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Methodology Summer School
Technology Transfer Training Program

Intellectual Output IO4

University of Hradec Králové

TECHNICAL UNIVERSITY OF KOŠICE

UNIVERSIDAD DE GRANADA

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Introduction

This document has been created as part of the joint project Technology Transfer Together (acronym: TEchTransfer, project number: 2020-1-CZ01-KA203-078313) between the three project partners – University of Hradec Kralove (as a coordinator), University of Granada and Technical University of Kosice – with the overall aim to improve knowledge and share experiences in the area of summer school methodology. This methodology provides advice to the organization or to the individuals who has been asked to establish or renewed a summer school. It is focused on various aspects of organisation with a number of practical examples to ensure its successful launch.

The document looks at the overall perception and understanding of organization summer school concept in university environment, describes the key considerations related to summer school at university, motivation and management, content and provides an analysis of the data obtained from the partner universities and introduces a methodology for this special kind of educational event.

There is an innovative approach to the summer school methodology which was solved with involvement of top management of the university: Rector (UHK), Vice-Rector (UHK, UGR) and Vice- deans (TUKE). At the first time is the concept of summer school focused on technology transfer solved at the top management level of three international universities and the institutional cooperation project envisages relevant activities between all three partners that provide valuable opportunity to share their expertise in the field of transfer knowledge and technology transfer and foster the development of innovative joint educational modules of intellectual property and education of knowledge and technology transfer. And that is thanks to involvement of the top management of all three partners. Within the project was created the intellectual output Methodology_Summer school _Transfer technology_ Training programmes which aim is to identify critical points in the whole process of setting summer school and to describe the process in the holistic approach.

More experienced readers can compare their own approach against this methodology and suggestions. The methodology began with a general description of the summer school concept. We intoduced the background of the summer school and offer answers to the most important questions that a university (or educational organization) should ask itself when considering starting a summer school. The methodology is focused also on the various possible organisational structures and ways in which to promote commitment to the summer school among the various stakeholders. There is also an important question about the finance issue and what budget is required and how the course fees should be set.

Based on experience of summer school which was running in frame of the above-mentioned project we are bringing the ideas how to deal with various important logistical issues and deadlines, and offering a suggested logistic plan and how to attract potential students and considers the communication requirements before, during and after the summer school itself.

Methodology offers a step-by-step approach to setting up a summer school.

These guidelines for organizing an international summer school should serve as a means to encourage and convince institutions that it is a rewarding and doable task to organize a summer school.

The presented methodology further specializes on the summer school in the field of technology transfer.

Summer school/Training programs definition

Summer school/training programs are educational programs or courses that take place during the summer break or vacation period. These programs are designed to provide additional learning opportunities or specialized training to students or individuals interested in enhancing their knowledge and skills in a particular subject or field.

Summer schools are a short-term, lasting from about several days to six weeks. We can come across with summer school lasting 4 days till 14 days. The program and price also depend on the duration. Due to the limited number of participants, it is important to apply for summer schools in time, application deadlines can be from half year till one week before. In addition to personal data, the application may also include a CV (sometimes in a foreign language), a motivation letter, or a study certificate. Communication usually takes place electronically, and participants will receive detailed instructions a few days before departure. After arriving at the place, there will usually be an introduction to the other participants, lecturers and the place where the school will take place. The time schedule of the stay is also presented to the participants. Classes usually take place in the morning, after lunch there are sightseeing trips, visits to museums or practical exercises. The evening program is not restricted in any way for summer school participants, and participation in classes does not have to be strictly observed either. The basis is to spend free time fruitfully in an environment of similarly focused students.

Summer school programs can be offered at various educational levels, including primary, secondary, and tertiary education. They may be organized by schools, colleges, universities, or other educational institutions. Additionally, there are also specialized training programs offered by professional organizations, companies, or research institutions.

The main objectives of summer school/training programs are to:

- provide opportunities for students to catch up on missed coursework or to improve their academic performance in specific subjects,
- offer enrichment activities or advanced courses to enhance students' knowledge and skills in a particular subject area,
- provide specialized training or hands-on experience in specific fields such as science, technology, engineering, mathematics (STEM), arts, sports, or languages,
- enable students to explore new interests and develop new skills outside the regular academic curriculum,

- prepare students for future academic pursuits or career paths by offering specialized training or exposure to real-world applications,
- foster personal growth, independence, and social interaction among students through group activities, workshops, or field trips.

Summer school/training programs typically have a condensed schedule, ranging from a few weeks to a couple of months. They may involve a combination of classroom instruction, practical exercises, hands-on projects, group activities, and guest lectures by experts in the field. The programs often offer a more relaxed and informal learning environment compared to regular academic terms.

Participants in summer school/training programs can include current students seeking additional education, individuals interested in pursuing personal or professional development, or professionals looking to upgrade their skills or explore new career paths. These programs can provide valuable learning experiences, facilitate networking opportunities, and contribute to personal and academic growth.

A summer school is exactly what its name implies: a specialized course that is organized mostly by the universities themselves during the summer months. Of course, students' free time cannot be filled only with classes, so summer schools are often combined with other activities, such as travelling, cultural experiences and gaining practical experience in the field. Summer schools are organized by both domestic and foreign institutions and usually focus on a certain area of interest, for example language, history, journalism, computer science, nuclear physics, human rights or politics. A significant attraction of summer schools is primarily international participation, thanks to which students can try communicating in a foreign language and establish new contacts.

Phases of the summer school

The phases of a summer school program can vary depending on the specific program and its objectives and its planning can be divided into several phases. Each phase of summer school planning has its own specifics and tasks that must be fulfilled in the given time period.

Dividing the organization of the summer school into several phases brings clarity and eliminates risks that could appear. Organizing a summer school is a very complex matter with many inputs and the interest of several stakeholders. In order for everything to proceed without problems, it is necessary to divide the preparations and implementation into several phases and to determine the exact milestones for the completion of each stage.

Based on experience in the frame of project there are recommended following phases:

1. **Planning and Preparation**

   This phase involves the initial planning and organization of the summer school program. It includes setting program goals and objectives, defining the target audience, selecting the curriculum or courses to be offered, and securing the necessary resources and facilities.

2. **Registration and Enrollment**

   During this phase, participants are informed about the summer school program and are given the opportunity to register and enroll. This may involve submitting applications, providing necessary documents, and paying any required fees.

3. **Orientation session**

   Once participants are enrolled, an orientation session is typically held to familiarize them with the program's structure, rules, and expectations. They may receive information about the schedule, course materials, campus facilities, and any additional resources available to them.

4. **Instructional Phase**

   This phase constitutes the core of the summer school program, where participants engage in the planned curriculum or courses. It includes classroom instruction, workshops, hands-on activities, group projects, and experiential learning opportunities. The instructional phase is designed to provide participants with knowledge, skills, and practical experience related to the program's subject or theme.

5. **Assessment and Evaluation**

   Throughout the summer school program, participants may be assessed through assignments, tests, presentations, or projects to gauge their progress and understanding. Evaluation methods may also include participant feedback, self-assessment, or peer assessment. This phase helps ensure that the program's objectives are being met and provides feedback for improvement.

6. **Enrichment Activities**

   Alongside the core curriculum, summer school programs often include various enrichment activities to enhance the overall experience. These activities may include field trips, guest lectures, cultural events, team-building exercises, or recreational activities. Enrichment activities provide opportunities for participants to broaden their horizons, explore new interests, and interact with peers and instructors in more informal setting.

7. **Culmination and Closure**

   At the end of the summer school program, a culmination event or ceremony is often held to celebrate the participants' achievements and provide closure to the program. This may include showcasing participants' work, awarding certificates of completion, and providing an opportunity for reflection and feedback. Participants may also have the chance to connect with each other and maintain contact for future collaborations or networking.

It's important to note that the specific phases and their duration can vary depending on the nature and duration of the summer school program. Some programs may have additional phases, such as pre-program assignments or post-program follow-ups, while others may have a more streamlined structure.

It has been proven from practice to have a key note speaker, who engages the students with his introductory lecture, giving provocative and thought-provoking questions and has a highly interesting presentation and possesses excellent rhetorical skills. Planning this key note speech is need to be done in advance and it is important to set the date which would be acceptable for this speaker as well. The approach could either be multidisciplinary or in-depth. A contemporary theme which requires expertise from various institutions would be the most likely way to fulfill these criteria successfully and for bringing different point of view is higly recommended to integrate an international teaching staff. There is no exclusion on study level as undergraduate, graduate, doctoral and post-doctoral level can be considered. The decision has to be taken by the summer school committee.

Based on the summer school that took place as part of the project **Technology Transfer Together (TEchTransfer)** the project team compiled the most suitable time schedule for the preparation of the summer school. The phases are described below.

Phases of the Summer School

1. School concept
↓
2. Selection procedure
↓
3. Advanced planning
↓
4. Feasibility
↓
5. External preparation
↓
6. Implementation
↓
7. Feedback and evaluation, budget report
↓
8. An example of the summer school project planning

Concept of summer school

In the first step, it is very necessary to carefully plan the summer school date. Here it is key aspect to take into account that different countries have summer vacations and exam periods at different times. What suits students from German-speaking countries may not suit students from Eastern Europe and many others differencies can be found. Therefore it is necessary to choose the date of the summer school appropriately with these dates in mind. Furthermore, in the first phase, it is necessary to come up with the topic of the summer school and determine the target group.

The date can be fixed according to the local context and to the academic calendar of the partners and the partner networks. It is up to the school to decide about the duration according to the level, capacity and content.

The aim in this phase is to check the commitment, capacity, availability at the host institution necessary for a successful implementation of the summer school. Before advertising the idea at other institutions the tasks listed below have to be answered satisfactorily.

Organizators should always have in their mind that the host institution itself should gain benefits, for example increasing prestige, atract students, support international activity, building international network or linking to relevant lecturers around the world. A project like a summer school has always created some kind of opportunity and fruitful situation for other academic and commercial initiatives. The most basic reason for establishing a summer school is that it will help to enhance the university's profile and reputation. It will form a 'shop window' in which the institution's products and services can be displayed and promoted. The summer school can also be a means to kick-start cooperation with a new exchange partner.

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study level – beginer, intermediate, advanced, professional

- ☐ date – summer holiday, spring holiday – no exam period!
- ☐ duration – 4 days till 14 days
- ☐ number of participants – 5 up 50, groups division
- ☐ location – campus of university, holiday place, city camp, hostels
- ☐ target group – students, PhD. students, academics, professionals

Selection procedure of participants for summer school

The selection procedure for summer school programs can vary depending on the specific program, institution, or organization offering the program.

The selection of participants must be transparent and non-discriminatory and ensure equal opportunities for all potential applicants. The selection criteria must be clear and, furthermore, sufficient time must be given for the preparation of applications. It is most convenient to collect applications electronically, other selection rounds can be on site or online.

Steps that are involved in the selection process:

1. **Application**

   The first step is usually to complete an application form for the summer school program. The application form may require personal information, educational background, contact details, and sometimes additional documents such as transcripts, recommendation letters, or essays.

2. **Eligibility Check**

   The program organizers will review the applications to ensure that the applicants meet the eligibility criteria for the summer school. Eligibility criteria may include factors such as age, educational level, language proficiency, or prerequisites related to the program's subject or theme.

3. **Selection Criteria**

   Summer school programs often have specific selection criteria to choose participants from the pool of applicants. The selection criteria may vary based on the program's objectives and requirements. Common factors considered during the selection process include academic performance, relevant experience or achievements, motivation, personal statement or essay, recommendation letters, and diversity of participants.

4. **Review and Evaluation**

   Program organizers or a selection committee will evaluate the applications based on the selection criteria. They may assess the applicants' qualifications, potential, fit with the program's objectives, and contribution they can make to the overall learning environment. This evaluation process can involve multiple rounds of review and discussions among the selection committee members.

5. **Interview**

   In some cases, the selection process may include an interview as part of the evaluation. Interviews can be conducted in person, over the phone, or via video conference. The purpose of the interview is to further assess the applicants' suitability for the program, their interests, goals, and their ability to contribute to the program.

6. **Notification of Acceptance**

   After the evaluation process is completed, the applicants are notified of their acceptance or rejection into the summer school program. Successful applicants will receive an official acceptance letter or e-mail, providing them with further details about the program, including registration, fees, accommodation, and other necessary information.

It's important to note that the selection procedure may vary depending on the program and institution. Some highly competitive summer school programs may have additional requirements, such as entrance exams or portfolio submissions. It's advisable for applicants to carefully review the application guidelines and requirements provided by the program organizers and ensure they submit all the necessary documents within the specified deadlines.

The organizers must realize that by selecting the participants they determine the overall course of the summer school, it depends on how the interaction among the students will work, how active they will be in teaching part and how they will be able to participate in all activities connected with summer school. In the first place should be the criterion of interest in the given field or the topics of the summer school, it is necessary to select participants based on their level of knowledge in correlation with the depth to which the lecture will be focused. This is one of the key factors to recruit students successfully and to assure the quality of the schools. Active participation of the students should be encouraged and assured. Selection criteria

must be equal, transparent and non-discriminatory. **Organizers should always think about the aspect of inclusion and the possibility of supporting disadvantaged groups of students with fewer opportunities. This is not only a health issue, but also an economic, social and geographical one. All applicants should submit their CV and cover letter. Participants are selected according to the exact criteria set out in the advance.**

Recommended criteria are:

1. relevance to topics
2. level of education in correlation with summer school
3. team diversity – one participant from each country
4. extracurricular activities relevant to the summer school theme
5. motivation for the summer school
6. language skills (if the summer school is held in English, the inimum knowledge is B2)
7. inclusion – participants with fewer oportutinities

It is recomended to always select two up three more candidates if there someone will be not able to come. Final confirmation to students must be send after whole slecting proces is completed by an individual e-mail, which must be always ferering to the selecting criteria and clearly giving information why was/was not aplicant selected. In same case if there is high demand on the aplicants side the final selection decision can be made after selected participants send the organizators the travel ticket.

Advanced planning

Advance planning for a summer school program involves careful consideration and organization of various aspects to ensure a successful and well-executed program.

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1. **Determine Program Objectives**

   Clearly define the objectives and goals of the summer school program. Consider the target audience, educational outcomes, and any specific themes or focus areas. Identifying the program's objectives will guide the planning process and help in making informed decisions.

2. **Program Curriculum and Courses**

   Develop a comprehensive curriculum or course offerings that align with the program's objectives. Determine the subjects, topics, or skill areas to be covered and plan the sequence and duration of each course. Ensure that the curriculum provides a balanced and engaging learning experience for the participants.

3. **Resource Allocation**

   Allocate necessary resources such as instructors, teaching materials, textbooks, technology, equipment, and facilities required for the program. Determine the staffing needs, including the number of instructors, teaching assistants, administrative support, and any specialized personnel for specific courses or activities.

4. **Budgeting and Funding**

   Create a detailed budget for the summer school program, including projected expenses and potential sources of funding. Identify any costs associated with instruction, facilities, materials, marketing, accommodation, transportation, meals, or extracurricular activities. Explore potential funding options such as grants, sponsorships, partnerships, or participant fees.

5. **Timeline and Schedule**

   Develop a timeline or schedule for the entire program, including key milestones, application deadlines, participant selection, registration, orientation, instructional sessions, assessments, enrichment activities, and program culmination. Ensure that the timeline allows for sufficient preparation and coordination of all activities.

6. **Marketing and Promotion**

   Develop a marketing and promotion strategy to attract potential participants. Utilize various channels such as websites, social media, e-mail campaigns, newsletters, print media, and personal networks to disseminate information about the program.

7. **Application Process**

   Establish an application process that includes clear guidelines, application forms, required documents, deadlines, and communication channels for applicants. Determine the selection criteria and procedures for evaluating applications, including any interviews or additional assessments. Plan the notification process for accepted and rejected applicants.

8. **Logistics and Support Services**

   Coordinate logistical aspects such as accommodation, transportation, meals, and any support services required for participants. If participants are coming from different locations, ensure that transportation arrangements are made to facilitate their arrival and departure. Arrange for suitable accommodation options, taking into consideration factors such as safety, convenience, and proximity to the program's location.

9. **Health and Safety Measures**

   Establish health and safety protocols to ensure the well-being of participants and staff during the program. Assess and address any potential risks or concerns related to health emergencies, accidents, allergies, or specific medical needs. Communicate the safety measures and guidelines to participants and staff prior to the program.

10. **Evaluation and Feedback**

    Plan for ongoing evaluation and feedback mechanisms to assess the program's effectiveness and identify areas for improvement. Determine the methods for collecting participant feedback, evaluating learning outcomes, and reviewing the overall program experience. Use the feedback received to refine future summer school programs.

11. **Collaboration and Partnerships**

    Explore potential collaborations or partnerships with educational institutions, industry organizations, experts, or sponsors to enhance the program's offerings, resources, or visibility. Seek opportunities for joint projects, guest lectures, mentorship, or sponsorship to provide added value to participants.

By undertaking these advance planning steps, you can create a well-structured and successful summer school program that meets the needs and expectations of participants while achieving the desired educational outcomes.

Feasibility of summer school

The feasibility of a summer school program depends on various factors that need to be carefully considered and evaluated. Here are some key aspects to assess the feasibility of a summer school program:

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- ☐ **Demand and Interest**

  Determine the level of demand and interest in the proposed summer school program. Conduct market research or surveys to understand potential participants' preferences, needs, and willingness to enroll in the program. Assessing the demand will help determine if there is sufficient interest to make the program viable.

- ☐ **Resources and Budget**

  Evaluate the availability of resources required to run the summer school program. Consider factors such as faculty or instructors, facilities, materials, technology, transportation, accommodation, meals, and administrative support. Assess the budget required to cover these resources and ensure that it is realistic and sustainable.

- ☐ **Staffing and Expertise**

  Determine if there are qualified instructors or staff members available to teach and support the program. Assess the expertise and experience of the potential teaching staff in the relevant subject areas. Ensure that there is adequate staffing to handle administrative tasks, participant support, and any specialized requirements of the program.

