

Intellectual Output 2:

The Trainer's Labs: A Quadruple Helix Co-Created Methodology towards the Development of the Digital Entrepreneurship Curriculum and Transnational Pitching Academies

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1. Introduction

The deliverable of Intellectual Output 2 presents the work performed during the second Work Package of the project. The overall aim of this work package is to establish the concept and main elements of the Digital entrepreneurship Academies by organizing two Trainers' Laboratories in order to define the Digital Entrepreneurship framework specifications, blueprint and thematic curricula. Quadruple helix dimensions infused with local/ regional focal points are explored through the linkages with public organizations and national policy makers in order to create the appropriate curricula with cultural relevance, scientific weight and practical significance.

Basically, the Trainers' Labs consist of physical face-to-face meetings among the thematic experts of the partners. The specific purpose of the Trainers' Labs is to:

- 1) To study each partner's local training trends and needs and relevant communities aiming at facilitating entrepreneurship. Initially, the Training Needs Analysis, (the deliverable of Intellectual Output 1) which was performed by each partner for their own target groups was discussed and elaborated by the partners during the Trainers' Labs. The localized TNAs will be bridged and co-created in order to ensure homogenization and goal alignment at the consortium level.
- 2) To establish the Trainers' Laboratories as an effective mechanism manned by quadruple helix organizations representatives which addresses the needs of the indented target group (HEIIC/ Business/ Engineering Students) of the academies, by conducting a systematic research on background trends, scientific and technical motives, entrepreneurial aspirations and needs that would enable the academies to fulfil their mission.
- 3) To create a blueprint/methodology for the Digital Entrepreneurship academies that will guide their detailed design and facilitate their deployment (and focus on the objectives of these academies including a student competition).
- 4) Additionally, global best practices of digital entrepreneurship will be researched in order to serve as core reference for the Digital Entrepreneurship Transnational Pitching Academies (see Output 4 and C3,C4,C5 and C6).

Under Task 2.1 the partners researched and documented each ones local DEP education and relevant quadruple helix co-creations. The task concerns the organization of the research of the local initiatives and policy-making activities at each partner's country relevant to digital entrepreneurship. Each partner has been asked to compile the relative entrepreneurship education activities taking place at their countries and use all best examples to inform the rest of the partners in the second Trainers' Lab and, of course, apply lessons learned in the implementation of the subsequent Digital Entrepreneurship Transnational Pitching Academies.

Under Task 2.2, the two planned Trainers' Laboratories were organized and materialized. YASAR University as the leader of this task prepared the organization and materialization of the two Trainers' Labs. The first Trainer's Lab was organized in Lomazzo/Como, Italy, by Sviluppo ComoNEXT and it took place from the 3rd to the 7th of April

2017, before the 1st Digital Entrepreneurship Transnational Pitching Academy, which was planned to take place in June 2017 in Thessaloniki, Greece. The second Trainer's Lab was organized in Izmir, Turkey, by YASAR University and it took place from the 18th to the 22nd of September 2017, after the 1st Digital Entrepreneurship Transnational Pitching Academy to capitalize on the results and findings of the first Academy's implementation.

Both Trainers' Labs were organized in workshop-style with interactive sessions and dynamic engagement. All stakeholders; academic institutions, startups, investors and representatives of local society and policy-makers (basically all quadruple helix stakeholders) were engaged and interacted with the project partners in an effort to co-create. During both Trainers' Labs, an open public event (E1 and E2), were all local stakeholders were invited was organized in Lomazzo and Izmir respectively, and representatives from all quadruple helix stakeholders participated and discussed and exchanged ideas related to DEP education and the startup ecosystem from a quadruple-helix perspective.

Also, during mainly the first, but also the second trainers lab, partners worked together to homogenize the DEP training needs. The methodology of the workshops was dynamic and used several instruments such visits/ meetings/ interviews with relevant stakeholders (startups/ entrepreneurs / business angels and investors / technology parks / incubator centres / policy makers) who added value to the process and assisted the partners to learn the difficulties, the major challenges, and the critical skills that are required in entrepreneurship education and trainings, as well as the best ways of acquiring those skills.

Under Task 2.3. "Create a curriculum blueprint for the design and deployment of the individual academies" the partners based on the results of the research on Tasks 2.1 and their collaboration on Task 2.2, in cooperation created the blueprint for the Digital Entrepreneurship Transnational Pitching Academies. The partners who organized the relevant academies used the designed curriculum and the specifications, and taking into account the needs and individual requirements of the selected DEP themes, proceeded into adapting it to their individual Academy.

2.1. Local Digital Entrepreneurship (DEP) Education Best Practices

A desk research was conducted by all partners for documenting the best local and / or national digital entrepreneurship (DEP) education practices, with a special attention to the ones that were relevant to quadruple helix co-creations.

The partners researched the local initiatives and policy-making activities taking place at their countries, relevant to digital entrepreneurship and used as best examples, in Turkey, Greece, Italy and Portugal.

The results of the research were discussed and compiled to inform the rest of the partners during the second Trainers' Laboratory (C2) (discussed in section 2.2.) and were taken into consideration as an input for the design and formation of the Curriculum (presented in Section 2.3.) designed for the implementation of the Digital Entrepreneurship Transnational Pitching Academies (see Output 4.2-3.1 until 4.2-3.4).

In total, 15 best local and/or national digital entrepreneurship (DEP) education practices were selected as Best Cases. Their distribution per country is presented below:

| Country | Best Cases |
|--------------|------------|
| Greece | 5 |
| Turkey | 4 |
| Italy | 3 |
| Portugal | 3 |
| TOTAL | 15 |

Table 2.1: Local and national best case studies distribution per country

The results of the research of the best local and / or national digital entrepreneurship (DEP) education practices per country are presented below:

| | | |
|---|---|--------|
|  | http://metavallon.org/ | Greece |
|  | http://industrydisruptors.org/ | Greece |

| | | |
|---|---|--------|
|  excelixi CENTER OF SUSTAINABLE ENTREPRENEURSHIP PIRAEUS BANK GROUP | http://www.excelixi.org | Greece |
|  | http://www.ennovation.gr/ | Greece |
|  | http://theopenfund.com/ | Greece |
|  | http://inacademy.eu/italy/ | Italy |
|  | https://h-campus.com/made/ | Italy |
|  | http://www.digitalaccademia.com/ | Italy |
|  | http://bigbang.itucekirdek.com/ | Turkey |
|  | https://casecampus.org/ | Turkey |
|  | http://www.kosgeb.gov.tr/site/en | Turkey |

| | | |
|---|---|----------|
|  | https://kworks.ku.edu.tr/en/accelerator/ | Turkey |
|  | http://start.ipn.pt/neo-start/ | Portugal |
|  | http://www.investbraga.com/startup/ | Portugal |
|  | http://beta-i.pt/betai-2/ | Portugal |

Table 2.2: List of selected local and national best case studies per country

All best cases selected were studied and described according to the following criteria:

- Type of organizing organization
- Duration of the training activity
- Type of participants
- Relevant training topics (trends) / Relevant lectures
- Other information

The detailed information for each one of the selected best practices are presented in Annex I.

As can be seen in the table below, presenting the distribution of the best cases examples per type of organizing institution, the majority of the best practices is organised by academic institutions and research centres specialised in entrepreneurship, either independently or in collaboration with governmental or industrial partners. There are also examples where banks, or governmental/public or non-profit organizations take the initiative to organise entrepreneurship education trainings under their efforts to support the development of entrepreneurship.

| Type | Number |
|---------------------------------|--------|
| Academia / Research Centers | 5 |
| Government / Public Sector | 1 |
| NGOs / Non-Profit Organizations | 3 |

| | |
|---|---|
| Banks | 2 |
| Collaborating Partners from Academia/ Government/ Industry | 4 |

Table 2.3: Local and national best case studies distribution per type of organizer

We observed that the targeted type of participants can be organised in two broader groups. Half of the initiatives are targeting young entrepreneurs and the other half are more focused on university students, either on a graduate or a post-graduate level. There was an example of one initiative organized for High School students and two examples of initiatives out of a total of 15, that were restricted to early stage startups participants.

