BAUHAUS4EU
European University Alliance

Mapping resources and expertise on student centres for innovation, transfer and entrepreneurship

Version 1.0

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Work Package 4 : Strategic guidelines for BAUHAUS4EU campus transformation & regional ecosystem support

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ALLIANCE AND CONSORTIUM

BAUHAUS4EU – A European University for Resilient, Sustainable, Inclusive and Beautiful Regions

The BAUHAUS4EU Alliance brings together 10 member universities and 67 associated partners from across Europe, forming a shared European campus and a vibrant learning community of 124,000 students and 10,000 staff. Guided by a common strategy, the partner universities are committed to deepening their transnational cooperation through joint educational offers and to fostering a European identity rooted in the principle of unity in diversity.

Firmly anchored in the UN Sustainable Development Goals, the European Green Deal, and the New European Bauhaus initiative, the Alliance works hand in hand with regional ecosystems to bridge diverse territories, combine strengths, and transform challenges into opportunities for growth.

By enhancing employability, promoting lifelong learning, and empowering students and staff to tackle the defining issues of our time, BAUHAUS4EU is pioneering a new model of European higher education — one that strengthens regional ecosystems, sparks innovation, and builds a sustainable future for all.

Table 1 Full Partner universities in the BAUHAUS4EU Consortium

BUW	BAUHAUS-UNIVERSITAET WEIMAR	DE
BTH	BLEKINGE TEKNISKA HOGSKOLA	SE
UNIBG	UNIVERSITA' DEGLI STUDI DI BERGAMO	IT
UACEG	UNIVERSITET PO ARCHITEKTURA STROITELSTVO I GEODEZIJA (UASG)	BG
UEKAT	UNIWERSYTET EKONOMICZNY W KATOWICACH	PL
IPCB	INSTITUTO POLITECNICO DE CASTELO BRANCO	PT
UPJV	UNIVERSITE DE PICARDIE JULES VERNE	FR
ULL2	UNIVERSITE LUMIERE LYON 2 (LYON2)	FR
POLIS	UNIVERSITETI POLIS SHPK	AL
UOM	UNIVERSITY OF MACEDONIA	EL

Document Overview

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Abbreviations

CA	Consortium Agreement
D	Deliverables
EC	European Commission
GA	Grant Agreement
IP	Intellectual Property
MS(s)	Milestone(s)
PM(s)	Person Month(s)
QA	Quality Assurance
QRMP	Quality and Risk Management Plan
SOAR	Strengths, Opportunities, Aspirations, Results
TTO	Technology Transfer Office
WP(s)	Work Package(s)

Executive Summary

As Milestone 11 (MS11) of the BAUHAUS4EU Alliance, this document presents a mapping of the entrepreneurship and innovation support structures that exist across the ten European partner universities. Its purpose is to offer a comparative portrait of institutional resources, operational practices, and local ecosystems that shape student entrepreneurship and innovation. In doing so, it lays the groundwork for alliance-wide collaboration and the development of shared strategic guidelines.

The mapping exercise was designed to identify and categorise the relevant institutional structures at each university, to document the range of support mechanisms available, from funding opportunities and mentorship schemes to external partnerships, and to explore the extent to which entrepreneurial thinking is embedded within educational programs. It also aimed to assess patterns of engagement among students and staff, encourage the exchange of knowledge and effective practices, and ultimately create the basis for a common strategic orientation across the alliance.

To achieve these aims, data were collected through a structured questionnaire, followed by a rigorous validation process carried out during biweekly meetings, thematic workshops, and peer-to-peer exchanges. Each partner institution gathered detailed information about its entrepreneurship-related units, events, pedagogical initiatives, and human resources. The collected material was cross-checked with secondary sources and consolidated collaboratively to ensure accuracy and comparability.

The analysis reveals several important findings. First, the partner universities demonstrate a wide spectrum of incubation models. Some institutions operate fully internal incubation units, such as BUW's neudeli or IPCB's StartUp.CB, whereas others rely on hybrid or co-founded structures, as seen at ULL2, UOM and POLIS. A third group primarily pursues partnership-based or externally anchored models, including BTH, UEKAT, UNIBG, UACEG and UPJV. Notably, successful incubation efforts correlate more strongly with deep integration in local innovation ecosystems than with the size or wealth of the institution. Strong regional connections tend to enhance access to mentoring, funding, and startup support.

A similar diversity emerges in the field of technology transfer. Three main organisational archetypes can be observed: fully internal technology transfer offices, networked or partnership-driven structures, and nascent or loosely organised models that have not yet matured into formalized units. Once again, the effectiveness of technology transfer is tied to the density and quality of ecosystem connections, underscoring the importance of multi-actor collaboration over institutional magnitude.

Entrepreneurship-related learning opportunities also vary considerably. Some universities adopt a curriculum-driven approach with a broad portfolio of courses, while others structure engagement through targeted institutional programs or rely on dynamic, event-oriented ecosystems. Smaller institutions often provide a higher level of personalised and intensive engagement per student, whereas larger universities tend to offer greater visibility and outreach through large-scale events. Across the alliance, however, mentorship emerges as the least developed component of the entrepreneurial learning environment.

The mapping further highlights inconsistencies in funding mechanisms and human resource allocation. Competitions remain the most widespread form of financial support, while scholarships or direct grants are comparatively rare. Only a limited number of partners have established relationships with venture capital firms or angel investors. Most institutions do employ dedicated staff for entrepreneurship support, although the scope of their roles differs substantially.

Despite these variations, several strategic patterns and best practices recur among the more successful ecosystems. These include an emphasis on experiential learning that connects students with real-world projects, the integration of entrepreneurship within the curriculum, sustained engagement with regional innovation networks, the adoption of inclusive and diversity-focused initiatives such as BUW's neudeli empowHer, and the presence of specialized staff such as advisors, mentors, or intellectual-property experts.

At the alliance level, the analysis points to a complementary constellation of strengths. Smaller institutions tend to provide depth, personalisation, and agility, while larger universities contribute broad exposure and high-visibility event-based ecosystems. When considered together, these qualities offer the opportunity to build a shared European model that seamlessly combines early-stage awareness with deeper entrepreneurial immersion.

The strategic implications for BAUHAUS4EU are significant. By leveraging institutional diversity, the alliance can work toward a joint entrepreneurial ecosystem. This may include the creation of a shared digital platform to provide cross-university access to events, mentoring, and resources; the implementation of rotating alliance-wide hackathons and startup development programmes; the activation of cross-institutional alumni communities as mentors and potential investors; and the formation of regional or thematic clusters aligned with the maturity and specialisation of individual ecosystems.

The report interprets these findings through a SOAR (Strengths, Opportunities, Aspirations, Results) framework. The alliance's strengths lie in its diversity of models and its proven local successes. Its opportunities are shaped by access to European funding mechanisms, digital infrastructures, and cross-border mobility initiatives. Its aspirations center on the construction of a unified, inclusive European entrepreneurial identity. The envisioned results include a measurable and interconnected ecosystem characterised by shared mentorship pools, joint events, and the co-development of student startups.

Ultimately, the mapping demonstrates that entrepreneurial success in higher education is driven less by institutional size or financial capacity than by strategic intent, organisational culture, and effective integration within regional ecosystems. Through the purposeful combination of their individual strengths, the BAUHAUS4EU partner universities have the potential to build a cohesive, cross-border innovation network that enhances student employability, nurtures creativity, and strengthens Europe's overall entrepreneurial landscape.

1 Introduction

Entrepreneurship and innovation have emerged as core missions of contemporary higher education institutions, complementing their traditional roles in teaching and research (Etzkowitz, 2003; Clark, 1998). Universities are increasingly recognised as key actors in regional innovation ecosystems, contributing not only to knowledge creation but also to economic and social development (Audretsch, 2014). Within the European context, policy frameworks such as the New European Bauhaus (NEB) and the Regional Innovation Smart Specialisation Strategy (RIS3) further stress the responsibility of universities to cultivate entrepreneurial competences and to support the transition toward sustainable, inclusive, and knowledge-driven societies.

Against this background, the BAUHAUS4EU alliance, bringing together ten partner universities, has committed to a strategic process of strengthening entrepreneurship and innovation support. Within this framework, Work Package 4 (WP4) focuses on developing initiatives that contribute to affirm the role of our universities as key players of our regions. More specifically, task 4.3 (Enhancing entrepreneurship and innovation support) aims to consolidate institutional efforts by systematically mapping resources, infrastructures, and practices related to student entrepreneurship. This mapping clearly falls within the framework of task 4.3 activities and is part of the BAUHAUS4EU consortium's commitments.

The present represents thus a crucial milestone within this process. It provides a comparative analysis across the BAUHAUS4EU universities, each representing distinct national systems, disciplinary traditions, and regional innovation contexts. Through this mapping, the alliance establishes a baseline for alliance-wide initiatives and guidelines to be developed in subsequent phases of the project.

Importantly, MS11 contributes directly to several Key Exploitation Results (KERs) of the project, including:

- **KER1 (Resilient and dynamic learning & collaboration environment)**, by identifying opportunities for joint entrepreneurial training and student initiatives.
- **KER3 (Curricula aligned with job market needs)**, by assessing entrepreneurship-related degrees, experiential learning, and projects submitted for funding.
- **KER4 (Inclusive and technology-savvy community)**, by mapping student centres, incubators, and accelerators that promote innovation and sustainability.

The mapping exercise was carried out through a structured questionnaire covering domains such as incubators, accelerators, technology transfer offices, funding mechanisms, events, mentorship, and best practices (see Appendix 2).

Beyond descriptive data, the exercise creates a shared evidence base for alliance-level collaboration and for strengthening the employability and entrepreneurial mindset of students.

The overarching objective of the mapping is to develop a comprehensive and comparative understanding of entrepreneurship and innovation support across the alliance, thereby enabling knowledge exchange and the formulation of joint guidelines. The exercise builds on the notion of the "entrepreneurial university" (Clark, 1998; Guerrero & Urbano, 2012), which integrates entrepreneurial values into institutional culture, structures, and curricula.

The mapping catalogues existing student innovation centres, incubators, accelerators, and technology transfer offices. These structures are central to fostering student entrepreneurship by providing physical space, technical resources, and access to professional networks (Rothaermel, Agung, & Jiang, 2007).

The mapping also captures the availability of funding mechanisms (grants, scholarships, competitions) and partnerships with investors (government agencies, venture capital firms, angel investors). Access to finance is consistently identified in the literature as a critical enabler of student entrepreneurship (Wright, Siegel, & Mustar, 2017).

Entrepreneurial competences are increasingly framed as "future skills" essential for employability in dynamic labour markets (OECD, 2018). The mapping therefore examines how entrepreneurship is embedded into curricula, including formal degrees, internships, startup projects, and professional collaborations. Embedding entrepreneurship into higher education has been shown to strengthen graduates' self-efficacy, innovation capacity, and career adaptability (Fayolle & Gailly, 2015).

The report documents the frequency of entrepreneurship-related events (workshops, hackathons, networking events, pitch competitions) and the role of dedicated staff, mentors, and coaches. Such activities are critical in cultivating an entrepreneurial mindset and building social capital among students (Neck & Greene, 2011).

By collecting emblematic initiatives, lessons learned, and recommendations, the mapping facilitates peer learning within the alliance. Knowledge exchange between institutions has been highlighted as a key mechanism for strengthening regional innovation ecosystems (Cooke, 2005).

Ultimately, the mapping lays the foundation for alliance-level guidelines and strategy aimed at enhancing entrepreneurship support and employability. In doing so, it aligns with European objectives for more entrepreneurial and innovation-driven universities (European Commission, 2013).

The scope of the mapping is defined by the ten participating institutions (see Appendix2) :

- Bauhaus-Universität Weimar (Germany),
- Blekinge Tekniska Högskola (Sweden),
- Uniwersytet Ekonomiczny w Katowicach (Poland),
- Instituto Politécnico de Castelo Branco (Portugal),
- Università degli Studi di Bergamo (Italy),
- University of Picardie Jules Verne (France),

- University Lumière Lyon 2 (France),
- University of Architecture, Civil Engineering and Geodesy (Bulgaria),
- University of Macedonia (Greece),
- Universiteti Polis (Albania)

The questionnaire addressed six core domains:

1. **Institutional structures** (e.g., incubators, technology transfer offices).
2. **Support mechanisms** (e.g., funding programmes, partnerships with investors).
3. **Events and activities** (e.g., workshops, hackathons, competitions).
4. **Educational integration** (e.g., courses, internships, startup projects).
5. **Human resources** (e.g., staff, mentors, advisors).
6. **Best practices and recommendations** (e.g., emblematic initiatives).

By synthesising information across these domains, the report provides a comparative overview of entrepreneurial ecosystems within the alliance.

Despite its comprehensiveness, the mapping exercise has inherent limitations:

- **Variability in data quality : i**nstitutional self-reporting varies in detail and completeness, reflecting differences in terminology, culture, and documentation practices.
- **Temporal snapshot :** the data reflects the situation in 2024/2025. Entrepreneurial ecosystems are dynamic; longitudinal monitoring is required for trend analysis.
- **Institutional diversity :** the ten universities differ in size (e.g. 4000 students at BUW and 30000 at UPJV), mission, and regional context. Comparisons should thus be made with caution.
- **Focus on formal structures :** informal networks and grassroots student initiatives, which often play critical roles, may not be fully captured.
- **Exclusion of external benchmarks :** the report does not include comparisons with universities outside the alliance, limiting opportunities for international benchmarking.
- **Interpretation differences :** the same question can be interpreted differently between institutions and cultures. Furthermore, what one university has consider as "relatively high/frequent" may be considered to be "very high/frequent" or "very low/frequent". This would then lead to measurement limitations.

Acknowledging these limitations is essential for responsible interpretation. Rather than providing definitive conclusions, MS11 should be understood as a baseline reference point, to be complemented by further research, peer learning, and iterative updates in subsequent phases.

2 Methodology

The methodological framework underpinning this mapping was designed to ensure the systematic collection, analysis, and validation of information regarding entrepreneurship and innovation support across the BAUHAUS4EU partner universities. The approach combines structured data gathering through a questionnaire with triangulation from complementary sources.

Between March and April 2025, a questionnaire was designed and implemented to collect data within each partner university covering the topics of tasks 4.2 and 4.3. The purpose was to map existing resources and identify skills gaps relevant to addressing local and regional challenges, both at the institutional and ecosystem levels, as well as within the broader alliance.

2.1 Data sources

Two main sources of data informed the mapping exercise:

Individual research : each participating institution engaged in internal research to identify, document, and report relevant structures, resources, and initiatives. This included the consultation of institutional strategies, annual reports, and publicly available information on entrepreneurship support units such as incubators, accelerators, and technology transfer offices. The core instrument of data collection was a structured questionnaire specifically designed for topics covered by the task 4.3 (WP4). The questionnaire included both closed and open-ended questions across six domains: (i) institutional structures, (ii) support mechanisms, (iii) entrepreneurship-related events, (iv) curricular and experiential learning opportunities, (v) staff and mentoring resources, and (vi) best practices and recommendations.

Meetings, workshops and peer exchange : data collection was complemented by a workshop (Lyon, 25-27 November 2025) and online meetings held within the 4.3 task group, where partner institutions discussed preliminary findings, clarified ambiguities, and contributed to the collective interpretation of results. These interactions provided opportunities to validate individual responses and to contextualise them within broader institutional and regional strategies.