The host institution has to commit itself through the Rectorate, Head of Institution or the unit of organization (faculty, departements). Apart from teachers belonging to partner institutions the academic staff of the host institution plays an important role in the teaching part

of the summer school. Therefore, a core of an academic committee should be established including the host institution in order to ensure sufficient academic and teaching support. At least some department members have to be committed to the idea of establishing a summer school.

Teaching staff

- competent in the subject,
- fluent in the language of instruction (i.e. English) for teaching and discussion,
- ready and capable in terms of teaching methodology,
- openness to get integrated actively into an international team,
- intercultural teaching and learning experience,
- ready to work in summer.

Administrative staff

It is advisable to rely on staff of an international office dedicated to this task or have at least other assistant/s ready to step in and who is very familier with internal universities processes about booking rooms, IT, comunicate with participants, checking payments and invoices. If there is a project focused on organization of summer school it is ncessary to thing about administrative support. The work concerns administrative and organizational follow-up before and during the actual period of the summer school. In case of need student assistants can be hired before and in particular during the summer school and definetelly it is higly recomented to have an administrative person involved in the event in house.

Scenarios for emergency cases have to be developed as well. Risk will be described latter on in the chapter risk and prevention.

- **Facilities and Infrastructure**

  Assess the availability and suitability of facilities and infrastructure required to conduct the summer school program. Consider factors such as classrooms, laboratories, computer facilities, recreational areas, and accommodation options. Evaluate if the existing facilities can accommodate the program's requirements or if any modifications or additional arrangements are needed.

  For the time of the summer school (1 day prior/1day after) the following has to be available:

  - lecture rooms: the maximum number of students defined by the school added with the number of teachers should define the size of the biggest room necessary
  - rooms for group activities
  - a computer room (e.g., in a computer centre or library)
  - WIFI
  - an office room
  - presentation equipment (as well as traditional blackboard/flipchart)

- drinking water avaible during all the time

Accomodation

For incoming students must accomodation be booked – mostly in a student dorm – checking avaibility belongs to the feasibiity phase.

For teachers and lecturers is usually booked the hotel in the walking distance far from where does the summer school take place. In some cases there are a few more luxury rooms at dormitory for the teacher. This possiblities could be also taking into acount when negotiating with the accommodation provider it could be advisable to have "moving targets", i.e. one should be prepared for various recruitment situations and have the deadlines set as close as possible to the beginning of the school. The argument that it is designed as a long-term project and helps to advertise the house should help.

It is advisable to find out whether some accommodation facilities have long-term contracts with the university and some of them are willing to provide discounts in case of higher occupancy or in frame of long-lasting contract. It is advisable to accommodate students in one accommodation facility, they help each other with tasks and they can also share their leisure activities.

- **Partnerships and Collaborations**

  Explore potential partnerships or collaborations with educational institutions, organizations, or sponsors to enhance the feasibility of the summer school program. Seek support in terms of resources, funding, expertise, or promotional opportunities. Collaborations can help expand the program's reach, provide additional resources, and increase its credibility.

- **Regulatory and Legal Considerations**

  Research and understand any regulatory or legal requirements associated with running a summer school program. Ensure compliance with relevant laws, regulations, and licensing requirements. Consider factors such as health and safety regulations, insurance coverage, permits, and consent from parents or guardians for minors participating in the program.

- **Marketing and Promotion**

  Assess the feasibility of effectively marketing and promoting the summer school program to reach the target audience. Evaluate the available marketing channels, such as websites, social media platforms, e-mail campaigns, or partnerships with schools or community organizations. Consider the costs and efforts required to generate awareness and attract participants.

- **Evaluation and Continuous Improvement**

  Plan for ongoing evaluation and continuous improvement of the summer school program. Establish mechanisms to assess the program's effectiveness, participant satisfaction, and learning outcomes. Use the feedback received to make necessary adjustments and improvements in subsequent iterations of the program.

It is crucial to carefully evaluate these factors and conduct a thorough feasibility analysis before proceeding with a summer school program. By assessing the demand, availability of resources, expertise, infrastructure, and considering legal and marketing aspects, you can determine the feasibility and potential success of the program.

External preparation

External preparation for a summer school program involves various activities and considerations beyond the internal planning and organization.

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- ☐ **Collaborations and Partnerships**

  Explore collaborations and partnerships with external organizations, educational institutions, industry experts, or community groups to enhance the program's offerings, resources, or reach. Seek opportunities for joint projects, guest lectures, mentorship, sponsorships, or promotional support. These collaborations can provide added value to participants and increase the visibility and credibility of the summer school program.

- ☐ **Marketing and Promotion**

  Highlight the unique features, benefits, and learning opportunities offered by the summer school to generate interest and encourage applications.

- ☐ **Participant Recruitment**

  Implement strategies to recruit participants for the summer school program. Reach out to target audiences, such as students, professionals, or individuals interested in the program's subject or theme. Utilize networks, referrals, social media platforms, educational institutions, professional associations, or online platforms to engage potential participants. Provide clear information about the program, eligibility criteria, application process, and deadlines to facilitate enrollment.

- ☐ **Outreach and Networking**

  Engage in outreach activities to raise awareness about the summer school program. This can involve participating in relevant conferences, workshops, or events to connect with potential participants or partners. Utilize networking opportunities to establish relationships with educational institutions, professionals, experts, or organizations in the field. Building a strong network can contribute to the success and sustainability of the summer school program.

- ☐ **Logistics and Support Services**

  Arrange logistical aspects such as transportation, accommodation, meals, and support services for participants coming from outside the program's location. Provide guidance and assistance in securing suitable accommodation options, transportation arrangements,

and access to essential amenities. Consider any specific needs or requirements of participants, such as visa support for international participants or accessibility accommodations for individuals with disabilities.

- **Communication and Information Dissemination**

  Establish effective communication channels to provide information and updates to participants, partners, and stakeholders. Utilize e-mail newsletters, program websites, online platforms, or dedicated communication tools to keep participants informed about program details, schedules, requirements, and any changes or updates. Promptly respond to inquiries and provide clear instructions to facilitate a smooth external preparation process.

- **Feedback and Evaluation**

  Plan for feedback collection and evaluation mechanisms from participants, partners, and stakeholders. Seek feedback on the program's content, organization, logistics, and overall experience. Use the feedback received to make improvements and adjustments for future iterations of the summer school program. Continuously assess the program's effectiveness and impact through evaluations and feedback to ensure its ongoing success.

By addressing these external preparation aspects, you can effectively promote the summer school program, attract participants, establish collaborations, and provide a supportive and well-organized experience for the participants.

Dissemination

Very important part is announcement, advertisement and communication. The tools to advertise the summer school are a poster, newsletter, a brochure and the most important is the event´s website.

To give a common identity to the summer school is recommended to use a specific format for summer school to be easily recognizable (content, lay-out, logos) for application forms for students and teachers, a brochure, a flyer, a poster and an evaluation form, etc. This material can be used with local adaptations. Most important is, though, to use the logo of summer school wherever it is possible. The special website developed by the summer school to provide all necessary information to the teachers and students. It is also an excellent tool to advertise the summer school to the outer world.

The brochure/website contains the following information:

- general description of the summer school, the theme,
- date,
- venue,
- programme, structure and content,
- the academic committee,
- introduction of key note speaker,

- names of the teaching staff and their introduction (short extract from CV),
- day-to-day schedule,
- general information on the target audience, language,
- requirements for the participants,
- criteria of participant selection,
- participation costs,
- application procedure,
- deadlines for application,
- type of accommodation,
- travel information,
- information about the host university,
- information about project (if the summer school is taking place in the frame of project),
- social part of event,
- free time activity,
- recognition of results – credits, certificate, europass, university confirmation of attendance,
- what makes the summer school different from others, what makes it special.

Implementation

Implementation is the phase when the summer school starts and this part can be counted from the first day of arrival. At this stage, everything must already be perfectly prepared. The activities must correspond to the possibilities and scope of the budget. In this phase, the organizational team supervises the fulfilment of the schedule, corrects activities, ensures that all required administrative tasks are completed. Ensures photo documentation and continuously publishes news about the progress of the summer school on the university's Facebook page, on the project's website, in the local media or in the newsletter. University and local press are invited. By following these steps, you can effectively implement a summer school program, ensure smooth operations, provide a positive learning experience for participants, and achieve the desired objectives of the program.

The implementation of a summer school program involves putting the planned activities and strategies into action. Here are key steps to consider during the implementation phase.

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- ☐ Staff Orientation: Conduct orientation sessions for staff members involved in the summer school program. Provide them with an overview of the program objectives, curriculum, schedule, roles, and responsibilities. Clarify expectations, address any questions or concerns, and ensure that the staff is well-prepared to execute their roles effectively.
- ☐ Participant Registration and Enrollment: Facilitate the registration and enrollment process for participants. Communicate with accepted participants, provide them with registration instructions, collect necessary documents or forms, and ensure that the enrollment process is smooth. Provide assistance to participants who may require support or have specific requirements.
- ☐ Program Execution: Follow the planned schedule and curriculum for the summer school program. Coordinate the delivery of courses, workshops, activities, and any additional events or sessions. Ensure that instructors are prepared and have the necessary resources to deliver their sessions effectively. Monitor progress, address any issues or challenges that may arise, and maintain a conducive learning environment.

TIP

Get-to-know meeting

Get-to-know meeting will help participants to get to know their fellow students and will facilitate networking. Meeting is held to give students all the general information they need about the summer school, the organised extracurricular activities (sport, culture, excursions, etc.) and the people they should contact in case of problems or queries. They will also be given information about the host city and ways in which they can explore that city (and perhaps beyond) in their own time. Organizations may consider producing a small guide book with practical information about local shops and post offices, public transport, inexpensive restaurants, etc. During this meeting, it is important to stress that questions are always welcome. It might also be explained the educational approach on which the summer school courses are based.

It is recommended to give the space for participants to introduce themselves, their field of study, hobbies, specialization and motivation. Good question is why did you apply to this event, what is your expectation. It is also good to give the participants the chance and space if they would like to make presentation about their work (PhD. thesis, research project or other interesting issue) to give this presentation in the middle or in the end of school.

- ☐ Participant Support: Provide ongoing support to participants throughout the program. Establish channels of communication for participants to seek assistance or clarification regarding program activities, logistics, or academic matters. Address any concerns or challenges raised by participants promptly and provide necessary guidance and resources to facilitate their learning experience.

- Logistics Management: Coordinate and manage logistical aspects of the program, such as facilities, equipment, transportation, accommodation, meals, and any support services required. Ensure that all necessary arrangements are in place, and any changes or adjustments are communicated effectively to participants and staff. Regularly assess and address any logistical issues that may arise during the program.
- Assessment and Evaluation: Implement assessment methods to evaluate participant progress and learning outcomes. Administer tests, assignments, projects, or presentations as per the program's evaluation plan. Collect feedback from participants and instructors to assess the effectiveness of the program and identify areas for improvement. Analyze evaluation data and use the insights to enhance future iterations of the summer school program.
- Enrichment Activities and Events: Organize and execute enrichment activities, such as field trips, guest lectures, workshops, or networking events. These activities provide participants with additional learning opportunities, exposure to real-world applications, and opportunities for social interaction and networking.
- Communication and Updates: Maintain regular and effective communication with participants, staff, and stakeholders throughout the program. Provide timely updates, reminders, and important information related to the program. Utilize various communication channels, such as e-mail, program websites, social media, or dedicated communication tools, to ensure participants are well-informed.
- Program Culmination: Plan and execute a culminating event or ceremony to mark the end of the summer school program. Celebrate participants' achievements, showcase their work or projects, and provide an opportunity for reflection and feedback. Recognize the contributions of staff members, instructors, and partners who supported the program's success. Provide participants with certificates or any other acknowledgment of their participation.
- Program Follow-up: Conduct a post-program evaluation and follow-up process. Collect feedback from participants, staff, and partners to assess the overall success of the program, gather suggestions for improvement, and maintain relationships for future collaborations. Evaluate the program's impact and use the insights to inform future planning and implementation.

IMPORTANT

Event is running – no time for preparation!

- Get to know games
- Cumunication with participants about their needs during the event
- Emergency plan must be set – what will happened if speaker can not come, participants get injured, catering does not work, etc.
- Publishing pictures and news, sharing your experience!
- Inviting university and local press – informing your key stakeholders
- Monitoring of event ensured by project team
- Administrative and financial issue – invoice, confirmation, ticket summarization
- Preparation of a certificate of attendance for each participant according real attendace
- Informing and involving the top management
- Finalization of enclousing ceremony
- Enjoying the event and international spirit!

Feedback and evaluation

Evaluating a summer school program is essential to assess its effectiveness, identify areas for improvement, and gather feedback from participants and stakeholders. Here are key steps to consider when evaluating a summer school program.

✓ CHECK LIST

☐ **Establish Evaluation Objectives**

Determine the specific objectives of the evaluation. Clarify what aspects of the program you want to assess, such as participant learning outcomes, program structure, instructor effectiveness, logistics management, or overall participant satisfaction. Clear objectives will guide the evaluation process.

☐ **Select Evaluation Methods**

Choose appropriate evaluation methods to collect data and measure the desired outcomes. Common evaluation methods for summer school programs include surveys, interviews, focus groups, observation, participant performance assessments, and analysis of program documents or artifacts. Consider using a combination of quantitative and qualitative methods to gather comprehensive feedback.

- **Develop Evaluation Instruments**

  Design evaluation instruments, such as questionnaires, interview guides, or rubrics, based on the chosen evaluation methods. Ensure that the instruments align with the evaluation objectives and accurately capture the information you need. Pilot test the instruments with a small group to refine them before implementing them on a larger scale.

- **Collect Data**

  Administer the evaluation instruments to relevant stakeholders, including participants, instructors, staff members, and other involved parties. Distribute surveys, conduct interviews or focus groups, and gather any relevant data or documents for analysis. Consider the confidentiality and anonymity of participants when collecting data to encourage open and honest feedback.

- **Analyze Data**

  Analyze the collected data to draw meaningful insights and conclusions. Use appropriate data analysis techniques based on the nature of the data and research questions. Analyze quantitative data using statistical methods and summarize qualitative data through thematic analysis or coding. Look for patterns, trends, strengths, weaknesses, and areas for improvement.

- **Interpret Findings**

  Interpret the evaluation findings in the context of the program's objectives and stakeholders' perspectives. Identify areas of success and areas for improvement. Consider the implications of the findings for future program planning, implementation, and resource allocation. Draw connections between the evaluation results and the program's intended outcomes.

- **Provide Feedback and Reporting**

  Prepare a comprehensive evaluation report that includes a summary of the evaluation objectives, methodology, key findings, and recommendations. Clearly communicate the evaluation results to relevant stakeholders, including program organizers, staff, instructors, and participants. Present the findings in a clear and accessible manner, highlighting both positive aspects and areas for improvement.

- **Use Evaluation Results for Improvement**

  Utilize the evaluation findings and recommendations to inform future iterations of the summer school program. Consider how the evaluation results can contribute to program enhancements, curriculum modifications, logistical improvements, staff training, or participant support. Use the evaluation as a learning tool to continuously improve the program and enhance its impact.

- **Seek Participant Feedback**

  Gather feedback directly from participants regarding their experience in the summer school program. Encourage participants to provide feedback through surveys, focus groups, or individual conversations. Consider using anonymous feedback mechanisms to encourage honest and open responses. Incorporate participant feedback into the overall evaluation process to gain valuable insights and perspectives.

- **Continuous Evaluation and Improvement**

  Embed evaluation as an ongoing process throughout the summer school program. Implement regular checkpoints and periodic evaluations to monitor progress, identify challenges, and make real-time adjustments. Use evaluation data to inform decision-making during the program implementation and to improve subsequent iterations of the summer school.

By following these steps, you can conduct a comprehensive evaluation of the summer school program and gather valuable feedback to enhance its effectiveness and impact.

Practical part – an example of feedback from participants about the course – Questionary

When collecting feedback from students about the course, it is important to ask targeted questions that address various aspects of their learning experience.

Here are questions you should consider:

1. Overall Experience:
   - How would you rate your overall experience in the course?
   - What did you find most valuable or enjoyable about the course?
   - Were there any aspects of the course that you found challenging or could be improved?
2. Learning Outcomes:
   - Did the course help you achieve the intended learning outcomes or objectives?
   - What specific knowledge or skills did you gain from the course?
   - Can you provide examples of how you have applied what you learned in real-life situations?
3. Instruction and Teaching:
   - How would you rate the instructor's effectiveness in delivering the course content?
   - Did the instructor communicate the material clearly and engage you in the learning process?
   - Were there any teaching methods or strategies that were particularly effective or could be improved?

4. Course Materials and Resources:
    - Did the course materials (e.g., textbooks, handouts, online resources) support your learning effectively?
    - Were the resources provided relevant and up-to-date?
    - Did you have access to the necessary materials and resources throughout the course?
5. Assignments and Assessments:
    - Were the assignments and assessments aligned with the course content and learning objectives?
    - Did the assignments and assessments help you deepen your understanding of the subject matter?
    - Were the instructions for assignments and assessments clear and easy to follow?
6. Collaboration and Interaction:
    - Did you have opportunities to collaborate with other students in the course?
    - Did the course foster a sense of community and encourage interaction among students?
    - Were there any group activities or discussions that enhanced your learning experience?
7. Organization and Logistics:
    - How would you rate the organization and structure of the course?
    - Were the course schedule, deadlines, and expectations clear and manageable?
    - Did the course materials and information provided in a timely manner?
8. Suggestions for Improvement:
    - Do you have any suggestions for improving the course content, teaching methods, or resources?
    - Is there any specific topic or area you feel could have been covered more thoroughly?
    - Are there any additional resources or support services you would have found helpful?

