EIT HEI Initiative
Innovation Capacity Building for Higher Education

European Institute of Innovation & Technology

Funded by the European Union

D1.4 Final report HEI Initiative NOBALIS

June 2024

Muris Letic (NMBU)
Anne Põder (EMU)
Per Servais (LNU)
Per Anders Langendahl (SLU)
Dina Popluga (LBTU)
Jorun Pedersen (Ard Innovation)
Paula Kägu (BIA)

KIC EIT Food is supported by the European Institute of Innovation and Technology (EIT), a body of the European Union.

Document information

D1.4 End report HEI Initiative NOBALIS	
Project/Grant Agreement number	*KAVA 21383*
Project title	Nordic Baltic Universities Boosting Entrepreneurial and Innovation Support Systems
Project acronym	NOBALIS
Project start date	01/07/2022
Project end date	31/06/2024
Project duration	24 months
Work Package	*WP1*
Deliverable lead	*Norwegian University of Life Sciences*
Author(s)	Muris Letic (NMBU) Anne Põder (EMU) Per Servais (LNU) Per Anders Langendahl (SLU) Dina Popluga (LBTU) Jorun Pedersen (Ard Innovation) Paula Kägu (BIA)
Type of deliverable* (R, DEM, DEC, other)	*R*
Dissemination level** (PU, SEN, CI)	*PU*
Date of first submission	*30.06.24*
Revision n°	
Revision date	

Please cite this report as: Letic M., Põder A., Servais, P., Langendahl P.A, Popluga D., Pedersen J., Kägu P. (2024), Final report HEI Initiative NOBALIS, D1.44 of the HEI project.

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* **R**=Document, report; **DEM**=Demonstrator, pilot, prototype; **DEC**=website, patent fillings, videos, etc.; **OTHER**=other
** **PU**=Public (fully open), **SEN**=Sensitive — limited under the conditions of the Project/Grant Agreement, **CI**=Classified (RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision 2015/444)

Contents

Executive Summary

This report summarises the entire EIT HEI Initiative NOABLIS project. From July 2022 until June 2024 Norwegian University of Life Sciences, Swedish university of Agricultural Sciences, Estonian University of Life Sciences, Latvian University of Life Sciences and Technology, Ard Innovation, And Baltic Innovation Agency have collaborated to increase the Innovation capacity in the participating HEIs.

To increase the capacity in the HEIs the project had activities in the work packages to engage students, academic staff, non-academic staff and the surrounding stakeholders in the ecosystem. Through the activities the consortium has trained 693 students in innovation and entrepreneurship, 58 non-academic staff in innovation in how the universites innovate and how they can contribute, and 36 academic staff in teaching innovation and entrepreneurship. Creating early success and examples is important to influence the culture towards being more innovative and entrepreneurial. We have through the projects mentored 22 academics and 18 non-academic staff with business ideas or research results that can be commercialized, and 78 students with business ideas generated through our hackathons. New teaching material for non-academic staff and curricula with notes for teachers to teach students have been created.

New policies to increase innovation and entrepreneurship output from the universities have been suggested to give the recognition to the innovators, as well as making sure that the opportunity to innovate and learn about I&E is present for both students and staff. Additionally an idea bank for partnership activities has been created, codifying existing and successful partnership activities to support I&E in their region and eco system.

About the EIT HEI Initiative

The EIT HEI Initiative: Innovation Capacity Building for Higher Education has been designed with the aim of increasing the innovation and entrepreneurial capacity in higher education by bringing together HEIs in innovation value chains and ecosystems across Europe. A central philosophy of the EIT is the integration of the EIT Knowledge Triangle Model into all its activities. HEIs selected to participate in the HEI Initiative will also leverage and use the Knowledge Triangle Model as an enabler, facilitating the creation of systemic, institutional change. Additionally, HEIs selected to participate in the HEI Initiative will contribute to and leverage Smart Specialisation Strategies, the Regional Innovation Impact Assessment (RIIA) Framework, as well as align to the goals of the EIT Regional Innovation Scheme (EIT RIS). This will strengthen the links between HEIs and their local and regional ecosystems and provide an impetus to leverage additional funding sources beyond the HEI project funding period of the selected HEI projects.
HEIs are encouraged to prepare applications which will support the development and implementation of six Actions in their institutions, cumulatively leading to institutional transformation, an increase in entrepreneurial and innovation capacity, and integration with innovation ecosystems.

1. summary from the work packages

HEI initiative NOBALIS is a project implemented by a consortium consisting of five universities with background in life Sciences, agriculture, and technologies; Norwegian University of Life Sciences; Swedesh University of Agricultural Sciences; Linnaeus University; Estonian university of Life Sciences; Latvian University of Life Sciences and Technologies; and two innovation companies; Ard Innovation; and Baltic Innovation Agency.

The project aims to boost the entrepreneurial and innovation support systems with activities and has the overall objective 1) integrate innovation and entrepreneurship as part of the daily routines in all parts of the organization and 2) leverage the integration of HEIs and their contribution to the innovation ecosystem through close collaboration with the knowledge triangle stakeholders. Additionally, we have four specific objectives:

- Create a solid basis for increasing the innovation capacity and learn from other partners based on an in-dept SWOT analysis carried out by all the HEIs. The analysis served to increase innovation knowledge, facilitate practical exchange, and to tailor polices and frameworks to meet the needs of each HEI.
- Too support capacity building and development of relevant skills and competencies via workshop series on I&E pedagogic tools for, and by, educators at the five HEIs oriented at the exchange of best practices, as well as through a modular course for educators and toolbox of elements to implement in courses.
- Increase the innovation and entrepreneurship capacity of higher education institutions and support linked startups via a virtual mentoring program. The mentoring program provides hands-on support to students and staff from all the universities in the consortium and startups linked to the ecosystem. The goal is that all participating HEIs can use the experiences from the project to establish or improve their own self-sustained mentoring programs in 2024-2030.
- Build new partnerships and networks within and across the regional innovation ecosystem through establishing new formal and informal partnerships, expansion of EIT KIC partner network, common events and dissemination activities that engage all sides of the knowledge triangle to strengthen the integration and contribution of the HEIs to innovation ecosystems.