2.2 Stakeholder groups engaged

The mapping exercise actively engaged multiple categories of stakeholders to capture the multifaceted nature of entrepreneurship ecosystems:

- **Individual BAUHAUS4EU institutions :** each of the ten partner universities acted as the primary unit of analysis, represented by staff with responsibilities in entrepreneurship, innovation support, or international collaboration.

- **Associated partners :** where relevant, data collection also included contributions from associated partners collaborating with universities in specific initiatives (e.g., incubators managed jointly with regional agencies).
- **Regional stakeholders :** although the primary focus was on university-level resources, inputs were also gathered from regional stakeholders such as local governments, funding agencies, and industry representatives, especially where universities maintain formal partnerships (e.g., with venture capital firms or business accelerators). This reflects the recognition that universities are embedded within regional innovation ecosystems (Cooke, 2005; Audretsch, 2014).

2.3 Process of data collection and validation

The process of data collection and validation was carried out through several interconnected stages. A structured questionnaire was first distributed to institutional contact points, with each partner responsible for coordinating the internal gathering of information and ensuring that responses were complete. Once submitted, the questionnaires were collected centrally and carefully reviewed for consistency. Whenever gaps, ambiguities, or inconsistencies were detected, clarifications were sought directly from the relevant institutions.

To strengthen accuracy, the responses were cross-checked against secondary sources such as university websites, strategic documents, and published reports on entrepreneurship activities. Any discrepancies identified during this step were addressed through direct consultation with the institutions concerned. The preliminary findings were then shared during the task 4.3 meetings and the Lyon workshop (25-27 November 2025), providing an opportunity for partners to validate the results, add contextual insights and correct inaccuracies. This iterative exchange helped build a shared understanding of the data and reinforced its overall reliability.

Finally, once validated, the data was organised into thematic categories, announced already in the questionnaire, and analysed comparatively across institutions. This comparative analysis highlighted both commonalities and differences, forming the basis for benchmarking and guiding the development of practical recommendations. In methodological terms, this mixed approach combines the advantages of structured surveys with participatory validation. It reflects the recognition that entrepreneurship ecosystems are complex and best understood through multiple perspectives and iterative dialogue.

3 Survey Results

The survey results provide a comparative overview of the entrepreneurial landscape across the BAUHAUS4EU partner universities, highlighting considerable variation in institutional maturity, ecosystem embeddedness, and strategic priorities. To translate these observations into a clearer understanding of how universities put their entrepreneurial mission into practice, the following sections examine three core pillars in greater depth: incubation, technology transfer, and entrepreneurship learning opportunities. Each of these dimensions captures a distinct mechanism through which universities contribute to innovation and societal impact. Taken together, these analyses reveal not only structural asymmetries but also complementary strengths, illustrating how diverse institutional models collectively enhance the alliance's entrepreneurial capacity. The next section begins by exploring the organisational forms and strategic orientations that shape incubation across the network.

3.1 Incubation

Incubation has become a central mechanism through which universities generally operationalise their entrepreneurial mission. By offering facilities, mentoring, and structured pathways for business creation, universities contribute directly to regional innovation ecosystems. Within the BAUHAUS4EU network, the landscape of incubation structures is diverse. Some partners operate full in-house incubators, others rely on external networks or hybrid arrangements, and several remain in the early stages of developing such mechanisms.

3.1.1 Organisational models

The incubators at the ten BAUHAUS4EU universities illustrate a wide organisational spectrum:

- Institutional incubators – Bauhaus-Universität Weimar (BUW) and Instituto Politécnico de Castelo Branco (IPCB) operate integrated, university-owned incubators.
- Mixed or hybrid models – Université Lumière Lyon 2 (ULL2), Panepistimio Makedonias (UOM), and Universiteti Polis (POLIS) combine internal programs with partnerships or co-founded structures.
- External cooperation models – Blekinge Tekniska Högskola (BTH), Uniwersytet Ekonomiczny w Katowicach (UEKAT), Università Degli Studi Di Bergamo (UNIBG), Universitet po Arhitektura, Stroitelstvo i Geodesy (UACEG) and Université de Picardie Jules Verne (UPJV) depend on collaboration with regional incubators.

Institutional incubators

BUW's Neudeli exemplifies an integrated and mature incubation structure. Neudeli functions as the university's central startup and innovation hub, directly embedded in its institutional

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framework. It provides co-working facilities, startup coaching, mentorship, workshops, and thematic programs such as Neudeli Fellowship, Neudeli empowHer (supporting women entrepreneurs), and Neudeli Boost. The model promotes inclusivity and diversity in entrepreneurship, aligning with national programs such as EXIST and regional partnerships with the cross-university startup support network (StarTH), Foundation for Technology, Innovation and Research Thuringia (STIFT) and the City of Weimar.

The StartUp.CB incubator represents a recently established yet institutionally grounded initiative of IPCB. It provides co-working rooms, access to facilities, and a portfolio of free support services including mentoring, ignition programs, business plan development, and marketing advisory. Despite its early-stage character, it demonstrates strong municipal and regional anchoring through collaboration with the Castelo Branco City Council, Center for Innovative Enterprises, and regional business associations.

Mixed and hybrid incubation models

ULL2 uses a networked, mixed model where university-level incubation connects with metropolitan and regional initiatives. The university offers its own programmes such as START (business model validation) and UP (pre-acceleration and growth strategy support), while maintaining strong institutional ties to external incubators including CELSE Doua, Manufactory (Lyon 3), and Alter'Incub Auvergne–Rhône–Alpes. These programs provide individualised mentoring, workshops, and access to the vibrant Lyon (France) innovation ecosystem. The strength of this model lies in its multi-campus and multi-stakeholder approach: ULL2 contributes to the broader entrepreneurial network in coordination with the Université de Lyon (a grouping of public universities in Lyon and St. Etienne), reinforcing both academic and regional innovation capacities.

At UOM, incubation is embedded in the activities of the Technology Transfer Office and delivered through a pre-incubator that prepares research-based ventures for market entry. Support includes coaching, mentoring, and training in pitching and commercialization. The model gains strength from its partnership with Ok!Thess, Thessaloniki's leading startup hub established by a consortium including the municipality, major universities, and regional industry associations. This cooperation enables UOM students and researchers to access acceleration programs, mentorship, and investor networks beyond the campus, bridging academic entrepreneurship with the regional startup ecosystem.

In Albania, POLIS follows a co-founded multi-university model through Tirana Inc., the country's first collective student incubator. The initiative, jointly established with Metropolitan University of Tirana and other institutions, offers mentoring, training, and networking within the Albanian entrepreneurial ecosystem. By pooling resources and creating shared infrastructure, Tirana Inc. compensates for the limited size and resources of individual universities, providing access to mentors, investors, and professionals. This collaborative arrangement exemplifies a regional approach to building a national innovation capacity in a developing ecosystem.

External cooperation models

BTH does not operate its own incubator but maintains a long-term cooperation with the Blekinge Business Incubator (BBI). BBI's multi-stage programs (Startup Program and Scaleup Program) offer coaching, workspace, and acceleration opportunities. The partnership ensures BTH's integration into Sweden's innovation ecosystem while avoiding redundant administrative structures. This model demonstrates how smaller technical universities can achieve high entrepreneurial exposure by leveraging existing regional infrastructures rather than maintaining independent incubation entities.

Similarly, UEKAT relies on established partnerships rather than its own incubator. Cooperation with Rawa.Ink – City Incubator and Euro-Centrum Science and Technology Park connects the university to the metropolitan innovation milieux. The model allows UEKAT to focus on training and mentoring while utilizing external facilities for incubation and prototyping. This partnership-based approach aligns with the city's strategy and reflects UEKAT's positioning as a metropolitan actor embedded in local entrepreneurship policies.

UNIBG cooperates with Incubatore di Bergamo Sviluppo, a special agency of the Chamber of Commerce. The incubator provides office space, advisory, and acceleration services, giving university-affiliated startups access to the industrial network of Bergamo. The collaboration underscores the linkage between universities and Chambers of Commerce, leveraging regional governance rather than creating internal units.

UACEG's incubation activity relies on SmartFabLab Sofia, which offers startup incubation and creative prototyping facilities. The partnership provides access to modern digital fabrication and entrepreneurship services. While not a formal university structure, this cooperation embeds UACEG students and researchers in Sofia's maker and innovation community, connecting academic creativity to entrepreneurial practice.

As UPJV does not have an internal incubation facility, it has established a partnership with the Innova incubator, a collaborative structure in Amiens Métropole, of which UPJV is a founding member.

3.1.2 Differentiated incubation archetypes

The intensity and visibility of incubation services vary substantially among the BAUHAUS4EU partners and is not directly linked to the organisational models listed in the previous section. Neudeli in Weimar stands out for its comprehensive portfolio, including targeted programs for women entrepreneurs and multiple funding schemes. ULL2 and UOM emphasize staged incubation pathways – pre-incubation, acceleration, and consolidation – while IPCB and POLIS focus on foundational entrepreneurship training and networking. Partnership-based models (e.g., UEKAT, UNIBG, BTH) ensure access to resources by outsourcing much of the operational activity to regional incubators and thus have reduced institutional visibility. Universities embedded in dense innovation environments (ULL2, BUW, UOM) leverage regional networks to scale their activities. Others, such as IPCB and POLIS, act as regional

innovation catalysts, developing their own infrastructure to compensate for weaker ecosystems.

The analysis of incubation structures highlights the coexistence of institutional entrepreneurship and ecosystem-based collaboration as parallel strategies within the BAUHAUS4EU alliance. Well-established institutional incubators such as Neudeli and StartUp.CB showcase autonomy and strong regional anchoring, while the other, more open models exemplify strategic adaptation to local, regional or even national innovation ecosystems. Ecosystem collaboration and universities' embeddedness in active regional innovation systems emerge as a way to gain broader access to capital, mentorship, and networks. Overall, the BAUHAUS4EU universities collectively illustrate how European higher education institutions can pursue entrepreneurial goals through different yet complementary organisational approaches.

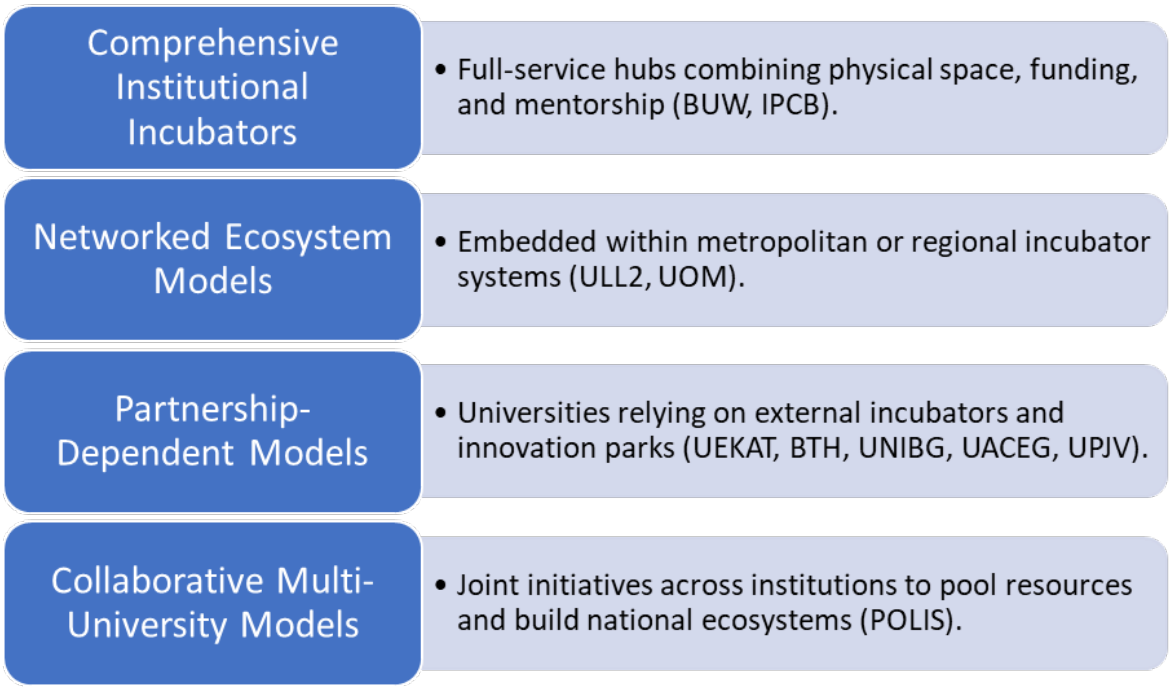

Figure 1 Archetypes of incubation approaches in BAUHAUS4EU

3.2 Technology transfer and expertise

Technology transfer and expertise management represent a crucial dimension of the "third mission" of European universities. They link scientific research to societal and industrial innovation and serve as a measure of institutional maturity and regional embeddedness. Within the BAUHAUS4EU network, partner universities adopt markedly different organisational and strategic approaches to knowledge and Technology Transfer (TT) and expertise. While some have developed dedicated and professionalized structures, others rely on partnerships, national frameworks, or individual faculty initiatives.

3.2.1 Organisational models

Across the BAUHAUS4EU network, three distinct organisational models emerge:

- Dedicated internal offices or activities (BUW, UEKAT, IPCB, UNIBG, UOM, UPJV) – representing administrative or hybrid structures fully integrated into university governance.
- Networked or partnership-based structures (BTH, ULL2) – embedding TT functions in multi-institutional or regional innovation systems.
- Non-institutionalised or nascent approaches (UACEG, POLIS) – where TT relies on informal practices or early-stage planning.

Internal structures

Several BAUHAUS4EU partners have established dedicated, in-house offices that handle knowledge and technology transfer activities. These are BUW, UEKAT, IPCB, UNIBG and UOM.

At BUW, the Research Operations Office operates as a service hub for transfer-oriented collaborations, patent consulting, and commercialisation support. Its mandate covers both research valorisation and intellectual property (IP) protection, providing advisory services for patent filings and assistance in negotiating industrial contracts. The approach is pragmatic and service-driven, focused on enabling staff to translate research results into applied outcomes.

UEKAT follows a matrix model, embedding transfer activities within its expertise and consulting office (Research and Development Centre). The structure mobilises internal faculty expertise through the administrative unit. It provides R&D and consultancy services in marketing, management, and economics. This model blurs the line between academic consultancy and classical technology transfer, emphasising applied social-economic expertise as the university's core competence.

At IPCB, the newly created TechInnovation Office embodies a future-oriented and comprehensive approach. Its planned scope includes matchmaking events, spin-off support, IP management, training in innovation, and participation in national and international technology transfer networks. IPCB aims to become a regional innovation intermediary, actively facilitating knowledge circulation between academia and industry.

UNIBG institutionalises technology transfer through its Research and Technology Transfer Office, providing regulatory, administrative, and evaluation support aligned with national research assessment frameworks. It collaborates closely with university centres that perform technology scouting and auditing, identifying innovation needs from local firms. This linkage between administrative support and territorial innovation scouting positions UNIBG's office as an intermediary between university governance and scholars or firms engaged in applied research. The office is partner Netval, a national network for research valorisation, and through the Technology Transfer & Innovation Support (TETRIS) series of projects has obtained national and european funds.