It's important to provide an opportunity for students to provide open-ended feedback in addition to rating scales or multiple-choice questions. This allows them to express their thoughts, provide specific examples, and offer suggestions for improvement. Additionally, ensuring anonymity and confidentiality in the feedback process can encourage students to provide honest and constructive feedback.

An example of the Summer School project planning

Practical part – Here is an example of a summer school project planning

Objectives:

1. To provide students with a comprehensive understanding of the topic.
2. To develop practical skills and knowledge through hands-on projects.
3. To foster critical thinking, problem-solving, and teamwork abilities.
4. To inspire students to pursue further studies or careers.

By following this project plan, the summer school program can be implemented effectively, providing an enriching learning experience for students.

Key Activities

1. Curriculum Development:
    - Research and develop a curriculum that covers various aspects.
    - Identify relevant topics, learning objectives, and hands-on activities for each module.
    - Incorporate interactive sessions, field trips, and guest lectures to enhance the learning experience.
2. Resource Acquisition:
    - Identify and procure necessary resources, including textbooks, educational materials, laboratory equipment, and safety gear.
    - Establish partnerships with renewable energy companies, research institutions, and experts for resource sharing and guest lectures.
3. Participant Recruitment:
    - Develop a marketing and promotion strategy to attract interested students in the targeted age group (e.g., high school students).
    - Utilize social media platforms, school collaborations, and community outreach to spread awareness about the program.
    - Design and distribute application forms, clearly stating eligibility criteria and application deadlines.
4. Selection Process:
    - Review and evaluate the applications based on academic performance, interest in renewable energy, and potential for learning.
    - Conduct interviews or additional assessments if necessary to assess students' commitment and suitability for the program.

- Notify selected participants and provide them with registration details, program schedule, and any pre-program assignments.

5. Logistics Management:
    - Secure a suitable location for the summer school program, including classrooms, laboratories, and outdoor spaces.
    - Arrange transportation for field trips and ensure the availability of necessary safety measures and permissions.
    - Coordinate with local accommodations for any out-of-town participants and provide guidance for travel arrangements.
6. Program Execution:
    - Follow the developed curriculum and schedule, ensuring a balance between classroom sessions, hands-on experiments, and field visits.
    - Assign experienced instructors and industry experts to deliver lectures, demonstrations, and practical sessions.
    - Facilitate group projects and encourage collaboration and critical thinking among participants.
7. Evaluation and Feedback:
    - Develop evaluation tools, such as pre and post-tests, project assessments, and participant feedback surveys.
    - Assess participants' knowledge gain, skills development, and overall satisfaction with the program.
    - Analyze evaluation data to identify areas of success and areas for improvement for future iterations of the program.
8. Culmination Event:
    - Organize a closing ceremony or exhibition to showcase participants' projects, research findings, or practical demonstrations.
    - Invite parents, school representatives, and industry professionals to celebrate participants' achievements and share their experiences.
9. Program Follow-up:
    - Maintain communication with participants after the program to provide additional resources, career guidance, or networking opportunities in the renewable energy field.
    - Seek testimonials or success stories from participants and share them with future applicants and stakeholders.

10. Program Documentation:
    - Document the entire process, including program materials, curriculum, participant records, evaluation data, and photos/videos.
    - Prepare a comprehensive report summarizing the program's objectives, activities, outcomes, and recommendations for future improvements.

Stakeholders

When organizing a summer school at a university, several stakeholders play crucial roles in the success of the program. Here are some key stakeholders and their importance.

All activities in a university enviroment including a summer school involves a large number of stakeholders, who are important to be involved and obtain their support. But not only in university enviroment but also on local, regional or national level. Sometimes also comercial part as companies, firms are involved. Summer shool involve many people and many different personalities. The process of setting up and running a summer school also demands a large crew, known collectively as the stakeholders.

The summer school director has dealings with five main stakeholder groups:

1. The university authorities: the rector, vice rector, president of the institution running the summer school
2. Deans
3. Heads of departments
4. Region representatives (mayor, governor)
5. General manager of companies (for site visit).

Involving the university authorities is crucial in setting up a summer school, but equally important once the programme is running. It is also important to involve stakeholders in the social activities that accompany the summer school. It is recommended to invite the rector to say a few words at a welcome of summer school and at the welcoming reception, to formally close the proceedings, present certificates where applicable, or to attend some other (semi-) formal event in his/her official capacity as the figurehead of the university. This will help to cement good relations with all stakeholders and the rector will usually be pleased to be involved. The deans, tutors and students will greatly appreciate the rector's interest and input. When is rector involved it brings more importance to the even in whole university enviroment. The tutors will feel noticed, while the students will again be reminded that they are taking part in something special and important. This could be a special experience for participants as they are firstly meeting top management of university.

Involvement of deans will ensure a smooth process at the level of individual faculties, for example providing classrooms, IT support or visits to laboratories of particular faculty.

For support at the regional level, it is advisable to involve the local government, the mayor. From this side, it is possible to expect support in ensuring a visit to a cultural monument, museum, city hall and other historical building which are under the administration of the city, futhermore media support at the regional level and, in some cases, financial support for a summer school.

If a visit to the company is planned, it is advisable to involve the general manager as well, or it is possible to arrange a practical lecture in frame of summer school, which is highly appreciated by the students. It is a very good opportunity for companies to present themselves at an international level and to get involved in the events at the university.

Recognizing and involving these stakeholders is essential for the success and sustainability of a summer school program at a university. Collaboration, communication, and mutual engagement among stakeholders contribute to a well-rounded and impactful learning experience for participants.

✓ CHECK LIST

Here are some key stakeholders and their importance

1. The university authorities, Faculty and Instructors
    - Faculty members and instructors are responsible for delivering the academic content and facilitating the learning experience.
    - They develop and teach courses or modules based on their expertise.
    - Faculty members contribute to the program's credibility, reputation, and academic quality.
2. University Administration
    - The university administration provides overall support, resources, and approval for running the summer school program.
    - They allocate necessary funding, facilities, and staff to ensure smooth operations.
    - The administration helps establish policies, guidelines, and protocols for the program's implementation.
3. Students
    - Students are the primary beneficiaries of the summer school program.
    - They participate in the program to enhance their knowledge, skills, or academic standing.
    - Their active engagement, feedback, and satisfaction are crucial indicators of the program's success.
4. Program Organizers and Coordinators
    - Program organizers and coordinators plan, execute, and manage the summer school program.

- They oversee logistics, participant recruitment, curriculum development, and communication.
- They ensure the smooth functioning of the program and address any challenges or issues that may arise.

5. Academic Departments and Schools
    - Academic departments or schools within the university contribute expertise and resources to the summer school program.
    - They collaborate in developing and offering courses related to their respective disciplines.
    - They ensure the alignment of the program with academic standards and requirements.
6. Support Staff and Services
    - Support staff, such as administrative personnel, IT professionals, librarians, and facilities management, play a vital role in the summer school program.
    - They provide technical support, administrative assistance, access to resources, and maintenance of facilities.
    - Their contributions ensure the smooth functioning of the program's operations.
7. External Partners
    - External partners, such as industry professionals, research organizations, or community stakeholders, can contribute to the summer school program.
    - They may offer guest lectures, workshops, internships, or collaborative projects to enhance participants' learning experiences.
    - Partnerships with external stakeholders enrich the program, provide real-world perspectives, and enhance networking opportunities.
8. Alumni
    - Engaging alumni can bring value to the summer school program.
    - Alumni can serve as guest speakers, mentors, or panelists, sharing their experiences and insights.
    - Their involvement can inspire and motivate participants and create networking opportunities.
9. Local Community
    - The local community, including residents, organizations, and businesses, can play a role in the summer school program.
    - They may offer support services, volunteering opportunities, or collaborate in community engagement projects.

- Engaging the local community promotes community outreach, fosters collaboration, and creates a positive impact.

Risk and prevention

Running a summer school program at a university involves certain risks that should be identified and mitigated to ensure the safety and well-being of participants and the successful execution of the program.

Here are risks and prevention measures:

✓ CHECK LIST

1. **Health and Safety Risks**
   - Risk: Participants may face health or safety hazards during activities, such as field trips, experiments, or physical activities.
   - Prevention: Conduct thorough risk assessments for all program activities. Develop safety protocols and guidelines for participants and staff. Ensure that necessary safety equipment and trained personnel are available. Provide clear instructions and supervision during high-risk activities. Communicate emergency procedures and have first-aid measures in place.
2. **Legal and Compliance Risks**
   - Risk: Non-compliance with legal requirements, such as health and safety regulations, data protection laws, or child protection policies, may lead to legal consequences.
   - Prevention: Familiarize yourself with relevant laws and regulations and ensure compliance. Develop and communicate policies and procedures to staff and participants. Obtain necessary permissions and consents. Maintain accurate records and protect personal data according to applicable regulations.
3. **Financial Risks**
   - Risk: Insufficient funding, budget overruns, or financial mismanagement can jeopardize the program's viability.
   - Prevention: Develop a detailed budget and financial plan, accounting for all program costs. Monitor expenses and revenue throughout the program. Secure funding sources and explore potential sponsorships or partnerships. Implement financial controls and proper record-keeping practices.
4. **Participant Welfare Risks**
   - Risk: Participants may face physical or emotional distress, conflicts, or harassment during the program.

- Prevention: Establish a code of conduct and behavior guidelines for participants. Promote a respectful and inclusive environment. Provide avenues for reporting incidents and ensure confidentiality. Train staff on handling participant welfare issues. Have support mechanisms in place, such as counseling services or access to external support organizations.

5. **Operational Risks**
    - Risk: Operational issues, such as logistical challenges, communication breakdowns, or inadequate staffing, can disrupt program activities.
    - Prevention: Develop a comprehensive operational plan, including logistics, staffing, and communication protocols. Anticipate potential challenges and develop contingency plans. Maintain open channels of communication among staff, participants, and stakeholders. Regularly review and update operational plans based on feedback and lessons learned.
6. **Reputation Risks**
    - Risk: Negative publicity, participant dissatisfaction, or program mismanagement can damage the university's reputation.
    - Prevention: Ensure high-quality program delivery and participant support. Address participant concerns promptly and professionally. Maintain transparency and clear communication with participants and stakeholders. Monitor program feedback and evaluate participants´ satisfaction regularly. Continuously improve the program based on feedback and lessons learned.
7. **External Factors**
    - Risk: External factors beyond the program's control, such as natural disasters, political unrest, or public health emergencies, can disrupt the program.
    - Prevention: Stay informed about potential external risks and monitor local and global conditions. Develop contingency plans to address unforeseen circumstances. Have clear protocols for communication, participants safety, and program continuity during emergencies. Follow guidance from relevant authorities and prioritize participant well-being.

To mitigate risks effectively, it is important to conduct a thorough risk assessment prior to the program, develop risk management strategies, and regularly review and update protocols based on experience and feedback. Adequate staff training, clear communication, and proactive monitoring are key in preventing and addressing potential risks during a summer school program at a university.

Finacial issues

When considering financial sources for a summer course, there are several options to explore.

Here are sources of funding:

✓ CHECK LIST

1. University Funding:
    - Many universities have internal funding opportunities specifically designated for summer programs or courses.
    - Check with your university's administration, academic departments, or research offices for available grants, scholarships, or funding programs.
    - These funding sources may be competitive and have specific criteria, so make sure to carefully review the requirements and deadlines.
2. External Grants and Scholarships:
    - Explore external grants and scholarships offered by organizations, foundations, or government agencies.
    - Research funding opportunities that align with the theme or focus of your summer course.
    - Look for grants or scholarships related to education, research, professional development, or specific fields of study.
    - Websites, databases, and online platforms dedicated to scholarship and grant searches can help identify potential funding sources.
3. Sponsorships and Partnerships:
    - Seek partnerships or sponsorships with companies, organizations, or community stakeholders interested in supporting educational initiatives.
    - Collaborate with local businesses, industry associations, or nonprofit organizations that align with the goals and objectives of your summer course.
    - Offer promotional opportunities or recognition to sponsors in exchange for financial support.
4. Participant Fees:
    - Consider charging participants a registration fee or tuition for the summer course.
    - Calculate the program's expenses, including instructional materials, facilities, staffing, and administrative costs, to determine an appropriate fee structure.
    - Offering early-bird discounts, group rates, or scholarships for financially disadvantaged participants can help ensure accessibility.

5. Crowdfunding and Fundraising:
    - Utilize crowdfunding platforms or launch fundraising campaigns to gather financial support from a larger community.
    - Present a compelling case for your summer course, highlighting its impact, goals, and benefits.
    - Engage participants, alumni, colleagues, and the general public to contribute to your fundraising efforts.
6. Donations and Alumni Support:
    - Reach out to alumni, former participants, or individuals passionate about education to seek donations.
    - Establish a dedicated fund or scholarship program for the summer course and actively promote it to potential donors.
    - Engage alumni through networking events, newsletters, or specific initiatives to foster a sense of community and encourage support.
7. Government Funding and Grants:
    - Investigate government-funded programs or grants that support educational initiatives, particularly in the field or area of your summer course.
    - Research national, regional, or local funding opportunities available for educational projects or programs.
    - Consult government departments, educational authorities, or grant databases for information on relevant funding options.
8. Collaboration with other Institutions:
    - Explore partnerships with other educational institutions, research centers, or organizations to jointly fund and offer the summer course.
    - Pool resources, expertise, and networks to increase the financial sustainability of the program.
    - Collaborative efforts can expand funding opportunities and enhance the overall quality and impact of the summer course.

When seeking financial sources for your summer course, it's important to carefully review the requirements, deadlines, and eligibility criteria for each funding option. Prepare a clear and compelling proposal, highlighting the educational value and potential impact of the course to increase your chances of securing funding.

Drafting a budget

Creating a budget for a summer school program requires careful consideration of various expenses and funding sources.

It's important to note that the budget may vary based on the specific requirements and scope of your summer school program. Adjust the categories and values as per your program's needs. Be thorough in estimating costs and research actual prices for items and services.

Regularly monitor the budget throughout the planning and implementation phases to ensure financial sustainability. Consider contingency funds to account for unexpected expenses or changes in the program. Keep detailed financial records and document all transactions for accurate reporting and accountability.

Remember to review and adjust the budget as necessary to reflect actual expenses and any changes in funding sources. A well-planned and managed budget will help ensure a successful and financially sound summer school program.

1. **Income:**
    - Participant fees: **$X** (number of participants * registration fee per participant)
    - Grants/scholarships: **$X** (if applicable)
    - Sponsorships/donations: **$X** (if applicable)
2. **Expenses:**
    a) Personnel:
    - Instructors: **$X** (number of instructors * instructor fee)
    - Administrative staff: **$X** (number of staff * staff salary)

    b) Program Costs:
    - Course materials/resources: **$X**
    - Guest speakers/facilitators: **$X**
    - Field trips/excursions: **$X**
    - Lab/technical equipment: **$X**
    - Technology/software: **$X**
    - Certificates/awards: **$X**
    - Catering – food and drings, coffee breaks during the program

    c) Facilities:
    - Rental fees for classrooms/labs: **$X**
    - Equipment/supply rental: **$X**
    - Maintenance/cleaning: **$X**

d) Marketing and Promotion:
   - Printing/marketing materials: **$X**
   - Online advertising: **$X**
   - Promotional events: **$X**

e) Participant Support:
   - Accommodation: **$X** (number of participants * accommodation cost per participant)
   - Meals: **$X** (number of participants * meal cost per participant)
   - Transportation: **$X** (field trips, airport transfers, etc.)
   - Insurance: **$X** (if applicable)

f) Administrative and Miscellaneous:
   - Office supplies: **$X**
   - Communication expenses: **$X**
   - Miscellaneous expenses: **$X** (contingency)

Total Expenses: **$X**

3. **Net Income (Income - Expenses): $X**

Transfer Technology Summer School and its content

A Transfer Technology Summer School is a specialized program designed to educate participants on the process of transferring technology from research institutions or industry to the market. It aims to bridge the gap between academia and industry by providing knowledge and skills related to technology commercialization, intellectual property management, entrepreneurship, and innovation.

The content of a Transfer Technology Summer School should cover the following areas:

1. Introduction to Technology Transfer:
   - Overview of technology transfer process and its importance
   - Key stakeholders involved in technology transfer (e.g., researchers, technology transfer offices, industry partners)
   - Different models of technology transfer (e.g., licensing, spin-offs, collaborative research)
2. Intellectual Property (IP) Management:
   - Basics of intellectual property rights (patents, copyrights, trademarks)
   - Intellectual property protection strategies and considerations
   - IP valuation, licensing, and negotiation techniques

3. Technology Commercialization:
    - Market assessment and market analysis techniques
    - Product development and commercialization strategies
    - Building a business case and go-to-market strategies
4. Entrepreneurship and Innovation:
    - Introduction to entrepreneurship and entrepreneurial mindset
    - Identifying and evaluating entrepreneurial opportunities
    - Innovation management and fostering a culture of innovation
5. Funding and Investment:
    - Sources of funding for technology transfer and commercialization (e.g., grants, venture capital, angel investors)
    - Pitching and presenting to potential investors
    - Understanding financial models and valuation methods
6. Legal and Regulatory Considerations:
    - Compliance with regulations and standards in technology transfer
    - Contract negotiation and drafting agreements
    - Ethical considerations and responsible innovation
7. Case Studies and Best Practices:
    - Analysis of successful technology transfer case studies
    - Lessons learned from real-world technology transfer projects
    - Best practices in technology transfer and commercialization
8. Hands-on Workshops and Group Projects:
    - Practical exercises and workshops to apply concepts and tools learned
    - Collaborative group projects focused on technology commercialization or business development
    - Mentoring and feedback sessions to refine project ideas
9. Networking and Industry Engagement:
    - Networking opportunities with industry professionals, entrepreneurs, and investors
    - Panel discussions and guest lectures from experts in the field
    - Site visits to research institutions, incubators, or startup hubs

The content of a Transfer Technology Summer School can be customized based on the specific needs and interests of the participants. It may also include interactive sessions, team-building activities, and opportunities for participants to develop their own technology commercialization

plans or pitch ideas. The program aims to equip participants with the knowledge, skills, and networks necessary to effectively transfer technology and drive innovation in the marketplace.