The domains addressed by the project is:

- D1A1: Secure and Maintain institutional engagement for the implementation of the IVAP, including departments and other units of HEIs as well as the leadership of HEI.
- D3A1 Structures conditions and incentives for people to create or develop their businesses and start-up.
- D3A2 Structures, conditions, and incentives for innovation-driven research
- D2A2: exchange of good practices through enhanced networking and mutual learning
- D4A3: develop an innovation and entrepreneurial training program and mentoring scheme for staff and students.

1.1 Work package 1: Coordination and management

Work package 1: Coordination and management consists of four tasks:

- Task 1.1: Overall management and administrative coordination of the project
- Task 1.2: Project internal communication
- Task 1.3: IVAP coordination and quality assessments
- Task 1:4 Innovation/knowledge management

Through the projects period the consortium has carried out monthly consortium meetings with all participants invited. In the meetings information from EIT and EIT Food have been shared and discussed. Additionally, the consortium meetings have been used to go through the IVAP, upcoming activities, achieved results and KPIs. The consortium meetings were also used as an arena for all participants of the consortium to discuss and partake in decision making surrounding activities and operationalization.

In addition to the monthly consortium meeting, we had monthly executive board meetings. The executive board consisted of one representative from each partner. The partners leading a work package had the WP (work package) lead as a representative, while the two partners without WP each had a representative to participate. The executive board meetings were used to discuss and make decisions surrounding the administration and management matters in the project and the NOBALIS-specific KPIs.

Innovation and knowledge management especially surrounding the EICD programme participants needed to be secured. Deliverable D1.1 NOBALIS Idea Template was created to make sure that the rights to the innovations and new IP developed is properly handed and clarified through the institutions own apparatus for technology transfer and commercialization.

1.2 Work package 2: Capacity building in the institutions

Work package 2: Capacity building in the institutions aimed to strengthen internal support systems and structures for innovation and entrepreneurship within the institution. The WP consists of 4 tasks:

- Task 2.1: Exchange of good practice
- Task 2.2: Develop policies and frameworks
- Task 2.3: Implementations in HEI(s)
- Task 2.4: Training of non-academics

1.2.1 Task 2.1 Exchange of good practice.

The exchange of good practices has mainly been done through workshops where participants of the projects present their universities practices. A workshop on October 18th, 2022, the project hosted a workshop with the aim of presenting existing innovation ecosystems and related innovation and entrepreneurship related regulator frameworks to the NOBALIS consortium. The presentations aimed to exchange good practices, to discuss improvements and building a more integrated innovation support system. All HEIs participated in sharing their universities ecosystem and an analysis of the strengths, weaknesses, opportunities, and threats (SWOT).

The presentations were based on an innovation ecosystem assessment that consisted of two methodological steps: 1) survey on innovation ecosystem and regulatory frameworks, and 2) SWOT analysis of current innovation ecosystems. This was done to give the NOBALIS consortium partners background knowledge. Key elements of the innovation ecosystems were the following:

- Network and ideation events.
- Entrepreneurship and innovation training courses.
- Co-working spaces.
- Industrial education opportunities.
- Accelerators and incubators.
- Advisory services and mentors.
- Funding opportunities for start-ups and spin-offs.
- Prototyping.
- Commercialization.

The information gathered and discussion was captured in **D2.1 Roadmap to improve and exchange innovation capacity and innovation systems and structures.**

An additional workshop was arranged on April 24th, 2023, with the goal to calibrate the consortium on what and how we define the ecosystem elements. This served to focus the HEIs in the further work in task 2.2 Develop policies and frameworks with a common understanding and definitions in mapping of policies in task 2.2 Develop policies and frameworks.

1.2.2 Task 2.2 Develop policies and frameworks.

Using the exchange of good practices and each other's understanding of the ecosystems the partners in the consortium created a list of existing policies, frameworks, strategies, and development plans that either influence or guides innovation and entrepreneurial activities in the partners HEIs. In total 85 policy documents were reviewed

and shared between the HEIs using a framework with the same aspects. During the review 4 areas were uncovered to be lacking and policies were suggested for:

- Secondary positions.
- Merit for innovation.
- Students in innovation projects.
- Participation of non-academics/technical personnel in start-ups/innovation projects.

In addition to the policies, we created KPIs to measure innovation and entrepreneurship in the HEIs. KPIs where heavily focused on results, e.g. number of startups and licenses. We believe that the KPIs should also include measurements of activity and includes KPIs such as number of submitted ideas, percentage of target group that have access to training, number of research collaboration agreements and research contracts with non-academic third parties. The result based KPIs have earlier been counting outputs but did not consider size of the HEI, the suggested KPIs measures in relation to amount of funding received, number of student or staff.

Having incentives for innovation and entrepreneurship is important. The consortium suggested two types of incentives. The first is innovation leave, which is based on research leave, but with the goal of working on commercialization of research results, rather than research. This would incentivize researchers by giving them time to bring the research results to the public, instead of it being an extra task for the individual in addition to their regular tasks. The other incentives are financial incentives and funding opportunities. There is an innate financial risk when innovating or starting a business. Reducing this risk could be an incentive either through funding schemes, or to incentivize sharing and idea development various grants and competitions can be arranged. The consortium has created an overview of the existing funding opportunities and financial incentives with descriptions that can be copied or utilized by the other partners.

Full summary of **Deliverable 2.2 Framework institutional capacity building in NOBALIS** shows all the suggested KPIs, suggested policies, innovation leave with report from piloting the arrangement, and guidelines for implementation.