As for UOM, its Technology Transfer Office combines IP management, licensing, and startup support with project-based cooperation. Its academic leadership and strong ties to national innovation partners ensure that TT functions are integrated into broader strategic goals of research commercialisation and EU-level collaboration.

At UPJV, the TT activity is partly integrated into the Research Office and is also the subject of cooperation with a regional partner such as SATT (technology acceleration and transfer company), of which UPJV is a shareholder.

Networked or partnered structures

Another group of universities integrate their TT functions through multi-level governance or networked structures rather than self-standing offices, BTH and ULL2 exemplify this model.

BTH operates its TT activities as part of Innovation Office South, a nationally funded network coordinated by Lund University. This shared framework provides professional TT services to several smaller institutions in southern Sweden. By pooling resources, BTH gains access to a national support ecosystem while retaining flexibility to align transfer activities with its research orientation. This arrangement highlights how networked TT structures can ensure quality without duplicating costly administrative infrastructures. Likewise, ULL2 participates in one of France's most sophisticated multi-actor ecosystems – the Pulsalys Technology Transfer Acceleration Company (SATT Lyon–Saint-Étienne). Pulsalys is financed by the French state (through Bpifrance bank and the national investments programmes called PIA) and regional partners, bridging research and business through IP protection, startup creation, and investment in proof-of-concept development. The collaboration provides Lyon 2 with access to substantial financial and mentoring resources that would otherwise be unavailable to a humanities-oriented university. Through Pulsalys, ULL2 also engages in specialized programs such as the PULSALYS–CELSE–SED Initiative, which supports doctoral candidates and early-career researchers in entrepreneurial transformation of their research. Bootcamps, mentorship, and IP-based incubation are provided at regional level, reinforcing the synergy between academic research and innovation ecosystems.

Non-institutionalised approaches

UACEG and POLIS operate without any formal Technology Transfer office or organised mechanism for technology or expertise transfer. In these institutions, knowledge exchange appears to occur through informal or ad-hoc channels, often embedded in teaching or project collaboration rather than institutionalised procedures. The absence of dedicated

structures may reflect a combination of disciplinary orientation and resource limitations. However, it also limits systematic engagement with external stakeholders and hinders the development of coherent IP and commercialisation policies.

3.2.2 Differentiated technology transfer archetypes

Organisational models are not the only distinctive factors that make approaches to technology transfer different across the BAUHAUS4EU alliance. Also the scope of activity, undertaken roles and maturity of the structures play an important role here. Obviously, the profiles and overall positioning of the universities in their regional ecosystems are the background for decisions concerning the way technology transfer activities are being enforced. IPCB and BUW adopt broader innovation-oriented mandates, targeting spin-off creation and industrial collaborations. UEKAT, by contrast, uses a faculty-driven service model focusing on market research and consultancy. Networked approaches (BTH, ULL2) excel in leveraging shared infrastructure and regional ecosystems, ensuring access to advanced expertise, legal instruments, and investment channels. This contrasts with stand-alone offices in smaller institutions that depend on internal capacity and local industry engagement. Ecosystem integration proves decisive for effective technology transfer. ULL2's partnership with Pulsalys and CELSE exemplifies deep ecosystem connectivity, where regional governance and academia co-shape innovation pathways. By contrast, universities without formal technology transfer units remain peripheral to innovation ecosystems, limiting their ability to transform research into socio-economic value.

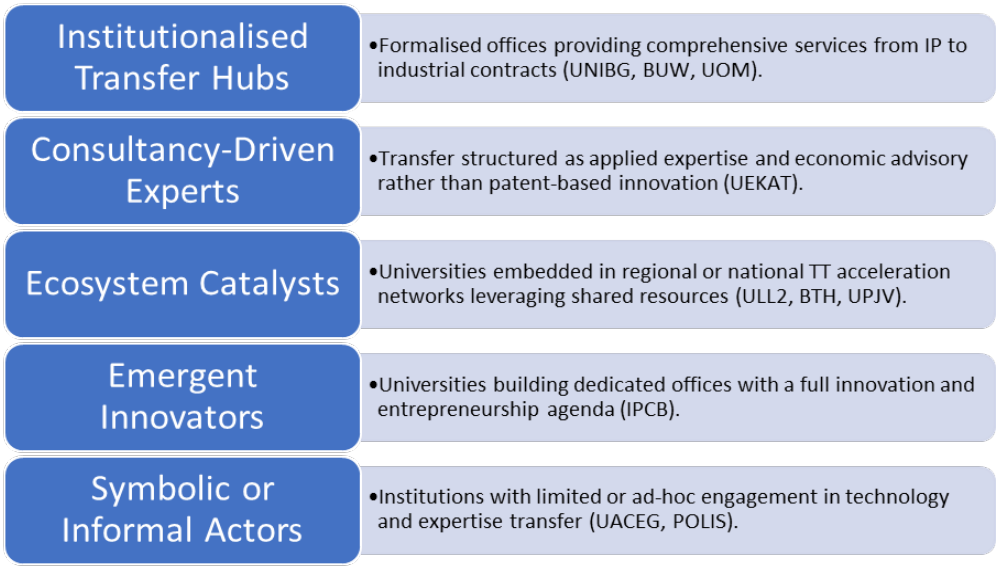

Figure 2: Archetypes of Technology Transfer approaches in BAUHAUS4EU

The analysis reveals structural asymmetries. Some universities still equate knowledge transfer with consultancy services rather than systematic IP valorisation. Effective TT appears less a function of institutional size or national wealth than of strategic positioning and network participation. Universities embedded in regional innovation ecosystems demonstrate stronger capacity to convert research into socio-economic outcomes. It is also worth highlighting that these asymmetries have their background in different research profiles of the allied universities.

3.3 Learning opportunities

While incubation and technology transfer structures shape the institutional environment for entrepreneurship, learning opportunities determine how students actually experience and engage with entrepreneurship in practice. This section therefore shifts the focus from organisational models to the student perspective, examining how entrepreneurship is embedded in teaching, activities, and hands-on experiences across the alliance.

3.3.1 Conceptual framework for entrepreneurship learning opportunities

Having established the diversity of incubation and technology transfer models within the alliance, it becomes essential to consider how these structural differences manifest in the student experience. The subsequent analysis examines the breadth and intensity of entrepreneurship learning opportunities, examining how students encounter entrepreneurship through courses, events, and collaborative projects within each institutional context.

To understand how universities expose students to entrepreneurship, it is helpful to distinguish the type of opportunities that exist and how students connect to them. A practical framework can use three dimensions: coursework, events and structural opportunities (Stephen K. Markham, 2024). This section of the report brings together data across the ten partner universities of the BAUHAUS4EU alliance, looking at these three types of entrepreneurship learning opportunities and bringing in a broader contextual factor, institutional size, as depicted in Figure 3. A preliminary analysis of the survey responses shows that the shape of entrepreneurial ecosystems in higher education depends less on resources alone and more on strategy, positioning, and institutional identity. It also shows that the organiser (university vs. ecosystem) matters less than exposure, that is, whether students actually gain meaningful access to entrepreneurship learning opportunities (BAUHAUS4EU Survey, 2025).

In the survey completed by the ten BAUHAUS4EU partner universities, the structural learning opportunities are grouped into four main categories: internships, startup projects, mentorships and collaboration with companies on professional projects. They represent quality and depth of experience, that is, the hands-on side of entrepreneurship. The structural learning opportunities are complemented by event-based opportunities (seminars/workshops, networking, pitches, hackathons) and formal, entrepreneurship-related courses are organised and proposed by universities and embedded in their curriculum. While the courses represent institutional commitment to entrepreneurship, the events reflect the density of entrepreneurial activity accessible to students, whether via the university, student clubs, incubators, or external partners such as municipalities, companies or national and local entrepreneurial ecosystems.

It is noteworthy that the dataset for learning opportunities within the ecosystem and proposed by partner universities is based on a subjective scale (0–4). As such, they represent exposure levels where 0 indicates the absence of a given activity type and 4 represents numerous opportunities available. While the figures are not absolute counts, they nonetheless allow for comparison of relative intensity (frequency) and breadth (diversity) of entrepreneurial activities.

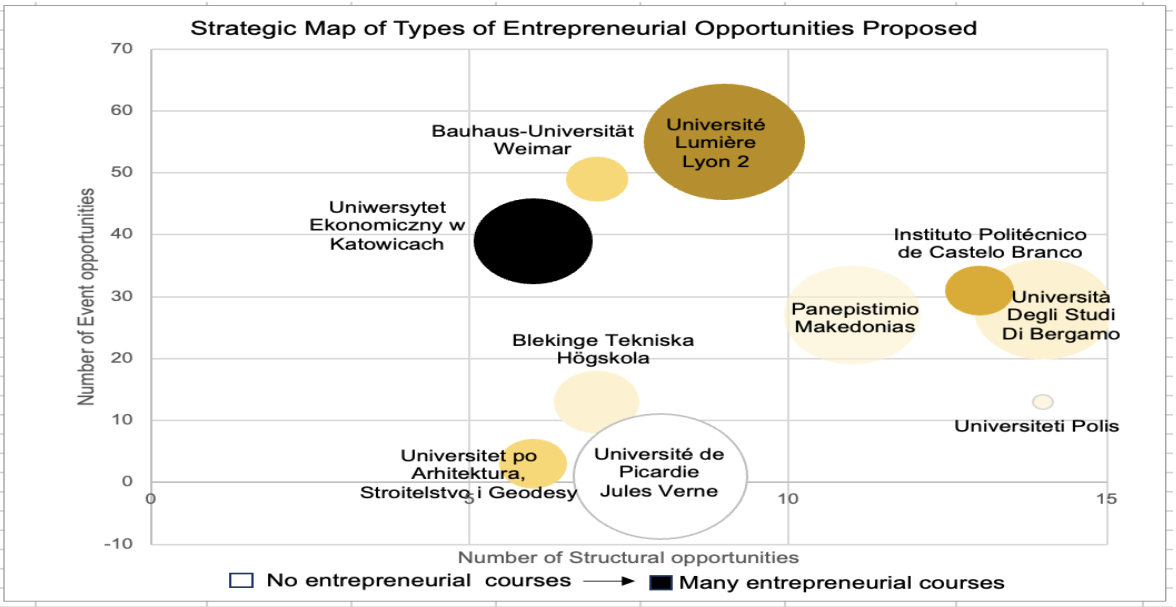

Figure 3 Strategic map of types of entrepreneurial opportunities. The size of the bubbles represent the size of the student population. The intensity of the color of the bubbles indicate the number of formal courses proposed in entrepreneurship.

3.3.2 Courses in entrepreneurship

Universities can first be distinguished by their entrepreneurship course offerings to students. Some universities pursue a course-heavy model, integrating entrepreneurship into the curriculum. UEKAT in Poland is the clearest case, with 100 entrepreneurship-related courses. The university also proposes compulsory consultancy projects with business partners for students in all undergraduate and graduate programs. It must, however, be noted that entrepreneurship is a fundamental topic addressed in many business schools. As such, UEKAT's profile as a business school explains its approach, which in certain aspects is more horizontal, as compared to that of other alliance partners.

Other universities adopt an event-heavy or structural-heavy model, emphasizing experiential opportunities over curricular ones. POLIS, BTH, and the UOM, for example, offer only a handful of courses but are more active in mentorship, startups, or collaborations. Likewise, some universities such as UPJV offer few courses or internal events but still propose some structural opportunities to its students, which suggests its students are accessing ecosystem opportunities. Exposure, then, is also possible without formal university curricula. Based on the dataset, one can conclude that course numbers may or may not align directly with intensity of entrepreneurial learning opportunities and real-world practice.

Delving further in the analysis, a more precise distinction can be made between universities that follow a structural model and those that adopt an event-driven model. The structural model is most visible at smaller, technically oriented institutions such as POLIS in Albania and IPCB in Portugal. These universities invest in mentorship, startup projects, and collaborations with companies and offer a less event-heavy ecosystem. They emphasize deep, sustained engagement (mentorship, startups, company projects) as a means to differentiate. Certainly, internships, mentorships, startup projects, and collaborations are where entrepreneurship truly becomes embodied. However, the extent to which such

opportunities can be sustained and scaled is determined by ecosystem maturity — not by university effort alone.

By contrast, larger or more traditional universities such as ULL2 in France and UEKAT in Poland build their ecosystems around seminars, workshops, networking sessions, and pitch events. These universities provide broad exposure, often to large student bodies. For these universities, frequency and variety of entrepreneurial touchpoints build awareness, inspiration, and social capital, that is, if students are made aware of and participate in these numerous opportunities. These events clearly reflect the vibrancy of the surrounding entrepreneurial ecosystem, not just university initiative. Depending on the university, however, this approach may offer less structural depth because it focuses on one-off or surface-level activities instead of embedding opportunities in a long-term, organised system. The risk is producing "serial attendees" rather than entrepreneurs unless the events can be tied to concrete longer-term projects or mentorships.

Another group, including UPJV in France and UACEG in Sofia, Bulgaria, offer fewer learning opportunities in entrepreneurship across all dimensions, proposing sporadic symbolic activity, such as occasional events, a few course offerings, and isolated structural opportunities.

3.3.3 Event-based learning opportunities

An examination of the distribution of entrepreneurial events across the universities in the dataset shows that the numbers do not only reflect what a university itself organises, but also the vibrancy of the entrepreneurial ecosystem in which it is embedded. For example, ULL2 offers students access to more than 60 events per year (35 seminars, 14 networking events, 15 pitch nights, and 3 hackathons). With over 27,000 students, the French university benefits from being located in Lyon, a metropolitan hub with incubators, accelerators, chambers of commerce, and active startup communities. The density of events in this ecosystem means that students enjoy regular exposure to entrepreneurial activity, even if not all of the activities are organised directly from the university. Similarly, BUW (49 events per year for only 4,200 students) illustrates how a smaller university embedded in a dynamic German innovation landscape can provide disproportionately high access to learning opportunities for its students. In this case, the number of events demonstrates that the ecosystem offers frequent educational and showcase events, which the university can channel to its students.

By contrast, other universities offer much fewer events, suggesting that either the local ecosystem is less active or that students are less systematically connected to external opportunities.

Taken together, these contrasts highlight a key point: events are ecosystem signals. Where the entrepreneurial ecosystem is dense and active, students record dozens of annual touchpoints. Where the ecosystem is thinner or less integrated, students receive minimal exposure. The presence of events therefore serves as a proxy for ecosystem vibrancy and the strength of the university's connections into that environment.

The analysis of event type preferences across various university ecosystems reveals a slight predominance of seminars and workshops. For instance, data show a frequency of 36

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seminars and workshops annually at BUW, 35 at ULL2 and 20 at IPCB and UNIBG, underscoring that these formats are favoured. This preference can be attributed to the relative ease and lower costs associated with organising seminars compared to more resource-intensive events such as hackathons or pitch competitions. Seminars and workshops function effectively as awareness-raising platforms that provide low-threshold opportunities for participant engagement.

Networking events rank as the second most common type of event, with notable occurrences in UEKAT (18), UOM (15), and IPCB (10). This trend suggests a strong valuation of social capital within these ecosystems, emphasizing the importance of connecting students to alumni networks, startups, and broader business communities.

Pitch competitions appear with moderate frequency, exemplified by 15 annual occurrences at ULL2 and five at UNIBG and BUW. While pitching is recognized as a critical, performative entrepreneurial skill, its prevalence is limited due to the requirement of a sufficient critical mass of student projects to sustain such activities.