The distribution of the best cases examples per type of participants is presented in the table below:

| Type of Participants | No |
|--|----|
| Young Entrepreneurs | 4 |
| Early Stage Start-ups | 2 |
| Post University Students | 1 |
| University Students | 3 |
| Mixed students and young entrepreneur's | 4 |
| All types of participants | 1 |

Table 2.4: Local and national best case studies distribution per type of participant

The vast majority of the initiatives are mostly focused on ICT entrepreneurship and broad technology areas, as automotive, robotics, self-driving cars, virtual reality, augmented reality, Internet of Things, big data, Artificial Intelligence, software, mobile platforms and the web. There were 4 out of the 15 that did not specifically mentioned the thematic area and encourage all types of topics.

The distribution of the best cases examples per thematic is presented in the table below:

| Type | Number |
|--|--------|
| All | 4 |
| Selected Industry sectors, mostly focused on ICT entrepreneurship or broad technology areas | 11 |

Table 2.5: Local and national best case studies distribution per thematic

Regarding the duration of the Best Practices, we could observe that different approaches exist. Durations range from 5 days to 1 year. There are two cases where the duration is condensed, resembling the approach of iStart and limiting the time of the training to 5 days. There are cases where the training is offered on a workshop basis, as well as cases with trainings lasting for two weeks. The options of a duration of 1 month, 3 months and 9 months also appeared in the cases examined.

The distribution of the best cases examples according to the stated duration of the initiative is presented in the table below:

| Duration | Number |
|--------------------------|--------|
| Less than 5 days | 2 |
| Workshop support | 2 |
| Less than 15 days | 2 |
| Less than 1 month | 2 |
| 1-3 months | 3 |
| 1 year or less | 2 |

Table 2.6: Local and national best case studies distribution per the duration of the training

As can be seen in the table below, only six out of the 15 of the training initiatives offer, besides entrepreneurial training, acceleration support, mentorship, networking and advice for funding opportunities.

| Accelerator and Other Types of Support | Number |
|--|--------|
| Yes | 6 |
| No | 9 |

Table 2.7: Local and national best case studies distribution per the accelerator and other types of support

Summarizing the findings of the analysis done related to the selected best local and national digital entrepreneurship (DEP) education practices, we could conclude the following:

- DEP educational initiatives are organized in all partner countries. Organizers are ranging from NGOs to banks and from universities to partnerships of academia, government and industry.
- Most of the initiatives are open to all categories of participants (mostly for mixed groups of young entrepreneurs and under/post graduate students), although there was one example of an initiative specially organized for high school students and two examples restricted to early stage startups participants.
- The vast majority of the initiatives focus on ICT entrepreneurship and broader high technology areas.
- A few of the initiatives includes an Innovative Idea Competition and/or a Pitching event at the end of the Academy/Bootstrap/etc.
- There was also one case where the same Academy was running in more than one countries. The European Innovation Academy is organized in Italy, Portugal and Qatar.

As mentioned in IO1, the analysis confirms that there is a chasm between 'entrepreneurial awareness education' and 'education for start-up'. The initiatives are focused either on University-based learning or as start-up creation and acceleration training. However, there is a critical gap where active University students, to-be-entrepreneurs,

must be familiarised with real-world entrepreneurship experiences and acquire hands-on enterprising competences remains unaddressed.

i-Start, presents a five-days training approach dedicated to advancing general entrepreneurial skills, as well as 'hands-on' idea and prototype development. This holistic approach effectively integrates general training on entrepreneurial skills, as well as practical enterprising matters on running a real-world startup. Connecting the participants existing knowledge with real business-world issues and train them to applied startup practices (e.g. fast prototyping, business modelling and pitching, among others) is a significant dimension of the i-Start Academies, assisting in narrowing the identified gap above.

Furthermore, i-Start effectively connects not only generic enterprising training with practical start-up running aspects, but it unveils participants with specific challenges of certain application domains. Most of the initiatives, that are explored in the above analysis, have either a very narrow focus missing on some generic yet important entrepreneurship skills, knowledge and attitudes, or they present a broad spectrum of skills training but losing the connection with University students' (to-be entrepreneurs) peculiarities.

Another differentiating factor of iStart is the focus on team-building. iStart, by design calls University students to participate in the Academies and bring different experiences, skills and knowledge to the mix. The project directly enhances the enterprising potentialities of participants by promoting group formation based on skills, knowledge and attitudes which can successfully lead to the development and commercialisation of the initial ideas.

Based on the above, iStart has a Unique Selling Point:

For University students, future ICT entrepreneurs, who have a need for entrepreneurial training, iStart is a University-Business collaboration that offers a unique blend of characteristics. Unlike other training activities, such as the above, iStart differentiates itself by providing: 1) a short-term, intensive and innovative lean-training methodology providing real-world challenges and opportunities, 2) a thematically-focused approach, 3) an embedded team-building process, and, 4) a scalable and reusable format.

2.2. Organizing and Materializing the Trainers' Labs (C1 & C2)

2.2.1. METHODOLOGY FOR ORGANIZING THE TRAINERS' LABS

In the iStart project, Trainers' Labs basically consist of physical face-to-face meetings among the thematic experts of the partners. A number of two such meetings are envisioned (C1 and C2) and 2 participants per institution are prospected. The Trainers' Labs could be hosted as dedicated events in the partners' premises in two different countries or as workshops within relevant international conferences; within iStart the former option was preferred.

The laboratories scope within the project consists in focusing and tuning the target of the Digital Entrepreneurship Transnational Pitching Academies that are to be organized. For this reason two laboratories were foreseen in the project: the former before the first academy, to allow the consortium to share thoughts about the academy organization, and the latter between the first and second academy, to allow the consortium to refine and assess the work performed and tune the following academies contents and procedures.

2.2.2. AGENDA

The trainers' lab consist in a 5 days meeting among the partners. In order to engage the quadruple helix stakeholders and involve them in the co-creation process, during the laboratory a multiplier event has to be organized (E1, E2), inviting the local relevant quadruple helix stakeholders; during the multiplier event real-time feedback from the stakeholders will be moderated and integrated into the targets of C1 and C2 which will lead to an enhanced organization of the other activities, such as the curriculum and the academies. Furthermore, during the trainers' lab, working sessions with representatives of related stakeholders are organised to increase the interaction and co-creation process.

To allow the partners to better organize information and documents to be shared, the trainer's lab agenda has to be sent in advance to the consortium, to ensure partners have time to set up presentations and reports on the work done.

2.2.3. ORGANIZATION & IMPLEMENTATION

The Trainers' Laboratories organization should follow the guidelines provided in the iStart project proposal.

The laboratories should comprise workshop interactive sessions and dynamic engagement. During the laboratory, through organised special work sessions and also through the multiplier event, the local stakeholders should be involved to share their thoughts and opinion about the project activities and outcomes.

During the labs, partners should be allowed moments to share information and homogenize the DEP training needs, in this sense the workshop should be alternated with discussion time and brainstorming among the partners representatives. Each partner shall present the information gathered in its own country, while the leader of the task will compile and integrate the selected data. The partners will complement the analysis with interviews of relevant stakeholders who can add value to the process and assist the consortium to learn the difficulties, major challenges, and, critical skills that are required and the best ways of acquiring those skills.

1st Trainers' lab

Guidelines

The guidelines provided for the 1st lab were the following:

- 1) To study each partner's local training trends and needs and relevant communities aiming at facilitating entrepreneurship. Initially, the Training Need Analysis will be performed by each partner for their own target groups. During the Trainers' Labs, these localized TNAs will be bridged and co-created in order to ensure homogenization and goal alignment at the consortium level.
- 2) To establish the Trainers' Laboratories as an effective mechanism manned by quadruple helix organizations representatives which addresses the needs of the indented target group (HEI ICT/Business/Engineering Students) of the academies, by conducting a systematic research on background trends, scientific and technical motives, entrepreneurial aspirations and needs that would enable the academies to fulfil their mission.
- 3) To create a blueprint/methodology for the academies that will guide their detailed design and facilitate their deployment (and focus on the objectives of these academies including a student competition).