Target group

The target group for a Transfer Technology Summer School includes individuals who are interested in or involved in technology transfer, commercialization, and innovation.

The program is designed to cater to a diverse range of participants, including:

1. Researchers and Scientists:
    - Researchers and scientists who want to gain knowledge and skills in technology transfer and commercialization.
    - Individuals involved in cutting-edge research and development who want to explore the potential of transferring their innovations to the market.
2. Technology Transfer Professionals:
    - Technology transfer officers, licensing managers, and intellectual property professionals working in research institutions, universities, or technology transfer offices.
    - Professionals responsible for identifying, protecting, and commercializing intellectual property assets.
3. Entrepreneurs and Start-up Founders:
    - Individuals who are interested in starting their own technology-based ventures or spin-off companies.
    - Entrepreneurs who have already launched a startup and want to learn more about technology transfer and the commercialization process.
4. Business Development Managers:
    - Professionals working in industries or organizations involved in technology transfer, strategic partnerships, or open innovation.
    - Business development managers looking to explore collaboration opportunities with research institutions or startups.
5. Investors and Venture Capitalists:
    - Investors, venture capitalists, or angel investors interested in technology-driven ventures.
    - Individuals who want to understand the technology transfer process to make informed investment decisions.
6. Policy Makers and Government Officials:
    - Government officials involved in science, technology, and innovation policy.

- Policy makers interested in creating an enabling environment for technology transfer and commercialization.

7. Graduates and Postgraduates:
    - Graduates or postgraduates from various disciplines (science, engineering, business, law) who are interested in technology transfer and commercialization as a career path.
    - Students who want to gain a deeper understanding of the process and potential of technology transfer.

It's important to tailor the Transfer Technology Summer School program to accommodate the diverse needs and backgrounds of the target group. This can be done by incorporating case studies, practical exercises, and networking opportunities relevant to their specific interests and professional aspirations.

Practical task

The goal of the chapter

This chapter describes practical part of the summer school which focuses on workshop organised with participants on the topic of strengthening the funding ability within EU programs. The workshop aims to increase the entrepreneurial capacity of students, young researchers and young entrepreneurs to acquire the resources needed for experimental and innovative research activities. It offers a first and practical contact with an application for the above-mentioned type of funding, which will condition the individual's entrepreneurial spirit to be willing to submit this type of application independently in the future. The Horizon Europe cascade call was chosen as a model for this purpose, as it is a type of application that is considerably simpler compared to Horizon Europe consortia and cluster projects – both in terms of application preparation and project implementation.

Topic Introduction

Universities are currently faced with low levels of student entrepreneurship, who often make only minimal efforts to complete professional activities. In this case, critical thinking and creative discussion are absent, with follow-up steps leading to problem-solving or translating ideas and research into commercial solutions.

In the case of technology transfer support, funding is a key element. As these are risky projects with an uncertain outcome, grant funding, which in most cases does not require payback and co-funding, is the most optimal choice for technology transfer from research to industry.

However, information on public funding opportunities is limited and the terms and conditions of calls for proposals are opaque and complex for most of the target group. Last but not least, there is a lack of sufficient capacity to apply for grant funding and implement project management.

Requirements

Technical equipment

No extra technical resources are needed to implement the workshop. These consist of software and hardware. In addition, it is necessary to take the physical space in which the event will take place into account.

In general, the following **requirements should be taken into account:**

- Room for 20 people equipped with a projector,
- Laptop/desktop in the room/standard office configuration,
- Basic office suite such as Microsoft Office or equivalent,
- Printer for back-up printing of the presentation in case of technology failure; also for printing materials for the study group,
- Basic (free) version of the Slido interactive tool (or Kahoot or equivalent),
- Internet connection in the room where the workshop will be held.

The workshop is not recommended to be conducted online due to the direct interaction with the participants, therefore the technical requirements are given for the physical form of the workshop.

Requirements for a Lecturer

The person who will apply the methodology in the form of an interactive workshop should have at least basic experience in the field of public funding of innovative projects or project management with cascade financing. Meeting the minimum requirements is not absolutely necessary for the implementation of the methodology, nevertheless, in order to maintain efficiency in terms of results achieved, the following **recommendations** are made:

- university degree II. Degree,
- at least 1 year of experience in supervising students/teaching/conducting workshops,
- minimum presentation skills (experience of presenting in front of an audience),
- professional competence: at least 3 years' experience in EU grant funding,
- at least C1 level of English (ability to communicate and explain in English),
- direct experience of cascade funding is ideal (basic characteristics of this type of calls, filling in the application, consultancy work in this field).

In the absence of any of the skills, it is recommended that the lecturer should reserve at least 10 extra hours for study, analysis and familiarisation (time availability should be taken into account).

Participant Requirements

In addition to the defined requirements in the form of the target group, it is also necessary to take the minimum knowledge and personal qualifications of the participant into account. The requirements relate in particular to language skills (ability to understand and communicate in English), open-mindedness, willingness to learn new things and problem-solving.

The thematic focus of the participant is not limited, but as the participant will be working with his/her own idea during the interactive workshop, it is advisable that he/she has an idea of the field in which he/she would like to work in the future. This may be related, for example, to a final student thesis or ongoing research that the participant is currently working on. However, it is not a requirement and it is welcome if the participant comes up with new ideas with meaningful potential at the workshop.

Methodology content

Workshop on strengthening the funding ability within EU programmes is divided into two parts:

1. **The first part** consists of a 30-minute best practice presentation to provide participants with background information and an overview of Horizon Europe and how to get involved in these programmes. At the end of the first part there is a test to consolidate the knowledge.
2. **The second part** consists of a 1,5-hour workshop during which participants will learn how to prepare a simple cascade call application form. The necessary details of these two parts will be described in the following chapters. The Cascade Call application form template was chosen for a number of reasons: *the complete application can be completed relatively quickly as it is simple (around 2 days), project administration is considerably simpler than for other Horizon Europe schemes, funding is disbursed on a lump-sum basis, i.e. there is no need for complicated budget thinking.*

The whole event should not take more than 2 hours. It should be conducted in English for the sake of uniform terminology used in the application forms and other Horizon Europe documents.

Sources and Method of Obtaining Resources

Before the actual start of the implementation of the workshop, it is necessary to make an up-to-date overview of the available grant resources as well as the content resources that will be used during both parts of the methodology. This includes working with the Funding and Tenders Opportunities Portal and also the Slido interactive tool to get feedback from participants. Appropriate additions in the presentation for the chosen target audience are meme images and gifs to liven up the presentation and keep the audience's attention. This process can take anywhere from 2 to 10 hours of thorough preparation.

Update on Horizon Europe

Before preparing the presentation, it is needed to update the information on Horizon Europe. It is unlikely that there will be significant changes during the programming period that could alter the relevance of the information presented, but it is nevertheless advisable to check this information. In particular, **it is recommended to:**

- Check the structure of Horizon Europe and the individual pillars and verify that they still have the same set-up – global challenges and clusters, Widening position;
- Where relevant, the individual Horizon Europe Partnerships should be checked, as new Partnerships can and do emerge over the years, responding to Europe's current requirements;
- Review of the structure and functioning of the FTO Portal, preparation of an actual screenshot of the FTO Portal as a demonstration for the presentation (basic view and Cascade funding view);
- The FTO Portal is located at: https://ec.europa.eu/info/funding-tenders/opportunities/portal/.

Finding a Suitable Cascade Call for the Interactive Part

The focus of the interactive workshop will be on a selected (preferably current) call for cascading funding. For this reason, it is necessary to do a monitoring of the currently open cascading funding calls and choose a suitable one that the lecturer will be able to use in the workshop.

When selecting the topic of the cascading call, he/she should also take into account the nature of the target audience as well as his/her own experience on the topic, so that he/she can advise the participants well enough if necessary.

Monitoring of cascading funding can be done at the following web addresses:

- **FTO Portal – Competitive Calls and calls for third parties**

  https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/competitive-calls

- **Funding Box**

  https://fundingbox.com/

Attractiveness of the Presentation – searching and creating meme images

For the sake of attractiveness of the presentation for the young target audience, it is advisable to use meme images and gif animations. On the website https://imgflip.com/memegenerator you can create your own images that will be humorously added to the theme of the slide presentation.

Similarly, gif animations that bring the theme to life and encourage action (e.g., a gif of applause subconsciously triggers action to applaud) can be found at https://giphy.com/. Of course, care must be taken to be ethically and politically correct in the creation of such images so that their meaning does not negatively affect any group of participants.

Acquisition and Content Fulfilment of the Slido Tool

Slido (or any commercial equivalent) is an essential tool for getting feedback and then improving the processes of the methodology. It is a very simple and intuitive tool that can be found at https://www.slido.com.

The use of the interactive tool is recommended as follows:

Initial awareness of Horizon Europe (how well participants know/do not know the programme, what is their level of knowledge). This allows the lecturer to tailor the wording and the level of depth needed for explanations. A Poll with simple questions will be used for this purpose:

1. Do you know what the Horizone Europe is?
2. Have you ever submitted a project proposal?
3. Why do you think people don't apply for grants?

Creating a quiz to reinforce the knowledge presented, e.g., with **suggested questions:**

- **What is TRL?** (answers: Level of evaluation readiness; Transformation rocket level; Technology readiness level – correct answer).
- **Where can you find EU calls for proposal?** (answers: FTO Portal – correct answer; EC market; National Funding Authority; Cascade brokerage market).
- **Where you can find a partner for your project?** (Answers: In a coffee shop; At the brokerage event – correct answer; Wherever a coffee is; On the FTO Portal – correct answer).
- **How EEN and NCPs can help you?** (answers: What is EEN?; What is NCP?; What is EEN and NCP?; They can help me consult my project proposal for free – correct answer).

Each quiz question should be timed for at least 25 seconds in order to give the participant time to reply, also in view of possible technical delays.

Passive Part – Presentation and experience sharing

This section will present a recommended presentation structure to explain to the participant the basic links between the Horizon Europe programme and its individual specificities, including practical tips on how to get started and successfully obtain EU funding.

At the beginning of the presentation, it is recommended to ask the audience questions via an interactive tool (e.g., Slido, Kahoot) in the composition of the questions as outlined in the chapter above (Getting and Filling the Slido tool with content) – it is recommended to embed a Slido screen with a QR code directly into the presentation.

The aim is to find out at what level participants' knowledge of Horizon Europe is and which reasons they perceive as barriers to engaging in similar programmes. If the answers indicate that the majority of participants are unfamiliar with the issues, it is advisable to explain each topic in a little more detail to ensure a full understanding of the context.

The recommended structure of the presentation (30 mins) is as follows:

1. **Basic information about Horizon Europe** (what it is for, what budget it offers, what type of projects it involves, the basic structure of Horizon Europe – the 3 pillars and a brief description of them).
2. **How to start?** The 7 steps to a successful project. Before presenting the sweetener, it is recommended to ask participants what they think are the steps they would take to get a grant – awakening critical thinking.
3. **What do you want to do?** (defining the basic idea, identifying TRL and briefly explaining the TRL scale).
4. **Find a Call** (recommendation to note on each call: Who is eligible? Eligible activity? The deadline, the budget, introduction of the FTO Portal indicating the QR code, introduction of the cascading calls on the FTO Portal indicating the QR code.
5. **Make some networking** (explain the importance of the right consortium composition, recommendation to use brokerage events and how to use them, vetting partners on FTO portal, preparing for Brokerage, using coffee breaks for networking).
6. **Work on it** (how to write a project proposal – so that the evaluator understands it and appreciates the structure, recommendation to set aside time to prepare the proposal).
7. **Show it** (review and consultation as a necessary step to success, highlighting the possibility of free consultation through the NCP and EEN network, the difference between NCP and EEN – who can help with what, who and how, QR code for contacts on the European Commission website).
8. **Improve it** (importance of listening carefully to the comments of the consultant or reviewer, making sure that we understand the comments and incorporate them into the proposal in order to improve it).
9. **Submit!** (registering on the FTO portal, obtaining a PIC code, setting aside sufficient time to register and complete the electronic part of the application form).
10. **Acknowledgement** and providing a contact in case you need to be contacted in the future.

The presentation should be followed by an interactive quiz in the form of a simple electronic test (Slido, Kahoot). The composition of the questions is given in the previous chapters (Acquisition and content fulfilment of the Slido tool) – inserting a Slido screen with a QR code.

After taking the quiz, a "congratulations" in the form of a stimulating gif animation is recommended as a "small reward" for taking the quiz.

Interactive part – Workshop

The workshop is a practical session designed to give participants first contact and skills related to formulating a project idea and preparing an application for submission.

The start of the workshop is preceded by the lecturer's preparation related to the search for a successful project application for the cascade call and immediately before the start of the exercise to divide the attendees into groups. There is no methodology for obtaining an example of a successful application as these applications do not tend to be published. However, it is advisable to use your own contacts and approach SMEs in your area that have applied to such a call and would be willing to share their experiences. For example, startup incubators or science parks may be suitable environments to obtain such a document.

When showing the document to the participants, it is important to respect the protection of personal and sensitive data, so it is recommended to delete it (company name, names of persons, etc.) from the document.

The structure of the workshop (1.5 hours) is as follows:

1. **Demonstration of an example** of a successful application (5 minutes).
2. **Brief introduction** of the model call for proposal to which the participants will "apply" (5 minutes).
3. **Individual introduction** of the participants (who I am, where I am from, where I study or work, what research or business I am working on) (max. 1 minute each, approx. 10 minutes total).
4. **Grouping** (max 3 participants in one group).
5. **Defining the project idea** and completing certain parts of the application (45 minutes).
6. **Pitch the proposal** (max. 3 minutes per group, approx. 15 minutes total).

Practice application chapters

For time reasons but also to optimize the workshop (too long an exercise reduces the efficiency and attention of the participants), participants will not fill in all the chapters of the application but only those with added value to increase the skill of the participant.

The chapters that are recommended to be completed with the participants are:

1. **Basic information:** project name (this is an important project feature that gives a first impression),
2. **Project:** Describe your solution in one sentence or tweet/Selection of the call area/ Brief description of the project and its relevance to the selected call,
3. **Excellence:** Ambition/Innovation/Reliability of approach and credibility/State of the art/Progress or traction in the last 3 years,
4. **Impact:** Market opportunity/Scale of market opportunity/Workforce/SME productivity/ Scalability of the solution,
5. **Implementation:** Team/Cross-cutting criteria – gender balance/Team skills/Project commitment/Technology level of the business/Demonstrated experience in the target market/Resources/Cross-cutting criteria – environment and low carbon economy and social impact.

Clearly, a thorough completion of the above chapters would be more time consuming than the duration of the workshop. However, it is necessary for the participant to go through all the above chapters as this will give him/her a comprehensive view of what the application form will require him/her to prepare for it.

Participants should be advised that these chapters need to be completed very briefly (1-2 sentences). Also, this length will force the participant to think about the necessary questions and in the required context.

The role of the lecturer is to consult and assist each group in the process of considering and completing the application. It is necessary for the lecturer to address, consult and ensure that the group understands the assignment. This process should be introduced by the lecturer at least once for each group.

The most appropriate way to authentically guide a participant through the application form is to ask participants to bring their own laptop to the workshop. They will then be provided with a web link to the electronic system of the cascade call in question.

As an alternative or complementary form of the process, an exported sample application from the cascade call electronic system can also be chosen and the participant can write their ideas directly on paper. In this case, however, it should be borne in mind that the paper version does not contain important guidance. The lecturer needs to share the screen of the electronic system and the individual guidances directly to the participants through the projector so that the participants can read this information.

Recommendations Based on Implementation Outputs and Improvements

The complexity of the quiz questions

The last section is devoted to improving the processes of the methodology on the basis of previous implementation experience. It mainly concerns a quiz to consolidate the acquired knowledge. Below is a sample of the answers to the four questions of the quiz:

Figure 1: Quiz answers – Question 1

Figure 2: Quiz answers – Question 2

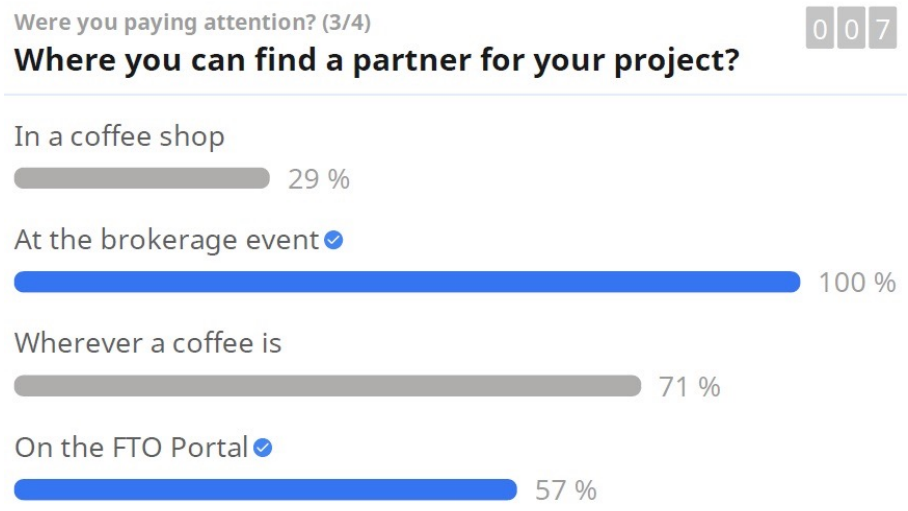


Figure 3: Quiz answers – Question 3

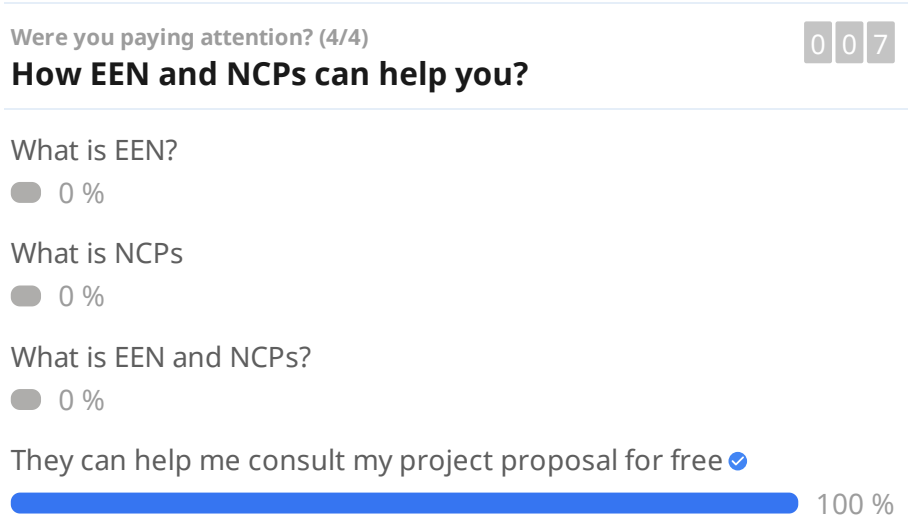


Figure 4: Quiz answers – Question 4

Given that the vast majority of questions were answered correctly, it is recommended to increase the difficulty of the quiz with more complex questions and multiple choice answers.