Hackathons remain rare, with an average cap of three per year across all surveyed universities. An example is BTH, which collaborates with Blue Science Park for the Tech Concept Hack event. In general, across partner universities, hackathons seem to serve more as symbolic flagship events than as systematic learning opportunities. Yet hackathons, as a project-based activity, provide opportunities for applied innovation, wherein students could actively practice entrepreneurial skills rather than merely learning about them theoretically. Their scarcity is likely due to the significant demands they place on resources, strategic partnerships, and technological infrastructure. Consequently, ecosystems seem to prefer conducting fewer hackathons of higher impact rather than frequent, smaller-scale events. This pattern highlights the perception of hackathons as specialized flagship events rather than routine fixtures in the academic calendar.

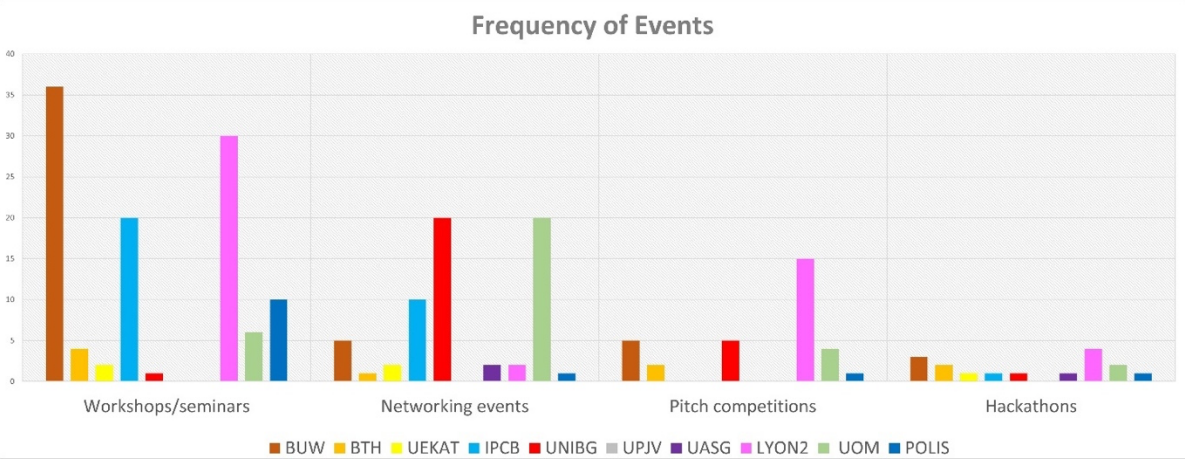

Figure 4 Frequency of entrepreneurship events

From these distribution patterns, it is possible to infer broader ecosystem tendencies. There appears to be a strategic emphasis on accessibility and events volume frequency, favouring seminars and networking to attract wide participation. Networking events thereafter serve as a relational bridge to the entrepreneur ecosystem. Pitch events propose motivational

performance-based opportunities, and hackathons provide high-value immersion for the most committed students. This creates a tiered funnel of engagement opportunities.

3.3.4 Structural learning opportunities

Across the dataset, internships and collaboration with companies are more consistently represented than mentorships and startup projects while startup/mentorship programs are less universal:

- Internships are proposed at 8 out of 10 universities at a relatively high intensity.
- Collaborations with businesses are proposed in all 10 universities of the alliance, often at moderate intensity.
- Startup projects are proposed at 8 universities with a moderate intensity.
- Mentorships are proposed at all universities, with similar intensities as collaborations and start-up projects.

The preference for internships and collaborations over mentorships and startup projects can be explained by several factors. On the practical level, internships and collaborations are straightforward to arrange and provide tangible outcomes for students and employers. For this reason, they are attractive to students, universities and employers alike. Furthermore, internships and collaborations can be scaled to large student populations, while mentorships and startup incubators require individualized support and significant resources such as experienced mentors, alumni networks, incubators, labs and seed funding. In fact, across the dataset, mentorship is the least developed area. Even where opportunities exist, mentorship intensity rarely reaches “numerous.” This indicates that while universities recognize the importance of industry collaborations and internships, they may lack structured alumni networks, funding, or institutional culture to scale mentorship. Finally, internships and collaborations with companies are activities that universities have traditionally proposed to help their students better integrate the professional world and boost employability. Universities have therefore established long-standing structures to support internships and industry partnerships, making these activities easier to sustain over time. As a result, nearly every university in the BAUHAUS4EU alliance regardless of size or disciplinary focus offers internship opportunities. The data confirms that internships form the foundation of entrepreneurship education across Europe, while collaborations with businesses, startups, and mentorship programmes are added layers that develop where local ecosystems make them possible.

The data also suggests that the choice of entrepreneurial activities that universities propose to students can vary among regions. In Southern and Eastern Europe (Portugal, Albania, Greece, Bulgaria, Poland), for example, universities tend to favor internships in entrepreneurship and collaborations with businesses, reflecting a strong link to employability and traditional career pathways. By contrast, Northern and Western European regions (Sweden, Germany, France) tend to lean more toward startup and mentorship activities, suggesting a more innovation-oriented model.

The inverse size-effect

Another trend that emerges in the dataset is an inverse size-effect: smaller universities offer disproportionately rich entrepreneurship learning opportunities compared to larger institutions. For instance, POLIS in Albania (2000 students) and IPCB in Portugal (~5,000 students) stand out as high performers, both in breadth and intensity of activities. These institutions deliver comprehensive opportunities across all categories, creating an environment where students have strong per-capita access to entrepreneurship learning. It is notable that both universities specialize in technical and engineering disciplines.

By contrast, larger universities such as ULL2 (27,000 students) and UPJV (30,000 students) show more moderate activity. Even where all four categories of learning activities are proposed to students, the intensity is rather low, meaning students are less likely to experience entrepreneurship opportunities at scale.

The inverse size-effect can be attributed to several factors. Perhaps one main factor is agility and scale. Smaller institutions can adapt programs more quickly and manage them intensively for each student. Students at smaller universities have more direct access to faculty, mentors, and industry partners. Certainly, mentorships and startup projects are difficult to scale for tens of thousands of students, which explains why large universities lean toward internships and collaborations that are easier to expand. Another explanation of the inverse size-effect may be that entrepreneurship can be a differentiator for smaller universities in the higher education market because strategically investing in these activities can boost a university's attractiveness. By contrast, many large universities invest their funds on their core teaching and research mission, so entrepreneurship may not be a priority.

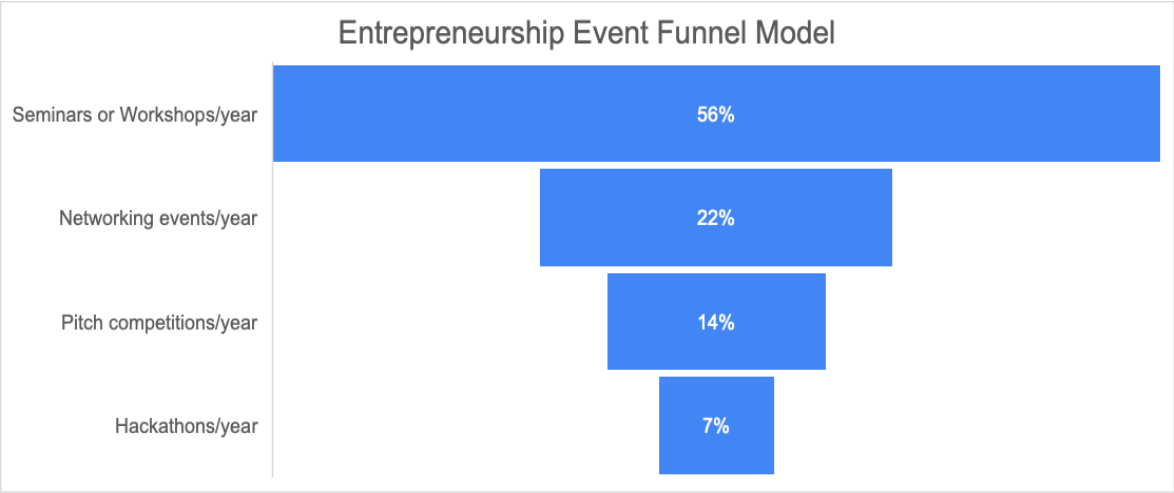

Figure 5 Entrepreneurship event funnel model

Breadth and intensity of structural entrepreneurship learning opportunities

In considering the breadth and intensity of their entrepreneurial activities among the partners of the BAUHAUS4EU alliance, several clusters emerge. The partner universities can be categorised into four archetypes of entrepreneurship learning models according to the learning opportunities that they provide.

All-rounder hubs (IPCB, POLIS, UNIBG) show both high breadth (all four entrepreneurial activities proposed to students) and high intensity, offering students comprehensive exposure to entrepreneurial activities. This offering demonstrates the existence of an entrepreneurial culture. There appears to be a desire to build ecosystems to provide students with multiple avenues to develop their ideas (internships, startups, mentorship, company ties). The risk is that resources might become spread too thin across the diverse palette of activities proposed.

Generalist moderates (UPJV, ULL2, UOM) propose all types of activities with modest intensity levels. The two French universities, along with the University of Macedonia, show versatility and inclusivity in their offering of entrepreneurship opportunities for students, but their programs can be efficient only if students are made aware of their existence.

Focused innovators (BTH, BUW) emphasize startup projects and mentorships instead of traditional internships. These two universities show to be innovation-driven, as they are capable of proposing practical entrepreneurial experience to students. This approach calls for a strong network of mentors and access to specialized resources.

Traditionalists (UEKAT, UACEG) prioritise internships and collaborations with businesses, with weaker support for startup and mentorship initiatives. These universities provide strong opportunities for work placement and entrepreneur networking.

To visualise these differences, figure 6 illustrates how each BAUHAUS4EU partner university positions itself in terms of the breadth and intensity of the entrepreneurial learning activities it proposes.

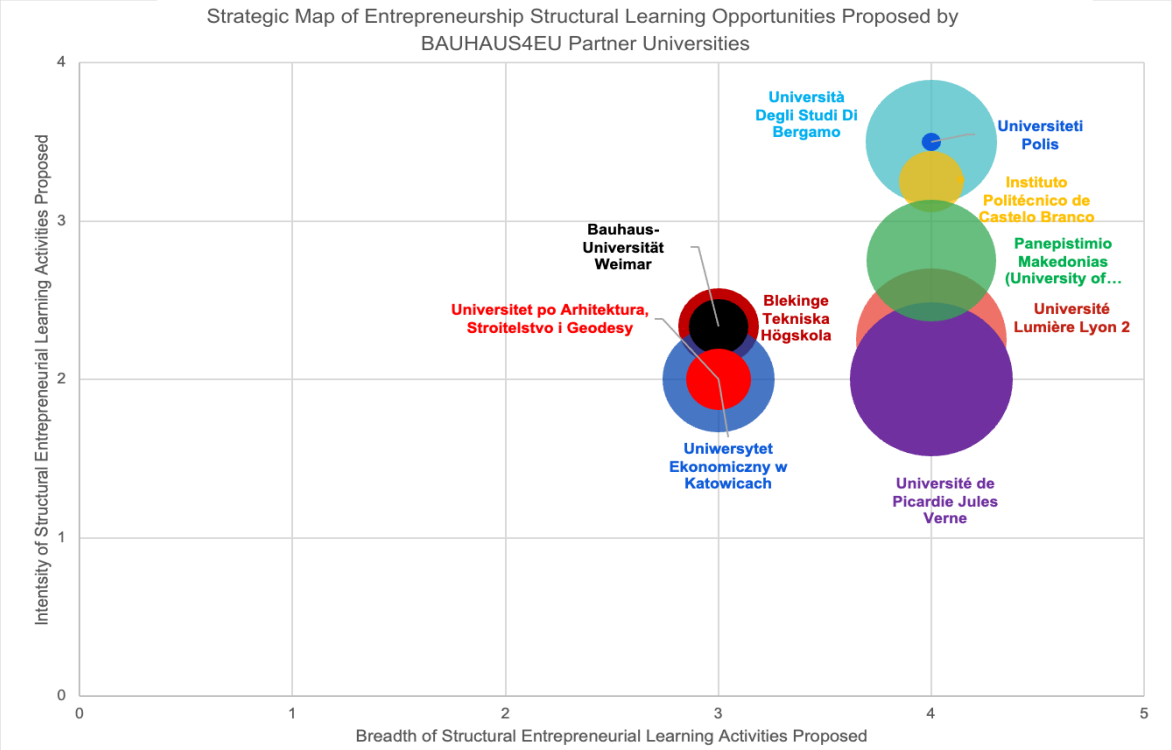

Figure 6 Map of entrepreneurship learning opportunities within BAUHAUS4EU. The size of the bubbles represent the size of the student population. The color of the bubbles are simply used to distinguish between different universities.

3.4. Funding

To support incubators, networks, learning opportunities, and especially the stakeholders in these initiatives, universities can deploy different types of resources. Such support can be provided in the form of both financial and human resources, and can be provided directly by the university or procured through the university's network or ecosystem.

3.4.1 Funding programs

Considering all the resources that universities can provide to sustain (student) entrepreneurship and entrepreneurial initiatives, financial resources are key. Among the various channels through which students obtain funding (identified in the survey as either scholarship, competition, grants, or other), competitions are the most popular within the BAUHAUS4EU alliance. In particular, six out of the ten institutions indicate strong performance in this category. Several institutions — BUW, ULL2, UOM, and IPCB — offer limited access to scholarships and grants. Of these, IPCB is unique in its strong emphasis on both scholarships and competitions.

One clear example of competition is the initiative "Start Cup Bergamo" by UNIBG; as a part of the CREO program to support entrepreneurship, it is composed of first an intensive course for idea validation and business development, then a dedicated competition for business plans. The winning group and two runner-ups become eligible for a monetary prize if a startup on the business idea is created within twelve months. Conversely, ULL2 is another example of an institution that supports entrepreneurship, but by relying on its regional and national networks. Thanks to this regional ecosystem, aspiring entrepreneurs can take part in various regional competitions and apply for public grants.