Implementation

The first trainers' lab was implemented with a duration of 5 days, following the agenda presented below:

| iSTART: A Lean-Training, Innovative, Multidisciplinary Digital Entrepreneurship Platform | | | | | |
|--|--|---|---|--|-----------------------|
| 1st Trainers' Lab : 3rd-7th April 2017 | | | | | |
| hosted by Sviluppo Como - ComoNExT spa, Italy | | | | | |
| Where | Monday 03-apr | Tuesday 04-apr | Wednesday 05-apr | Thursday 06-apr | Friday 07-apr |
| ComoNExT | ComoNExT | ComoNExT | ComoNExT | ComoNExT | Como Chamber of Comm. |
| 09:30-13:00 | | | | | |
| Morning | 10:00 - Workshop: big data and sentiment analysis (Fluxedo) An insight by a business angel (Fluxedo) | DA Blueprint preparation Round table outcome analysis | DA Blueprint preparation Preparation of last presentation multiplier event | Final meeting - summary - output definition - next objectives | |
| | Auditorium | Sala Tempo | Sala Energia | Cciaa Como | |
| Generally 14:30 - 17:00 | | | | | |
| Afternoon | * Welcome in ComoNExT * WP1 results sharing and analysis 15:00 - Company presentation: WEBRATIO | Digital Academy Blueprint preparation (iSTART partners only) 14:00 - Company presentation: Eldor. Their internationalization experience 15:00 - DA Blueprint preparation * possible presentation by a couple of digital companies | 14:00 - Company presentation: Eldor. Their internationalization experience 15:00 - DA Blueprint preparation * possible presentation by a couple of digital companies | 15:30 Multiplier event (see event agenda) 18:00 end | |
| | Sala Marconi | Sala Einstein | Sala Tempo | Auditorium | |
| | 20:00 Dinner @Villa Del Grumello, Como | | | | |
| |  Erasmus+ |  | | | |

Figure 2.1 Implementation Agenda of the 1st Trainers' Lab in Sviluppo Como-ComoNExT, in Italy

The first day was focused on welcoming the partners and started with a visit in ComoNExT premises, the Incubator and the facilities of the Start-Ups hosted in ComoNExT Technology Park. The tour was concluded with a visit to CoeLux, a start-up founded in 2009. CoeLux Srl is a high-tech Company producing an optical system based on nanotechnology to artificially reproduce the natural light and visual appearance of the sun and sky. Coelux® technology was presented to the partners, in a showcase room and a discussion followed with a representative of the company about their start-up experience, lessons learned and future plans.

Also, during the first day the partners share the information and discussed about the work done up to that date, to set a common base for collaboration during the following days. The findings of the Training Needs analysis; the results of the desk based research related to the global best practice cases were presented, with a total of 55 best case studies. Also, the results of the questionnaire based quantitative survey conducted in Izmir, Thessaloniki, Como and Coimbra, with 361 participating students, as well as the conclusions derived from the 4 round tables with local quadruple-helix stakeholders conducted in each partner country, were presented and analyzed by the partners.

The second day's main focus was on two workshops during which the CEOs of two digital start-ups / SMEs shared their ideas with the partners about issues faced and lessons learned in their entrepreneurial path. These workshops provided new insights for the project activities, and they involved the stakeholders perspective in the project's outcomes and general approach.

The case study of Fluxedo srl company was presented. Fluxedo won the innovative start up competition organized by ComoNExT in 2013 and now their operational headquarter is located in the Technology Park of ComoNExT. The CEO of Fluxedo, who at the beginning came in the company as an investor/ business angel and ended becoming one of the entrepreneurs, presented the company, which started as a research project at the Polytechnic of Milan and specializes in real-time analysis of data coming from heterogeneous sources. A discussion followed about the different stages that a start-up company goes through and how it develops, the different problems a startup faces and how they are dealing with them. His perspectives as an investor, initially and then his active involvement in the company, participating as one of the entrepreneurs offered valuable insights to the discussion. The discussion focused on the lack of skills in start-up team members and concluded that interdisciplinary courses to engineering curricula, in order to improve the organizational and communicational skills of engineers, would be a possible solution to the problem that, there are many ideas out there, but they are weak in implementation.

The second presentation in the workshop was made by CEO of WebRatio a "former" digital start-up company focused on web and mobile applications development. WebRatio started at 2001, as a Polytechnic of Milano spin-off company, with the development of an application development platform, which was 9 times faster than the traditional development platforms existing. The partners discussed with CEO the history of the company's growth, the different stages that a startup goes through focused on the lessons learned and the errors to avoid based on the experiences of WebRatio, as well as topics related to Business Angels, ways of smart financing and networking, skills missing from young entrepreneurs and training and education issues of entrepreneurship.

These conclusions and insights were taken into consideration when the day continued with a discussion among the partners about the blueprint of the Digital Entrepreneurship Academy curriculum and their implementation methodology.

The third day was dedicated for brainstorming about the project's coming activities. Mainly the focus was on the 5-days academy's preparation, implementation methodology and the blueprint of the DEP curriculum. During the day the host of the first academy was invited to present and share ideas about how to implement the academy, both from the point of view of contents and logistics.

During the fourth day the partners continued their collaboration on the topic of the previous day and focused also in the afternoon multiplier event, which was planned for the partners to discuss and interact with the local stakeholders, while disseminating the up to date results of the project. The detailed event agenda was shared in advance with the consortium to allow suggestions and changes in the programme.

The last working day of the 1st Trainers' Lab took place at the Chamber of Commerce of Como. The partners were introduced to the management of the Chamber and discussed the projects goals and objectives, in order to incorporate the views and the opinions of the chamber as a stakeholder of the project. The day continued with discussions among the partners related the project's next activities objectives and the summary of the outputs of the 1st Trainers' Lab.

2nd Trainers' lab

Guidelines

The guidelines for the second trainers' lab are the following:

- 1) Update, as an outcome of the first academy's experience, each partner's local training trends and needs and relevant communities aiming at facilitating entrepreneurship.
- 2) Update, as an outcome of the first academy and the 1st Trainers' Lab experience, the Trainers' Laboratories as an effective mechanism manned by quadruple helix organizations representatives which addresses the needs of the indented target group (HEI ICT/Business/Engineering Students) of the academies, by conducting a systematic research on background trends, scientific and technical motives, entrepreneurial aspirations and needs that would enable the academies to fulfill their mission.
- 3) Update, as an outcome of the first academy experience, the blueprint/methodology for the academies that will guide their detailed design and facilitate their deployment and focus on the objectives of these academies including the student competition.

Implementation

The focus of the second trainers' lab was on capitalizing on the gains and the experience of the implementation of 1st Trainers' Lab and the 1st DEP Academy which took place in Thessaloniki Greece, at the end of June 2017. The duration of the 2nd Trainers Lab was 5 days and the detailed agenda followed is presented below, in Figure 2.2.

The first day started with a welcoming of the partners and a visit in YASAR University's Minerva Incubation Center, the Technology Transfer Office and the Open and Distance Learning Centre facilities. During their visit to Minerva Incubation Centre the partners had the chance to meet and discuss with some of the startups hosted there. Later on the focus of the day was on the evaluation of the results of the 1st Academy. The partners shared the

information about the implementation of the 1st DEP Academy and the analysis of the results of the surveys conducted with the Academy's participants. Also a discussion related to the project's peer evaluation, according to the Quality Management plan took place, at the end of the day.