It is necessary for the lecturer to be observant, to analyse his/her previous work, the reactions of the participants and the problems they face during the workshop and, based on the findings, to adjust the setting of the conditions throughout the methodology so that it is continuously improved.

Implementation Summary

The proposed workshop methodology to increase entrepreneurship in applying for grant funding for innovation and research projects was a pilot version that had not been implemented before.

Given the course of the event, where it was also evident from the feedback that they were acquiring new information that they had no idea about before, the presentation part of the methodology can therefore be assessed as beneficial for the current conditions, where the awareness of Horizon Europe is not yet so widespread. It is quite common that even at events held on campus, where the programme should find its target audience, the awareness of Horizon Europe is minimal (based on the lecturer's questions to the audience).

As regards the interactive part, the participants worked as planned. Based on implementation experience, it is advisable to allow time for individual parts of the workshop – for example by sharing a timer on a computer screen, TV or projector. Participants did not face as many obstacles in completing the application form as might have been initially expected and had only a few clarifying questions. They were able to reframe their research or business into the needs of the cascade call and the pitch section also went beyond expectations. Feedback after the event spoke of enthusiasm for the course, which was dynamic and gave participants the necessary knowledge and skills in committing to applying for grant funding.

Case Study TUKE – EntreCamp 2022

EntreCamp was organized as a challenge-based entrepreneurship summer camp for university students. The Helsinki edition of EntreCamp took place in 2022 and catered to Master's level students from six European universities. Its main objective was to foster entrepreneurial thinking and skills through challenge-based learning and design thinking. Students collaborated to develop sustainable business solutions for the future, focusing on areas such as the circular economy, green mobility, and digital transformation.

The camp offered an immersive introduction to the process of creating a new venture, product, or service. Students had the opportunity to learn how to identify and test opportunities,

develop and validate solutions, and pitch their ideas to potential customers. They also collaborated with peers from diverse backgrounds and disciplines, while receiving guidance and feedback from mentors and experts.

This document aims to serve as a best practice example for newly established summer schools with various focuses. It provides a comprehensive summary of the entire process involved in creating this summer camp, starting from the initial idea, the selection of the camp format, its organization, and the feedback received.

Purpose of EntreCamp

EntreCamp was established by the Ulysseus European University with the primary goal of nurturing entrepreneurial skills and fostering entrepreneurial thinking. It achieved this by utilizing practical challenges from both the private and public sectors and employing Design Thinking principles to develop innovative solutions.

Ulysseus European University is one of the 44 European Universities selected by the European Commission to become the universities of the future. Led by the University of Seville together with five other universities in Europe (the University of Genoa, Italy; Université Côte d'Azur, France; the **Technical University of Košice**, Slovakia; MCI | The Entrepreneurial School®, Austria; and Haaga-Helia University of Applied Sciences, Finland), the project will allow students, researchers and graduates to move freely between universities, carry out internships in companies and start high-impact research projects.

Participants in the camp had the valuable opportunity to collaborate and enhance their knowledge within international teams. Each team member brought a diverse range of knowledge and experience acquired from their studies in various fields. As a result, the camp served as an incubator, bringing together individuals with creative ideas and expertise in economics, technology, social sciences, and law.

The aim of the camp was not to create a perfect final product or service, but rather to develop a well-grounded concept, scheme, or policy that, if further refined and implemented, could contribute to solving specific problems within the identified challenges.

As participants engaged in the camp, they had the opportunity to deepen their knowledge and skills in the following areas:

- Design thinking as a method for defining and creating innovative products and services.
- Principles of challenge-based learning.
- Entrepreneurial thinking.
- Sustainable business and economic principles.
- Intercultural and multidisciplinary team collaboration.

A well-defined summer school is characterized by having a clearly articulated goal and outlining the benefits that participants can gain from the experience.

Summer EntreCamp Theme

The main theme of EntreCamp focused on shared value and sustainability as future-oriented solutions. Within this theme, three specific sub-themes were identified, and the sponsors themselves defined the corresponding challenges. These sub-themes were Circular Economy, Green Mobility, and Digital Transformation.

As the organizer of the camp, **Haaga Helia University**, located in Helsinki, the challenges were defined by local stakeholders. The challenges were commissioned by various departments of the **Uusimaa Regional Council** in Helsinki, which actively participated in the camp through the involvement of their experts and speakers.

Prior to the start of the summer camp, participants had the opportunity to familiarize themselves with the challenge topics through an online kick-off meeting. This allowed them to gain a foundational theoretical understanding of the issues before the actual commencement of the summer school. They could then apply this knowledge during their on-site teamwork in Helsinki.

The Uusimaa Regional Council identified the following challenges for the camp:

- How can shared value be created for the Helsinki-Uusimaa region and its residents?
- How can a circular economy be promoted in the Helsinki-Uusimaa region?
- How can green mobility be enhanced in the Helsinki-Uusimaa region?
- How can digital transformation be accelerated in the Helsinki-Uusimaa region?

Subsequently, individual teams selected one of the defined themes and, utilizing the principles of design thinking, identified the underlying problem and proposed a solution in the form of a product, service, or conceptual design.

During this phase, it is essential to define the challenges and establish expected outcomes. Additionally, the role of individual tutors and coaches is to provide guidance to the teams and assist in evaluating the feasibility of the proposed solutions from various perspectives.

Camp Format

The format of a summer school plays a crucial role in its success and the achievement of its objectives, which often involve the acquisition of both soft and hard skills. The choice of format depends on various factors, including the nature of knowledge transfer or acquisition, which may require physical interaction in some cases or be adequately facilitated through an online approach.

In the case of EntreCamp, a combined method was adopted for several reasons, including the conclusion of the pandemic and the funding structure of the summer school. The Erasmus funding scheme necessitated that a portion of the activities be conducted online. The primary learning tool utilized for the camp was a Moodle platform, primarily serving as a repository of relevant documents, presentations, and a means of delivering sub-outcomes. The camp was divided into three parts, with the first and final segments conducted online and the main part taking place in Helsinki.

The initial online portion served as a kick-off meeting, providing essential information about the camp to the participants. It also offered an opportunity for individual participants to acquaint themselves with one another, fostering communication and facilitating team formation.

During this introductory meeting, participants were provided with all necessary information, including:

- The camp's theme and challenges.
- The camp's program.
- Guidelines on how to work.
- Rules and regulations.
- Conditions for successful completion of the camp.
- Administrative details such as documents, accommodation, and travel arrangements.

Following the meeting, participants were informed about the first task they were expected to complete before the camp itself. This task aimed to develop an essay demonstrating the students' understanding of the issues related to the camp's theme and challenges. Participants were also asked to identify three best practice solutions in the areas of policy, service, and technology that have been successfully implemented worldwide within the camp's theme.

Ulysseus Entre Camp Helsinki 2022: Kick-off

Shared Value & Sustainability: Solutions for the future

Camp in Helsinki

The second major segment of the camp took place at the partner university, Haaga Helia, in Helsinki and Porvoo. The camp's program was carefully crafted to combine active collaboration within teams to solve the selected challenge, while providing theoretical and practical insights through invited speakers, institutional visits, and leisure activities. Each day, participants were presented with the agenda and key objectives that each team should primarily focus on.

Tutors and coaches played a significant role in facilitating teamwork and providing support to their respective teams throughout the week. Each team was assigned two lecturers from different universities, bringing diverse experiences and expertise.

The main program included various activities such as:

- Workshop on Design Thinking.
- Visits to Maria01 and the Helsinki Education Hub.
- Inspirational speeches delivered by experts and entrepreneurs.
- Team collaboration to tackle the given challenge.
- Outdoor experience program in Nuuksio and an excursion to Porvoo.
- Final presentation of solutions to a jury.

The third part of the camp involved the submission of an electronic "Learning Portfolio." In this portfolio, participants summarized what they had learned during the camp and the value it had provided them. The format of the portfolio was left to the individual creativity of the participants, who could use websites, presentations, video vlogs, and other mediums.

Camp Participants – Target Group

Identifying the appropriate target group is crucial for the success of the camp. It is essential to consider the desired level of knowledge participants should possess and adjust the selection criteria or restrictions accordingly.

In the case of EntreCamp, the target group was identified as Master's level students from the six European universities that are partners of the Ulysseus European University consortium. Each university in the consortium selected and sent seven students to participate in the camp. The universities within the consortium have distinct fields of study, ensuring a diverse mix of participating students.

Experts and Lecturers

During the camp, the role of lecturers and coaches was to guide the students' work, assist in team management, and provide valuable advice whenever needed or to resolve conflicts. The lecturers created a suitable and creative environment for the teams to work in. At the beginning of the camp, all lecturers were introduced to the participants, highlighting their specializations. Given the diverse expertise of the lecturers, participants had the opportunity to reach out to them for specific questions and receive relevant opinions on the issues at hand.

Experts were also involved in EntreCamp as speakers or representatives of companies with which the planned activities were associated. These experts included:

- Prof. Dr. Teemu Kokko, President of Haaga-Helia University of Applied Sciences
- Dr. Pasi Malinen, Professor of Entrepreneurship at the University of Turku
- Dr. Minna Halme, Professor of Sustainable Business at Aalto University
- Dr. Jari Luomakoski, Founder and Director of Greenstep
- Dr. Tiina Tuurnala, CEO of the Finnish Association of Shipping Companies
- Dr. Jukka Viitanen, Director of the Helsinki Education Hub

Their main contribution was to provide practical experience and offer feedback on the solutions developed by the participating teams. This bridged the gap between theory and practice, ensuring that participants received relevant feedback.

Camp Location

The 2022 EntreCamp was held in Helsinki, Finland, directly on the campus of Haaga Helia University. The campus facilities fully met all the camp administration requirements, although student accommodation in dormitories was not available due to ongoing construction. The campus location was highly convenient for travel, with a main transportation hub within walking distance. Additionally, as the university has multiple campuses, it was a great idea to spend a workday at the old town Porvoo campus and explore the city itself.

Camp Curriculum and Program Example

The camp's program should strike a balance between the transfer of new knowledge, its practical application, and enjoyment. At EntreCamp, this balance was achieved through long-term planning by the Haaga Helia team and valuable feedback and assistance from the camp lecturers representing all participating universities.

While each daily program was unique and varied to some extent, here is an example of how a typical camp day might unfold:

- Breakfast at the hotel
- Transfer to the campus
- Workshop or keynote on design thinking, challenge-based learning, entrepreneurship, or sustainability
- Teamwork on the challenge with the guidance of coaches and mentors
- Lunch break
- Company visit or inspirational speech from an expert or entrepreneur
- Teamwork on the challenge with the guidance of coaches and mentors
- Transfer to the hotel
- Dinner and recreational activities

Monday programme

10:30	Welcome to Entre Camp, room 6210, 6th floor
10:40	Team Building
11.00	Challenge presentation
11.30	Lunch, Student cafeteria
12.30	Coaches & portfolio, room 6210
	Tools & Tasks: Formulating the problem, room 6210
13.00	Team work, in your own dedicated spot
15.00	Campus orienteering
16.30-18.00	Get together event, room 8209, 8th floor

The fun factor in a summer school is just as important as the knowledge transfer. Students often choose a summer school based on the camp location, the attractiveness of the country for visiting, and the enjoyable aspects of the program proposed by the organizers.

In the case of EntreCamp, several main fun activities were organized to alleviate the stress of work and help participants get to know each other better. Here are some of the enjoyable activities that took place during the camp week:

- Campus orienteering game
- City exploration and problem identification
- Visits to interesting facilities
- Trip to Porvoo
- Learning café
- Scavenger hunt
- Visit to a national park
- Small fun Olympic games
- Sauna
- Lake swimming
- Grill party




When preparing the camp program and curriculum, it is important to consider how the program will fit within the camp context and how flexible it will be to accommodate different students' knowledge and learning styles.

Activities and Tools

Activities during a summer camp should align with the camp's purpose and be suitable for the camp's conditions and participants. In general, many current summer camps or similar one-time events focus primarily on short-term product or service development with a final tangible outcome. These events, such as hackathons, are particularly popular in the IT sector. However, EntreCamp places a greater emphasis on the process rather than the immediate results. Therefore, even preliminary or unfinished product or service ideas were welcomed if they could contribute to addressing the proposed challenge.

Here are some of the key activities that were facilitated at the camp:

- Teamwork
- Design thinking steps
- Presentation skills
- In situ problem definition
- Creation and execution of questionnaires
- Persona creation
- Mock-up creation

- Financial and risk analysis
- Business plan creation
- Prototyping

By incorporating these activities, participants were able to engage in a comprehensive process of problem-solving and solution development.

Assessment

The assessment process for EntreCamp consisted of multiple components to evaluate the participants' performance and learning outcomes. The requirements for completing the camp and earning 5 ECTS credits included:

1. **Pre-assignment**: Participants were required to submit a written pre-assignment by May 25, 2022. This assignment was assessed by lecturers from the same university as the participant, ensuring university-specific assessment. The local lecturers were also available for consultations. The pre-assignment assessment consisted of two parts, which were submitted separately by the student. The maximum score for the pre-assignment was 20 points.
2. **Camp Days**: The camp spanned five days in Helsinki (June 6-10, 2022) and included workshops, keynotes, company visits, and a final presentation. At the end of each camp day, the lecturers provided feedback on the participants' daily work. They discussed

what worked well and areas that needed improvement, allowing for adjustments and addressing any challenges. This continuous feedback loop aimed to enhance the participants' learning experience throughout the camp.

3. **Team Performance Assessment**: On the last day of the camp, the lecturers collected the feedback given during the camp days and assessed the overall performance of each team. This assessment considered the team's collective work and collaboration throughout the entire week.
4. **Final Presentation Evaluation**: Each team delivered a final presentation of their solution to the challenge on the last day of the camp. A jury comprising experts and entrepreneurs evaluated these presentations. The jury assessed the quality, innovation, and feasibility of the proposed solutions. The top results in three categories were announced based on the evaluation.
5. **Learning Portfolio**: Participants were required to submit a "learning portfolio" by July 31, 2022. The portfolio served as a written reflection on the learning outcomes and experiences during the camp. While the form of the portfolio was not explicitly specified, participants were encouraged to showcase their creativity. Some participants opted for a document-style presentation, while others chose to create a web page or a video log. The learning portfolio was expected to include a description of the challenge and the team's solution, a self-assessment of acquired skills and competencies, feedback on camp activities, methods, and organization, as well as a personal action plan for further development and application of the learning.

By incorporating these assessment components, EntreCamp aimed to comprehensively evaluate the participants' performance, teamwork, problem-solving skills, and their ability to reflect on their learning experience.

EntreCamp Administration:

The administration of EntreCamp involved various tasks to ensure the smooth functioning of the summer camp. The process included:

1. **Registration and Application**: The camp administration handled the registration process, which involved online applications in two steps. Effective marketing strategies were implemented by the Ulysseus partners to disseminate information about the camp and attract interested participants. The selection process was carried out by each university, considering factors such as letters of interest, academic results, and master thesis topics.
2. **Erasmus BIP Program**: Selected participants were required to apply for the Erasmus BIP program, which facilitated their participation in the camp. The camp administration guided the students through the application process and ensured their enrollment in the EntreCamp moodle course, where all relevant information was stored.
3. **Venue and Accommodation**: Participants were provided with information about the camp venue and suggested accommodation options. Travel options were communicated to the students to assist them in making necessary arrangements.

4. **Hiring of Lecturers and Experts**: The administration was responsible for hiring lecturers and experts who would contribute to the camp's curriculum and provide guidance to the participants. Arrangements for their stay during the camp were also made.
5. **Curriculum and Materials**: The administration prepared the required curriculum, themes, and materials for the camp. They ensured that all necessary resources and materials were available to facilitate the camp activities.
6. **Logistics:** The administration took care of various logistical aspects, including organizing lunch breaks, securing suitable classrooms for workshops and presentations, and ensuring the smooth execution of the fun activities during the camp.

By effectively managing the administrative tasks, the EntreCamp team created an environment conducive to learning and collaboration for the participants.