1.2.3 Task 2.3 implementation

Implementation of policies, KPIs and frameworks require different types of process of change. This process is different in each of the HEIs due to difference in regulations, institutional norms, and policies. The correct timing is also important when implementing changes especially when its large institutional changes such as new KPIs and policy.

To handle the implementation the NOBALIS consortium have developed guidelines for implementation which can be read in **Deliverable 2.2 Framework institutional capacity building in NOBALIS**.

1.2.4 Task 2.4 Innovation course for non-academic staff.

Technical and administrative staff exercise an important support function and a framework for research and innovation activities. Through the funding period the project developed and conducted a course open for all non-academic professions in the participating universities. The course was conducted online with a combination of lectures, group work, a case study, and reflections in plenary. The topics of the lecture were:

- Basic understanding of innovation and commercialization function and space.
- University's role and responsibilities as a supplier of innovations.
- The University's role as an employer for innovators and employees looking to innovate.
- Knowledge of the contribution and role of own occupational group.

There were many different positions represented from:

- **Research management:** Project manager, Collaborator and project manager, Project developer, Innovation manager and advisor, Research advisor, Research, and development consultant.
- **Administration and support:** IT-coordinator, Senior advisor, Finance advisor, Personal development, EU-advisor, Legal Counsellor, Librarian, Head of communication, Senior specialist of development.
- **Leading positions:** Head of Centre, Head of section, prorector for research and innovation
- **Academic positions:** Professor of special planning, Professor of economics.

Table 1: Distribution of participants

Distribution of participants		
Date of Course	**No of participants**	**No of universities represented**
15.11.22	15	5
07.06.23	10	3
15.11.23	13	3
10.04.24	13	3
11.06.24	7	3

1.3 Work package 3: Enhancing the quality of innovation and entrepreneurship education.

Work Package 3 was organized into four interrelated task which created a process to improve the quality of I&E education in all participating HEIs. The task included training of academics, development of curricula, institutionalization of the curricula, and evaluation and adjustments. The process was run as an intensive pilot in phase 1 with a scaled-up version in phase 2.

1.3.1 Task 3.1 Build capacity to teach innovation and entrepreneurship (I&E)

The first task of the work package is a training program for academics involved in teaching practices where I&E pedagogy is needed. The aim was to build capacity to teach through training of educators. The program was a cooperative development of I&E pedagogy that was conducted in a peer-teaching fashion. The program was run first time in fall of 2022 as a pilot.

The peer-to-peer programme for academics was in phase 1 was organized into 3 interrelated workshops. The first workshop's purpose was to develop a structure for peer-to-peer training which can be deployed. Prior to the workshop the participants were asked to prepare a presentation of their I&E teaching practices and modules of interest where structure and guidelines were identified. The second workshop was to introduce the structure to participants in the training program as well as to test the appropriateness of the framework to facilitate peer-to-peer learning and sharing summaries of good teaching practices. The third workshop is to learn about the implementation of curricula in each HEI in the phase 1.

With the upscaled version in phase 2 it was created satellite teams at each HEI to accommodate for more participants in the training programme. The satellite teams extended the work undertaken in phase 1. Three interrelated workshops were also organized for the coordinators each satellite team to ensure that lessons learned are shared across the NOBALIS project partners. The full report form work package 3 can be found in **D3.1 Phase 1 Teaching modules for I&E curricula, with guidelines** and **D3.2 Phase 2 Teaching modules for innovation and entrepreneurship curricula with guidelines.**

1.3.2 Task 3.2 Develop innovation an entrepreneurship curricula.

Following each edition of the academic training program the teacher developed I&E curricula. Curricula in this context refers to teaching modules (e.g. teaching activities, assignments, and lecture notes) that encompass approximately 1.5 credits, as well as real-work entrepreneurship and innovation challenges.

In phase 1 of the project 6 modules was created and shared within the consortium using the created template for describing the curricula. In phase 2 an additional 7 modules were created for bachelor's, master's and doctoral level education. The curricula modules can be found as appendixes in **D3.1 Phase 1 Teaching modules for I&E curricula, with guidelines** and **D3.2 Phase 2 Teaching modules for innovation and entrepreneurship curricula with guidelines.**

1.3.3 Task 3.3 Transfer and institutionalize I&E curricula into educational context.

The curricula developed in task 3.2 was implemented into educational context to train students through courses at the participating HEIs. In total 693 students were trained by lecturers participating in the work package.

- 260 in phase 1
- 325 in phase 2A
- 108 in phase 2B

1.3.4 Task 3.4 To Develop a quality assurance system for the curricula.

A quality assurance system is needed to ensure high quality and steady improvements in the training programs and the teaching modules. A system for measuring the quality and identifying room for improvement was developed. The quality assurance process involves development and control of quality as well as promotion, further development and spread of good examples. Each part of the operation has its respective objective as basis for the quality assurance process. This process is described in **Deliverable 3.3 Report based on the result from quality insurance system of the curricula.**

All the participating HEIs are carrying out study program evaluations in accordance with the ESG guidelines and in accordance with the regulatory frameworks of the HEI and national level. But There are some local rules and routines that could differ. To learn and share across HEIs a survey was conducted where 12 lecturers were surveyed. This showed that the partnering HEIs deploy similar methods to evaluate courses. The methods are web based and invites students to evaluate the courses using predetermined criteria, and the course leaders can create course evaluation criteria specified to innovation and entrepreneurship education. The survey also showed that the lecturers face similar challenges with the methods for evaluation such as 1) lack of respondents and 2) respondents only responding when they have negative feedback. The results of the course evaluations are being made available on request by students and staff, and the evaluations are being reviewed by the program council. For future development investigation on how quality of innovation and entrepreneurship education is assessed in program development would be valuable.

1.4 Work package 4: NOBALIS entrepreneurial and Innovation capacity development (EICD) programme

The EICD program had the goal to support the development of initial ideas of participants related to new products and services in the fields of food, bioresources and biotechnologies. The programme has been open to all students and staff from the participating HEIs and was conducted 3 times over the project period as a 3-month online program.