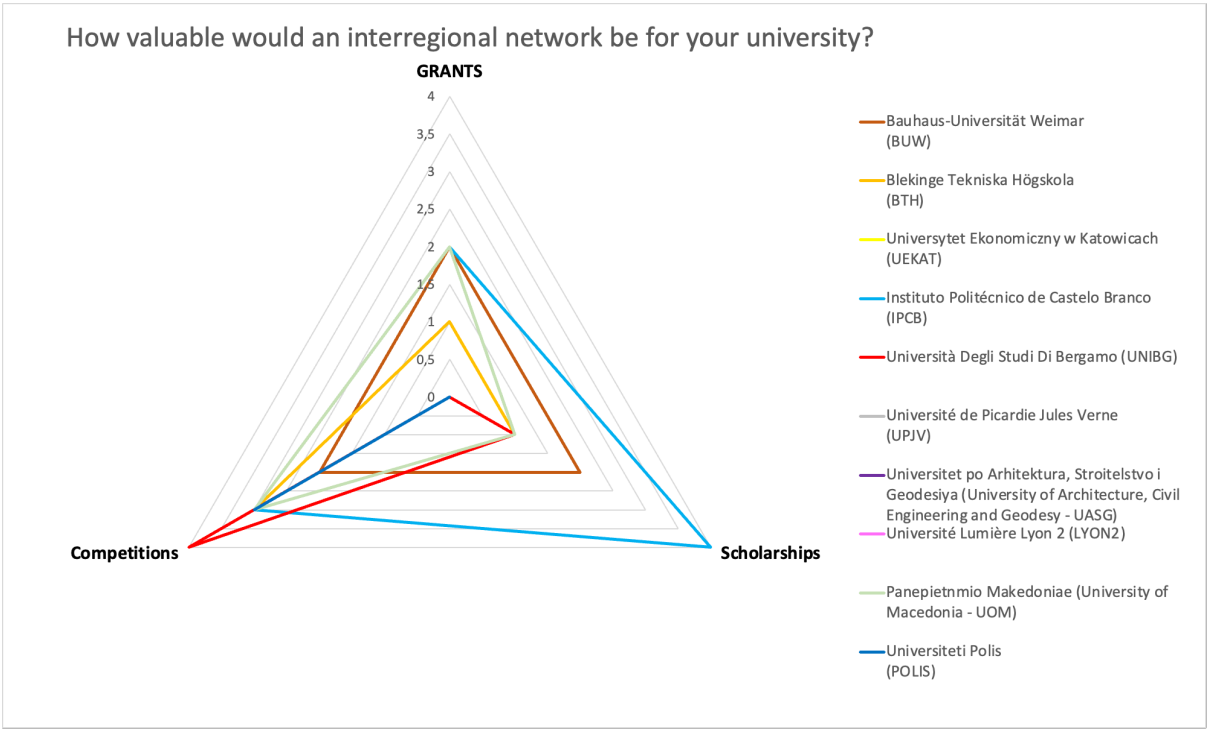

Figure 7 Funding programmes. The graph represents the self-evaluation of the quantity of different types of funding programs available for entrepreneurship at a university (4-point Likert scale).

3.4.2 Funding sources

Literature suggests that universities could exploit their institutional role to coordinate resources and actors, thereby facilitating access to the local and national entrepreneurial system (Dimitrios & Ierapetritis, 2019). However, these opportunities appear to be underexplored by the ten BAUHAUS4EU partners. While most of the partner institutions receive national funds, less than half of them report other funding initiatives in which they are involved with venture capital firms (VC), angel investors, foundations, or other facilitators. UOM, with respect to Greek VCs and Angel Investors groups, collaborates with many of them including Loggerhead, Unifund, and HEBAN; ULL2 works with Pulsalys to support technology transfer; UNIBG engages with IBAN, Eureka, and two private foundations; and BTH gains access to angel investors through two different initiatives conducted conjointly with other actors, such as incubators.

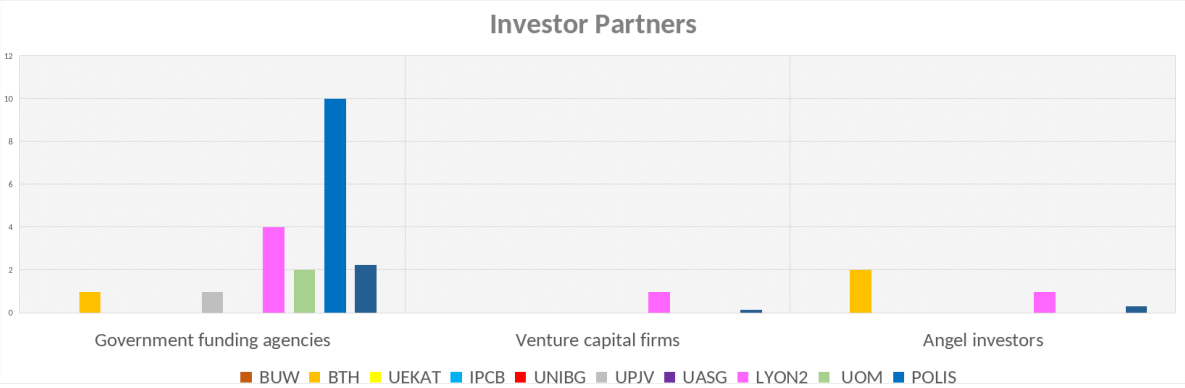

Figure 8 Investor partners

3.4.3 Dedicated staff

Finally, universities can also invest in human resources to support their entrepreneurial activities. Most of the BAUHAUS4EU universities have dedicated staff to support entrepreneurial activities, but in very different forms. This may include both academics and non-academics, as well as full-time staff or part-time staff with specific tasks assigned. Overall, seven universities out of ten have at least some staff appointed to offer support, either for entrepreneurship or for legal advice.

BUW can leverage on the Neudeli team and Paton service. The role of the former is to guide and accompany students, alumni, and academic staff in the development of entrepreneurial ideas, from the early brainstorming phase through to founding a business; the role of the latter concerns IP advisory and knowledge transfer. As for ULL2, within the university, four specific "RICE" representatives (representatives of innovation, creativity and entrepreneurship) strive to raise awareness among students about entrepreneurship. Moreover, the university works with dedicated advisors and staff to support entrepreneurship in the local ecosystem. It also collaborates with URSSAF (network of private organisations that collect and distribute Social Security contributions and charges) for legal support. Likewise, UNIBG, besides the dedicated staff at the university technology transfer office, has both academics and practitioners involved in the CREO program as

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mentors and advisors for students interested in entrepreneurship. For the legal aspects, it can offer initial support through the internal offices and an external partner.

Conversely, UEKAT does not run any office dedicated to supporting students' entrepreneurship or innovation, as the university relies on external events and services co-organised with the partners to deliver knowledge and coaching. Likewise, BTH relies on the Innovation Office to support innovation and entrepreneurship arising from students/researchers/staff and at times, the university contributes financially to these initiatives, with the assistance of Almi, the national institution with which it collaborates closely. Its Grants Office provides strategic support and advice for external research/innovation funding. UOM and POLIS can also provide mentoring, advising, and legal support through their technology transfer or innovation office. As for UPJV, the university aims to develop an approach with dedicated staff, especially since it has experience participating in national initiatives in this field (e.g. PEPITE).

3.5 From analysis to action: best practices and strategic implications

These findings can support decision-making processes in developing a successful entrepreneurial ecosystem among the BAUHAUS4EU partner universities. The data reveals that entrepreneurship learning opportunities across BAUHAUS4EU partner universities adopt diverse strategies. Event-driven and structural models represent two distinct approaches, with universities tending to specialize in one or the other. Course integration adds another differentiator.

The data suggests that although certain universities demonstrate a more balanced approach to entrepreneurship, many universities still prioritize practical employability links over entrepreneurial ecosystem building. Certainly, internships, company collaborations and seminars dominate, as they are easier to implement, to scale, and to integrate into academic programs. Mentorships, startup projects and hackathons, while valuable for fostering entrepreneurial mindsets, remain less common and are concentrated in smaller universities or in those that have strategic access to more resources and are therefore capable of offering access to comprehensive and high-intensity ecosystems.

At the same time, the comparative evidence shows that funding availability and human resources strongly condition both the range and intensity of entrepreneurial learning and incubation. Institutions with diversified financial channels — competitions, scholarships, and external partnerships — are better able to maintain continuity between ideation, prototyping, and startup creation. For example, BUW and IPCB translate their institutional funds into structured incubation and mentorship programs while ULL2 leverages its partnership with Pulsalys to access regional and national grants that sustain a dense event ecosystem. Conversely, universities with more limited access to dedicated entrepreneurial funding or staff offer lower-intensity activities that rely largely on internships or occasional events.

Ecosystems are therefore an essential factor in providing students with learning opportunities. The dataset shows that ecosystems of partner universities tend to favor quantity and accessibility (seminars, networking) over depth-intensive formats (hackathons,

pitches). This suggests a strategy of broad awareness first, and selective immersion second. This produces a funnel effect whereby seminars and workshops serve as broad introduction points, and resource-heavy formats such as hackathons provide deep hands-on immersion entrepreneurship opportunities for the most engaged participants. All in all, measuring entrepreneurial exposure requires looking beyond who organises activities. What matters is whether students experience content, density, and depth in a way that is accessible and meaningful to them. In fact, universities in strong ecosystems often act as connectors, ensuring students can benefit from opportunities regardless of origin.

Building on this ecosystem perspective, the data also indicate an interdependence between funding structures, available resources, and the types of learning experiences offered. In other words, the nature of a university's financial and human resources helps shape whether its entrepreneurial ecosystem leans toward event-driven or structurally embedded learning. Three broad patterns can be observed:

- **Competition-based funding** tends to stimulate event-driven ecosystems by financing visibility-oriented activities such as pitch nights and hackathons.
- **Scholarship and grant schemes** foster more structural learning — mentorships, startup projects, and sustained incubation — by enabling long-term student engagement.
- **External partnerships** with investors, foundations, or technology-transfer agencies expand access to advanced incubation resources and professional networks, often bridging gaps between universities and their regional innovation systems.

In this way, financial mechanisms operate in tandem with human capital. Dedicated personnel form the operational bridge between funding capacity and educational outcomes. Universities that enjoy access to specialized staff — such as Neudeli's advisors at BUW or ULL2's RICE representatives — often manage to translate financial resources into personalized guidance, legal support, and intellectual property advisory services.

Overall, while funding alone does not guarantee a vibrant entrepreneurial culture**,** when combined with committed staff and strong ecosystem partnerships, it becomes a key enabler of experiential learning. Well-funded and well-staffed ecosystems exhibit both breadth (numerous, accessible activities) and depth (structured, continuous engagement). In contrast, institutions with more limited internal resources tend to rely on externally provided or event-driven formats that successfully raise awareness and connect students to entrepreneurship, even if sustained practice and long-term engagement tend to be developed primarily through the wider ecosystem rather than within the university itself.

Finally, the analysis suggests that entrepreneurship learning opportunities depend not primarily on size or resources but rather on institutional strategy and orientation. This insight indicates that the most vibrant ecosystems are not a function of a university's absolute scale or budget but are rather a product of deliberate and collaborative approaches to fostering entrepreneurial activity. For instance, some smaller universities within the partner network, such as POLIS and IPCB, exemplify this principle by providing comparatively numerous and diverse entrepreneurship learning opportunities for their students. These smaller institutions demonstrate that a proactive, ecosystem-oriented strategy enables universities to

compensate for limited size or resources, ensuring that their students benefit from extensive practical and networking opportunities. This suggests that by working together across institutions of varying scales, partner universities can pool their strengths and foster inclusive, dynamic ecosystems that maximize learning and entrepreneurial success.

Building on the preceding analysis, the BAUHAUS4EU mapping highlights a shared understanding that what truly defines an entrepreneurial university is not its infrastructure, but its culture — one that encourages students to create, collaborate, and take risks. The alliance's experiences reveal several **key best practices** that transform analysis into actionable strategies:

1. **Experiential and Hands-On Learning**: Partner universities converge on a commitment to learning by doing. IPCB's participation in Poliempreende and Link Me Up – 1000 Ideas demonstrates how real-world co-creation projects strengthen regional innovation while offering students practical entrepreneurial experience. Similarly, ULL2's evidence-based "get out of the building" approach ensures that entrepreneurial learning is grounded in real market testing and feedback. UEKAT, on the other hand, has introduced consultancy projects to every academic program, thus strengthening its network of partners and enabling students to gain hands-on experience with real-world cases in real-time environments.

2. **Curriculum Integration and Institutionalization**: UEKAT's integration of over 100 entrepreneurship-related courses exemplifies how entrepreneurship can be embedded horizontally across academic programs. Likewise, UNIBG's evolution of HC.LAB into CREO illustrates how successful pedagogical experiments can be institutionalized, ensuring long-term continuity and scaling impact.

3. **Robust Ecosystem and Networking Integration**: Trust-based collaboration with industry, mentors, and alumni networks consistently appears as the scaffolding for sustainable entrepreneurship. BUW's Neudeli and POLIS's Tirana Inc. exemplify this, embedding students directly within regional innovation ecosystems and transforming external networks into active learning environments. Likewise, BTH is involved in the project "BEST – Blekinge Entrepreneurship for Smart Growth", run together with Blekinge Business Incubator (BBI) and funded by Sweden's Tillväxtverket and Region Blekinge. Its objective is to strengthen entrepreneurial capacity among students, researchers and other actors in Blekinge.

4. **Inclusive and Accessible Pathways**: Inclusive programs such as BUW's Neudeli empowHer show that targeted support for underrepresented groups can significantly broaden participation and foster diversity within the entrepreneurial ecosystem. This aligns with the alliance's broader mission to democratize access to innovation opportunities.

5. **Dedicated Support and Human Champions**: Dedicated teams — such as ULL2's RICE representatives, BUW's Neudeli advisors, or UNIBG's mentors and IP experts — act as the connective tissue between students, faculty, and external partners. Their presence turns financial and infrastructural resources into effective, human-centered ecosystems of support.

Strategic Focus	BUW	BTH	UEKAT	IPCB	UNIBG	UPJV	UASG	ULL2	UOM	POLIS
Experiential Learning	●		●	●	●		●	●	●	
Curriculum Integration			●		●			●		
Ecosystem & Networking	●	●		●		●		●		●
Inclusive Access	●									
Dedicated Support	●				●			●		

Figure 9 Strategic focus on entrepreneurship learning revealed by key best practices

Across all contexts, these strategic focuses can be decisive enablers of success. The diverse approaches of the BAUHAUS4EU university partners reveal that smaller institutions (e.g., POLIS, IPCB, BTH) strive to leverage agility and close networks to offer students intensive, personalized entrepreneurship experiences. Larger universities (e.g., ULL2, UEKAT) tend to focus on capitalizing on scale, events, and ecosystem density to reach wide audiences. Hybrid models (e.g., UOM, UNIBG) demonstrate the potential of blending curricular depth with ecosystem partnerships.

All in all, the correlation between these best practices and each university's incubation model, technology transfer structure, learning ecosystem, and funding diversity reinforces one overarching conclusion: Entrepreneurial success in higher education is not a product of size, but rather, of strategy — a deliberate choice to embed creativity, experimentation, and collaboration into the university's DNA.

4 Alliance-level synthesis

This chapter synthesises the findings of the partner-level mappings to provide an alliance-wide perspective on entrepreneurship and innovation support structures within BAUHAUS4EU. By comparing institutional models, learning approaches, and ecosystem linkages across partner universities, the analysis identifies recurring patterns, complementarities, and structural differences. This synthesis forms the analytical basis for the subsequent strategic reflections and recommendations at alliance level.

4.1 Analysis of Entrepreneurship and Innovation Ecosystems

The analysis of entrepreneurship and innovation structures across the ten BAUHAUS4EU partner universities reveals a diverse and complementary landscape of organisational models, learning opportunities, and support mechanisms. Together, these findings illustrate the multiple ways in which higher education institutions contribute to regional innovation ecosystems and foster entrepreneurial mindsets among students and staff.

Incubation structures vary considerably across the alliance, reflecting differences in institutional maturity and regional context. Three main models can be distinguished: fully internal incubators (BUW, IPCB), hybrid or co-founded incubators (ULL2, UOM, POLIS) or partnership-based arrangements relying on regional hubs (BTH, UEKAT, UBG, UACEG, UPJV). The most successful models demonstrate strong ecosystem embeddedness, combining institutional commitment with active collaboration across regional networks. Ecosystem integration emerges as the key success factor, ensuring access to mentoring, capital, and innovation clusters.

