

## KA2 Stratégiai partnerségek

### Felsőoktatás

2019

### Támogatott projektek összefoglalói

Pályázat száma: 2019-1-HU01-KA203-060971  
Intézmény: **Óbudai Egyetem**  
Projekt címe: **Open, online courses to develop social emotional skills**

#### **Partnerek:**

Malta College of Arts Science and Technology (MT)  
Stichting Bve Zuid-Limburg (NL)  
Képes alapítvány - a szociális és érzelmi készségfejlesztésért (HU)

#### **Projekt összefoglaló:**

As machines can perform an increasing range and variety of tasks, individuals will need to put more focus on developing the skills that humans excel at, such as social emotional skills or creativity. While the importance of social emotional skills will increase in the future job market, they are highly valued by employers at present, too. Motivation to perform, good communications skills, the ability to work in a team, flexibility/adaptability are frequently mentioned among the required skills of the optimal applicant. With the exception of jobs that require high level of specific technical knowledge, employers often focus more on the presence of positive attitudes and soft skills as they treat these skills less trainable. They also have less capacity to develop these skills in their employees.

In the framework of our innovative OPENSEL project, partners from Hungary, the Netherlands and Malta collaborate to create three Massive Open Online Courses (MOOC) for higher education students developing social emotional skills that are highly relevant for employability: presentation skills, teamwork skills, stress management skills.

The presentation skills development MOOC (IO1) will cover topics such as: creating a presentation about a topic (including: ways of creating an interesting, convincing script about the topic, structuring and designing slides, interacting with the audience, delivery of presentations of different lengths), and presenting oneself during job interviews.

The teamwork skills development MOOC (IO2) will cover topics such as: listening to the other person and to take the other's perspective, communicating effectively/assertively, ability to adhere to group norms/rules, conflict resolution techniques and approaches.

The stress management skills development MOOC (IO3) will cover topics such as: recognising own emotions and beliefs/interpretations, recognising own needs and motivations, identifying and modifying maladaptive thinking patterns, techniques for managing stress and building resilience.

The MOOC development process will start with a joint staff training and will be closed by local multiplier events and an international final conference in Budapest.

Our target groups are higher education teachers, trainers, mentors and their students. We also make the courses available for secondary school students (through ROC), to companies and to any interested other parties (anyone can join the courses free of charge if they register to them during the registration period).

The project is innovative, as there are no similar MOOCs that are available for either the students of the participating partners. There are no similar complex online courses in these fields that are offered free of charge to the public. Compared to existing MOOCs/online courses (in other topics) offered by the partners, instead of the standards practice of recording lectures and turn them into video lessons, we will create many short videos that are specifically designed to illustrate different aspects of the selected topics. They will include dialogues between trainers about the most important issues, interviews with experts on the topics, visual demonstrations, role plays.

The project fulfills real needs in both the training field and the industry. By the soft skills trainings the training portfolio of the partners will expand, the students will get useful and valuable knowledge and the companies will have employees with broader competences.

These competences can be applied not only in the corporate environment, but also - such as stress management - ensure a better balance between working and family life. The long-term impact of the development is that the curricula developed in the project will form an integral part of education at all levels, and it will contribute to the better employability of the students as well.

Pályázat száma: 2019-1-HU01-KA203-061070  
Intézmény: **Budapesti Gazdasági Egyetem**  
Projekt címe: **Coaching-oriented Online Resources for the Autonomous Learning of LSP**

**Partnerek:**

Beuth-Hochschule Fuer Technik Berlin (DE)  
Instituto Politecnico Da Guarda (PT)  
Haaga-Helia Ammattikorkeakoulu Oy (FI)  
Ekonomicka Univerzita V Bratislave (SK)  
Ceske Vysoke Uceni Technicke V Praze (CZ)

**Projekt összefoglaló:**

The importance of autonomous learning is of particular significance in educational policy documents with an emphasis on competences for autonomy that can be developed at all educational levels and ages. A survey-based study involving more than 1,400 students identified the low level of autonomous learning skills of Hungarian students at BBS as a skill gap in 2017. Teachers at the BBS Department of Languages for Business Communication have been trying to tackle this problem in the following ways:

- A professional dialogue was initiated with colleagues from other departments of the University including a round-table discussion at the Day of Applied Sciences at BBS in 2018.
- Opportunities for international comparison were sought after, and an adapted version of the questionnaire was completed at partner universities among students of LSP. Pinpointing the international dimension of this problem, the results showed clearly that besides the differences, some areas were challenging for all participating students.
- Research on international solutions was carried out and a growing number of European universities have been found to enhance autonomous language learning in (online) self-access centres. Besides providing materials and a language learning environment which promotes autonomous language learning indirectly, some centres offer direct support for autonomous learning in the form of advising or coaching. However, no transnational project has been found that would offer open educational resources promoting the autonomous learning of LSP.