1.4.1 Task 4.1 Preparation and selection of participants.

The first task focuses on the administrative setup of the program and identifying, attracting, and selecting participants to the EICD programme. Participants was identified by an open call published before the start of the program. Each HEI was responsible for distributing the call to their students and staff using the available channels. The participants would register their idea by answering questions describing their idea, their team, and their motivation. All registered participants would be invited to take part in the hackathon and match making event.

1.4.2 Task 4.2 Hackathon and matchmaking event.

The EICD program started each program with a joint hackathon and matchmaking event focused on idea generation and team formulations. Participants was asked to pitch and share their idea, share their existing team, and if they are looking for more member to their team. The hackathon and matchmaking event was hosted digitally and would in addition to idea-pitches include inspirational talks from entrepreneurs sharing their journeys, lectures, and tips from innovation actors e.g. Drivhuset, from the ecosystem of the HEIs.

The participants receive feedback from a jury comprised of representatives from each HEI on their initial ideas and had a week to submit their finetuned idea with their final team. The jury scored each idea/team based on the strength of the idea, strength of the team, and the potential of adding value through the EICD program and the best ideas moved forward to mentoring.

In phase 1 of the NOBALIS project the matchmaking and hackathon event was conducted with students and staff merged. This was practical due to the time limitation for the program but had limitation in other aspects. For staff to be able to focus on good practices related to innovation management and commercialization of early-stage innovations in R&D activities and to accommodate to their less flexible time schedule, the two tracks got separated into two tracks. This added flexibility for staff track to start the program when the group of researchers and staff have time to participate in the activities. An unwanted result of the split of the student and staff track was that no student-staff teams were created during phase 2 of the project.

1.4.3 Task 4.3 Student track: Mentoring sessions

The student rack mentoring sessions consisted of 3 intensive development days. Each day included 2-3 presentations by experienced mentors, followed by 1 on 1 mentoring for the teams. In addition to the mentoring, homework to ensure progression. Topics covered were:

- Business model development
- Marketing and sales
- Sustainable product development and Minimum viable product (MVP)
- Impact management and measurement
- Funding
- Pitching

The students were also given homework between the mentoring sessions and workshops. The homework was:

- Filling out a business model canvas
- Developing and testing an MVP
- Developing a 3-minute pitch
- Developing the perfect pitch for the demo day.

The second cohort of students consisted of 18 students. And cohort 3 consisted of 39 students.

1.4.4 Task 4.4 Staff Track: Mentoring sessions.

The staff track had a broad focus on good practices related to innovation management and commercialization of early-stage innovations in R&D activities. The key target group was academic staff interested in practical application of their research, academic staff in charge of innovation management, research impact teams and non-academic staff supporting innovation processes. Each team of staff-innovators were offered 3 mentoring sessions with homework. The homework would be based on the topics covered and discussed in the mentoring sessions such as intellectual property rights, business plan, initial market research and pitching the idea.

1.4.5 Task 4.5 Specific support to start-ups and student-staff teams

Start-ups and student-staff teams could also participate in the EICD programme, but we also had a task that focuses on additional 1-1 mentoring based on the specific needs of the startup or student-staff teams. Even

though we it was available for student-staff teams, only start-ups took advantage of the offering. In total 8 startups received mentoring where we covered various topics based on the need of the startup such as:

- Business modelling
- Public funding
- Proof-of-concept
- Creating a pitch deck
- Intellectual Asset management for IPR strategy
- Market assessment
- Support finding partnerships

1.4.6 Task 4.6 Final day demo day

The final event of the EICD programme is a digital event that brings together participants and audiences from the partnering organizations and ecosystems. In the event the all the student teams have pitched their ideas with all the progress they have made through the 3-month program where the 3 best teams received a small award. The presentations were held in front of a jury from the partnering HEIs or their ecosystem.

1.4.7 Task 4.7 Roadmap for follow-up activities.

Through the project period the partners have received insight on how to conduct this type of program, and the participants have enhanced their cooperation with other actors in their entrepreneurial ecosystem. This increased cooperation can be utilized to offer a similar program to the EICD program to the students and staff.

There are a few considerations that the partners can make going forward. The first is by having the program digital with the ability to centralize the organizing of the program making the events more cost efficient. In addition to the cost saving, it's also opening the opportunity to have participants from many geographical areas such as was done in the NOBALIS project. The greater pool of participants also allows the organizers to be stricter when choosing the participants to involve the participants with the highest potential idea and the most motivation. Having a theme such as food and biotechnology is also better when having a large pool of potential participants, as it is already segmenting the target audience by interest and knowledge. The international aspects that the EICD program had was something that the participants highlighter as positive, where they exchanged ideas and built network with other likeminded people in different countries. The same can be applied to the mentors who can have specialized knowledge in market or industry to the theme of the program, instead of having to consider geographical location.

On the other hand, having an entrepreneurial program physically can contribute to create an entrepreneurial community at the campuses. This can contribute to spread a culture amongst the participants and their peers that is positive for the development. But having it physically would add costs to the program. This could be travelling

costs, or costs for food and drinks, or locations. It also requires a certain critical mass of participants to warrant the costs, but also to give the participants a good and fun experience to motivate them to go forward after the event. A way to increase the potential participants to a physical program could be to open it up to any idea for any field and making it more focused on the generic entrepreneurial skills, with mentors with more generic business development skills and competences.

These two paths are being described as opposite to each other, and do not have to be so. But each partner needs to discuss what is the HEIs goal with such a program, how they can finance the activity, and chose the mode that is best to reaching the goal. The partners have also discussed how the two modes can be combined with aspects of both by for instance having separate programs that qualify to a competition between the partnering HEIs.

1.5 Work package 5: communication, dissemination, and exploitation

The last work package in the project aimed to ensure efficient and timely internal and external communication for effective implementation of the project.