In the field of technology transfer and expertise, three archetypes dominate. First, several universities (BUW, IPCB, UEKAT, UNIBG, UOM, UPJV) operate specialized internal offices that manage intellectual property, spin-off support, and research commercialization. Second, networked or partnership-based structures (BTH, ULL2) integrate technology transfer functions into regional or national innovation frameworks such as Innovation Office South in Sweden or Pulsalys in Lyon. Third, a smaller group of universities (UACEG, POLIS) rely on informal or emerging arrangements. The effectiveness of technology transfer appears less dependent on institutional size than on strategic positioning and participation in multi-actor innovation systems.

Regarding entrepreneurship learning opportunities, universities follow distinct pedagogical models. Some adopt a course-driven approach (UEKAT), embedding entrepreneurship into curricula through formal teaching; others prioritise structural and practice-oriented engagement (POLIS, IPCB) with mentorships, startup projects, and company collaborations; while a third group emphasises event-based ecosystems (BUW, ULL2), characterised by frequent seminars, networking sessions, and pitch competitions. Several overarching trends emerge. Smaller institutions often provide disproportionately rich entrepreneurship experiences per capita thanks to agility and direct student engagement. Ecosystem vibrancy,

particularly in metropolitan areas such as Lyon and Weimar, correlates with a higher frequency of events and exposure opportunities. However, mentorship remains underdeveloped across most institutions, reflecting resource constraints. Based on these patterns, universities can be grouped into five archetypes ranging from All-rounder Hubs offering comprehensive opportunities to Narrow Specialists focusing on a single activity type.

In terms of funding and human resources, most universities rely primarily on competitions as the dominant financial instrument to support student entrepreneurship, while scholarships and grants remain limited. Only a few institutions (e.g. BUW, IPCB, ULL2) maintain structured access to external funding networks or investors. Seven out of ten universities report having dedicated staff for entrepreneurship support, providing mentoring, legal advice, and IP guidance. The analysis confirms that both financial and human resources strongly influence whether an ecosystem develops as broad and event-driven or deep and structurally embedded.

Across all dimensions, the findings highlight that the success of entrepreneurial ecosystems depends less on institutional scale and more on strategic orientation and connectivity. Financial mechanisms and committed personnel serve as critical enablers that translate institutional resources into tangible learning and innovation outcomes. Smaller universities such as POLIS and IPCB demonstrate how proactive strategies and strong regional engagement can compensate for limited resources, offering students intensive and hands-on entrepreneurial experiences. Larger universities like ULL2, situated within dynamic regional ecosystems, excel in providing visibility, diversity, and event-based exposure.

Collectively, the BAUHAUS4EU universities represent a complementary mosaic of strengths. Smaller institutions contribute depth through close mentorship and project-based learning, while larger ones provide breadth through frequent events and partnerships. This diversity offers a strategic advantage for the alliance, enabling it to build a shared entrepreneurial ecosystem that combines breadth of access with depth of engagement, a European model where awareness, participation, and immersion form a continuous learning pathway from idea to enterprise.

4.2 Strategic Implications for BAUHAUS4EU

A cross-analysis of the incubation archetypes and entrepreneurship learning models among BAUHAUS4EU partners reveals a clear structural correspondence. The degree to which incubation is institutionalized within a university appears to determine the depth and continuity of entrepreneurial learning opportunities made available to students.

Universities operating internal incubators, such as BUW and IPCB, cultivate structural and practice-based learning environments, where mentorship, startup projects and company collaborations are embedded in the academic experience. Students in these settings encounter entrepreneurship as a sustained process thanks to the structured support provided by the universities and the entrepreneurial activity embedded in the institutional mission.

Hybrid or co-founded incubator models, including those at ULL2, UOM and POLIS, bridge internal and external ecosystems. They link event-based exposure — workshops, seminars and networking — with structured support mechanisms such as pre-incubation and mentoring. These universities thus demonstrate how entrepreneurial awareness can evolve into concrete practice when internal structures connect systematically to regional innovation systems. Students are thus exposed to a versatile learning format.

Universities that are more dependent on external partnership incubators — BTH, UEKAT, UNIBG and UACEG — tend to follow an ecosystem-, events-driven model. Their students benefit from access to a wide range of regional events, internships and networks. These universities benefit from the vibrancy of external innovation networks, and the learning experience for students is shaped by external institutions.

Finally, at universities without dedicated incubator structures, such as UPJV, entrepreneurial learning can be more sporadic as it depends largely on the surrounding ecosystem's vibrancy.

Across the BAUHAUS4EU alliance, then, a mosaic of strategies emerges. The archetype of the incubator does not solely determine the quantity of learning opportunities; it also shapes their qualitative nature. Internal incubators drive comprehensive, longitudinal student engagement, while external or hybrid models foster broader exposure through events, often mediated by the surrounding ecosystem's maturity. The findings therefore reveal a continuum of entrepreneurial learning depth, ranging from externally networked exposure to internally embedded practice. The more externalized the incubator model, the more it relies on ecosystem events to provide entrepreneurial touchpoints.

For BAUHAUS4EU, this diversity represents a strategic advantage. The network encompasses both breadth providers — large, event-rich universities embedded in metropolitan innovation environments — and depth providers — smaller institutions offering intensive mentorship and startup engagement. Harnessing this complementarity will allow the alliance to construct a shared entrepreneurial "learning funnel": awareness through events and workshops, participation through internships and collaborations, and immersion through mentorship and startup projects. This model reinforces the alliance's capacity to offer students not only access, but also progression, that is, transforming exposure into experience and experience into entrepreneurship.

Taking this one step further, the analysis indicates that entrepreneurial ecosystems in higher education thrive not solely based on resources but crucially on strategy, positioning, and institutional identity. The partner universities show a variety of entrepreneurship learning models, including course-driven, event-driven and structural approaches, with variations by university size and regional entrepreneurial ecosystem maturity. Some institutions, such as UEKAT, build their strategy around course-heavy offerings, embedding entrepreneurship directly into the curriculum. Others, including POLIS in Albania or IPCB in Portugal, emphasize structural opportunities such as mentorship, startup projects, and company collaborations. Larger universities such as ULL2 or BUW thrive in event-driven models, where frequent seminars, networking sessions, and pitch nights reflect the vibrancy of their local

ecosystems. At the same time, several universities operate at a more symbolic or narrow level, offering only a select range of activities.

It is also notable that among the partner institutions, smaller universities with focused incubators succeed in delivering comparatively rich per-capita opportunities. Larger institutions, especially those situated within dense entrepreneurial environments, achieve breadth and visibility through frequent events and partnerships, but may face challenges sustaining intensive mentorship or startup support for all. What emerges from this picture is not a hierarchy of strong and weak institutions, but rather a mosaic of complementary strengths. Each partner demonstrates expertise in one or another domain, while also facing constraints that prevent them from delivering a fully balanced entrepreneurial ecosystem on their own.

These observations justify the strategy of creating a shared entrepreneurial ecosystem at the alliance level. The analysis shows that entrepreneurship exposure depends less on institutional size or resources and more on strategy, orientation, and ecosystem connectivity. Smaller universities prove capable of offering depth and agility, while larger ones provide breadth and visibility. However, each faces gaps: large institutions struggle to deliver intensive mentorship or startup support at scale, and smaller ones lack the dense event calendars and networks that larger universities can access. Instead of each university attempting to fill these gaps independently, pooling resources allows the BAUHAUS4EU alliance to transform complementary strengths into a collective advantage. In this way, students can gain access to both breadth and depth, combining awareness-raising through events with hands-on immersion in startups, mentorship, and internships.

The overarching strategy, therefore, is to establish a pan-European shared ecosystem in which entrepreneurial opportunities are not confined to local campuses but are accessible across borders. This ecosystem would rest on four interconnected pillars. First, integration and accessibility will be achieved through a joint digital platform that aggregates all entrepreneurship-related opportunities and allows students from any partner university to participate in activities hosted elsewhere. Second, specialization and synergy will ensure that each institution contributes its distinctive expertise, be they intensive mentorship, broad event networks, or structured company collaborations, into a shared pool. Third, flagship programs, such as rotating alliance-wide hackathons, joint incubator projects, and a common mentorship network, will create visibility and identity for BAUHAUS4EU as a European entrepreneurial hub. Finally, capacity building will allow universities to share resources and expertise, apply jointly for European funding, and expand cross-border alumni and industry networks that no single partner could achieve alone.

On a tactical level, concrete actions to pool resources and find synergies could involve:

- **Sharing resources across borders**: Use the funnel effect whereby seminars and workshops act as introductory points, and resource-intensive activities such as hackathons and startup projects offer selective immersion for committed students. Sharing these activities between universities will optimize resource usage and student engagement. Likewise, jointly develop modular entrepreneurship courses that can be shared across institutions, either as online electives or blended learning.

- **Creating joint ecosystem access**: Develop platforms or agreements allowing students across partner universities to participate in each other's entrepreneurship events, mentorship programs, internships, and startup projects, thereby increasing exposure to diverse entrepreneurial ecosystems regardless of geographic location. This platform would allow cross-registration so a student in Portugal can join a French seminar online or apply to a German mentorship program. The platform could also be used to spotlight "flagship opportunities" (e.g., a hackathon in Sweden, a mentorship cohort in Albania). The pooling of institutions' efforts, resources, opportunities and expertise will require an adequate design of mutual responsibilities, coordination of initiatives and clear, mutually agreed rules of governance. An incentives strategy for program participation will help strengthen, not only students, but also academic staff engagement in shared activities.
- **Crossing alliance alumni engagement**: Universities will seek to actively involve alumni entrepreneurs as mentors, potential investors, role models, and advisors. By establishing a cross-alliance alumni network, more experienced graduates can support newer cohorts—offering guidance, sharing their entrepreneurial journeys, and possibly contributing as seed funders. Such a network not only fosters mentoring relationships, but also acts as a bridge between different regional ecosystems, bringing credibility, new connections, and practical insights from the field.
- **Leveraging complementary strengths**: Universities excelling in structural deep engagement (internships, startup projects, mentorships) can share best practices and resources with event-focused universities that provide broad exposure through seminars, workshops, and networking events. This will create a balanced ecosystem combining depth and breadth.
- **Building regional and thematic clusters**: Create sub-networks within the alliance based on regional ecosystem maturity or thematic entrepreneurship strengths (e.g., tech-focused, internships). For instance, universities located in regions with similar levels of entrepreneurial activity and ecosystem development can form sub-networks. This allows them to tailor cooperation strategies, share resources, and address challenges specific to their region's development stage. Likewise, some partner universities have a strong focus on technology startups, while others emphasize traditional career pathways such as internships and collaborations with established businesses. Grouping these universities with complementary or similar thematic focuses can enable them to share best practices, resources, and jointly develop programs that cater specifically to those strengths. This clustering can foster more tailored collaboration and resource allocation. This approach helps harness the diversity within the alliance effectively by creating focused collaboration streams, encouraging targeted resource sharing tailored to context, and maximizing impact through relevant partnerships rather than a one-size-fits-all method. Finally, students can also benefit from mobility programs that intentionally combine these models (e.g., a Polish student completing a startup project in Sweden after an internship in Portugal).

4.3 SOAR framework for BAUHAUS4EU entrepreneur ecosystem

The alignment between incubation archetypes and learning models provides the analytical foundation for the SOAR framework, which emphasizes potential and collaboration. The SOAR approach focuses on strengths, opportunities, aspirations, and results. Rather than concentrating on limitations, SOAR highlights what partner universities already do well, identifies the external conditions that can amplify these efforts, defines a collective vision for the future, and sets out clear outcomes to pursue. This makes it particularly well suited to the BAUHAUS4EU alliance, where the goal is to build on complementary advantages and create measurable impact through cooperation.

Strengths

The BAUHAUS4EU partner universities collectively hold a unique set of complementary strengths, ranging from internally embedded incubators fostering experiential depth to ecosystem-linked models ensuring broad exposure. Some excel in event-driven ecosystems, offering vibrant calendars of seminars, networking opportunities, and pitch competitions that expose students to entrepreneurial culture. Others specialize in structural learning such as mentorship, startup incubation, and close collaboration with companies, giving students sustained and hands-on experience. A few integrate entrepreneurship directly into their curricula through formal courses, ensuring academic depth and continuity. These diverse models demonstrate not only institutional variety but also proven success within each local context. The strength of the alliance lies in its ability to combine these different approaches into a single, richer ecosystem where breadth and depth reinforce one another.

Opportunities

The European context offers fertile ground to transform these strengths into collective opportunities. Digital platforms and hybrid learning allow entrepreneurial events and mentorship programs to cross borders, eliminating the traditional limits of geography. EU funding streams, such as Erasmus+, Horizon Europe, or Erasmus for Young Entrepreneurs provide resources to scale joint initiatives. The rising demand for entrepreneurial and innovation skills across industries creates an external environment receptive to such initiatives. Moreover, mobility programs that intentionally combine internships in one country with startup projects in another allow students to experience entrepreneurship as both a professional and intercultural pathway. By translating the continuum of incubation models into a coordinated learning pathway from awareness to immersion, the alliance can transform local diversity into a distinctive pan-European entrepreneurial identity. By seizing these opportunities, the alliance can become a recognized leader in European entrepreneurial education.

Aspirations

The aspiration of BAUHAUS4EU is to build a truly shared, unified and inclusive entrepreneurial ecosystem that transcends the individual limitations of partner institutions. The goal is not simply to increase the number of events, internships, or mentorships but to integrate them into a coherent journey for students: awareness through events, immersion through internships and collaborations, and depth through startups, mentorships, and

academic courses. The alliance can aspire to create a pan-European identity for which entrepreneurship becomes a defining feature of its educational mission, positioning BAUHAUS4EU as a model of cross-border collaboration in higher education.

Results

The strategy envisions concrete results that can be measured over time. In the short term, these include the launch of a shared digital platform and the establishment of a joint mentorship pool that brings together alumni and entrepreneurs from across the alliance. It can also be specific indicators, such as student participation in entrepreneurship initiatives or successful internships in entrepreneurship. In the medium term, the results will be visible in rotating flagship events, such as hackathons and startup incubators, where students from different countries collaborate. In the long term, success will be reflected in a sustained BAUHAUS4EU entrepreneurial brand, recognized across Europe, supported by multi-year EU funding, and measured through indicators such as the number of cross-border student projects, the establishment of startups, and the expansion of a European alumni and industry network. These results will demonstrate that the alliance has moved from fragmented local initiatives to a collective ecosystem that expands opportunities for all students.

5 Conclusion

The mapping of entrepreneurship and innovation resources across the BAUHAUS4EU partner universities provides a comprehensive overview of how our institutions are embedding entrepreneurial culture into their missions, structures, and ecosystems. The results demonstrate that the alliance encompasses a wide spectrum of institutional approaches, from well-established incubators and technology transfer offices to emerging and partnership-based models. Despite the diversity of contexts, one common vision unites all partners: the conviction that entrepreneurship is not an isolated activity but a transformative educational and societal mission.

The findings reveal that institutional success in fostering entrepreneurship depends primarily on strategic orientation, connectivity, and human capital, rather than on scale or financial resources. Smaller universities, such as POLIS and IPCB, often demonstrate remarkable agility and depth of engagement through hands-on projects, mentorships, and close ties with regional stakeholders. Larger institutions, such as ULL2, UEKAT, or UPJV, leverage their extensive ecosystems and networks to deliver breadth, visibility, and large-scale participation in events and competitions. Together, these complementary strengths form a cohesive foundation for a shared European model of entrepreneurial learning.