The second day's main focus was on the results of the research implemented by each partner's local and national DEP education initiatives, an update, as a result of the first academy's experience of the blueprint of the curriculum and the methodology for the academies. The next academies concentration areas were discussed among the partners and a brainstorming session and exchange of ideas took place.

| | | | | | | | | | |
|---|--|--|---|---|---|--|--|--|--|
| iSTART: A A Lean-Training, Innovative, Multidisciplinary Digital Entrepreneurship Platform 2nd Trainers' Lab : 18th - 22nd Sept 2017 hosted by YASAR UNIVERSITY, Izmir Turkey | | | | | | | | | |
| 9:00-10:30 | | Research results on each partner's local DEP education | Technopark Izmir Visit (Visit at Rectorate level, some company visits, innovation center visit, meeting with startups, etc.) | VLE content and interactive (co-creation) mechanism development |  Closing Meeting - Summary - Project Management and Financial Issues - Dissemination activities action plan - Next steps/ objectives and future actions | | | | |
| 10:30-11:30 | | Trainer's Lab methodology & Academy's Curriculum Blueprint | | Blueprint of the Academy deployment methodology | | | | | |
| 11:30-12:30 | | Next Academies concentration areas (thematics) | | Skype Meeting with 1st DEP Academy winners et al and YASAR students | | | | | |
| 12:30-14:00 | Welcome Lunch at YASAR University | Lunch Break | Lunch Break | Lunch Break | | | | | |
| Afternoon | | | | | | | | | |
| 14:00 -15:00 | Evaluating the results of the 1st DEP Academy | 2 Companies Presentations: focusing on background experiences, how they reached success? What did they do? Things to avoid. | Discussion on the development of a quadruple helix co-creation mechanism for updating and enhancing the curriculum | 3rd Multiplier Event (see separate Agenda) | | | | | |
| 15:00 - 16:00 | Evaluating the results of the survey with academy participants | | | | | | | | |
| 16:00-17:00 | iSTART project peer evaluation results (Quality Management) | | | | | | | | |
|    | | | | | | | | | |
| 20:00 Official Dinner | | | | | | | | | |

Figure 2.2 Implementation Agenda of the 2nd Trainers' Lab in YASAR University, in Turkey

During the afternoon of the second day interaction with two digital start-ups / SMEs and their teams took place. The co-founder of MET ADVANCED TECHNOLOGY SYSTEMS Ltd, and his team, presented to the partners their startup journey. MET Advanced Technology Systems Ltd. is an R&D company set up in Izmir Technopark providing state of the art solutions to Industrial Automation needs partnering with technology companies. The startup team shared with the partners their experiences and ideas about issues related to how they reached success and lessons learned during their entrepreneurial path. They also presented their experience working with European R&D projects and the startups efforts to expand works in Europe. Later, during the same day, the partners discussed with, the co-founder of DOLPHINOS. He presented his startup, DOLPHINOS, which is hosted in Minerva Incubation Centre and develops technological solutions for companies at different stages. The discussion focused on the lack of skills in start-up team members and the need for offering entrepreneurship education at the university level. Also, topics related to startups financing options, the role and importance of Business Angels, smart financing and networking were discussed between the young entrepreneur and his team with the partners.

The third day was dedicated for strengthening the quadruple helix co-creation mechanism for updating and enhancing the curriculum of the academies via interaction with quadruple helix organizations representatives which addressed the needs of the indented target group (HEI ICT/Business/Engineering Students) of the academies, by visiting Izmir Teknopark, located in Izmir Technology Development Zone and the campus of Izmir Institute of Technology. During the day, the partners visited the innovation Centre and many companies/ start-ups hosted in Teknopark and discussed with them in an effort to engage the business side of the quadruple helix stakeholders in updating and enhancing the curriculum of the academies.

The focus of the fourth day was on the Virtual Environment Platform, and on how the VLE will support the academies participants learning, as well as facilitate independent users to learn on-line on their own time and pace. The content of the VLE curriculum and the interactive mechanisms of the platform was discussed among the partners and ideas were exchanged. Also, during the day a skype meeting was organised and a discussion among the winners of the 1st academy and students of Yasar University took place. Students exchanged experiences and ideas on what they expect and need from an DEP Academy and what their learning objective are.

During the afternoon of the fourth day the Multiplier Event of the 2nd Trainers' Lab was organised. The event's goal was to engage all quadruple helix stakeholders, in mixing and exchanging ideas related to the different perspectives on the Start-Up ecosystem. Representatives from Academia, Industry, Investors, Governmental organisations supporting entrepreneurship, like Izmir's Development Agency and Society represented by the Aegean Young Businessmen Association and entrepreneurs participated in a round table working together to support the project's goals.

The last day was focused on managing and controlling the project's up to date intellectual outputs. Partners worked together and discussed the tasks already done and the tasks that needed to be done exchanging ideas and know-how, setting deadlines and deciding for the next steps.

2.3. iStart Academy Blueprint

2.3.1. iStart Academy Specification

In delivering the blueprint each iStart academy organiser should use the professional judgement of its staff with regards to the timings and the logistics of activities while adhering to the unifying components and academy guidance. Each iStart academy needs to create a comfortable, productive, supportive and enjoyable learning environment. To achieve this and be consistent across all academies we have identified a series of high-level delivery specifications and resources which partners should use as a baseline. These are represented in overview below in Table 2.8:

| Specified delivery action/resource/input | Guidance | Guidance notes |
|--|---|--|
| Number of components | 7 | These do not have to be delivered in this order, neither each one in a dedicated day, but all must be delivered. |
| Number of days delivery | 5 | These do not have to be Monday to Friday (for example Mon-Sat, Mon-Thurs). |
| Resources | ICT, visits, guest speakers, rooms with break out areas, Skype | High-quality, support active learning, group work, sectorial knowledge and self-assessment. |
| Delivery methods | Workshops, presentations, guest presenters and visits, observations, demonstrations | Workshops, peer learning/group work, demonstrations, presentations, etc. |
| Assessment methods | Mentors' professional experience | Observation, mentoring, presentations, pitch challenge (with pre-set criteria) |
| Equipment | ICT, Skype, presentation | As needed per academy but should be of a high quality. |
| Expert contributors | At least 1 professional startup mentor per academy | To be recruited and arranged per academy. |

Table 2.8: iStart Academy Specifications & Resources

2.3.2. Learning Component & Outcomes

The iStart academies aim to develop knowledge and entrepreneurial ability according to their respective thematic focus, but all have the same broad objectives. These are:

- To develop the transferable skills for enterprise and employment.
- To gain the knowledge required for innovation and entrepreneurship.
- To increase lean entrepreneurial practice and awareness in Universities.

The blueprint proposes that the iStart academies will be structured around 7 common components that will be delivered across all of the academies. Professional judgement will be required to determine an appropriate order

that addresses the individual academy needs as well as the resources available and learner needs. The 7 components are introduced in the table below and are elaborated in Appendix II.

| Component | Title | Description |
|------------------|---|---|
| 1 | An introduction of ICT entrepreneurship in Europe | There will be a general focus on entrepreneurship in terms of capability as well as activities that enable delegates to interact with peers and develop team building skills. |
| 2 | Building the team | This Component will enable delegates to form teams based on similar business interests and compatible skills / aptitudes and to work together on their idea. |
| 3 | Lean planning, creativity and innovation | This Component brings together some of the key ideas for the academy and encourages participants to think about not just their own idea, but if and how it could be developed. Participants will be introduced to lean business planning. |
| 4 | From drawing board to market: Idea Validation; understanding market needs | Supported by startup mentors and entrepreneurs, this Component is dedicated to better understanding idea validation and market needs. The Component can be supported by presentations of real-world entrepreneurs demonstrating a clear focus on demand-led innovation. |
| 5 | Entrepreneurial opportunity and market segmentation | This component will cover aspects of important business start-up training, such as gaining buy in, market segmentation, different target-groups and habits, existing solutions/technologies, legal aspects, ethics, etc. |
| 6 | Competition analysis, budgeting and delivering business pitches | This session will enable participants to explore existing competition and evaluate relevant markets, structure meaningful and realistic budgets, and, gain the interest of investors, customers and partners when delivering a pitch. |
| 7 | Pitch presentations and judgement | Learners will finalise their business ideas and pitch in front of a panel. Selection will be made by the panel for the best ideas based on pre-set criteria. |

Table 2.9: Components of the iStart academy

Engagement & Activities

In addition to the learning component and outcomes, the blueprint aims to identify other common features around engagement and activities across the iStart academies. These common features can be summarised as follows:

- Teaching and learning methodologies:
Working under the lean startup methodology we emphasise the importance of action to learning pedagogy. Active engagement with entrepreneurial practice can take a number of forms but it is important to provide students with platforms for learning through practice.
- The role of instructors and mentors:
From an instructor and mentor perspective, this applied approach to entrepreneurship education places an emphasis on designing programmes that incorporate opportunities for learning through experience. It is important for instructors to orient themselves away from overly-prescriptive styles of *teaching* and incorporate more *engaged opportunities for learning* among participants. Mentors can contribute by illustrating the importance of reflecting on their own practice as a core part of their development.
- The engagement of real-world entrepreneurs:
As each iStart academy is tasked with the engagement of expert contributors it is important that academy leaders have a clear plan and message when recruiting, for example, the component to be worked on, the aims of the academy and of iStart project more widely. iStart academy leaders should seek contributions of real-world entrepreneurs who can share their journey, relate their story to the aspiring entrepreneurs and provide inspiration. They should also include contributors (e.g. jury members) who can advise on the technical elements of business as well as those with sectorial awareness and expertise.
- The role of practical exercises in academy design:
The practical exercises should support the development of the domains identified in the TNA. They should also adhere to lean training methodologies and be interactive, engaging and allow learners to turn knowledge into practice.
- Progression and assessments:
Progression will be monitored by the professional mentors and continuous and dynamic support must be provided to the learners. The mentors should prepare learners for the final pitching competition with adequate knowledge and skills. The teams will present their ideas in front of an expert-panel and the best teams will be selected based on pre-set criteria.