1.5.1 Preparation and implementation of communication and dissemination plan

A communication and dissemination were created in the beginning of the project with deliverable D5.1 NOBALIS communication and dissemination plan. The communication and dissemination plan were divided into four main parts:

- Internal communication and dissemination
- external communication and dissemination
- exploitation of results
- monitoring and reporting

The internal communication and dissemination were predominantly done using email and virtual meetings. The consortium had monthly consortium meetings updating on topics such as progress and activities in the work packages, planning activities, sharing information, and keeping track of KPIs. We also held monthly meetings in our "executive board" consisting of a representative from each partner where similar topics were covered but had an extra emphasis supporting the project coordinator in decisions that would affect the whole project and all partners. Microsoft teams was used as a shared workspace where all partners had access to material, drafts, deliverables, templates, and other material.

External communication and dissemination objective was to ensure effective information exchange with external actors to promote the project, create collaboration and partnership activities and to ensure knowledge transfer. The main audiences involved students, academic and non-academic staff, external audiences such as enterprises, I&E support structures, EIT, KICs, public sector, scientific community, and the public. Tools created for external

communication was the project web page www.nobalis.eu, the partners own channels such as web pages, intranet, and social media, EIT HEI initiative page, presentations, idea bank, videos of good practices and the final conference.

The main tangible exploitable outcomes are the NOBALIS Entrepreneurial and Innovation Capacity Development program (EICD), I&E curricula, partnership idea bank, videos of good practice, material from mapping and review of institutional practices, start-ups/spin-offs, and new partnerships. In addition to the planned and early identified exploitable outcomes a training course for non-academics were developed with tools for capacity building was shared and policy for supporting I&E activity in HEIs was created.

Monitoring and reporting was done using an excel sheet accessible by all partners in our shared workspace. The following communication and dissemination activities were implemented:

- Articles: 8
- Conference presentations: 10
- Presenations/posters at EIT events: 4
- News in internal lists: 23
- News partner web pages: 53
- Presentations, incl, posters: 11
- Social media posts: 33
- News at nobalis.eu web site: 30

The communication and dissemination activities of the project are described in more detail in the **D5.2 NOBALIS Communication and Dissemination report.**

1.5.2 Idea bank for partnership activities

To assist the HEIs in creating partnerships the idea bank was created to showcase different partner activities the HEIs are conducting. The idea bank is a publicly available resource consisting of structured summaries describing the activities related to teaching innovation and entrepreneurships, research, and support activities. The partnership activities can be formal and informal collaboration activities, events, and platforms with external innovation ecosystem stakeholders that facilitate innovation and entrepreneurship activities in HEIs. The idea bank is implemented as a web-based resource and can be accessed on the NOBALIS project website https://nobalis.eu/index.php/idea-bank/ and will be uploaded to the HEI Initiative Resource hub in order to support long term availability and transfer.

We had some considerations for the selection of partnership ideas.

- The activity suggested must have been already successfully implemented and not in the planning stage.

- The partnership activities can be connected with innovation and entrepreneurship teaching, research collaboration, commercialization, networking with ecosystem stakeholders, knowledge transfer and dissemination and related support activities.
- The idea and the goal must be easy to understand and it should clearly support building institutional innovation capacity and stronger integration with ecosystem stakeholders.
- Informal collaboration activities in this context refer to various networking activities, events, engagement of external stakeholders that are not based on formal contract between the parties or on specific project and financing.

In total 14 ideas were selected by the end of the project serving as a great source of inspiration. The full report can be read in **Deliverable 5.3 Idea bank**.

1.5.3 Videos on good practices

The aim of development of the videos in NOBALIS project was to:

- Share good practices on entrepreneurship and innovation support activities
- Promotion of NOBALIS project and EIT HEI Initiative program
- Dissemination and exploitation of NOBALIS results following the end of the project

The videos were at first published at NOBALIS webpage https://nobalis.eu/index.php/resources-2/ . The videos will also be added to HEI Initiative Resource hub in order to support further use and knowledge transfer.
The videos covered the topics addressed in WP2 (video 4), WP3 (video 5) and WP4 (video 2, video 3, video 6) and additional short videos were created for the promotion of the project (video 1):

- Video 1: NOBALIS in a Nutshell
- Video 2: Entrepreneurship and Innovation Capacity Development Program.
- Video 3: Start-up mentorship.
- Video 4: Research Impact Canvas
- Video 5: Good practices in Entrepreneurship Education
- Video 6: Entrepreneurship and Innovation Capacity Development.

The description of concepts of the video are detailed in **D5.4. NOBALIS Videos.**

1.5.4 Final conference

Though the initial plan for the final conference in the proposal was to have a virtual conference, the consortium decided that we wished to have the conference physically. The end conference was held in Ås, Norway on June 11th and 12th in BIT Innovation Centre. The program was split into two themes. The first day's theme was focused on innovation and entrepreneurship on an institutional level, while the second day focused on teaching I&E and entrepreneurial training. Full program can be seen in Appendix 1. Before the conference Ard Innovation arranged a

workshop on the specifics on how technology transfer works, with introductions to the process happening in the TTO, tools, agreements, and discussions with the participants.

The final conference was opened, and participants welcomed by Prorector of Research and Innovation at NMBU, Finn-Arne Weltzien. The first section innovation in university context by Professor Per Servais from Linnaeus University discussed the history of universities contribution to the innovation ecosystems, and local, regional development and university alliances and invited to a discussion about the challenges going forward regarding sustainability goals and digital circular society.