Equally significant is the observation that ecosystem embeddedness plays a decisive role. Universities integrated into dynamic regional innovation systems show greater capacity to translate research and creativity into tangible impact. Effective collaboration with local incubators, chambers of commerce, regional agencies, and investor networks amplifies student access to resources and opportunities. The report also underlines the need to strengthen mentorship and long-term incubation mechanisms across the alliance to ensure continuity between inspiration, ideation, and implementation.

Looking ahead, the mapping exercise establishes a solid foundation for strategic action within BAUHAUS4EU. By creating a joint digital platform, cross-university mentorship networks, and rotating alliance-wide programs such as hackathons and innovation challenges, the alliance can connect students and staff across borders and disciplines. These shared mechanisms will transform local diversity into a collective advantage—turning awareness into experience and experience into entrepreneurship.

Ultimately, this report confirms that the entrepreneurial university is defined not by its infrastructure but by its culture of collaboration, inclusion, and experimentation. BAUHAUS4EU is uniquely positioned to become a model of cross-border cooperation in entrepreneurial education. Through continued commitment to shared learning, open innovation, and capacity building, the alliance can contribute to a new generation of universities that shape Europe's social, technological, and economic transformation.

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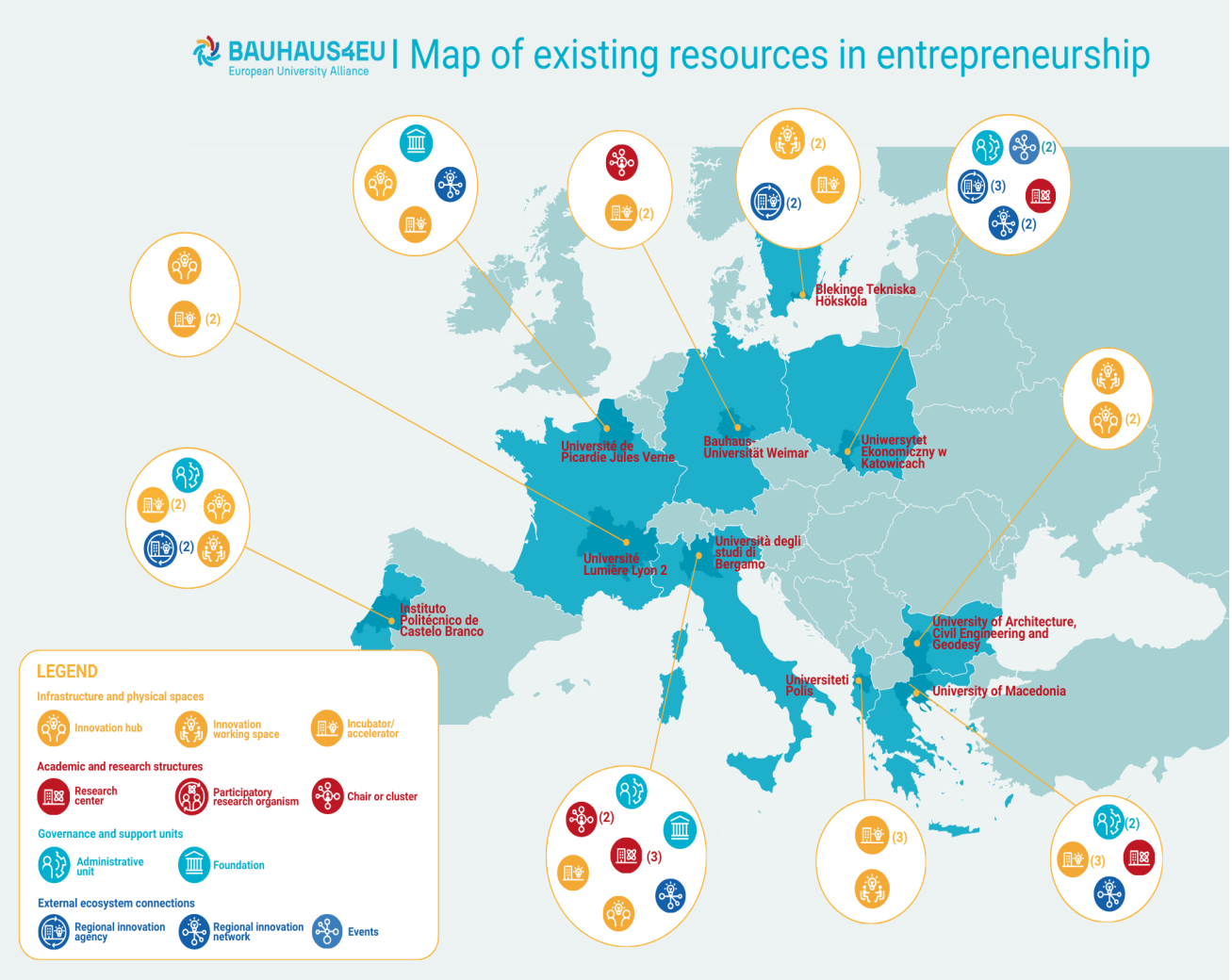
Appendices

Appendix 1 : Synthetic mapping of existing resources in entrepreneurship



Appendix 2 : Questionnaire used for collecting data

WP4 Questionnaire_Tasks 4.2 & 4.3

Involving and connecting regional ecosystems in a joint innovation hub

& enhancing entrepreneurship and innovation support

UNIV_University name

Please check the box corresponding to your university.

	COUNTRY	REGION	UNIVERSITY'S NAME
	Germany	Thuringia	Bauhaus-Universität Weimar (BUW)
	Sweden	Blekinge	Blekinge Tekniska Högskola (BTH)
	Poland	Slaskie	Universytet Ekonomiczny w Katowicach (UEKAT)
	Portug	Centro	Instituto Politécnico de Castelo Branco (IPCB)

	al		
	Italy	Lombardia	Università Degli Studi Di Bergamo (UNIBG)
	France	Haut de France	Université de Picardie Jules Verne (UPJV)
	Bulgaria	Sofia	Universitet po Arhitektura, Stroitelstvo i Geodesiya / University of Architecture, Civil Engineering & Geodesy (UACEG)
	France	Rhône-Alpes	Université Lumière Lyon 2 (LYON2)
	Greece	Central Macedonia	Panepietnmio Makedoniae (University of Macedonia - UOM)
	Albania	Tirana	Universiteti Polis (POLIS)

DATE_Date of submission: __/__/__ (before May 26)

Contact person 1 (coordinator/contributor T4.2 & T4.3):

NAME_Name:

ROLE_Role:

EMAIL_Email:

Contact person 2:

NAME_Name:

ROLE_Role:

EMAIL_Email:

... Please add additional contact persons if necessary.

GLOSSARY

Sustainability: includes environmental, social and economic sustainability. Ensuring the ability to be maintained at a certain rate or level.

Accessibility: ensuring physical and digital access for individuals with disabilities and mobility challenges, making places welcoming for people from diverse social and economic backgrounds, prioritizing walkability and sustainable transport as well as green surroundings.

Regional hub *or* Regional Living Lab (RLL): center of innovation, coordination, and knowledge exchange that brings together local stakeholders

Gender equality: ensuring equal access to opportunities, resources, participation and decision-making

Minority friendly: inclusive, respectful and supportive of minority groups, ensuring equal opportunities and representation.

NEB: New European Bauhaus. The New European Bauhaus is an EU initiative that bridges sustainability, aesthetics, and inclusivity to create beautiful, sustainable, and inclusive living spaces, inspiring innovation in architecture, design, and urban development across Europe.

RIS3: Regional Innovation *Smart Specialisation Strategy* (see Appendix A)

R&I projets: Research & Innovation projects

Note: This form will be used to create a barometer for tracking KPIs and their evolution over time (by year and by alliance member)

Section 1: Local and regional challenges (task 4.2.1)

Objective of the Task 4.2.1_Mapping of existing resources and expertise gaps to address local and regional challenges.

Based on individual research and a stakeholder's survey within regional innovation ecosystems, each full partner university will identify local and regional challenges, as well as the resources and gaps in expertise to address them to date. These results will be discussed and validated during individual regional and interregional workshops involving the associated partners and additional stakeholders from each region (WP11). The results of these regional workshop events will be used to create extra-curricular, challenge- and research-based educational contents in WP6, WP7, WP8 and WP9. This sub-task will be concluded with a report delivered as MS10.

What are the key local and regional challenges that your university aims to address through entrepreneurship and innovation initiatives? Please take into account the local « smart specialisation strategy – RIS3 » guidelines (see "Appendix A").

CHALLENGES_In general, to what extent does your university aim to address the following challenges?

	0 Not at all	*1*	*2 Neutral*	*3*	*4 To a great extent*
Economic development					
Sustainable energy and resource use					
Natural resources, bioeconomy, circular, green economy					
Culture, creativity and tourism					
Societal challenges and development					

Digital technologies and smarter societies					
Health and medicine					

WORLD CLASS POSITIONING_Please indicate your university's position within the European and global economy in addressing these challenges.

	0 Minor player	*1 Emerging*	*2 Moderate*	*3 Important*	*4 Dominant player*
Economic development					
Sustainable energy and resource use					
Natural resources, bioeconomy, circular, green economy					
Culture, creativity and tourism					
Societal challenges and development					
Digital technologies and smarter societies					
Health and medicine					

SHARE AN EMBLEMATIC RESEARCH-DRIVEN, EDUCATION-DRIVEN, *OR* MARKET-DRIVEN PROJECT RELATED TO INNOVATION OR ENTREPRENEURSHIP, LED BY YOUR UNIVERSITY:

If available, provide online resources:

INTERNAL CAPABILITIES(nodes)_Please list and describe the role of the *Internal resources* within your university.

Please include additional lines if necessary.

	NAME	ITS ROLE/EXPERTISE IN THE ECOSYSTEM	Provide links to online resources, if available.
- University foundations			
- Research chairs			
- Key research units			
- Incubators			
- Accelerators			
- Other internal resources			

STAKEHOLDERS(nodes)_Please list and describe the role of the key stakeholders within the local and regional innovation ecosystems.

Please include additional lines if necessary.

	NAME	ITS ROLE IN IT	UNIVERSITY'S INVOLVEMENT IN ITS GOVERNANCE (e.g., founder, key partner, member...)

		HEECOSYSTEM	
- Public institutions, local governments			
- Private institutions			
- NGOs, associations			
- Startups (technologies / services providers)			
- Regional hubs or Regional living labs (*cf Glossary on page 2*)			
- Technological infrastructures, e.g. fab lab			
- Incubators			
- Accelerators			
- Other stakeholders			

FINANCIAL SUPPORT(nodes)_Please list and describe the role of the key financial supports and funders within the local and regional innovation ecosystems.

Please include additional lines if necessary.

	NAME	ITS ROLE IN THE	ITS DEGREE OF INVOVEMENT (OCCASIONAL vs LONG-TERM PARTNER)

		ECOSYSTEM	
- Funders (self-fund, public funds)			
- Banks, investors			

PROJECTS(links)_Please list and describe your university's key innovation and entrepreneurial projects related to the local & regional challenges, including details of the main stakeholders involved.

Please include additional lines if necessary.

	NUMBERS OF PROJECTS / YEAR	NAME OF THE PROJECTS	*KEY STAKE-HOLDERS*	*DESCRIPTION OF THE PROJECTS* *(give an example)*
Strategic partnerships:				
- R&D collaborations, e.g., industry 4.0 companies				
- Institutional & corporate chairs collaborations				

- International collaborations				
- Open innovation or coopetition partnerships				
- Other partnerships				
Joint activities, practices or flows:				
- Joint projects or shared initiatives				
- Technology transfer agreements				
- Workshops and events				
- Talent flows, e.g. student recruitment for local startups				
- Other funding or support agreements, e.g. student competitions				

COURSES_Does your university offer programs, courses or modules focused on innovation and entrepreneurship?

	NUMBER OF PROGRAMS / COURSES	NAME OF PROGRAMS / COURSES	DESCRIPTION OF THE FOCUS AREA
For innovation:			
Innovation programs			
Innovation modules/courses			
Online innovation programs/modules/courses			

If other, please specify:			
For entrepreneurship:			
Entrepreneurship programs			
Entrepreneurship modules/courses			
Online entrepreneurship programs/modules/courses			
If other, please specify:			

Section 2: Expertise gaps and needs (T4.2.1)

What are the main gaps in expertise or resources that hinder your university's ability to address local and regional challenges through research and innovation?

BARRIERS_How significant are the following barriers to your university's ability to address local challenges?

	0 Not a barrier	*1*	*2 Neutral*	*3*	*4 Major barrier*
Lack of funding					
Lack of clearly defined roles					
Size of the university					
Lack of innovation/entrepreneurial culture, e.g, innovation records					
Lack of training programs in innovation					

Lack of capable and/or available teachers					
Limited access to mentorship					
Limited collaboration with industry					
If other, please specify: _____					

RESOURCES_What types of additional support would benefit your university to enhance student innovation and entrepreneurship?

	0 Not needed	*1*	*2 Neutral*	*3*	*4 Essential*
Access to networks and partnerships					
Funding					
Legal/IP support					
Infrastructure (e.g., labs, co-working spaces)					
Training programs on innovation					
Training programs on entrepreneurship					
Training programs on leadership and project management					
If other, please specify: _____					

SUSTAIN_ENGAGE_ How well-developed are the following aspects of sustainability in your university's innovation ecosystem?

	0	*1*	*2*	*3*	4

	Not developed		Neutral		Highly developed
Incentives for sustainable innovation					
Social and environmental impact projects					
Integration of sustainability in curriculum and research					
Circular economy initiatives					
Sustainability funding and support					
Living labs for sustainability testing					
International sustainability partnerships					

SPACES_ENGAGE_How would you describe innovation (physical or digital) spaces in your region?

	0 Not at all	*1*	*2 Neutral*	*3*	*4 Very*

	access				*access*
Sustainable architecture					
Aesthetically appealing					
Culturally diverse					
Well-equipped with advanced digital collaboration tools, e.g. VR, Metaverse					
Conducive to creativity					
Encouraging of social impact & well-being innovative projects					
Encouraging of innovation projects in the arts and culture					

INCLUSIVE_ENGAGE_How well does your university promote inclusivity and collaboration in innovation?

	0 Not at all	*1*	*2 Neutral*	*3*	*4 Fully integra*

					t e d
Participation in EU/global innovation programs					
Strategic partnerships across regions					
Training programs for interregional innovation					
Programs fostering interregional entrepreneurship					
Regional government engagement in university-led innovation					
Initiatives to retain talent and prevent regional brain drain					
Technology centers for academic-industry partnerships					
Open-access research and innovation labs					
Support for interdisciplinary collaboration					

Section 3: Regional Living Labs and existing resources for innovation (T4.2.2)

How could your university benefit from being part of an interregional network of entrepreneurship and innovation hubs? What specific expertise or resources could your university contribute to the network?