The objective of the CORALL project is to launch a transnational initiative – developed in the framework of a strategic partnership – to fill the aforementioned gaps by supporting students in becoming more autonomous learners and supporting teachers of LSP in helping learners to become more autonomous. A further objective is to create intellectual outputs to support autonomous language learning, which will not only be available for the language teachers and students of each participating institution, but will also constitute open educational resources. Our aim is to support learners' language development in LSP through the development of their autonomous language learning skills in an online environment. Teachers of LSP will benefit from the partner institutions' practices and expertise, while the overall project will promote lifelong learning and contribute to the universities' strategic aim of internationalization.

The CORALL project involves the coordinator of BBS' previous KA2 project, the Czech Technical University in Prague. It also brings on board new partners to BBS, namely:

- Beuth University of Applied Sciences
- Instituto Politécnico da Guarda, and through IPG the Association of Language Centres in Higher Education in Portugal (ReCLes.pt)

and it involves BBS' partner universities in Erasmus+ with whom there was no previous contact between LSP teachers:

- Haaga-Helia University of Applied Sciences
- and the University of Economics in Bratislava.

Partners were carefully chosen by the applicant based on the participants' complementary expertise and needs identified to be common.

The project follows and develops the structure of the ICCAGE project further, implemented successfully in a different thematic area (intercultural communication) between 2015 and 2017. After the design of a conceptual framework (O1) in the initial phase of the project, the partners will develop resources (O2) to support students' autonomous learning of LSP (in English, German and Spanish), as well as sample materials and modules (O3) for self-study and to integrate into LSP classes or LSP related projects to enhance autonomous language learning skills. Case studies (O4) will be written to facilitate the future use of the resources and, in the final phase of the project, modules (O5) for language teacher development to support autonomous learning will be created. The transnational joint staff training is expected to contribute to the success of the development of the outputs, and a blended mobility for students will be an added value of the project. Dissemination is carefully planned in order to ensure that all the target groups are reached effectively.

BBS will channel the CORALL project results in the design of a new study programme in LSP, including the design of an interdisciplinary subject especially aimed at improving students' autonomous language learning skills, and all partners will implement practical learning strategies into their existing practices, which will spark intrinsic motivation in students and encourage them to take control over their learning process. The strategic partnership aims at long-term cooperation among LSP educators of the participating organisations, which, in each case, contribute substantially to their respective institution's strategic development goals.

Pályázat száma: 2019-1-HU01-KA203-061233  
Intézmény: **Hétfa Kutatóintézet**  
Projekt címe: **Innovative and smart module FOr potential Research Managers and Administrators in higher educaTION**

**Partnerek:**

Gozdarski Institut Slovenije (SI)  
Budapesti Corvinus Egyetem (HU)  
Sociedade Portuguesa De Inovacao Consultadoria Empresarial E Fomento Da Inovacao SA (PT)  
Agenzia Per La Promozione Della Ricerca Europea (IT)  
Istituto Di Studi Per L'integrazione Dei Sistemi (I.S.I.S) - SOCIETA'COOPERATIVA (IT)  
Universitatea Sapientia Din Municipiul Cluj-Napoca (RO)  
Universidade Nova De Lisboa (PT)

**Projekt összefoglaló:**

foRMAtion aims to support students in higher education as potential research managers and administrators (RMAs) by reinforcing their high-level & transversal skills needed for developing & managing excellent European research, innovation and educational projects. foRMAtion addresses the growing need of professional research support staff due to the increasing competition for EU funds in the field of R&I projects, the gap between education and labour market needs and the serious shortage in RMA educational programmes, standardisation & certification.

Based on the identified needs foRMAtion seeks to achieve the following objectives:

- 1) collecting and evaluating good practices in the field of RMA training from different EU countries;
- 2) developing innovative tools, educational and training methods for the empowerment of potential RMAs among HEI students to acquire the necessary knowledge & skills (both soft & hard) as well as to support their career development;
- 3) making the profession of research management and administration attractive and raising awareness on the importance of RMAs, contributing to the preparation and implementation of excellent European educational and research projects.