Feedback

Collecting feedback from participants is indeed crucial for camp organizers to gather valuable insights and improve future iterations of the camp. EntreCamp implemented several methods to obtain feedback:

1. **Learning Portfolio**: Participants were required to create a learning portfolio that captured their learning experiences and reflections throughout the camp. This provided an opportunity for students to articulate what they learned and express their thoughts on the camp's content, activities, and organization.
2. **Feedback Form**: Participants were asked to provide feedback on the camp using a prepared form. This form likely included questions about various aspects of the camp, such as the effectiveness of workshops, keynotes, company visits, and overall satisfaction with the camp experience. Gathering feedback through a structured form helps identify specific areas for improvement and highlights what worked well.
3. **Lecturer Monitoring and Feedback**: The lecturers played an important role in monitoring the teams and providing guidance throughout the camp. They had regular interactions with the students, which allowed them to observe the progress, identify challenges, and offer feedback to individual teams. The lecturers' observations and feedback contributed to assessing the students' performance and the overall effectiveness of the camp.
4. **University Student Feedback**: Since each university in the consortium sent students to EntreCamp, the lecturers from these universities had the opportunity to collect feedback from their own students. This feedback could provide valuable insights into the students' experiences and perspectives, contributing to the overall assessment of the camp.

By utilizing multiple feedback channels, EntreCamp aimed to gather comprehensive feedback from both participants and lecturers. This feedback helped in evaluating the camp's success, identifying areas for improvement, and refining the camp experience for future participants.

Instead of a conclusion: Lessons Learned from EntreCamp Organisation

Organisation of EntreCamp has brought us several invaluable experiences and know-how:

- **Define the mission, vision, and goals of the camp**: Clearly articulate the purpose and objectives of the camp. Define the main theme or problem the camp aims to address and outline the desired learning outcomes and benefits for the students. Ensure that the camp aligns with the academic curriculum and objectives of the university.
- **Identify the target audience and market demand**: Determine the ideal students for the camp based on their interests, needs, and motivations. Conduct market research to understand the demand for such a camp and how it can differentiate itself from other programs. Develop strategies to attract and recruit the target audience.
- **Develop a budget and a business plan**: Create a comprehensive budget that outlines the costs and potential revenue streams for the camp. Identify potential sources of funding or sponsorship. Define key performance indicators to measure the success and impact of the camp.
- **Secure a location and facility**: Find a suitable venue that meets the requirements of the camp activities. Consider the availability of the venue, necessary equipment, and resources. Prioritize safety and security measures for the students and staff.
- **Hire and train staff members**: Determine the key roles and responsibilities for the camp and recruit qualified staff members. Provide training and support to the staff before and during the camp. Clearly communicate the expectations and goals to ensure a cohesive team.
- **Design and implement a curriculum and schedule**: Develop a curriculum that covers relevant topics and engages students. Create a well-balanced schedule that incorporates theory and practice, individual and group work, instruction and feedback, as well as challenging and fun activities. Consider different levels of prior knowledge and learning styles among students.
- **Create effective promotional materials**: Develop compelling marketing materials that effectively communicate the value proposition and benefits of the camp. Utilize appropriate channels and platforms to reach potential students, parents, sponsors, partners, and the media. Craft key messages and visuals that resonate with the target audience.
- **Set up an online registration and payment system**: Streamline the registration process by implementing an online system. Clearly communicate the application process, eligibility criteria, and selection process. Provide options for payment and financial aid. Ensure efficient communication with participants regarding their enrolment status.

- **Collect and manage data and feedback**: Implement mechanisms to collect data and feedback from students and staff members. Utilize surveys, evaluations, or reflective assignments to assess student experiences and learning outcomes. Regularly monitor student progress and satisfaction. Encourage staff members to reflect on their performance and contribute to improvement efforts.
- **Evaluate and improve the camp**: analyse data and feedback to evaluate the camp's effectiveness and identify areas for improvement. Incorporate lessons learned and best practices into future camp iterations. Continually strive to enhance the camp experience for students and meet their evolving needs.

By following these recommendations, summer camp developers can create a well-planned and successful program that delivers valuable learning experiences for participants.

Benefits of summer school

- A unique educational event for students and employees of research organizations and others interested in the given issue
- Participants from different kinds of organizations
- International network
- Increasing prestige for university in international scope
- Top lecturers and guests for the given areas
- Limited number of participants, interactive way of lectures
- Discussion, group work, workshop
- Concrete examples
- Sharing good and bad practice
- Meeting people who are in a similar situation
- Making contacts, time for informal discussion
- Pleasant environment including leisure activities

Case study UHK – TUKE – GRU

The case study below offers an insight into how summer school organisations work. The case study focuses on the same topics as the previous chapters, in the same order, and offers concrete examples of summer school best practices.

The Summer School was a part of the joint project Technology Transfer Together (acronym: TEchTransfer, project number: 2020-1-CZ01-KA203-078313) between the three project partners – University of Hradec Kralove (as a coordinator), University of Granada and Technical University of Kosice – with the overall aim to improve knowledge and share experiences in the area of summer school methodology.

The summer school offered participants extraordinary experiences. The summer school allowed participants to delve deeper into technology transfer. Summer school participants had the opportunity to meet real experts in the field of technology transfer and thus gain unique knowledge. On top of their competencies, the summer school also contributed to their practical skills training. Participants obtained the Attendance Certificate to proven the obtained skills of technology and knowledge transfer.

The summer school was effective way of improving knowledge of the above-mentioned topic in an engaging atmosphere and offers the perfect combination of exciting, memorable, safe, and educational experiences.

The primary target group of the summer school: **Hradec Spring Tech 4TTCAMP** were doctoral students, young scientists and academics. The applicants must have a professional interest in the area of technology transfer. All participants were asked to send a CV and a Cover Letter.

In the Cover Letter they must explain among other things their interest in the **Hradec Spring Tech 4TTCAMP** – expectations from the course, how exactly do they fit into the target group, what year of study are they in, how will they make use of the knowledge and the experience gained from the course in their future studies/career and etc. The number of places at the **Hradec Spring Tech 4TTCAMP** was limited.

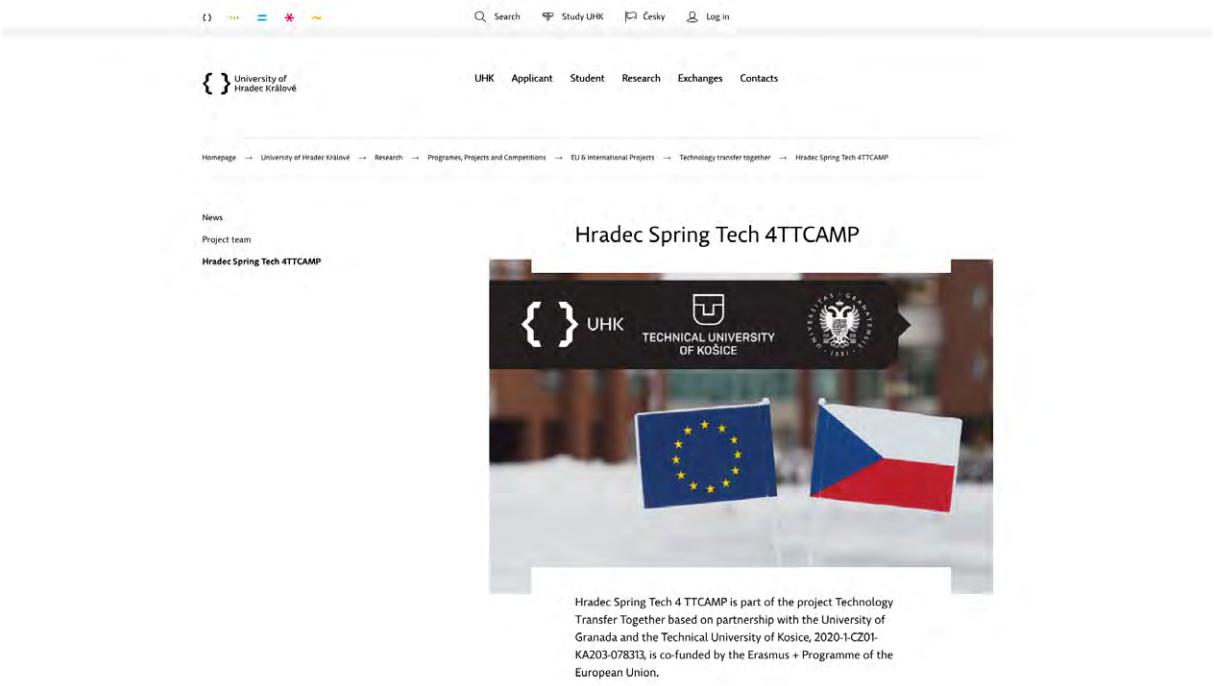


Figure 5: Web page of the summer shool Hradec Spring Tech 4TTCAMP

Lessons:

- Get to know lesson
- Technology Transfer at UHK
- Strengthening the funding ability within EU programs
- Sumary of the Best practice and prevention of potentional risk based on case study

- On technology transfer in UGR – Some examples of spin-offs
- Commercialization, spin-off
- Technology Transfer – Promoting know-how and research
- Intellectual property (IPR)
- Valuation of IPR
- AI opportunities and challenges in the context of Knowledge Transfer support
- Technology Transfer within a multinational company
- Laboratories involved in Technology Transfer at UHK
- Presentation of Proof of Concept
- Technology transfer networking workshop
- Assessment of feasibility
- Summary of the Hradec Spring Tech 4TTCAMP – highlights

Sumary of the Best practice based on case study – feedback from all three partners

- The organizers decided to organize a summer school at the time of the prestigious conference, which was taking place simultaneously at the university. Students thus had a unique opportunity to attend interesting lectures during the summer school. Considering that the conference was focused on the field of economics, management and technology transfer, it met thematically with the summer school and the program was thus very attractive. This connection proved to be an example of good practice and can be recommended. The participants of summer school had a unique opportunity to participate in a large conference and during the social program to connect with experts who came to the conference. The students themselves greatly appreciated this opportunity.
- The selection of suitable key note speakers is essential, as it draws participants into the topic, the key note speaker at the summer school must not only be a very good expert in his field but also to have master presentation skills. Keynote speakers play a vital role in capturing the audience's attention, setting the tone for an event, and delivering a memorable and impactful message. Inspiring and Motivational: Keynote speakers have the ability to inspire and motivate their audience. They share personal anecdotes, lessons learned, and examples of success to inspire individuals to take action or embrace new ideas. They provide practical insights and strategies that empower the audience to overcome challenges and achieve their goals.

As a key note speaker were choosen:

- Jakub Seidler, Chief economist at the Czech Banking Association: Czech economic outlook 2023/2024
- Tale Skjølsvik, Vicedean at the Oslo Metropolitan University: Sustainable business models and innovation
- Michal Pohludka, CEO & Co-Founder of the GeneSpector and the Macromo, Ltd.

- An example from practice was represented on a specific collaboration between a research team and a large multinational company, title of the presentation: Technology Transfer within a multinational company.
    - Outline of the talk: SeneCura, which currently operates 17 nursing homes for seniors with approximately 2,400 beds in the Czech Republic, has received a big grant from the Technical Agency of the Czech Republic (TACR) in cooperation with the University of Hradec Kralove. This grant deals with the use of modern technology in the care of seniors with dementia. The presentatition addressed the issue of implementation of research results in the environment of an international corporation.
- There was included Site visit – Laboratories involved in Technology Transfer at UHK
- Presentation of Proof of Concept.
- An example of good practice is the connection of three strong universities that were able to provide a program of the required quality.
- Involvement of top management of university rector directly to the program of summer school.
- Another positive point was that the summer school was held within the framework of an ongoing project and thus funding was secured as part of a grant in addition.
- **Definetelly one of good practice was the combination of the summer school with a large international event that took place at the university at the same time and was thematically intertwined with the summer school.**
- The involvement of top management in the implementation of the summer school was very effective, the rector and three vice-rectors were involved.
- Runnning summer school in frame of international project.
- Company visit. Excursion was definitely example of good practice to include into to program of summer school this company visit. For students is very important to see practical aspact of transfer technology and it was interesting to see inovation in practice.
- The inclusion of a practical workshop in very appropriate.
- It is important to think about the possibility of virtual involvement of both participants and speakers. It is necessary to have good technology and IT support ready.
- Provide a brief overview of the summer school program, highlighting the key objectives, activities, and themes covered. Summarize the topics, skills, or experiences that participants engaged with throughout the program.
- Present certificates or acknowledgments to the participants, recognizing their successful completion of the summer school program.
- Discuss the strengths and areas for improvement identified through the evaluation process.
- Emphasize how participant feedback will be used to enhance future iterations of the summer school program.

- Thank the participants for their active participation, dedication, and contributions to the program.
- **Acknowledge the efforts and support of the stakeholders, staff, instructors, the university administration, sponsors, or partners who provided resources and support and volunteers involved in the program.**

Conclusion

The aim of this methodology was to present the main aspects of the organization of the summer school focused on the development of knowledge and skills in the field of technology transfer. The methodology is focused on theoretical aspects but also brings practical knowledge. The methodology is designed as a precise guide for successfully organizing a summer school. An innovative element is the checklists, which will help in orientation with the tasks for both advanced and beginners. The methodology provides many tips and examples of good practice.

One of the initial questions asked at the beginning of this work was how to launch the successful summer school focused on technology transfer, intellectual property. The cooperation of three strong partners – European universities – brings the methodology as one of the intellectual outputs of the european project. All information provided in the document is based on mutual cooperation and on sharing the experience between Czech, Spanish and Slovak partner.

This short-term activity for students, academics and researchers – learners was designed and all best practice was monitored and documented. The topic was concentrated on a one-week as an educational course. Special methodology for working in an international group was designed.

This methodology could be implemented in other university and also this methodology offers to relevant transfer technology center the know how about this kind of event.

The organization of the summer school is a complex matter and it is necessary to remember that the work on this project takes place throughout the three years and not only in the summer/spring months. In order to successfully organize a summer school, it is necessary to start a dialogue between stakeholders, rector, vice rectors, deans and clearly argue the benefits for the organization. Based on the summer school pilot course, several points are formulated as examples of good practice, which is presented in text.

The goal of the methodology is to provide an overall overview of the individual steps leading to a successful organization. The methodology points out risks and their prevention, attention is also paid to financial aspects. As part of the methodology, an example of good practice in organizing a summer school is provided.

A summer school program should leave participants with a sense of accomplishment, motivation, and inspiration. It should reinforce the value of their participation and create a lasting positive impression.

A very valuable contribution of the methodology is the experience from own implementation, the description of good practice which will allow a high-qaulity follow-up in the coming years. The methodology is an excellent tool for any professional organization that decides to include this non-traditional educational format in its portfolio. The goal of the methodology was successfully achieved according to its specification.

Find more inspiration

Whether university is considering starting up a summer school, or thinking about expanding an already existing one, one of the best suggestions is to take a look at what other colleagues from different universities are doing. They may have already sucesfully launched a summer school and proven the concept, or are able to inspire you or give you a good view of what not to do.

Useful links

Directory of European Summer Schools

The website www.summerschoolsineurope.eu

- Provides one of the largest directories of summer courses in Europe. This website's aim is to make it easier for students to find a summer programme in Europe, and thereby increase the general market of summer schools in Europe.

https://blog.edmentum.com/top-10-tips-summer-school-success

https://www.nfer.ac.uk/publications/ESSP02/ESSP02.pdf

https://20bedfordway.com/news/how-to-run-summer-school/

https://ec.europa.eu/programmes/erasmus-plus/project-result-content/20f88051-86f1-4b41-963d-c25828ffb5a4/Guideline_How%20to%20Manage%20a%20Successful%20Summer%20School.pdf

https://www.utrecht-network.org/wp-content/uploads/2015/08/Summer-School-guidelines.pdf

https://www.mtsu.edu/provost/recruit_documents/SummerGuidelines.pdf

https://www.utrecht-network.org/wp-content/uploads/2015/08/Summer-School-guidelines.pdf

https://dera.ioe.ac.uk/9805/1/DFEE-0082-2000.pdf

- Guidelines for Organising a Utrecht Network International Summer School
- https://www.utrecht-network.org/wp-content/uploads/2015/08/Summer-School-guidelines.pdf
- EAIE Professional Development Series for International Educators 5: International Summer Schools Edited by Jeroen Torenbeek & Inez Meurs Published by the European Association for International Education (EAIE) 2012. ISBN 978-90-74721-32-5

Practical exercises focused on the protection of intellectual property

Protecting intellectual property is crucial for individuals and businesses alike. For concept of summer school is very important to bring to course practical excercises.

Here are some practical steps that can help enhance the protection of intellectual property:

1. Educate yourself and your team: Start by familiarizing yourself with the different types of intellectual property, such as patents, trademarks, copyrights, and trade secrets. Understand their scope, requirements, and how they can be protected.
2. Conduct an intellectual property audit: Review your company‘s/university´s intellectual property assets and identify what needs to be protected. This includes inventions, brand names, logos, creative works, and proprietary information. Keep an inventory of these assets and their status (e.g., registered, pending, or unregistered).
3. Implement internal policies and procedures: Develop clear and comprehensive policies that outline how employees should handle and protect intellectual property. Ensure that employees understand their obligations and sign confidentiality agreements or non-disclosure agreements (NDAs) when necessary.
4. Use appropriate contracts and agreements: When collaborating with partners, contractors, or vendors, use agreements that include provisions for protecting intellectual property rights. Examples include work-for-hire agreements, licensing agreements, and non-compete clauses.
5. Secure physical and digital assets: Implement measures to safeguard physical assets, such as prototypes, confidential documents, and equipment. This includes controlled access, locked cabinets, and security systems. For digital assets, use secure servers, firewalls, encryption, and access controls to prevent unauthorized access or theft.
6. Apply for intellectual property protection: Identify inventions, logos, brand names, or creative works that may be eligible for intellectual property protection. File patent applications, register trademarks, and copyright your creative works to establish legal rights and deter infringement.
7. Monitor and enforce your rights: Regularly monitor the marketplace for potential infringement of your intellectual property. Set up alerts, conduct online searches, and monitor competitor activities. If infringement is detected, take appropriate action, such as sending cease and desist letters or initiating legal proceedings.
8. Train employees on intellectual property protection: Conduct training sessions to educate your employees about the importance of intellectual property and how to recognize and report potential infringement. Provide guidance on handling confidential information, avoiding plagiarism, and respecting third-party intellectual property.

