the collaborators for the continuation of the new concept					

Comments or suggestions:

……

……

……

……

……

Thank You!

1. Country:…………

2. Level of education
   ☐ Secondary Education
   ☐ Bachelor's level
   ☐ Master's level
   ☐ Doctorate level
   ☐ Other:………….
3. Type of actor
   ☐ Student
   ☐ Graduate
   ☐ Educator/Teacher
   ☐ HEI incubator
   ☐ Business incubator
   ☐ Accelerator
   ☐ Network of business angels
   ☐ Digital innovation/Entrepreneurship hub/cluster
   ☐ Other: ………….

(Choose between 0-Zero, 1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent)	1	2	3	4	5
What is your overall impression of the event					
Duration of the event compared to the topics covered					
What is your overall impression of INFUSSE approach					
Quality of INFUSSE approach					
INFUSSE approach responds to my interests and expectations					
The objectives of INFUSSE approach were adequately stated					
INFUSSE approach fosters Digital Entrepreneurship in Higher Education Institutions					
How relevant to your professional activities is the knowledge/information that you gained during the event?					
Possibility to transfer what was learned in your working environment					

Comments or suggestions:

……

....
....
....
....

Thank You!

Annex 6 - Analysis of INFUSSE stakeholders' feedback per country template

(The template will be used at a country level)

- Analysis of the feedback received for the online training material (PR4) & suggestions (**at least 1,5 page**)

    - Sample description
    - Analysis per typology of actors
    - Analysis of feedback based on the ranking
    - Suggestions for improvement

- Analysis of the feedback received from Educators for the Educator's Training Path & Suggestions (**at least 1,5 page**)

    - Sample description
    - Analysis per typology of actors
    - Analysis of feedback based on the ranking
    - Suggestions for improvement

- Analysis of the feedback received from Educators for the Educator's Training Path & Suggestions (**at least 1,5 page**)

    - Sample description
    - Analysis of feedback based on the ranking
    - Suggestions for improvement

- Analysis of the feedback received from Learners for the INFUSSE Virtual Incubation Programme & Suggestions

    - Sample description
    - Analysis per concept idea status
    - Analysis of feedback based on the ranking
    - Suggestions for improvement

- Analysis of the feedback received from Learners for the Transnational INFUSSE Virtual Incubation Programme & Suggestions (**at least 1,5 page**)
    - Sample description
    - Analysis of feedback based on the ranking
    - Suggestions for improvement