To fulfil this ambitious mission, foRMAtion gathers highly experienced organizations from 5 European countries supplemented by 7 Advisory Board Members. Partners have different scientific background & profound experiences in education & research management. Activities will be carried out in their strong cooperation and through regular online & personal meetings.

During its 3 years, foRMAtion will implement interlinked activities. First, a methodological guide & good practice collection will seek to identify & assess existing good practices, know-how, methods and tools in the field of training RMAs to develop a truly innovative & high-quality international module for potential RMAs at HEIs.

The curriculum & teaching material of the international module will be developed and tested at partner HEIs. The courses can be accomplished by students from any fields but mainly targets students from the International Relations/European Studies programmes. It will focus on addressing market labour needs, enhancing work-based and project-based learning & improving a wide range of competences & skills, such as problem-solving & networking capacities, transversal and language competences, critical and creative thinking.

The courses will be supplemented by mentorship programme & blended learning mobility of students through which trained staff at partners will mentor students to get work experience & hands-on knowledge.

Besides, foRMAtion will develop a blended learning platform & online textbook as an interactive, user-friendly and targeted training opportunity available for anyone within & beyond the project. It will be tested through a summer school.

Lastly, foRMAtion will prepare a guide&impact assessment for educating and training RMAs at HEIs, highlighting the transferable practices&formulating policy recommendations to channel the results & outcomes to national & EU decision-makers and other relevant stakeholders. This aim will be also supported by the organisation of multiplier events in PT, RO, IT, SI & BE.

All activities & outputs will be publicly available at [www.foRMAtion.eu](http://www.foRMAtion.eu) & Erasmus+ pages and sustained after the project's lifetime through the strong commitment of PPs. Outputs will be able to be introduced by other countries&organizations.

These actions will enable that min. 40 students will get familiarized with RMA and get necessary high-level & transversal skills to launch their career in the field. HEIs will get into an intensive cooperation with research institutions fostering interaction through the knowledge triangle. The development of the international curriculum & teaching material including innovative & non-formal education methods will allow HEIs to expand their course offer and bring them closer to answer the needs of labour market. Min. 9 teachers will be trained to teach the foRMAtion module which will improve their skills too. Partners involved in the mentorship will get in touch with excellent students & get the chance to establish long-term cooperation with foreign universities. Students will have opportunity to work with 12 mentors, start to build up their professional network & getting work experiences. The blended learning platform will address a broaden number of persons by providing innovative knowledge and skill development.

On the long-run foRMAtion will contribute to developing the course offers of involved HEIs, overcome the gap between labour market needs and education, grow the number of RMAs, thereby contributing to the professionalization & recognition of the profession. Policy recommendations channelled to stakeholders will enable the improvement of educational environment for potential RMAs & raise awareness on the importance of RMA in excellent research support across Europe.

Pályázat száma: 2019-1-HU01-KA203-060919  
Intézmény: **Károli Gáspár Református Egyetem**  
Projekt címe: **Translanguaging for Equal Opportunities: Speaking Romani at School**

**Partnerek:**

Jyvaskylan Yliopisto (FI)  
University College London (UK)  
Univerzita Konstantina Filozofa V Nitre (SK)  
Magiszter Alapítványi Óvoda, Általános Iskola, Gimnázium, Szakgimnázium, Szakközépiskola és Alapfokú Művészeti Iskola (HU)  
Zakladna Skola Anyosa Jedlika S Vyučovacim Jazykom Madarskym - Jedlik Anyos Alapiskola, Skolska 845, Zemne - Szimo (SK)

**Projekt összefoglaló:**

In Hungary and in Slovakia, several hundreds of thousands of people consider themselves to be Roma. A significant part of this population uses language resources and practices linked to Romani. In both countries, Romani appears at schools merely as a school subject (Romani as a second language, home language, or foreign language) and even in this way it is seldom included in the curriculum at all.

Translanguaging (García 2009) is not only a notion of contemporary sociolinguistics which describes bi- and multilingual ways of speaking, but also a pedagogical approach. By offering a holistic approach to communication (Gorter-Cenoz 2017), translanguaging pedagogy emphasizes the development of the entire and unique linguistic repertoire instead of the development of competences in several languages or varieties.