9. Foster a culture of intellectual property protection: Encourage employees to be proactive in identifying and reporting potential infringement. Reward and recognize individuals who contribute to the protection of intellectual property within the organization.
10. Stay updated on intellectual property laws and regulations: Intellectual property laws evolve, so it's essential to stay informed about any changes or updates that may impact your rights or obligations. Consult legal professionals or subscribe to relevant newsletters and publications.

Remember, while these exercises can help strengthen your intellectual property protection efforts, it's advisable to consult with legal professionals who specialize in intellectual property law to ensure you're taking the most appropriate measures for your specific circumstances.

Here are some practical exercises focused on intellectual property rights (IPR) that can be helpful for students:

1. **Intellectual Property Scavenger Hunt**

   Create a scavenger hunt activity where students have to identify examples of different types of intellectual property in their everyday lives. This can include finding trademarks on product packaging, identifying copyrighted materials in books or music, and recognizing patented inventions in their surroundings.

2. **Copyright Awareness Project**

   Students work on a project where they create their own creative works, such as writing a short story, composing a song, or designing a piece of artwork. Throughout the project, guide them on the importance of copyright protection and the steps they can take to protect their own creative works.

3. **Trademark Analysis and Design**

   Ask students to analyze well-known trademarks and logos and discuss the elements that make them memorable and unique. Then, challenge them to create their own fictional brand and design a trademark that adheres to the principles of distinctiveness and consumer recognition.

4. **Patent Research and Invention Development**

   Encourage students to explore patents in a particular field of interest and analyze the inventions protected by those patents. This exercise can help them understand the patenting process, inspire innovation, and develop critical thinking skills.

5. **Intellectual Property Case Study Analysis**

   Assign students to research and analyze real-world cases related to intellectual property disputes or infringement. They can present their findings, discuss the legal implications, and propose possible strategies for protecting or resolving the intellectual property conflicts.

6. **Intellectual Property Debate**

Organize a debate where students take on different roles and argue for or against certain intellectual property issues, such as the duration of copyright protection, the patentability of software, or the balance between copyright protection and freedom of expression. This exercise encourages critical thinking and understanding of different perspectives.

7. **Intellectual Property Awareness Campaign**

   Divide students into groups and assign each group a specific intellectual property topic, such as trademarks, patents, or copyrights. Have them create an awareness campaign, such as posters, videos, or social media content, to educate their peers about the importance of that particular aspect of intellectual property.

8. **Intellectual Property Quiz or Game**

   Develop a quiz or game that tests students' knowledge of intellectual property concepts, laws, and famous cases. This interactive activity can be both fun and educational, allowing students to learn while actively engaging with the material.

9. **Intellectual Property Guest Speaker**

   Invite a guest speaker, such as an intellectual property lawyer or expert, to talk to students about the importance of intellectual property protection, real-world examples of IP infringement, and career opportunities in the field. This provides valuable insights and exposes students to the practical aspects of IPR.

These exercises aim to engage students in interactive and practical learning experiences that raise their awareness of intellectual property rights, foster creativity, and develop critical thinking skills.

PRACTICAL PART – workshop

Encourage students to explore patents in a particular field.

TASK 1

Do you know which company invented all these disruptive technologies in the 1970s?
The answer may surprise you.

- the personal computer (PC)?
- the point-and-click graphical user interface (GUI)?
- the laser printer?
- the Ethernet?

Answer

All these technologies were invented by Xerox PARC. PARC stands for Palo Alto Research Center. Founded in 1970 as a division of Xerox Corporation, Xerox PARC is a research and development company in Palo Alto, California with a distinguished reputation for its contributions to information technology and hardware systems. It pioneered the personal computer, the point-and-click graphical user interface (GUI), the laser printer and the Ethernet (Xerox private LAN),

but it never earned a big profit from them, because it failed to patent the technologies involved. Great ideas were lost in the copier giant's bureacracy, as it did not invest in patenting anything outside the company's core business of copy machines.

TASK 2

What did Xerox PARC do wrong?

- ☐ If it's not patented, it's not protected!
- ☐ Anyone can take advantage of your invention if you don't protect it.
- ☐ That's why you should always apply for a patent or keep your work secret until you do.
- ☐ If you do not apply for a patent, anyone could buy one of your products and reverse engineer it to find out how it is made and replicate it with a different brand.
- ☐ You should at least keep them secret, in case you decide to patent when the conditions are right. You should not disclose them or the competition may copy or improve upon them.
- ☐ If you don't protect your IP, other companies or individuals can freely use the results of your work.

TASK 3

What does the description of patent for tea pot have to contain?

Fig.1.

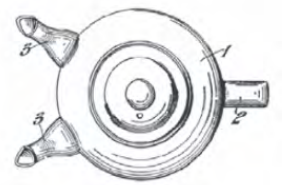


Fig.2.

Answer

- Prior art
  - teapot with one spout
- Drawback of prior art
  - time-consuming
- Problem to be solved
  - reduce filling time for multiple cups
- Solution
  - provide a second spout
- Advantage of the invention

- filling time is reduced

TASK 4

What can and can't be patented??

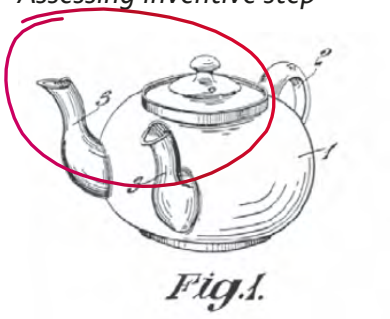
Answer

For an invention to be patentable, it must usually be

- **new** to the world (i.e. not available to the public anywhere in the world)
- **inventive** (i.e. not an "obvious" solution), and
- susceptible of **industrial application**

TASK 5

Assessing inventive step



TASK 6

Describe advantages and disadvantages of getting a patent

Answer

The advantages of getting a patent include the fact that patent owners can exclude others from using their inventions. In other words, competitors cannot make products with the same features without obtaining a licence. This gives patent owners a competitive advantage.

European patents offer strong legal protection, as they are examined rather than simply registered. Patent rights are therefore more certain than many other forms of legal protection.

In case of infringement, patent holders can sue the infringer or order customs to intercept imports of patented products.

Last but not least, a patent makes an invention tradable. Sellers can tell prospective buyers the details of the invention without running the risk of the invention being stolen.

The disadvantages of patenting include the fact that patent applications are published after 18 months, so everybody, including competitors, can find out about the invention. The information is available free of charge from online databases such as Espacenet. However, the published application does offer some limited protection, both legal and factual. Factual means that the prospect of a patent being granted might discourage competitors from investing in the commercialisation of a potentially infringing product.

TASK 7

Mention alternatives to patenting

Answer

One option is to publish the invention in any newspaper, magazine, journal, book or public prior art database. Publication prevents others from applying for a patent on the same invention – although other prior patents might effectively block its use. At the same time, it discloses the invention to competitors, so improvements might be patented by a third party and this might block the further development of the initial invention.

Another option is to keep the invention secret. This is frequently used, especially for inventions that do not qualify for patent protection, and for production processes that cannot be reverse-engineered by analysing the end product. In the latter case, patent infringement would be very difficult to prove, so a patent might not be very effective. This option is inexpensive, although there is some cost involved in the signing of non-disclosure agreements with employees and/or partners. Trade secrets are, however, difficult to enforce, and proof is needed that competitors have used unlawful means to find out the secret. On average, detailed technological information will leak out within a year.

The third option is to do nothing at all.

Other options have been found to be at least as important as patent protection and other legal instruments. These include lead-time advantages, in other words being the first to introduce the product to the market, learning curve effects, which involves starting to learn about the technology earlier and thus maintaining a technical advantage, network effects – creating a user base or a technical standard first – and customer relations. All of these options are often used in conjunction with patents, rather than to replace them.

TASK 8

What do all these companies have in common?

- Apple
- 3Com
- Adobe Systems
- Microsoft
- IBM
- Hewlett Packard

Answer

They all benefitted from inventions originally made by Xerox PARC.

Apple's Macintosh computer GUI was inspired by a tour of PARC that Steve Jobs took in 1979. Later, Xerox's GUI also inspired Microsoft Windows.

Xerox developed one of the first PCs – the ALTO – but IBM became famous for inventing the PC.

The laser printer is in HP's hall of fame, but it was first invented by Xerox.

TASK 9

Quiz

1. *Can anyone apply for a patent?*
2. *Who is the inventor?*
3. *What is the difference between patent holders and inventors?*
4. *What can you get a patent for?*
5. *What are the requirements for obtaining a patent?*
6. *What is the term of a patent?*
7. *What routes are there for obtaining a patent in Europe?*
8. *What is the difference between a patent application and a patent?*
9. *Even if an invention is patentable, is it always wise to apply for a patent?*

Answer

1. Can anyone apply for a patent?

   Patent applications can be filed by the inventor or the inventor's employer. Inventions are usually the property of the company that employs the inventor. The inventor has the right to be named on the application/patent.

2. Who is the inventor?

   The inventor is the person who conceived the invention. He has the right to be named on the patent document.

3. What is the difference between patent holders and inventors?

   The person or company who files the patent application is the applicant, holder or owner of the patent. The applicant is often the company or research institution that employs the inventor. The inventor may also be the applicant.

4. What can you get a patent for?

   Patents can be obtained for inventions in a technical field, for instance a product, a process or an apparatus.

5. What are the requirements for obtaining a patent? An invention is defined in the patent claims.

It must be new, inventive and susceptible of industrial application.

6. What is the term of a patent?

   The term of a patent is the length of time for which it is valid. Patents can be valid for up to 20 years, or longer in certain technical fields (such as pharmaceuticals).

7. What routes are there for obtaining a patent in Europe?

   Filing an application with a national office: one application per country.

8. Filing with the European Patent Office: via one application applicants can obtain protection in up to 40 European countries.

   Filing an international patent application (PCT) with certain patent offices worldwide: one application at the initial stage. Applicants can proceed with national applications in the countries they choose at a later stage.

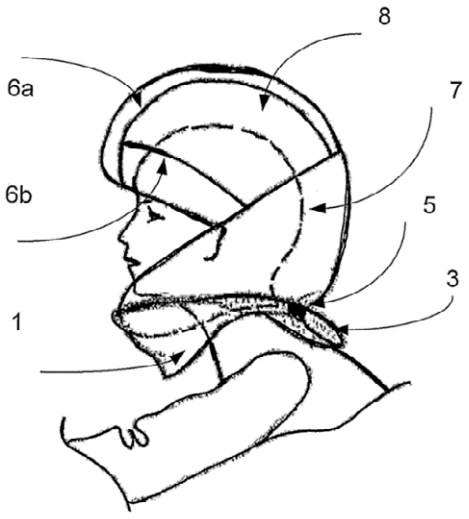
9. What is the difference between a patent application and a patent?

   A patent application is the set of documents the applicant needs to file in order to request the grant of a patent. If the application fulfills the necessary requirements, the patent office grants a patent on the basis of these documents.

10. Even if an invention is patentable, is it always wise to apply for a patent?

    Filing a patent application is a business decision. A cost/benefit analysis is necessary to decide this. Other means of protection may be an option.

TASK 10



On the left you can see a woman wearing the Hövding airbag helmet before and after a collision. The illustration on the right is from the patent application.

You can watch a YouTube video of how the helmet works in a collision

- What do you think the inventive concept is in this case?
- What do you think the applicants claimed?
- How would you have structured a suitable claim?

- Find the priority date

A system for protecting a portion of the body of a user in case of an abnormal movement, such as a fall or a collision (product claims 1 to 9)

A method for protecting a head of a user in case of an abnormal movement, such as a fall or a collision (method claims 10 to 12)

(A) A system for protecting a portion of the body of a user in case of an abnormal movement, such as a fall or a collision, wherein said system comprises

(B) an apparel and

(C) an airbag arranged therein: characterised in that said airbag comprises:

(D) a first part suitable for surrounding a neck portion and back head portion of a user after inflation; AND

(E) a second part suitable for forming a hood surrounding a skull of a user after inflation,

(F) said first part and second part being folded and arranged in said apparel before inflation.

Priority date: 26 October 2005

TASK 11

Divide the students into groups of 4-5 and distribute the exercise.

Give them ten minutes to work on the questions, to be followed by ten minutes of discussion.

Exercise

A university research team has developed a new medicinal product which is very effective in treating certain allergies.

Having studied various ways of applying the product, the team concluded that a nasal application in the form of a subtle mist would be best. They designed a nebuliser and carried out some laboratory tests. The nebuliser has a special nozzle design that permits more effective delivery, by precisely forming tiny droplets of uniform size and speed to reach the optimal location inside the nose, allowing for better absorption. The pumping system has also been improved so that it delivers a fixed, precise dose of the product, sufficient to treat symptoms for a whole day.

What students have to do

- Identify the various IP elements in this project.
- Suggest ways in which they can be protected.
- Identify potential contractual issues.

References:

Patents, utility models and designs

European Patent Office Munich

ISBN 978-3-89605-127-1

TASK 11

Have a look on the StairwAI call

Looking for 32 Low-Tech SMEs to improve their products, services or value chains with AI!

StairwAI is a European Union-funded project which aims to facilitate the engagement of low-tech companies in the AIoD platform, a one-stop-shop for anyone looking for Artificial Intelligence (AI) knowledge, technology, tools, services, and experts.

The project has launched its 3rd and final open call or funding opportunity for 32 low-tech small and medium-sized companies (SMEs) that do not have immediate access or knowledge on AI techniques to create a feasibility plan for the adoption of AI.

Selected 32 companies will make part of a 2-month program and will receive up to €10.000, that includes:

€10K LUMP-SUM – to cover ALL RELATED EXPENSES

WHO CAN APPLY?

StairwAI is looking for low-tech SMEs from any industry to create a feasibility plan for the adoption of **AI resources** to improve their products, services or value chains focusing on one of the call-specific challenges.

The project considers low-tech SMEs as any company that is:

AI UNAWARE

It has heard about AI but it is unaware of its applications.

AI AWARE

It is a savvy consumer of AI solutions and is capable of identifying use cases for AI applications.

NOT SURE IF YOUR SME IS LOW-TECH?

Test your AI Readiness level using StairwAI Chatbot HERE

(How to interpret the results? If the average of 6 scores gathered at the end of a test is 2 or below, you can be considered low-tech and you are eligible for funding in StairwAI)

Applicant SMEs must also be established in:

- The Member States of the European Union and its Overseas Countries and Territories (OCT)
- Associated Countries to H2020
- The United Kingdom

WHICH ARE THE CHALLENGE AREAS TO BE ADDRESSED WITH AI?

- Logistics and supply chains
- Human resources
- Management of data generated by the internet of things
- Education

- Public services
- Manufacturing Industry
- Cyber security
- Environmental issues
- Health
- Energy
- Art-driven solution and art production
- Other

HOW TO APPLY?

We strongly recommend you to read carefully the StairwAI Guide for Applicants to ensure a successful application. In case of any questions, firstly have a look at our Frequently Asked Questions document in case the answer to your query is already considered or send us a message to info.stairwai@fundingbox.com or to our HelpDesk in the AI Community.

TASK ampleof a successfulapplication

- Introduce yourself
- Dividing into groups
- 45 mins to define the subject and fill-in the application
- Pitch the proposal (3 min.)

STRENGTHEN IN THE FUNDING ABILITY WITHIN EU PROGRAMS

Possibilities of grant schemes, especially at the European level

At the European level, there are various grant schemes and funding opportunities available to support projects and initiatives in different fields. These grants aim to promote economic development, research, innovation, environmental protection, education, and other areas of interest. Some of the key grant schemes at the European level include:

- Horizon Europe: It is a seven-year research and innovation framework program that builds upon the Horizon 2020 program. It provides financial support for research projects, innovations, technological developments, and collaborations among universities, businesses, and other entities.
- Structural Funds of the EU: These funds are designed to promote economic and social cohesion among different regions within the EU. The main funds are the European Regional Development Fund (ERDF) and the European Social Fund (ESF).

- LIFE Program: LIFE is the EU's financial instrument for the environment, supporting projects focused on nature conservation, environmental protection, sustainability, and combating climate change.
- Education, Training, and Youth Programs: Some of these programs include Erasmus+, European Voluntary Service (EVS), and programs focused on adult education.
- Support for Small and Medium-sized Enterprises (SMEs): The EU provides various grants and financial instruments to help develop and modernize small and medium-sized enterprises.
- EuropeAid: This is a department of the European Commission that provides grants and financial support for projects in developing countries, humanitarian aid, and cooperation with non-EU countries.
- Culture, Arts, and Media Programs: The EU also supports projects in the fields of culture, arts, film, and media.

Each of these grant schemes has specific objectives, rules, and procedures for application submission and project evaluation. Potential applicants should carefully review the conditions of individual programs and ensure that their projects align with the requirements of the respective grant scheme. Websites of the EU and other international organizations provide more detailed information about each grant program and their current calls for proposals.

Horizont program scheme – pillars

The Horizon Europe program is structured into three main pillars, each focused on different thematic areas and research objectives. These pillars represent the primary funding areas under the Horizon Europe framework. The three pillars are as follows:

Pillar 1: Excellent Science

European Research Council (ERC): Funding for cutting-edge, high-risk, and high-gain research projects led by outstanding individual researchers.

Marie Skłodowska-Curie Actions (MSCA): Support for the training and mobility of researchers at all stages of their careers, fostering excellence and innovation.

Pillar 2: Global Challenges and European Industrial Competitiveness

Health: Research and innovation projects focused on improving human health, including disease prevention, treatment, and healthcare systems.

Culture, Creativity, and Inclusive Society: Projects promoting cultural heritage, creativity, social inclusion, and intercultural understanding.

Civil Security for Society: Research to enhance the security and resilience of societies against various threats and risks.

Digital, Industry, and Space: Funding for projects in areas like artificial intelligence, advanced manufacturing, space exploration, and digital technologies.