Regional Living Labs : BAUHAUS4EU will implement open-innovation ecosystems at currently unused sites within the regions. There, member universities join forces with regional partners to create space for experimentation and develop the scope and core values of the NEB-Iniative. The Regional Living Labs will provide flexible and transferable concepts for place-based teaching involving local communities. Through these courses, students and teachers will both develop the ability to interact and co-create with local stakeholders and exercise participation format for civil society. In this way, the achived re-vitalisation of the formerly unused space meets the needs of the local community.

Source: EU Grants: Application form (ERASMUS BB and LS Type II): V2.0 – 01.06.2022

SHARE AN EMBLEMATIC INITIATIVE FOR REGIONAL HUBS (OR REGIONAL LIVING LABS):

If available, provide online resources:

REGIONAL HUBS_Does your university have regional hub initiatives (or Regional Living Labs) for entrepreneurship and innovation?

Please describe the structure and activities of the regional hubs and provide us with a webpage or online resources.

NAME OF THE REGIONAL HUBS	*KEY STAKEHOLDERS INVOLVED*	*DESCRIPTION OF THE STRUCTURE* *(give online resources if available)*	*DESCRIPTION OF ITS ACTIVITIES* *(give online resources if available)*

iADD_Does your university have additional innovative initiatives? Please describe: _____

iBEST_Best practices or lessons learned for innovation collaborative networks over the years? Please describe: __

iRECOM_Do you have recommendations for strengthening innovation ecosystem at the alliance level? Please describe: _____

Section 4: Interregional collaboration and networking (task 4.2.2)

How could your university benefit from being part of an interregional network of entrepreneurship and innovation hubs? What specific expertise or resources could your university contribute to the network?

Objective of the Task 4.2.2 Guidelines to set up and connect regional hubs in an interregional network: An

organisational structure will be established that connects regional hubs in an interregional network, addressing the specializations and expertise gaps within each regional innovation ecosystem to foster synergies and cross-fertilization. This effort entails creating and implementing a virtual network hub within the alliance's digital platform (WP 2) and providing guidelines for setting up regional hubs within an interregional network for each partner university in deliverable D 4.2. The report will detail system boundaries at each partner university and incorporate a common set of assessment criteria and performance indicators to ensure measurable results within each institution and comparability across the alliance.

HUB VALUE_How valuable would an interregional network be for your university?

	0 Not valuable	*1*	*2 Neutral*	*3*	4 Extremely valuable
Access to international mentors					
Support for joint project collaboration					
Resource sharing					

Knowledge exchange programs					
Please describe the potential benefits for your university:					

HUB SHARE_How capable is your university of contributing to an interregional network?

	0 Not able to contribute	*1*	*2 Neutral*	*3*	4 Strongly able to contribute
Provide international mentors					
Support joint project collaboration					
Resource sharing					
Facilitate knowledge exchange programs					
Please describe the potential contributions of your university:					

DIGIT TOOLS_ How useful would the following digital tools be for supporting interregional collaboration?

	0 Not useful	*1*	*2 Neutral*	*3*	4 Highly useful
Virtual networking platform					
Mentorship matching system					
Knowledge-sharing system or resource library					
Online training					
Gamified innovation challenges and hackathons					
Digital twin environments for simulation and testing					
Discussion forums					
If other, please specify: _____					

DIGIT_PLATFORM_How could a virtual network hub on the alliance's digital platform support your university's innovation and entrepreneurship initiatives?

Please describe potential use cases, functionalities, and specifications:

If available, provide online resources:

Section 5: Existing resources and expertise for entrepreneurship (Task 4.3.1)

SHARE AN EMBLEMATIC INITIATIVE FOR ENTREPRENEURSHIP:

If available, provide online resources:

INCUBATOR_Does your university have an incubator, accelerator, or dedicated space to incite student startups?

If yes, please provide details (e.g., name, focus areas, number of startups supported annually):

NAME	*KEY STAKEHOLDERS INVOLVED*	*DESCRIPTION OF THE STRUCTURE* *(give online resources if available)*	*DESCRIPTION OF ITS ACTIVITIES* *(give online resources if available)*

TECHNO TRANSF_Does your university have a Technology Transfer Office (TTO) to support commercialization of research and innovation?

If yes, please provide its role and activities:

NAME	*KEY STAKEHOLDERS INVOLVED*	*DESCRIPTION OF THE STRUCTURE* *(give online resources if available)*	*DESCRIPTION OF ITS ACTIVITIES* *(give online resources if available)*

FUND_PROG_What types of public and private funding programs are available to support student entrepreneurship and innovation?

	0	*1*	*2*	*3*	4

	Not available		*Neutral*		Widely available
Grants					
Scholarships					
Competitions					
If other, please specify: _____					

FUND_SOURCES_ Does your university partner with investors (e.g., venture capital firms, angel investors, or government funding agencies)?

If yes, please describe briefly the way these partnerships are put in place:

	NUMBER OF PATNERSHIPS	DESCRIPTION OF THE PARTNERSHIP
Government funding agencies		
Venture capital firms		
Angel investors		
If other, please specify: _____		

EVENTS_How frequently does your university organise the following events to promote entrepreneurship and innovation?

	NUMBER OF INITITIATIVE / YEAR	DESCRIPTION OF THE INITITIATIVE (please provide online resouces if available)
Workshops /seminars		
Networking events		
Pitch competitions		
Hackathons		
If other, please specify__		

STAFF_ Does your university have dedicated staff to support student entrepreneurship?

If yes, please describe their roles and services:

	DESCRIPTION OF THEIR ROLE	*DESCRIPTION OF THE SERVICES*
Mentors/Advisors/ Coaches		
Free legal advice		

Section 6: Enhancing entrepreneurial mindset and skills (Task 4.3.2)

LEARN_OPPORT_What types of experiential learning opportunities (e.g., internships, startup projects) are currently made available to students by the university?

	0 Not	*1*	*2* *Neu*	*3*	4 Hig

	available		trial		hly available
Internships					
Startup projects					
Mentorship					
Collaboration on professional projects with companies					
If other, please specify: _____					

NEW LEARN OPPORT_Would your university be interested in short-term entrepreneurship courses?

If yes, what topics or skills should these courses focus on?

TOPICS OR SKILLS	*NUMBER OF HOURS*	*YEARS/MONTHS*	*PLEASE DESCRIBE THE TYPES OF COURSES YOU NEED (online ?)*

CREATE LEARN OPPORT_How could these opportunities be expanded or improved? What types of seminars, workshops, or coaching sessions would best support the development of entrepreneurial skills among students?

Please describe: _____

eADD_Does your university have other entrepreneurship initiatives?

Please describe: _____

eBEST_Best practices or lessons learned for entrepreneurship over the years?

Please describe: ____

eRECOM_Do you have recommendations for strengthening entrepreneurship at the alliance level?

Please describe: _____

Section 7: Major impacts to be triggered and related KPI

	Your university data in 2024/2025 (*innovation*) *Task 4.2*	Your university data in 2024/2025 (*entrepreneurship*) *Task 4.3*
KER1: Interconnected resilient and dynamic learning & collaboration environment (D4.2, D4.3, D9.2, D9.3)		
1.1 Number of learners in lifelong learning programs		

1.2 Number of training sessions for teachers in innovative pedagogies		
1.3 Number of students involved in the preparation and the designing of Alliance's joint courses		
1.4 Number of joint educational activities involving at least 3 members of the alliance		
1.5 Number of training activities on Future skills development *(especially 'entrepreneurial skills', please refer to Appendix B below)*		
1.6 Number of annual student mobilities (outgoing)		
1.7 Number of annual academic staff mobilities (outgoing)		
1.8 Number of annual administrative staff mobilities (outgoing)		
KER2: Increased accessibility to education and expanded knowledge dissemination (D4.3; D9.2; D9.3)		
2.1 Number of online courses open to the general public		
2.2 Number of non-formal education and research events (i.e., conferences, seminars, webinars) for knowledge popularisation		
KER3: Improved curricula aligned with job market and societal needs, providing resources and support for student entrepreneurship (D4.2, D4.3, D9.2, D9.3)		
3.1 Employability rate of Master's students (% average for the Alliance)		
3.2 Number of entrepreneurial projects created by students submitted for funding or prizes	*N. A.*	
KER4: Sustainability minded, inclusive and technology savvy BAUHAUS4EU community (D4.2, D4.3, D9.2, D9.3)		
4.1 Number of ongoing projects/initiatives focused on digital teaching		
4.2 Number of sustainability-oriented projects/initiatives on alliance's campuses		
4.3 Number of inclusion-oriented projects/initiatives		

KER5: Enhanced cross-cultural understanding & communication (D9.2; D9.3)		
5.1 Number of intercultural activities provided by the Alliance's members		
5.2 Number of language courses related to the national languages of the Alliance members		
5.3 Number of courses in English		
KER6: Collaborative BAUHAUS4EU research ecosystem (D4.2, D4.3, D9.2, D9.3)		
6.1 Number of projects submitted in EU calls		
6.2 Number of research collaborations involving at least 3 members of the alliance		
6.3 Number of co-supervised PhD theses involving at least 2 members of the alliance		
KER7: BAUHAUS4EU created sustainable practices and technological advancements (D4.3; D9.3)		
7.1 Number of research projects and activities (seminars, workshops) in digital transition		
7.2 Number of research projects and activities (seminars, workshops) in green transition		

APPENDIX A_REGIONAL INNOVATION SMART SPECIALISATION STRATEGIES (RIS3)

Box 1 – Definition of RIS3

National/regional research and innovation strategies for smart specialisation (RIS3) are integrated, place-based economic transformation agendas that do five important things

- They focus policy support and investments on key national/regional priorities, challenges and needs for knowledge-based development, including ICT-related measures;
- They build on each country's/region's strengths, competitive advantages and potential for excellence;
- They support technological as well as practice-based innovation and aim to stimulate private sector investment;
- They get stakeholders fully involved and encourage innovation and experimentation;
- They are evidence-based and include sound monitoring and evaluation systems.

Regional Innovation Smart Specialisation Strategies (RIS3)

Thuringia (D)
Industrial production and systems
Sustainable and intelligent mobility and logistics
Healthy living and health economy
Sustainable energy and resource use
ICT, innovative and production-related services

Centro (PT)
Natural resources and bioeconomy
Materials, tools and production technologies
Digital technologies and aerospace
Energy and climate
Culture, creativity and tourism

Blekinge (S)
Smart Industry - Molding and Marine
Technology - digitalization and smarter societies
Missions focus on societal challenges
- Healthy seas and oceans
- Climate adaptation
- Climate neutral and smart cities

Śląskie (PL)
Energy
Medicine
Information and Communication Technologies
Green economy
Emerging industries

Haut-de-France (F)
Ambition Maritime
Sustainable biorefinery and bioresources
Image, content and interactive media
Circular economy and new functionalities of materials
Carbon-free energy efficiency
Integrated artificial intelligence
Precision health and diseases of civilization
Societal change and risk control

Lombardia (I)
Nutrition
Health and life sciences
Culture and knowledge
Connectivity and Information
Intelligent mobility and architecture
Sustainability
Social development
Advanced manufacturing

Rhônes-Alpes (FR)
Industry of the future
Digital technologies
Health and biotechnologies
Energies and environment
Sustainable mobility and transport
Materials and green chemistry
Food and innovative agriculture
Tourism and heritage

Central Macedonia (GR)
Agri-food & Innovative Agriculture
Health & Biotechnology
Information & Communication Technologies (ICT)
Energy & Green Technologies
Transport & Logistics
Materials & Manufacturing
Tourism & Cultural Industries
Creative & Cultural Industries

Sofia capital and Sofia province (BL)
Information & Communication Technologies (ICT)
Mechatronics & Clean Technologies
Health & Biotechnology
Creative & Digital Industries
Sustainable Energy & Energy Efficiency
Smart Manufacturing & Industry 4.0

Tirana (AL)
Agriculture, Fishing, and Forestry
Manufacturing Industry
Energy
Tourism
Information and Communication Technologies (ICT)
Business Process Outsourcing (BPO) and Digital Services

Overlapping of Regional Innovation Smart Specialisation Strategies (RIS3)

- **Sustainable Energy and Resource Use**
- **Natural resources and bioeconomy, Circular and Green Economy**
- **Culture, creativity and tourism**
- **Societal challenges and development**
- **Digital technologies and smarter societies**
- **Health and Medicine**

University
- Education
- Research
- Transfer

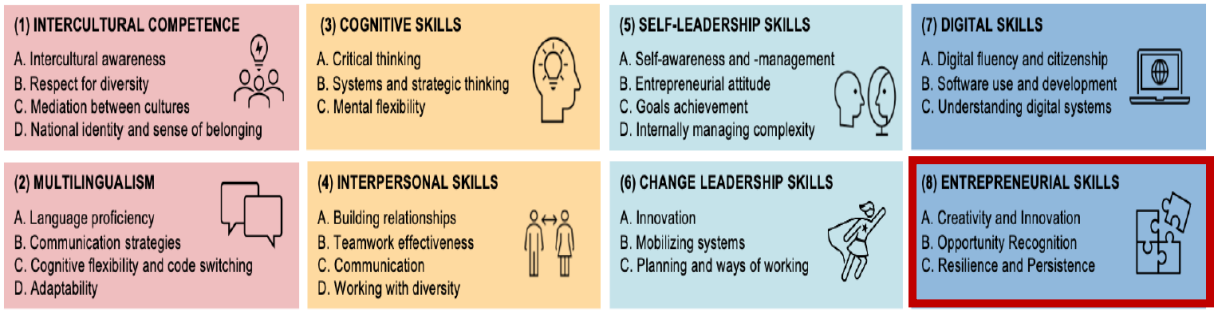
APPENDIX B_FUTURE SKILLS IN BAUHAUS4EU APPLICATION

Section 1.1.2. (page 7):

"Intercultural competencies and Future Skills for all – BAUHAUS4EU will empower change agents to contribute actively to the transformation of their institutions, regions and society at large by providing easily accessible micro-credential courses on Future Skills to individuals within the alliance (students and staff), but also citizens and other stakeholders within our regions and beyond (NGOs, local authorities, SME, members of local communities, adolescents, post-graduates including vulnerable groups e.g. seniors). The addressed categories are: Intercultural Competence, Multilingualism, Cognitive Skills, Interpersonal skills, Self-leadership skills, Change leadership skills, Digital skills and Entrepreneurial Skills. Furthermore, BAUHAUS4EU students and academic staff will learn and exercise interdisciplinary and intercultural competencies through the participation in educational formats implemented at alliance level, such as the European BAUHAUS Courses, Regional Labs, Campus transformation courses, and joint degree programs."

Section 1.2.1 (page 14 and 15):

"These change agents will be empowered by a tailored set of BAUHAUS4EU Future Skills and Competencies training courses focusing on (1) Intercultural Competence, (2) Multilingualism, (3) Cognitive Skills, (4) Interpersonal Skills, (5) Self-Leadership Skills, (6) Change Leadership Skills, (7) Digital Skills, and (8) Entrepreneurial Skills, as illustrated in Figure 1.3."



BAUHAUS4EU Future skills & competences for students, staff and regional change agents

BAUHAUS4EU
European University Alliance

Bauhaus-Universität Weimar

Blekinge Institute of Technology

Politécnico Castelo Branco
Polytechnic University

UNIVERSITÀ DEGLI STUDI DI BERGAMO

Université de Picardie Jules Verne

Université Lumière Lyon 2

Universiteti POLIS

University of Architecture Civil Engineering and Geodesy

Hellenic Republic University of Macedonia

University of Economics in Katowice

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