The second presentation was given by Professor Dina Popluga for Latvian University of Life Sciences and Technologies. The presentation presented the ecosystems surrounding the participating universities and the mapping and analysis that was done through Work Package 2. The mapping resulted in a article published in The Economix titled" Assessment of Innovation Ecosystems in Higher Education Institutions: A case study from the Nordic-Baltic Region" by Dina Popluga, Andra Zvirbule and Baiba Brede. Main conclusions were challenges concerning communication and coordination between internal and external ecosystem elements; that co-working spaces, incubators and accelerators and commercialization agents are evaluated as the weakest element of the ecosystem and that need more effort to improve policies and incentives for student and staff; and that the ecosystem functions are more accessible and functions better for students than for staff. More attention has been paid to encourage innovation and entrepreneurial skills among students, than staff and should be addressed as this is an important dimension of the ecosystem.

The third presentation was from an external presenter. Randi Taxt, Vice President at Vis Innovation in Bergen. Randi presented results from her own research and discussed the third mission of the universities and the three different generations of innovation policy where the third is emerging with focus on social and global challenges in contrast to earlier generations being more focused on technology transfer and commercialization. This raises some challenges for both the institutions strategies, and policy makers.

The last presentation on day 1 of the conference was held by Ard Innovations CEO Jorun Pedersen. The topic was how to implement new innovation systems. Using **Deliverable 2.2 Framework institutional capacity building in NOBALIS** as a point of discussion.

Day 2 started with er Anders Langendahl from Swedish University of Agricultural Science and Jan Aidemark from Linnaeus University. The presentation discussed work package 3 which aimed at enhancing the quality of innovation and entrepreneurship education and raised a discussion surrounding three types of approaches for teaching innovation and entrepreneurship. 1) Theorizing innovation and entrepreneurship and builds on the notion that understanding the theory is the most important. 2) Creating new solutions and take them to market focuses on the doings of innovation and entrepreneurship, and 3) managing innovative projects or change that focuses on project or organizational management skills and encompasses more generic capabilities such as leadership and communication. In addition Jan Aidemark shared with us how he through one of his course implemented use of various AI tools to create everything from products, business plans to branding and marketing materials.

The second section of day two focused around the EICD program. Merey Beisembayev from Baltic Innovation Agency shared from the program outlining how the program has been from the organizers side and showcasing the results from the programs. Professor Dina Popluga shared from her experiences as being a lecturer and creating a team with academics and students and enrol into the program. Anne Poder from Estonian University of Life Sciences shared their experiences coming from a university without their own incubator and limited support and structure for entrepreneurial developments.

Due to very few registered external participants the poster session was cancelled, and the time was spent discussing future collaborations.

The conference had in total 26 registered participants, where 22 participating on day one, and 15 on day two.

2 Results

The NOBALIS consortium has reached all the targets that we set for ourselves. We can see by the results in table 2 that students trained and mentored are KPIs that we were well above, indicating that we were conservative when setting the goal.

The most challenging KPIs for the consortium was start-ups created and innovations launched to the market. When writing the proposal there was an assumption that the EICD program would serve to create start-ups. while it has succeeded in creating start-ups, the ideas or technologies are to early in their development to generate 10 000 Euro in revenue from the customers. The same can be said for innovations launched to the market where the process of defining, protecting and selling the intellectual property takes longer time than we have in the project.

Table 2: KPIs reached in HEI Initiative NOBALIS

KPI	Phase 1 Target	Phase 1 Achieved	Phase 2A Target	Phase 2A Achieved	Phase 2B Target	Phase 2B Achieved	Total Target	Total Achieved
Startups Supported	2	2	2	4	2	2	6	8
Number students mentored	12	16	13	23	13	39	38	78
Number non-academics mentored	4	4	5	8	4	6	13	18
Number academics mentored	4	4	12	13	4	5	20	22
Number students trained	130	260	180	325	80	108	390	693
Number non-academic staff trained	12	15	20	23	20	20	52	58
Number of new or improved support structures and mechanisms established within or mobilised by HEI Capacity building	1	1	2	2	1	1	4	4
Number of new partnerships established	1	1	2	2	1	1	4	4

as a result of the HEI capacity building initiative								
Start-ups created			2	2*			2	2*
Innovations launched					3	3*	3	3*

The asterisk by start-ups created and innovations launched indicated that the 10 000 Euro revenue has not been reached.

3 Reflections

3.1 SLU

Reflection 1 – collaboration between HEIs creates good basis for learning and capacity building: the international collaboration between universities and innovation agencies (or Technology Transfer Offices) in NOBALIS created a good basis for learning about HEIs innovation capacities. Knowledge about HEIs innovation capacity, what it is and how it can be improved, was formulated through collaborative working relations within as well as between the Higher Education Institutions in NOBALIS. Notably, how HEI's work to support and create incentive structures for entrepreneurial activities in university contexts; how teachers in HEI conduct teaching practices for Innovation & Entrepreneurship education; the collaboration between HEI and TTOs to create Hackatons for students to support entrepreneurial initiatives among students was very successful.

Reflection 2 Projects builds working relations: the EIT HEI initiatives have contributed to the strengthening of working relations between two faculties at SLU on teaching Entrepreneurship and Innovation as well as between academics and TTO at SLU.

Reflection 3 – senior management involvement rather than support is necessary to create impact: The majority of the participants at SLU in the NOBALIS project has an academic position, e.g. lecturers, with operational function at their departments with specific responsibilities for teaching, research- and collaboration projects. While the NOBALIS project was supported by senior members of staff at SLU, we found that this type of project would benefit from having senior staff members actively involved in the project activities. We believe the impact from the project would be stronger if active involvement (rather than support) was mandatory in implementation of the project activities. Since the EIT HEI initiative supports organizational developments, it is important that participants involved in work packages also have a role or function with mandatory to enable organizational development within HEI, e.g. members of university or faculty board.

Reflection 4 – a predefined model of innovation may not always align with how universities seeks to support innovation: EIT HEI initiative has a specific view on innovation, which can be observed in the domains, goals and key performance indicators, that predefines how HEI "should work" to build capacity for innovation. This predefined model to build capacity for innovation may not always correspond to how university leaders view innovation and the role of universities to support innovation and entrepreneurship.