Our project is to build on approaches laid down in translanguaging research in order to study Romani-speaking children's linguistic practices in primary school settings and to introduce new pedagogical stance and principles in their education (cf. Wei 2014, 2017; García-Kleyn 2016, García et al 2017, García-Wei 2014, Paulsrud et al 2017, Heltai 2019). The project is carried out in cooperation with University College London, University of Jyväskylä as word-leading centres in translanguaging and research on multilingual education, with the Károli Gáspár University in Budapest, Hungary and the Constantine the Philosopher University in Nitra, Slovakia as regional and local centres of research in the fields of translanguaging and issues of multilingual education, and from two elementary school institutions from highly disadvantaged schooling areas in Hungary and Slovakia. The aim of our project is to explore the possibilities of integrating the children's Romani language resources in monolingual primary school settings and curricula. Our approach challenges the tradition which associates school with monolingual and standardized ways of speaking, which dominates discourses of education in Hungary and Slovakia to this day. Instead of developing Hungarian or Romani language skills, our approach supports social equality and competitiveness through the development of the whole repertoire. This is achieved by building on home-language practices of the speakers: everyday ways of translanguaging in out-of-school domains become parts of learning activities. This enhances the feelings of intimacy and continuity in the pupils, as a result of which they feel more secure and confident in class.

The project's multi-layered intellectual outputs consist of a video repository and an accompanying e-volume for the teacher training. Deliverables are developed in the cooperation of students in teacher training, researchers with more theoretical approaches and teachers innovating education in highly deprived and disadvantaged schools. The outputs are developed through a close cooperation of these participants in joint staff and learning activities. The video recordings exemplify translanguaging classroom moments. Each recording includes introductory reflections and

commentaries by educators, researchers and/or other participants (presentation of context, purpose and practices). The accompanying e-volume analyses the emergence of the video repository and expands the scope of the project by providing an opportunity for the use of the repository and the handbook in varied educational contexts, including non-Roma settings, such as migrant community schools across Europe.



Pályázat száma: 2019-1-HU01-KA203-061226  
Intézmény: **Széchenyi István Egyetem**  
Projekt címe: **Urban Sustainable Mobility in focus: student education, community involvement and participative planning**

**Partnerek:**

Symvouloi Anaptyxiakou Schediasmou Erevnas Kai Organosis Etaireia Periorismenis Efthynis Prisma Epe (GR)  
Technische Universitat Darmstadt (DE)  
Glyfada Municipality (GR)  
Győr Megyei Jogú Város Önkormányzata (HU)  
Wissenschaftsstadt Darmstadt (DE)  
Universiteit Utrecht (NL)

**Projekt összefoglaló:**

The need for sustainable urban mobility has been high on the EU agenda, bearing in mind the increasing importance of energy saving, sustainable lifestyle and urban quality of life. Moreover, Sustainable Urban Mobility Planning (SUMP) is a major topic in the European Commission's Urban Mobility Package. SUMP underlies cooperation across different policy areas, across disciplines and government levels, and emphasizes cooperation with citizens. It is important to integrate the concept and practices of sustainable mobility planning in the studies related to architecture and spatial planning, so that the students (the later professionals of urban planning and design) own the basic principles of SUMP.

The project aims to improve the quality of teaching in universities, by offering students a hands-on approach in the preparation of a SUMP for a locality in their cities, actively involving local communities and local authorities in the process. It also aims to bring the concept of SUMP closer to urban citizens, offering to them a learning package and tools to understand sustainable mobility better as well as exercise their public participation rights in the planning of sustainable mobility in their area.

The objectives of UrbanSCOPE include:

- To design an interdisciplinary learning environment for university students related to urban planning and design, with interactive links to local authorities and local communities, aiming to promote the concept of sustainable mobility.
- To extend these methodologies and tools to "family education" addressing mostly youth, their parents and other adults, and diffuse university learning innovations to the society more widely.
- To pilot-test, adapt and revise these innovative methodologies.
- To connect higher education to local communities, the civil society and local authorities, thus strengthening the role of higher education as a stakeholder in policy making with special reference to sustainable mobility.
- To change attitudes and behaviours of city inhabitants in favour of sustainable mobility, and to promote active citizenship, by proposing interactive mechanisms for public participation.
- To contribute to the creation of sustainable mobility scenarios in the participating cities, serving as a basis for future Sustainable Urban Mobility Plans.

The activities of the project are developed along 6 interconnected steps, which lead to a coherent and cohesive set of project results through the collaborative effort of the project partners.