Climate, Energy, and Mobility: Research addressing climate change, clean energy, sustainable transport, and environmental issues.

Food, Bioeconomy, Natural Resources, Agriculture, and Environment: Projects promoting sustainable and innovative practices in agriculture, forestry, and the bioeconomy.

Pillar 3: Innovative Europe

European Innovation Council (EIC): Support for high-risk, high-impact innovations, including breakthrough technologies, start-ups, and SMEs with potential for scaling up.

European Institute of Innovation and Technology (EIT): Funding for Knowledge and Innovation Communities (KICs) focused on driving innovation and entrepreneurship in specific sectors.

Each pillar within the Horizon Europe program addresses different research and innovation challenges, with the ultimate goal of advancing knowledge, addressing societal needs, and promoting Europe's competitiveness in a global context. Researchers and organizations interested in applying for funding under the Horizon Europe program should carefully consider which pillar aligns best with their research objectives and project proposals. Each pillar offers a variety of funding opportunities, and the specific calls for proposals are regularly published on the European Commission's Funding & Tenders Portal.

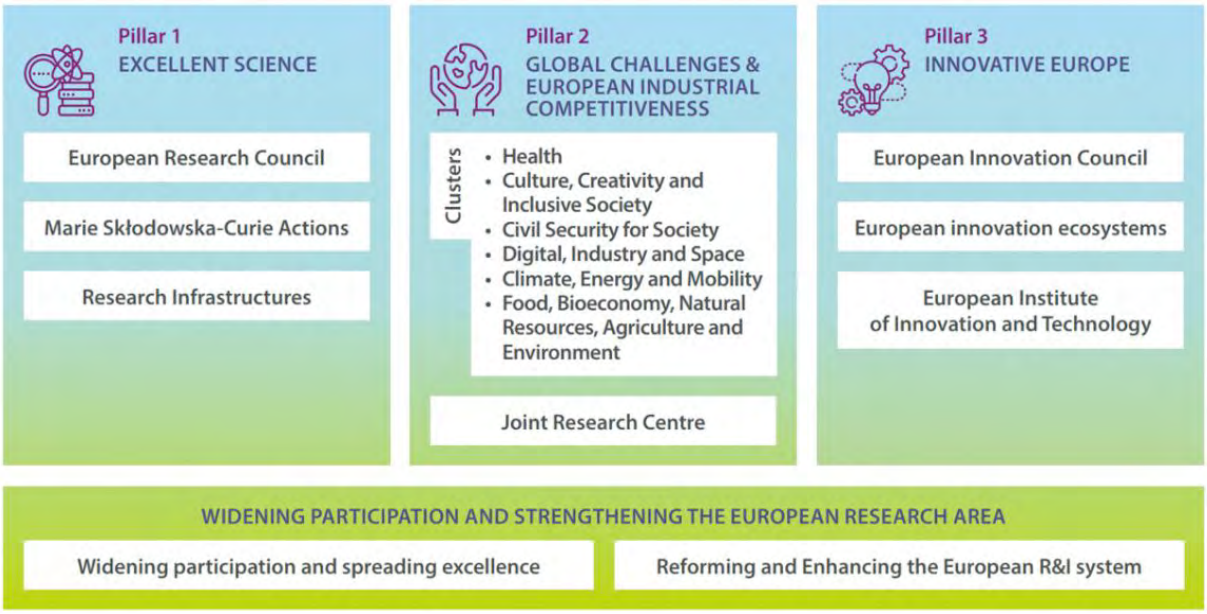


Figure 6: Horizont program scheme – pillars

Grant scheme for researchers

For researchers, one of the most prominent grant schemes at the European level is the "Horizon Europe" program. Horizon Europe is the EU's framework program for research and innovation, running from 2021 to 2027. It aims to support excellent science, industrial leadership, and societal challenges by funding various research projects and initiatives.

Horizon Europe offers a wide range of funding opportunities for researchers across different disciplines and career stages. Some of the key funding instruments within the program include:

Research and Innovation Actions (RIA): These are projects aimed at advancing knowledge and technologies through research activities and innovation actions.

Innovation Actions (IA): Projects focused on delivering innovative solutions and bringing research results closer to the market.

Coordination and Support Actions (CSA): Initiatives aimed at coordinating research and innovation efforts or providing support to projects and activities.

Marie Skłodowska-Curie Actions (MSCA): Part of Horizon Europe, this funding scheme focuses on supporting the training and mobility of researchers, providing opportunities for career development and international collaborations.

European Research Council (ERC) grants: The ERC provides competitive grants for individual researchers or research teams to conduct pioneering and high-impact research in any field of science.

European Innovation Council (EIC): The EIC supports high-risk, high-impact innovations by providing grants to innovative start-ups, SMEs, and researchers developing breakthrough technologies.

To access funding under Horizon Europe or any other grant scheme for researchers at the European level, researchers need to participate in calls for proposals, which are published on the European Commission's Funding & Tenders Portal. These calls outline the specific topics, eligibility criteria, and application procedures.

Researchers should carefully review the guidelines and requirements for each funding opportunity and ensure that their research projects align with the objectives of the funding scheme. Additionally, they may seek collaborations with other institutions and organizations to strengthen their proposals and increase their chances of securing funding.

Erasmus grants

The Erasmus program, also known as Erasmus+, is a flagship European Union (EU) initiative that supports education, training, youth, and sport activities. It is one of the most well-known and successful EU programs, promoting international mobility and cooperation among students, teachers, trainees, volunteers, and other participants across Europe and beyond. Erasmus+ was launched in 2014 and covers the period from 2021 to 2027.

The key objectives of the Erasmus+ program are:

Enhance skills and employability: Erasmus+ offers opportunities for students, trainees, and young people to study, train, or volunteer abroad, improving their skills, knowledge, and employability.

Promote international cooperation: The program fosters collaboration between educational institutions, organizations, and youth groups from different countries, encouraging cultural exchange and mutual understanding.

Support innovation and policy reform: Erasmus+ funds innovative projects and initiatives that contribute to modernizing education, training, and youth systems and improving policies in these areas.

Promote social inclusion and active citizenship: The program aims to reach out to individuals with fewer opportunities, providing them with opportunities for personal development, social inclusion, and active engagement in society.

Erasmus+ offers a wide range of activities and opportunities, including:

Mobility Actions: These include study abroad programs (for higher education students), vocational training placements (for vocational education and training students), and youth exchanges, allowing young people to live and work in different countries.

Cooperation Partnerships: These support collaboration between schools, higher education institutions, vocational education and training providers, and youth organizations, fostering joint projects and initiatives.

Capacity Building Projects: These aim to enhance the quality and capacity of education and youth systems in partner countries outside the EU.

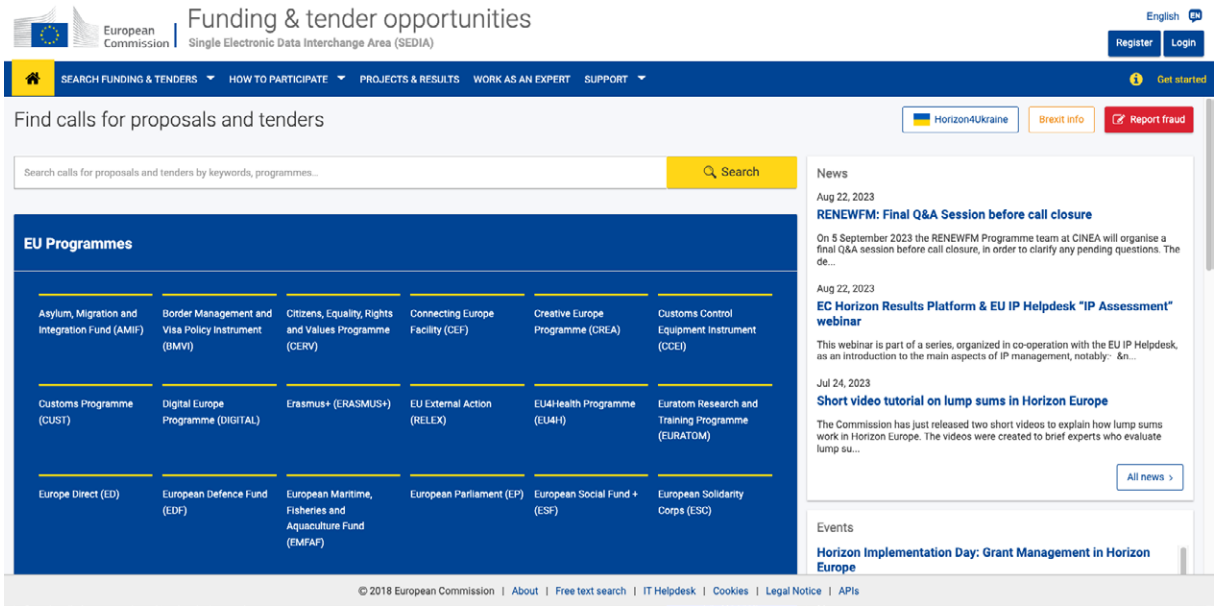
Policy Support Actions: These initiatives promote dialogue, cooperation, and exchange of best practices among policymakers and relevant stakeholders in the fields of education, training, and youth.

Erasmus+ is open to individuals and organizations from EU member states, EFTA countries (Iceland, Liechtenstein, Norway, Switzerland), candidate countries, and several other partner countries across the world. The application and selection processes vary depending on the specific action or project type.

Participants interested in Erasmus+ opportunities can check with their educational institutions, youth organizations, or the National Agencies responsible for the program in their respective countries for more information on available opportunities and application procedures.

Find a call

https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home



HOW TO START?

1. What you want to do?
2. Find a Call
3. Make some networking
4. Work on it
5. Show it (Review & Consult)
6. Improve it
7. (and finally) Submit!

How to write sucessful horizont project

Writing a successful Horizon project proposal requires careful planning, a clear understanding of the program's objectives, and a well-structured proposal. Here are some steps to help you write a successful Horizon project proposal:

- Read the Call for Proposals: Start by thoroughly reading the specific call for proposals under the Horizon program that you are interested in. Understand the program's objectives, scope, and eligibility criteria.
- Define Your Project Idea: Clearly define your project idea and research objectives. Identify the problem your project aims to address and the potential impact it can make.
- Conduct a Literature Review: Conduct a comprehensive literature review to ensure that your project idea is novel and relevant in the current research landscape. Identify gaps in existing knowledge and explain how your project will fill those gaps.
- Formulate Specific and Measurable Objectives: Clearly state the specific objectives of your project. Ensure that they are realistic, achievable, and measurable.
- Build a Strong Consortium (if applicable): If your project involves collaboration with other institutions or organizations, carefully choose partners with the necessary expertise and resources to contribute to the project's success.
- Develop a Detailed Work Plan: Create a detailed work plan that outlines the tasks, activities, and timeline for the project. Demonstrate that you have considered potential risks and have mitigation strategies in place.
- Emphasize Innovation and Impact: Horizon projects are expected to be innovative and have a significant societal or economic impact. Clearly highlight the innovative aspects of your project and explain how it will contribute to advancing knowledge and solving real-world challenges.
- Address Ethical Considerations: If your project involves research on human subjects, animals, or sensitive data, ensure that you address all ethical considerations and provide a plan for ethical compliance.

- Budget and Resources: Develop a comprehensive budget that justifies the funding requested and demonstrates that it will be used efficiently. Ensure that you have the necessary resources and facilities to carry out the project successfully.
- Writing Style and Clarity: Write your proposal in a clear, concise, and well-structured manner. Use headings and subheadings to organize your content. Avoid jargon and technical language that may not be familiar to all reviewers.
- Review and Feedback: Have your proposal reviewed by colleagues or experts in the field to gather feedback and make improvements.
- Submit on Time: Ensure that you submit your proposal before the deadline and follow all application guidelines.
- Remember that competition for Horizon funding can be intense, so it's essential to present a compelling and well-prepared proposal that aligns with the program's priorities and requirements.

NETWORKING

The right consortium is almost 100% success

- Use the broker ageevents
- Check the partners at FTO
- Purpose fully prepare yourself
- Present yourself and activelyaddress

Top secret:

- Coffee break is not a space for coffee

NETWORKING for European grants

Networking is a crucial aspect of securing European grants, as it can provide valuable opportunities for collaboration, exchange of ideas, and finding potential project partners. Here are some tips for effective networking to enhance your chances of obtaining European grants:

- Participate in Conferences and Events: Attend conferences, seminars, workshops, and networking events related to your field of expertise or the specific grant programs you are interested in. These gatherings provide an excellent platform to meet potential partners and funding agencies.
- Join Professional Associations and Networks: Engage with professional associations, research networks, and EU-funded projects within your field. These groups often organize networking activities and share information about funding opportunities.
- Utilize Online Platforms: Leverage online platforms and social media to connect with researchers, organizations, and institutions interested in similar research areas or grant programs. LinkedIn, ResearchGate, and other professional networking platforms can be valuable resources.

- Collaborate on Pilot Projects: Participate in small-scale pilot projects with other researchers or organizations. Successful collaborations can strengthen your case when applying for larger European grants.
- Attend Information Sessions and Webinars: Keep an eye out for information sessions and webinars organized by the European Commission or National Contact Points. These sessions often provide valuable insights into grant programs and application processes.
- Engage with National Contact Points (NCPs): NCPs are designated representatives in each EU member state who provide guidance and assistance to potential grant applicants. Reach out to them to seek advice and information about relevant funding opportunities.
- Create or Join Consortia: Many European grants require collaborative efforts among multiple organizations or countries. Form or join consortia with partners who have complementary expertise and resources.
- Attend Project Matchmaking Events: Some EU programs and initiatives organize matchmaking events to help potential partners find each other. These events facilitate networking and partner search activities.
- Be Proactive in Expressing Interest: If you come across a project idea or funding opportunity that aligns with your research interests, proactively express your interest to potential partners and funding agencies.
- Follow Up and Maintain Relationships: After networking events or meetings, follow up with contacts and maintain relationships. Regular communication can lead to fruitful collaborations and joint grant applications.
- Remember that successful networking is not just about seeking partners and funding opportunities but also about building meaningful relationships and contributing to the broader research community. Be proactive, open to collaboration, and continuously seek opportunities to enhance your research and project development efforts.

WHERE CAN HELP YOU WITH EU PROPOSAL – EEN NETWORK

The EEN network stands for the Enterprise Europe Network. It is the world's largest business support network, co-funded by the European Commission and operates in over 60 countries worldwide. The network aims to help small and medium-sized enterprises (SMEs) grow, innovate, and internationalize by providing them with access to a wide range of business support services.

The main objectives of the Enterprise Europe Network are:

- Facilitating Business Cooperation: EEN helps SMEs find potential business partners, both locally and internationally, for collaboration, technology transfer, and joint ventures.
- Supporting Innovation and Technology Transfer: The network assists SMEs in accessing new technologies, finding research and development partners, and exploring opportunities for technology transfer and commercialization.

- Providing Information on EU Regulations and Funding: EEN offers guidance and information on EU regulations, standards, and funding opportunities, including EU research and innovation programs.
- Assisting with Internationalization: EEN supports SMEs in entering new markets and expanding their business internationally through matchmaking events, trade missions, and export support services.
- Offering Expert Advice: The network provides personalized advice and expertise to SMEs on various business-related topics, such as intellectual property rights, market access, and internationalization strategies.
- Promoting Innovation and Entrepreneurship: EEN encourages innovation and entrepreneurship by connecting SMEs with research institutions, clusters, and innovation networks.
- The Enterprise Europe Network consists of close to 600 partner organizations, including chambers of commerce, business associations, research institutions, and innovation agencies. These partners work together to deliver support services to SMEs in their regions and foster international business collaboration.

SMEs can access the services of the Enterprise Europe Network through their local contact points, which can be found in most EU member states and partner countries. The network's services are typically free or offered at a low cost, making it a valuable resource for small businesses seeking to expand and innovate in the global market.

European schem for young researcher

For young researchers, there are several European schemes and funding opportunities aimed at supporting their career development and research projects. Some of the notable programs include:

Marie Skłodowska-Curie Actions (MSCA): MSCA is a prestigious funding program under the European Union's Horizon Europe framework. It provides support for the training and mobility of researchers at all career stages, from early-stage researchers (PhD candidates) to experienced researchers. MSCA offers various funding schemes, including Individual Fellowships, Innovative Training Networks, and Research and Innovation Staff Exchange, among others.

European Research Council (ERC) Starting Grants: The ERC Starting Grants are specifically targeted at early-career researchers with 2 to 7 years of experience after completing their PhD. These grants support groundbreaking research projects conducted by talented and promising researchers across all fields of science.

National Research Funding Agencies: Many European countries have their own national research funding agencies that offer grants and scholarships for young researchers. These agencies support research projects, postdoctoral positions, and academic career development.

European Structural and Investment Funds (ESIF): ESIF, including the European Regional Development Fund (ERDF), may also offer funding opportunities for research and innovation projects in specific regions across Europe.

Horizon Europe Collaborative Projects: Depending on their expertise and research focus, young researchers can also participate as part of a consortium in collaborative research projects funded under Horizon Europe's various pillars, such as Pillar 2 "Global Challenges and Industrial Competitiveness" or Pillar 3 "Innovative Europe."

European Youth Foundation (EYF): The Council of Europe's European Youth Foundation provides financial support for youth-oriented projects, events, and activities aimed at promoting youth participation, human rights education, and intercultural understanding.

National Research Foundations and Programs: Besides European-level funding, many countries have their own national research foundations and programs that provide support to young researchers. These programs may include research grants, fellowships, and mobility grants.

When applying for these funding opportunities, young researchers should carefully review the eligibility criteria, application requirements, and evaluation process. It is essential to develop a well-structured and compelling research proposal that aligns with the specific objectives of the funding scheme. Seeking guidance from mentors, senior researchers, or institutional support offices can also be beneficial in preparing a successful grant application.