Point 2 – institutionalization. The participants from SLU involved in the NOBALIS project has initiated and extended working relations between their role at the university and the TTO (SLU holding). This institutionalized working arrangement will continue. Also and importantly, working relation between the faculty to which the participants at SLU belong has become more institutionalized and will continue beyond the project period.

Point 3: - follow up actions
In the future, the participants at SLU will continue to develop and implement teaching practices that seeks to build capacities for entrepreneurship and innovation among students, researchers, and professionals.

3.2 NMBU

HEI Initiative NOBALIS project has been of great value to NMBU on many different levels. During the project period the university created a new strategy emphasizing innovation and entrepreneurship as one of four strategic areas. The ongoing processes to implementing the strategy and the HEI Initiative NOBALIS project has had the opportunity to follow each other create opportunities for institutionalization of the activities.

Reflection 1 training course for non-academic staff: The innovation training course for non-academic staff was useful to increase the knowledge of the staff that earlier did not have innovation as a part of their tasks and would often think about innovation through a consumer lens, but now have received insights in what this is in the university context. The fact that Ard Innovation, our university TTO was arranging this also built a stronger relationship between non-academic staff and TTO. The TTOs mainly communicate with academic staff. As both the TTO and the non-academic staff often have supporting roles to the researchers and give advice, having greater knowledge of what and how innovation is happening in our university gives all parties a better opportunity to work together to support innovation and reduce the risk of interfering with each other's tasks due to limited knowledge of each other's processes.

Reflection 2 development of policy and frameworks: The opportunity to investigate our policies and procedures surrounding innovation together with other HEIs was also valuable. With Sweden as an exception the rest of us have a similar legal framework we operate in. Having the cross-country discussions revealed opportunities to and solutions to problems that prior was not identified or were hard to identify. An example of this is merit for innovation where we learned that this is already a practice in some private universities in Sweden. Often policies are being added when a situation arises where the university needs to decide on their practice, though in this project we were able to work the other way to suggest policies and frameworks before a situation arises that creates friction.

Reflection 2 I&E support programs: The collaboration with BIA and Ard Innovation in mentoring of students, staff and startups was insightful in both giving us know-how on how we can create similar arenas going into the future and learning what is perceived as important and valuable for the different participating target audiences. Prior to the NOBALIS project NMBU had some different offerings to support, but it was more designed as a counselling service, rather than a program. Having a program and events is a good way to spread awareness both of the support existing at NMBU, but also about your colleagues and fellow students involved in I&E activities.

Reflection 3 involvement of lecturers: At NMBU we wished we would be more successful in involving more academic staff into increasing capacity to teach innovation and entrepreneurship. There was an expectation that

since we had funds available to the lecturers that we could provide them with the resources, but academic freedom is strong at NMBU and the lecturer have to be motivated to implement it into their course. An additional challenge is where and how I&E should be implemented in a study program. The goal of what knowledge the students should poses when graduating is decided though own processes at a different level than where we were able to influence. Towards the end of the project, we were able to involve a group of lecturers creating a brand new masters program in sustainable food systems where the program was yet to be finalized, and were able to introduce innovation and entrepreneurship to them in collaboration with SLU who has their own similar master's program with I&E included.

The project had its emphasis on building capacity in the institution and targeted many aspects of the university. It could be argued that if we focused more on some points, instead of having a broad scope could yield more results during the project period. But the broad scope gave us the opportunity to get involved in a lot of different processes and groups at the university, setting innovation on the agenda and providing tools and support for many different roles, hopefully resulting in a greater long-term impact from the project.

3.3 EMU

NOBALIS project provided EMU an opportunity to critically assess its innovation and entrepreneurship activities, studies, and capacities and learn from the practices of other partners. The latter is particularly relevant as EMU is the smallest university in the consortium and lacks specialized support units for technology transfer. NOBALIS project was used to collect data and evaluate EMU's university's present situation, procedures, policies, and gaps, to compare EMU with other partners and to use those as inputs and support for upcoming policy changes and planning EMU will start preparing new development plan and its action plan in the fall of 2024, is in the process of reforming its communication and developing new web page, and is conducting the quality evaluation of its study programs. NOBALIS project results will directly contribute to all those activities.

Reflection 1 Peer based learning and support: NOBALIS project was used to review the content of innovation and entrepreneurship curricula, teachers and their support systems. The analysis demonstrated a need for better coordination and communication between the academics on their courses' learning outcomes, evaluation and study methods. The peer-based study groups established as part of WP3 provided useful insights on how to utilize peer-based learning for academics. This will be further applied from fall of 2024 onwards starting with the quality improvement plan of economics programs that will create peer-based study groups for academics utilizing the NOBALIS experience.

Reflection 2 Need for an institution-wide engagement: the project and EMU participation was well supported by the EMU management and the academics who participated in the NOBALIS activities. However, the challenge was to achieve wider engagement of regular academics and units that did not feel strong connection with the topics such as research commercialization, spin offs and start-ups, innovation capacities. Lack of motivation and incentives for entrepreneurship activities need to be addressed, but this has to be initiated at the middle management level in academic chairs. Another issue that highlighted in the project was lack of systematic attention to non-academic staff in entrepreneurship and innovation activities and training. The non-academic staff is vital for supporting the academics in their innovation activities, but they also are underutilized resource in the university. While the

NOBALIS project provided specific innovation training for the non-academics for the first time, the support and incentives for non-academics has to addressed with institution wide engagement.

Reflection 3 Research commercialization: one of the most valuable outcomes for EMU was the practical advice from NOBALIS partners such as Ard Innovation on how to support research commercialization, including evaluation of research idea, related procedures, licensing negotiations, IP management as this is an area in which EMU is lagging. This knowledge will be integrated through upcoming activities such as updating of entrepreneurship module for doctoral students, preparation of EMU's new development plan.