The activities lead directly to 6 tangible outputs of the project:

- 1) Carrying out a local sustainable mobility audit in 3 EU countries, focusing on the mobility behaviour and attitudes of citizens, addressing the needs of local authorities and educational institutions.
- 2) Creating an Action Plan per city, developing alternative SUMP scenarios, and involving the local communities in the process.
- 3) Devise a learning methodology and ICT tools for an integrated approach to SUMP.
- 4) Pilot-test and revise the learning methodology with university students and with secondary school students and adults.
- 5) Widening the methodology and tools of UrbanSCOPE through a public competition, providing core material (ideas and scenarios) for local planning.
- 6) Prepare and publish a Handbook for users of the UrbanSCOPE methodology.

The project implementation methods will include desk research and field surveys in 3 EU countries; dissemination and publicity campaigns and competitions led by local authorities and civil society organizations, including 4 national workshops and an international conference; the construction of education tools and methodologies based on the technologies of location-based games and augmented reality; the adaptation and pilot-testing of these tools to the needs of higher education and secondary schools/family education; the dissemination of the devised learning tools and methodologies by making them available for free, and accompany them with a Handbook. Intangible results include the changing attitudes and perceptions towards sustainable urban mobility, the awareness raising of citizens towards a more sustainable use of urban transport, and the opportunities to widen the participative planning and citizen engagement methods.

The target groups of the project include higher education institutions, secondary education institutions, urban citizens, civil society organisations, planners and policy makers at local level. These groups are expected to benefit directly from the UrbanSCOPE methodology and tools, as being end-users of the developed products.

The project benefits greatly by its transnational character, which allows the national teams to compare data, benefit from the exchange of best practice, complement each other in terms of expertise and previous experience, and create education and awareness raising tools that would have a wide application across nations and cultures.

Pályázat száma: 2019-1-HU01-KA203-061251  
Intézmény: **Pécsi Tudományegyetem**  
Projekt címe: **Educating Experts of the Future: Developing Bioinformatics and Biostatistics competencies of European Biomedical Students**

**Partnerek:**

Uniwersytet Medyczny W Białymstoku (PL)  
Transnationale Universiteit Limburg (NL)

**Projekt összefoglaló:**

The demand for biomedical data scientists within and outside Europe is projected to grow 34% from 2014 to 2024, with bioinformaticians and biostatisticians as two of the highly demanded professions. This implies the need for proper education. While in the US and Western Europe there are already available academic programs at the Bachelor and Master levels that offer an adequate education in bioinformatics and biostatistics applied in life sciences, in Eastern and Central Europe there are unmet educational needs in this respect.

Hence, the aim of the project is to support a change in the landscape related to the availability of well trained bioinformaticians and biostatisticians. This will be achieved by the following activities:

- establishing a network of academics from three partner institutions from the Eastern, Central, and Western Europe, adequately positioned and capable of preparing educational programs aimed at training biostatisticians and applied bioinformaticians
- exchange of expertise and best practices between the partner institutions
- creating modular courses (Intellectual Output 1) that can be used in educational programs at master level
- developing the corresponding e-learning materials (Intellectual Output 2) and their implementation allowing for their immediate use
- investigation and creation of a roadmap of the legal framework (Intellectual Output 3) necessary for organization of transnational educational programs in biostatistics and/or bioinformatics applied in life sciences that will facilitate training in these domains.

The expected results are:

- increased educational potential of the partner institutions in the domain of bioinformatics and biostatistics applied in life sciences
- creation of novel courses in the domain of bioinformatics and biostatistics applied in life sciences at the partner institutions
- establishing foundation for future educational initiatives such as joint programs, student exchange schemes, etc. in bioinformatics and biostatistics applied in life sciences
- collaborative ties between the partners strengthened organizationally, through the creation of common rules and practices in the area of communication and partnership. The partners will share knowledge, experience and good practices in the areas of research/education and administration, at the institutional and personal levels, which may in the future lead to other common endeavours.

Additionally, the partner universities will engage in international partnership projects in which mainly activities will be connected with implementing new study programs or modifying the existing ones, enabling academic staff to do internship/training practices or any other initiatives aimed at internationalization of the academic community.

The direct beneficiaries of the project will be the academic staff and scientists of the partner universities, and also their master students pursuing a career as bioinformaticians and biostatisticians. The groups indirectly benefiting from the project will include staff/physicians at university hospitals, scientific organizations and institutions collaborating with the partner universities, visiting scientists, local agencies responsible for management and development of science and education at the systemic level, universities from other countries looking for a collaboration in student/researcher/teacher exchange, and society in general including patients served by universities/hospitals.