2.3.3. iStart Academy planning and delivery checklist

An important and recurrent theme throughout this deliverable is the role for professional judgement (i.e. by organisers, mentors, jury, etc.). As stated previously, there is a balance between consistency across the iStart Academies and the individual decisions taken by each academy organiser based on the local needs of the learners. This blueprint outlines 7 components that are the building blocks for each iStart academy. These components do not have to be delivered in the order suggested here, as long as the order implemented is logical and flows according to the needs of the particular academy, the objectives to be met and the needs of the learners.

Likewise, the components should be indicative of the time needed in terms of delivery hours. The view of the blueprint is that each academy use the professional judgement of its staff with regards to start and end times, breaks and academy “rules”. This judgement should be made in accordance with actions that will create a comfortable, productive, supportive and enjoyable learning environment.

The planning and delivery checklist that all academies should adhere as a minimum, i.e. it is anticipated that detailed local planning will be undertaken for each academy, is as follows:

- Each iStart academy should recruit approximately 20 participants and select the best 3 winning ideas. It is up to the organisers and mentors to identify and provide winning teams with adequate prizes (e.g. on-going mentoring, incubation support, etc.).
- Each academy is composed of the same components, delivered as appropriate for the academy theme.
- Each iStart academy will run over 5 days.
- Specific detail on how individual academies should be operationalised will not be given in the blueprint. The components are indicative of the depth and time to be spent within these elements per day. Breaks and lunches are up to the professional judgements of academy leaders in making the academies to be productive, supportive and enjoyable.
- Each academy is responsible for the identification, recruitment and information sharing of at least 1 expert (e.g. mentor, etc.) and guest inputs.
- Lean methodology must be used including appropriate lean start-up methods. Formal lecture approaches should be limited and when used must be engaging.
- Check that the pitching competition adheres to pre-set assessment criteria.
- Use resources such as Skype to interact with relevant and interesting guest speakers if they are not able to attend in person.

Annex I: Local and National Digital Entrepreneurship (DEP) Education Practices

Greece

| | | | |
|--------------------------|---|------|-----|
| Metavallon |  | | |
| metavallon.org | | | |
| Country | Greece | | |
| Organizer | Metavallon is a civil non-profit entity | | |
| Duration | 1-3 months | When | N/A |
| Participants | Young entrepreneurial teams | | |
| Relevant topics (trends) | All types, from high tech, to web and mobile, to healthy food, to clothing, to social. | | |
| Relevant lectures | <p>Metavallon offers a training program for aspiring entrepreneurs with a rigorous and action-driven guide in exploring the essentials of entrepreneurship, transforming an initial idea to an in-depth business concept, progressing steadily towards validating and launching a business.</p> <p>The e-venturing online platform comprises:</p> <ul style="list-style-type: none"> - 8 core modules with rich educational and instructional material. - a Venture Space for the teams to build, transform, and present their new ventures - a Discussion Hive for exchange, feedback, and networking within a community - Access to and interaction with select Experts from the accelerator's global network <p>The onsite sessions comprise:</p> <ul style="list-style-type: none"> - 8 weekly sessions taking place in Athens - New venture presentations from participants and feedback from select guest Experts - Advanced workshops on startup business - Further instruction and coaching towards execution <p>The accelerator is structured in 4 stages to guide results and help future entrepreneurs within a five months period:</p> <ul style="list-style-type: none"> - Boosting (3 months) – Shape up and implementation. An intensive work stage with weekly startup business workshops, mentoring and coaching sessions, pitching, and networking. - Expanding (1 month) – Trip to Silicon Valley. Learn how to do business in the US, engage with founders, visit startups, participate in events, and pitch of investors. - Securing (1 month) – Refining and fundraising-preparation. At this stage the entrepreneurs learn to incorporate the feedback received, finalize materials and tools, and work on raising funds. | | |

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|-------------------|---|
| | <p>- Transcending (1 day) – Demo Day. This is the closing to an intense journey, with experts, partners, and investors participating both from Greece and internationally.</p> <p>Metavallon continues to offer after-accelerator services to graduate teams.</p> |
| Other information | Acceleration processes, entrepreneurial education and training, mentorship, networking, access to startup financing. |
| Notes | |

| Industry Disruptors-Game Changers (ID-GC) | |  | |
|---|---|--|-----|
| industrydisruptors.org | | | |
| Country | Greece | | |
| Organizer | Industry Disruptors-Game Changers (ID-GC) is a non-profit/non-governmental organisation | | |
| Duration | N/A | When | N/A |
| Participants | Young entrepreneurial teams | | |
| Relevant topics (trends) | <p>Tourism, ICT, Creative Industries, Health, Clean Tech, Agribusiness.</p> <p>Industry Disruptors – Game Changers (ID-GC) support formal and informal educational and learning opportunities that expose entrepreneurs to the necessary skills and knowledge. This is facilitated through partnerships with high profile educational organizations and industry experts (individuals and companies).</p> | | |
| Relevant lectures | <p>ID-GC collaborates with the Athens University of Economics enabling an upgrade of the major Innovation and Entrepreneurship of the International MBA. The major addresses core subjects relating to management skills, innovation and entrepreneurship. It includes modules relating to the development and financing of a business, international management and negotiation, geopolitics and businesses and more. At the same time, the major focuses on the practical aspect of entrepreneurship.</p> <p>Insight and training is provided on:</p> <ul style="list-style-type: none"> - Product / Service Development - Financial & Business Models - Go-to-market plan / Marketing & Sales - Pitching for investors / Fundraising - Organizational Structure & Team Building - Legal issues / Patents | | |
| Other information | Industry Disruptors-Game Changers (ID-GC) is a non-profit/non-governmental organisation founded to promote entrepreneurship in Greece, South East Europe and East Med regions. | | |

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|-------|--|
| | ID-GC's strategy is focused on industry sectors that offer a competitive advantage, through the exploitation of the unique characteristics and the entrepreneurial potential in the region |
| Notes | |

| OpenFund | |  | | | | | |
|--------------------------|---|--|-----|--|--|--|--|
| theopenfund.com | | | | | | | |
| Country | Greece | | | | | | |
| Organizer | OpenFund | | | | | | |
| Duration | N/A | When | N/A | | | | |
| Participants | Early-stage startups | | | | | | |
| Relevant topics (trends) | Software, mobile platforms and the web. | | | | | | |
| Relevant lectures | <p>The Openfund is set up with a clear objective: to provide entrepreneurs with everything required to create and grow a successful technology company.</p> <p>Openfund assists entrepreneurs in structuring applications, improving value proposition and receiving guidance through their initial steps. Incorporation and similar administration issues are also taken care of by Openfund.</p> <p>Opendund provides consulting assistance on a broad range of issues, ranging from technology to business development to marketing to legal and accounting.</p> | | | | | | |
| Other information | Acceleration, entrepreneurial training, mentorship, networking, funding. | | | | | | |
| Notes | | | | | | | |

| ennovation | |  | | | | | |
|---------------------------|--|--|-----|--|--|--|--|
| http://www.ennovation.gr/ | | | | | | | |
| Country | Greece | | | | | | |
| Organizer | Athens University of Economics & Business ELTRUN: The E-Business Research Center | | | | | | |
| Duration | N/A | When | N/A | | | | |
| Participants | University students | | | | | | |
| Relevant topics (trends) | Training - Coaching Mentoring - Business model Prototype Development | | | | | | |
| Relevant lectures | Ennovation is an international student competition on Digital Entrepreneurship, Innovation and e-Business. It is organised by the Athens University of Economics and Business (ELTRUN, the eBusiness Centre), the International Hellenic University and the University of Nicosia. | | | | | | |

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| | <p>Experts in the field help students to analyse and promote new entrepreneurial ideas and models for electronic businesses, along with new digital products/services. An additional aim is to generate a collaborative environment for the further development of new innovative digital enterprises.</p> <p>A respective annual competition for high school students is also organised since 2010. The competition is organised by the e-Business Research Center (ELTRUN) of the Department of Management Science and Technology the Athens University of Economics and Business in cooperation with the International Hellenic University (Northern Greece), the University of Nicosia (Cyprus) and 10 other universities in Greece.</p> <p>The aim of the student competition is to highlight the youthful innovation and entrepreneurship in the digital space of the internet, mobile etc. and educate high school students in structuring their business plan and to the potential materialisation of their digital service, e-shop etc.</p> <p>Special workshops are held in various Universities to support the participants. In these workshops, the academic partners and business experts share their experience from their long careers in national and multinational enterprises and organisations. They provide necessary guidelines/expertise to develop their business plan and promote their business idea. In the final stage they offer further advice particularly on critical issues such as finance, technical infrastructure, organisation and human resources.</p> |
| Other information | |
| Notes | |

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| <p>Excelixi</p> |  <p>excelixi CENTER OF SUSTAINABLE ENTREPRENEURSHIP PIRAEUS BANK GROUP</p> | | |
| http://www.excelixi.org | | | |
| Country | Greece | | |
| Organizer | Piraeus bank | | |
| Duration | N/A When N/A | | |
| Participants | Young entrepreneurs | | |
| Relevant topics (trends) | Green Business Contemporary Rural Development Electronic Business Entrepreneurship and Innovation | | |
| Relevant lectures | Educational Services through Integrated Programs and Academies, as well as Specialized Open Training Courses, provided by the Certified Center of Lifelong Learning. | | |

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| | <p>Consulting Services, on issues of sustainable entrepreneurship and to participate in European funding programs.</p> <p>Innovative Quality Certifications for businesses, according to the new business models in the contemporary globalized environment and in cooperation with recognized certification bodies.</p> <p>Actions to promote Innovation and Entrepreneurship through specialized workshops and synergies with Piraeus Bank Group and internationally recognized bodies.</p> <p>Hosting of conferences and events at the convention center.</p> |
| Other information | <p>Open Workshops</p> <ul style="list-style-type: none"> • Jump Start your idea in e-Commerce • Cisco CCNA R&S and CCNA Security <p>Educational Programs</p> <ul style="list-style-type: none"> • e-Academy • Farmer Businessman • Integrated Program for the Development of the Agricultural Entrepreneurship of Young People |
| Notes | |

Italy

| European Innovation Academy | | EUROPEAN INNOVATION ACADEMY  | | | |
|---|--|---|----------------|--|--|
| http://inacademy.eu/italy/ | | | | | |
| Country | Italy, Turin | | | | |
| Organizer | Politecnico di Torino | | | | |
| Duration | 15 days | When | July 9-28 2017 | | |
| Participants | Individual students, teams with running business | | | | |
| Relevant topics (trends) | IT platforms, self-driving cars, User experience, disruption strategies (Tesla, Uber, Amazon), Big data, Artificial Intelligence | | | | |
| Relevant lectures | Social media, Marketing strategies, IP management, Problem-solution, Funding, Pitch design, Crowdfunding, Team Management | | | | |
| Other information | <p>Academy also in Portugal and Qatar.</p> <p>The European Innovation Academy (EIA) is a non-profit educational institution recognized for excellence in tech entrepreneurship education. EIA educational programs are jointly developed with professionals of world class partner universities and companies: UC Berkeley, Stanford University, Google, Amadeus, CA and many others. Future entrepreneurs and business leaders are immersed in a multicultural ecosystem of 4000+ alumni and faculty from 75 different nationalities.</p> | | | | |
| Notes | Speakers and mentors from relevant companies | | | | |

| Made (Master in Digital Entrepreneurship) | |  H-FARM | | | |
|---|--|---|--------------|--|--|
| https://h-campus.com/made/ | | | | | |
| Country | Italy, Treviso | | | | |
| Organizer | H-Farm | | | | |
| Duration | 12 Months | When | October 2017 | | |
| Participants | Post university, max 20 people. | | | | |
| Relevant topics (trends) | Innovation and creativity, business strategy, finance, lean startup, organization, sales, analytics, learning by experience | | | | |
| Relevant lectures | | | | | |
| Other information | 4 months in classroom and then internships; interactive approach. | | | | |
| Notes | <p>It's part of Digital Skills and Jobs Coalition (EU) that aims in creating the digital skills for the future jobs.</p> <p>As H-Farm they offer a set of masters in various topics.</p> | | | | |

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| Digital Accademia |  DIGITAL ACCADEMIA® |
| http://www.digitalaccademia.com/ | |
| Country | Italy, Treviso |
| Organizer | H-Farm |
| Duration | Bootcamps |
| | When |
| | May 2017 |
| Participants | Enterprises, students |
| Relevant topics (trends) | Human resources, digital transformation, communication, marketing |
| Relevant lectures | Bootcamps: Design thinking bootcamp, story thinking, presentation design |
| Other information | Mix of formation courses and consultancy service |
| Notes | They proposes some case studies to make their point. |

Turkey

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|---|---|--|------------------------|
| BIGBANK | |  BIGBANG | START - UP CHALLENGE |
| http://bigbang.itucekirdek.com/ | | | |
| Country | Turkey | | |
| Organizer | İstanbul Technical University, İstanbul | | |
| Duration | 1 Month | When | October-November, 2017 |
| Participants | Entrepreneurs, students, academic members | | |
| Relevant topics (trends) | Automotive, Robotics, Self-driving Cars, Virtual Reality, Augmented Reality, Internet of Things, Big data, Artificial Intelligence | | |
| Relevant lectures | | | |
| Other information | ITU Cekirdek Big Bang is organised to finance ITU Cekirdek entrepreneurs when starting their businesses after developing their business plans during the preincubation and accelerator stages. ITU Cekirdek Big Bang event brings investors and entrepreneurs together to deliver on-stage presentations in order to receive a portion of the TL 5 million total seed capital. The event also provides a medium for entrepreneurs to meet the press, stakeholders, investors and customers and to build a business network. | | |
| Notes | Speakers and mentors from relevant companies | | |

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| KOSGEB (Small and Medium Industry Development Organization) | |  KÜCÜK VE ORTA ÖLÇEKLİ İŞLETMELERİ GELİŞTİRME VE DESTEKLÉME İDARESİ BAŞKANLIĞI |
| http://www.kosgeb.gov.tr/site/en | | |
| Country | Turkey | |
| Organizer | Ministry of Science, Industry and Technology | |
| Duration | 4 days | When Anytime of the year |
| Participants | Open for all groups of the society | |
| Relevant topics (trends) | ICT | |
| Relevant lectures | Automotive, Robotics, Self-driving Cars, Virtual Reality, Augmented Reality, Internet of Things, Big data, Artificial Intelligence | |
| Other information | KOSGEB has been established in 1990 with the aim to help Small and Medium Enterprises - SMEs for their rapid adaptation to technological innovations, enhancing their efficiency and competitive capacity in order to increase their contribution to the national economy. KOSGEB provides development services and support programs to SMEs in the fields of Information Dissemination, Financial | |

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| | Guidance, Technology Development, Export Promotion, Regional Development and Entrepreneurship Development. KOSGEB provides extensive development services and applies support programs through its Market Research and Export Promotion Center, Regional Development Center, Entrepreneurship Development Center which have been established in Ankara together with Enterprise Development Centers - IGEMs and Technology Development Centers- TEKMERs which are functioning all over the country |
| Notes | KOSGEB instructors |