Pályázat száma: 2019-1-HU01-KA203-060975  
Intézmény: **Energiaklub Szakpolitikai Intézet Módszertani Központ Egyesület**  
Projekt címe: **Higher Education Package for Nearly Zero Energy and Smart Building Design**

**Partnerek:**

Slovenska Technicka Univerzita V Bratislave (SK)  
Technische Universitaet Kaiserslautern (DE)  
Budapesti Műszaki és Gazdaságtudományi Egyetem (HU)

**Projekt összefoglaló:**

As currently there is a lack of skilled and trained experts with multidisciplinary knowledge on sustainable architecture, technical building systems and electric engineering in the European Union, both higher education and adult education have to respond to this urgent need with newly elaborated training materials.

The main objective of HI-SMART project is to develop an innovative educational package targeting higher education students and professionals in Hungary, Slovakia and Germany to support design, construction and operation of intelligent, energy efficient buildings in compliance with the requirements of the energy performance of buildings (EPBD) directive of the European Union. The complex educational package will provide students with the newest competences and skills on energy efficient building technologies, and will make the professional knowledge of engineers and construction professionals more competitive in the labour market.

The main intellectual output of the project is an innovative, complex educational package that will be elaborated on energy efficient building technologies, renewable energy sources, smart solutions in buildings in a broad perspective utilising the various fields of expertise the project partners own. The education material will be integrated into the curricula of the participating universities, and will be shared with the relevant business sector stakeholders and actors in each participating country. A short intensive training material will also be elaborated by the partners, which will be suitable for adult education purposes as well besides using it in the academic and business sectors.

The development of the educational package and the short intensive training will be supported by short-term joint staff training sessions, blended mobility activities for students and professionals.

The results of the project will be shared at multiplier events organized in each participating country for the business sector stakeholders, for professionals working in the building industry, and for higher education institutions.

Pályázat száma: 2019-1-HU01-KA203-061181  
Intézmény: **Pécsi Tudományegyetem**  
Projekt címe: **Network of Health Science Innovation Incubation Programs**

**Partnerek:**

Medizinische Universität Graz (AT)  
Ernst-Abbe-Hochschule Jena (DE)  
Univerza V Mariboru (SI)  
Consortio Futuro In Ricerca (IT)  
Unwersytet Medyczny W Lodzi (PL)

**Projekt összefoglaló:**

Smart specialization in many regions of European Union is not functioning due to the lack of innovation capacity and disconnection between the actors on local and transnational level. Higher Education Institutions (HEIs) shall become seedbeds for innovation by understanding the market needs and providing innovation knowledge, business contacts and support for students, who will later implement RIS3 as entrepreneurs, employees or decision makers. HEIs are unable to meet these requirements and are not sharing best practices of knowledge & technology transfer. This challenge is particularly present in the area of public health, medicine and life sciences, where several key enabling technologies emerge, such as biotechnology, nanomedicine, e-Health, biomaterials, 3D printing, big data.

The objective of NetHIIP is to connect members of the innovation system to enable them to interact and strengthen their innovation capacity. The consortium will develop a transnational and digital incubation process that allows innovation to emerge by a bottom up process at HEIs in interaction with RIS3 actors.

Through IIProgramme&IIPatform developed in the project HEIs will be able to modernize their teaching techniques with digital solutions and will have higher impact on the professional life of the students. Beside their teaching skills and abilities, their knowledge and competence becomes more marketable by expanding their professional opportunities and also by providing new impulses to their research activities.

To achieve continuous market validation of the innovative ideas of students, market actors will be involved as mentors, judges, guest speakers. All incubation activities will be channelled through an online 'incubation platform' allowing continuous interaction among the students and regional innovation actors, creating transnational transparency of capacities, and boosting transnational cocreation, co-learning and validation. Partners with different levels of knowledge will strengthen their competences, reduce their disparities and promote the cooperation of RIS3 actors in the CE area.

Strong links will be created to local/national/EU public administrations by the state-owned HEIs and by the ASPs, such as EIT Health. The pilots will support students boosting their innovation capacities, validating their ideas by market and public actors, which will make the quadruple helix and smart specialization work.

Overall, the expected impact of NetHIIP is to enhance the open innovation space of the EU, enhance the high growth potential of SMEs, facilitate the interaction, co-learning, co-creation between different actors of the socio-economic environment, and enable HEIs to achieve their third mission, while the establishment of the entrepreneurial ecosystem is also a vital outcome for the modernisation of higher education agenda of the EU. This way, all the involved stakeholders will benefit from a well developed/ established ecosystem that will enable mutual growth.