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|---------------------------|--|------|------------|
| KWORKS Accelerator |  https://kworks.ku.edu.tr/en/accelerator/ | | |
| Country | Turkey, İstanbul | | |
| Organizer | Koç University | | |
| Duration | 3 Months | When | April-June |
| Participants | Entrepreneurs, students, academic members | | |
| Relevant topics (trends) | Automotive, Robotics, Self-driving Cars, Virtual Reality, Augmented Reality, Internet of Things, Big data, Artificial Intelligence | | |
| Relevant lectures | Social media, Marketing strategies, IP management, Problem-solution, Funding, Pitch design, Crowdfunding, Team Management | | |
| Other information | Kworks accelerates the momentum of innovation by enhancing the path for entrepreneurs to build sustainable, scalable, technology based ventures and strengthen the growth of entrepreneurial ecosystem at the Koç University Şişli campus in Istanbul, Turkey. | | |

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|---|---|------|------------|
| Case Campus |  CASECAMPUS <small>Girişimcilerin Yerelde Hayallerine Yol</small> | | |
| https://casecampus.org/ | | | |
| Country | Turkey | | |
| Organizer | Endeavour Turkey -Akbank | | |
| Duration | 2,5 months | When | April-June |
| Participants | Entrepreneurs, students, academic members | | |
| Relevant topics (trends) | Automotive, Robotics, Self-driving Cars, Virtual Reality, Augmented Reality, Internet of Things, Big data, Artificial Intelligence | | |
| Relevant lectures | | | |

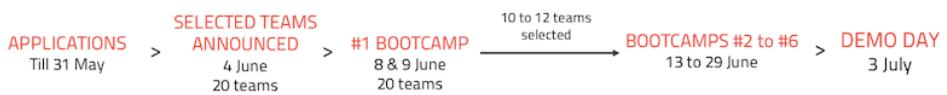
| | |
|-------------------|--|
| Other information | Case Campus program is designed to bring together undergraduate and graduate students with experienced Endeavor entrepreneurs and prepare a practical learning area based on their network under the Akbank sponsorship. |
| Notes | Speakers and mentors from relevant companies |

Portugal

| INEO START | |  | |
|--------------------------|---|--|------------|
| Country | Portugal, Coimbra | | |
| Organizer | IPN Pedro Nunes Institute | | |
| Duration | 5 days | When | March 2017 |
| Participants | Young entrepreneurs, researchers, university students | | |
| Relevant topics (trends) | <ul style="list-style-type: none"> • Innovation: what is it and what's for? • Value proposition, how to adapt the idea to the costumers' needs? • How to define the business model? • Development of a demo version of the product which can be tested by potential customers, called Minimum Viable Product (MVP). • Definition of a strategy focused on the client and not on the product, by means of ideal client profiling, communication channels with the clients (online and offline) and the ways to ensure their fidelity. • Short introduction to investment and financing options available for startups. Elaboration of provisional and investment maps for entrepreneurial initiatives. How to address potential investors. | | |
| Relevant lectures | <p>Business Model Canvas / How to Pitch: Strategic management tool developed by Alexander Osterwalder, which allows entrepreneurs to test business models on a single sheet.</p> <p>Practice of presentation techniques (1/3 minutes) in a creative way.</p> <p>Customer Development / Lean Prototyping: The Customer Development approach was developed by Steve Blank and provides entrepreneurs with a methodology to validate their business model's assumptions with potential clients (Test card, Test A/B, etc.). Lean Prototyping is inspired on the methodology developed by Eric Ries allowing the entrepreneurs to optimize and validate their ideas, with less time and investment spent.</p> <p>Marketing para startups: Exploration of communication tools for products and services, also of generation of metrics to acknowledge the target-market opportunity.</p> <p>Start-ups and Investment: Preparation of the financials of the project i.e., to estimate the amount of investment necessary, its applications and the milestones set for it.</p> | | |

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| | <p>Final Pitch: Final training session of the entrepreneurs' presentations for "Demo Day".</p> <p>"Demo day": Presentation of participant start-ups and projects for an invited audience, including investors.</p> |
| Other information | <p>Day 1: Innovation and Business Model Canvas</p> <p>Dates: 1 of March 2017 14h00 to 19h00</p> <p>Trainers: Carlos Cerqueira (cerqueira@ipn.pt) e Jorge Pimenta (jpimenta@ipn.pt)</p> <p>Guest: Carlos Boto</p> <p>Program: Innovation: What is it and applies to ...? Value proposition, how to adapt the idea to the customers needs. How to define the business model ?</p> <p>Metodology: Two 30 minutes expositive presentations (innovation, value proposition and tools to present business models).</p> <p>Goals: Adapt the innovation concept to your idea. Create a value proposition to your idea Define the business model using the business model canvas.</p> <p>Deliverables: Business Model Canvas One Pager One line pitch + 1 min Pitch</p> <p>Materials: (House Rules, Innovation session and value proposition) How to Build a Startup – The Lean LaunchPad</p> <p>Day 2 – Customer Development and Lean Prototyping</p> <p>Date: 8 of March de 2017 14h00 to 19h00</p> <p>Trainers: Jorge Pimenta (jpimenta@ipn.pt) e Carlos Cerqueira (cerqueira@ipn.pt)</p> <p>Guest: Bernardo Parreira</p> <p>Program: Develop a product/service demo version to be tested by potential clients, Minimum Viable Product (MVP).</p> <p>Metodology: 1:30 presentation, Development of MVP how to validate MVP.</p> |

| | |
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| | <p>Goals: Test the product; Having feedback and accelerate learning; How to put the product/service in to the market as soon as possible</p> <p>Deliverables: MVP Test Card MVP Execution 3 minute pitch</p> <p>Materials: (Pitch e Customer Development)</p> <p>Day 3 – Startups Marketing</p> <p>Date: 15 March 2017 14h00 to 19h00</p> <p>Trainers: Paulo Ribeiro</p> <p>Guest: Carlos Serpa, Laser Leap</p> <p>Program: Creation of a strategy focused on the customer and not the product through the identification of the ideal client, communication channels with the client (online and offline) and ways to ensure their retention.</p> <p>Metodology: This session includes an expositive part of approximately 1:30 an hour, the rest being devoted to the elaboration of the marketing strategy for each of the projects.</p> <p>Goals: Goals: Identify your client; Find and relate to your ideal client (both online and offline); How to retain customers.</p> <p>Deliverables: MVP Execution (update MVP Test Card with the obtained results: client contacts, demo e WEB/SOCIAL MEDIA) 3 min Pitch Pitch PPT</p> <p>Materiais disponíveis ineo Start start.ipn.pt http://start.ipn.pt/ineo-start/</p> |
| Notes | |

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|--|---|---------------------------------|-----------------------------|-----------------------------|----------------------------------|----------------------------------|---------------------------------|----------------------------------|--|--|
|  <p>Startup Launch Program</p> <p>Uma iniciativa: Co-financiado por: A CAVALDO NORTE 2020 P 2020</p> | <h1>Startup Braga</h1>  | | | | | | | | | |
| DIGITAL ECONOMY MEDICAL TECHNOLOGIES NANOTECHNOLOGY EXPLORE > VALIDATE > BUILD 6 BOOTCAMPS, 1 DEMO DAY, PROZES AND SUPPORT http://www.investbraga.com/startup/page.php?p=pre-aceleracao | | | | | | | | | | |
| Country | Portugal, Braga | | | | | | | | | |
| Organizer | Startup Braga | | | | | | | | | |
| Timeline |  | | | | | | | | | |
| Goals of the program | This program was designed to help validate the problem you're trying to solve and validate and define your business model, through a set of bootcamps. In the end of the program you must have a clear definition of the profile of your customer and the features your minimum viable product must have. | | | | | | | | | |
| Participants | Teams with an idea, defining the product, without customers. Products to develop must be technology based, in software or hardware, in the fields of digital economy, medical technologies or nanotechnology. | | | | | | | | | |
| Prizes and support | <p>After the program, the teams that present a biggest evolution and potential will be awarded with prizes and services to help developing the product and business.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1st Place</td> <td>2nd Place</td> <td>3rd Place</td> </tr> <tr> <td>Financial Award 2.500€</td> <td>115h services to develop the MVP</td> <td>85h services to develop the MVP</td> </tr> <tr> <td>135h services to develop the MVP</td> <td></td> <td></td> </tr> </table> | 1st Place | 2nd Place | 3rd Place | Financial Award 2.500€ | 115h services to develop the MVP | 85h services to develop the MVP | 135h services to develop the MVP | | |
| 1st Place | 2nd Place | 3rd Place | | | | | | | | |
| Financial Award 2.500€ | 115h services to develop the MVP | 85h services to develop the MVP | | | | | | | | |
| 135h services to develop the MVP | | | | | | | | | | |
| Agenda | <p>Selection Bootcamp, 8 & 9 June, 14h30-18h30 Themes: Business Model Canvas and Validation</p> <p>Work Sessions, 13, 14, 21, 27 and 29 June, 9h30-13h30</p> <ul style="list-style-type: none"> • Themes: Business Model Validation, Lean Startup and Customer Development, Growth Hacking, Funding and Recruitment | | | | | | | | | |

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| | <ul style="list-style-type: none"> Achievements are shared, new topics introduced, followed by team works with the support of mentors <p>Demo Day, 4 July Final presentation, winners announcement.</p> |
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| Beta Start |  |
| Based in Lisbon, Beta-i is one of the main entrepreneurship and innovation organizations in Europe. We help new and established businesses grow the startup way, having the mission of improving entrepreneurship through 3 main acting principles: create and boost a network of entrepreneurship; accelerate startups with global ambition and facilitate their access to investment; and create space, services and products focused on startups and their methodologies. We run acceleration programs (such as our flagship Lisbon Challenge and several corporate accelerators), organize events around startups, innovation and investment (Lisbon Investment Summit); and foster Innovation by helping corporations like Nestlé and Airbus work as and with startups. We also constantly work on empowering the entrepreneurial community and creating the best work spaces for it to grow in our hub. Recognized as one of the world most active startup accelerators and by Wired magazine as “the top incubator in town”, since 2010 we have received 4000+ startup applications to our programs and accelerated over 600 startups, that have raised +60M, having also +12.000 people attending our events. | |
| Country | Portugal, Lisbon |
| General Information | <p>From having an idea to launching a new business there is a long path: developing a sustainable business model, finding the right team, developing a product, defining a go to market strategy. Beta-start is a pre-acceleration program for entrepreneurs who want to create and develop their startups. Designed and produced by Beta-i, Beta-start adopted internationally proven processes and methodologies for analysis, validation and implementation of business models in a short time.</p> <p>Beta-start gives you structure, mentoring and validation to increase your chances of success as an entrepreneur. The program includes:</p> <ul style="list-style-type: none"> 4 weeks of intensive work with more than 80 hours of hands-on activities; A structured path to develop your project; Mentorship with successful entrepreneurs; A dedicated Coach for each project; A network to use during and after the program; A safe environment to test your entrepreneurial skills; Great workspace with wireless internet, meeting rooms, chill-out, etc; Happy Hours and a team building event; |

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| | <p>Demo day at the end of the program; Special access to all Beta-i activities; Access to amazing perks; Possibility of become part of an exciting and vibrant alumni network and program. bstart-betaipt.wpengine.com</p> |
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Annex II: Learning Components Specifications

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| Component 1 Content | This Component will offer an overview of the European landscape for entrepreneurship and ICT start-ups and place the iStart project into context. There will be a general focus on entrepreneurship in terms of capability as well as activities that enable delegates to interact with peers and develop team building skills. |
| Component 1 Objectives | <ul style="list-style-type: none"> • To Outline the broad objectives of iStart including the European ICT landscape. • To introduce entrepreneurial capability (skills) and context. • To identify personal entrepreneurial capability through group work and team building. |
| Description | As this is the first Component of the project teaching and learning methodologies should support high levels of interaction with the subject. Time should be spent on activities that require delegates to get to know their peers, ask questions about the programme and to generally create an environment that supports creativity and idea sharing. |
| Delegates will/ Learning outcomes | <ul style="list-style-type: none"> • Establish rapport with peers and begin to build relationships • Gain an insight into the European ICT landscape • Have an overview of entrepreneurship and their current entrepreneurial ability |

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| Component 2 Content | Building the team |
| Component 2 Objectives | <ul style="list-style-type: none"> • To put together teams to work on their ideas. • To make decisions about the key strengths of the team. • To identify the competencies and attitudes required within a team. |
| Description | This Component will enable delegates to form teams based on similar business interests and compatible skills/attitudes to work together on their ideas. |
| Delegates will/ Learning Outcomes | <ul style="list-style-type: none"> • Have an awareness of how to put together effective teams. • Form teams to work together on their ideas. |

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| Component 3 Content | Building on the overview and introduction to entrepreneurship in previous components, learners will start to explore lean business planning methods and consider ways to put together teams, nurture creativity and innovative environments. They will also consider personality profiles, theirs and others and think about the range of abilities needed within teams for successful start-ups. |
| Component 3 Objectives | <ul style="list-style-type: none"> • To explore the key principles of lean business planning. • To use techniques to encourage innovation. • To gain an awareness of personal strengths and areas for development. |
| Description | This Component will bring together some of the key ideas for the iStart academy and encourage delegates to think about not just their own idea, but also the ideas as a business. Delegates will be introduced to lean business planning. |
| Delegates will/ Learning outcomes | <ul style="list-style-type: none"> • Demonstrate lean business planning. • Use methods to enable self and others to be innovative. • Complete a personal profile against entrepreneurial skills. |

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| Component 4 Content | This Component will introduce the process of idea validation and market needs identification. This Component will focus on the importance of aligning business ideas to market/sector need. |
| Component 4 Objectives | <ul style="list-style-type: none"> • To have an increased awareness of the risks, opportunities and considerations for the market needs (reality check/ Idea Validation). |
| Description | This Component is dedicated to understanding the concept of Idea Validation and market needs. The Component can also be supported by a presentation of a real-world entrepreneur that demonstrates a clear focus on demand led innovation. |
| Delegates will/ Learning outcomes | <ul style="list-style-type: none"> • Identify relevant market needs to be addressed through entrepreneurship. • Consider important factors around business idea development such as affordability, scalability and market need. • Engage with business planning processes that put the need before the technology (demand led innovation) |

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| Component 5 Content | Topics to explore could include gaining buy in, market segmentation, different target-groups and habits, existing solutions/technologies, legal aspects, ethics, etc. |
| Component 5 Objectives | <ul style="list-style-type: none"> Identify opportunity and market segmentation. Consider the external factors that could impact on business/idea development. |
| Description | This Component will describe ways in which a certain market can be segmented, and potential target-groups can be identified. |
| Delegates will/ Learning Outcomes | <ul style="list-style-type: none"> Gain an insight into how a market engages with digital business and solutions. Have an increased awareness of external factors that affect business decisions, development and investment. |

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| Component 6 Content | This Component will focus on competition analysis, budgeting and delivering business pitches. |
| Component 6 Objectives | <ul style="list-style-type: none"> To give learners the knowledge and experience of the key principles of how to perform competition analysis, design budgets and deliver business pitches. |
| Description | This session will enable students to explore how to investigate existing competitors, make meaningful budgets and attract the interest of investors, customers and partners when delivering a pitch. |
| Delegates will/ Learning Outcomes | <ul style="list-style-type: none"> Have an awareness of what a market analysis and a budget should include. Know how to structure and deliver the pitch |

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| Component 7 Content | Idea presentations and judgement. A mixture of mentors from academia and industry to support idea/team selection. |
| Component 7 Objectives | <ul style="list-style-type: none"> For each team to present their pitch. For the judging panel to select the best ideas/teams. To evaluate and conclude the academy. |
| Description | Students will finalise their business ideas and pitch to the panel. Selection will be made by the panel for the best ideas. |
| Delegates will/ Learning Outcomes | <ul style="list-style-type: none"> To gain experience of delivering a pitch to a panel and audience. To complete and present a lean business model. |