Reflection 4 Need for a holistic innovation strategy and long-term planning: the comparison with NOBALIS partners innovation ecosystem and policy documents was very useful. It provided an opportunity in EMU to make sense of its own innovation ecosystem and management and communicate this to its stakeholders. It also indicated that innovation and entrepreneurship activities in EMU require better strategic and long-term planning and management. At present, the management, objectives, support and measurement systems at EMU are very fragmented. Another issue is how to systematically implement organizational changes and create more synergies. This topic will come up in the EMU's new development plan, however, the systems thinking and capabilities for long-term organizational change are topics that should be further emphasized in program such as HEI Initiative and EIT KIC activities.

Reflection 5 Systematic networking and partnership activities: several good practices submitted for the Idea Bank demonstrated that networking and partnership activities can be supported also with relatively informal activities and with limited resources.

Reflection 6 Digital transformation and skills development: peer study groups in NOBALIS project and practices shared by partners such as LNU demonstrated considerable new opportunities related to the use of AI and digital innovation tools as well as need to address the related skills, policies in HEIs. This is another subject that should be addressed in a wide scale in HEI Initiative and EIT KIC activities.

3.4 LBTU

Currently, innovations are a guiding principle in both education, business, and management processes, which emphasize the relevance of their implementation and development in various directions. Since 2022 when Latvia University of Life Sciences and Technologies (LBTU) has become a partner in the international project "NOBALIS - Nordic Baltic Universities boosting entrepreneurial and innovation systems" – in this higher education institution considerably more attention has been paid to innovation related issues at different management levels and dimensions.

Reflection 1 – broader awareness of innovation boosting dimensions at higher education institution.
Before this project innovation issue were more associated with student education and training, but during NOBALIS project much broader understanding of innovation boosting were developed. It was realized that innovation fostering is as much important as for students, as for academic and non-academic staff. The biggest values of the

project were several mentoring sessions for academic and non-academic staff that were organized. In these session LBTU staff had the opportunity to develop their innovative business ideas in cooperation with mentors from NMBU.

Reflection 2 – broader view on innovation development models and main action steps

During the project partner universities tried out various innovation development models, identifying examples of good practice and the action steps necessary for their implementation. Much attention was devoted to the issues of innovation and research commercialization, one of the prerequisites of which is wider cooperation between entrepreneurs and universities in various stages of innovation development. However, no less important aspects were emphasized, such as teamwork, promotion of cooperation and competence to adapt to changing circumstances. Taking experience from Northern European countries where it is a common practice for researchers to work together with their doctoral students in research projects, who promote both research capacity and guide of the researcher as the main person in the implementation of the project, significant insight for LBTU was that the researcher's functions are managing the process, running the project, promoting people's cooperation and continuous communication not only among the people involved in the project, but also in the wider society. As main action step identified in different types of innovation development models was communication and its presence in all innovation development steps between all interested parties within and outside higher education institution.
It was also acknowledged that when cooperating with young entrepreneurs – student or researchers, it is essential to find the appropriate ways of cooperation. Takeaway for LBTU form Norwegian colleagues is change the understanding from "I can create my own business" to "I can take advantage of this opportunity", thus putting the main emphasis on the development of students' and researchers' talents in the development of innovation and entrepreneurship capacity.

Reflection 3 – broader view on criterions used for evaluation of research and innovation effectiveness.

During project broader view on criterions used for evaluation of research and innovation effectiveness was developed. It was acknowledged that commercialization cannot be the only criterion in the effective evaluation of research and innovation – research and innovation that have a social impact on society are no less important. This was also emphasized as an important aspect by the jury when announcing the 3rd place winners of the third Demo Day of the NOBALIS project on May 2, 2024.

Reflection 4 – development of joint understanding of innovation ecosystem and its shaping elements

In order to determine the role of innovations and development opportunities in higher education, during the project an innovation ecosystem framework was developed. Along with this activity main principles were developed for the improvement and exchange of innovation capacity, innovation systems and structures. As well as the functionality of university innovation ecosystems in the transfer of knowledge and technology to industry was studied. For LBTU as one of the most important development opportunities and needs that were identified was the involvement of administrative staff in the innovation ecosystem.

3.5 LNU

Outcome of the project. One significant achievement has been the focus on students' entrepreneurial activities and learning. Student-focused learning has been pivotal in the entrepreneurial process. In future projects, more emphasis must be put on PBL (problem-based learning) as a tool to propel the entrepreneurial process of students. In this, a question emerges, which would be one of the focuses of the process. Not learning to be an entrepreneur but leading innovative processes (entrepreneuring) and entrepreneurial leadership training with a distinct focus on mastering digital transformations. In the past, we have seen tools like CAD/CAM and Management Information Systems (MIS- data management). However, we need to equip students with new tools like AI for leading entrepreneurial processes in and between organizations.

3.6 Ard Innovation

Ard Innovation's purpose is to contribute to research results from research institutions being useful in society. Our contribution is particularly related to the commercialization of research results generated by the researchers in the institutions. For this to happen, there are several actions that must be carried out:

- There must be a strategy for innovation work at the institutions.
- There must be resources and facilitation, both for the institution and for the individual researcher.

For most research and educational institutions, there is a need for a change of mentality among management, researchers, and the personnel around the researchers. The view of what the term innovation is, and what the term means is often unclear. For researchers, a new idea may be seen as an innovation, while for the rest of the world, the concept of innovation will also contain the path all the way to application.

For Ard Innovation as a commercialization unit, these clarifications and understanding of different perceptions are an important starting point for being able to contribute constructively to the necessary change of mentality.
It has been both useful and inspiring to discuss and reflect with the other partners about what works and what does not. Specifically, the project has contributed to the training of non-scientific employees and clarification of their possible role in the innovation work.

The project has also helped to focus on synergy effects, but also differences in methodology to contribute to knowledge transfer as a supplement to traditional technology transfer. The project has also given Ard Innovation the opportunity to contribute with our experience in building up a system for commercialization to other institutions that have not established a similar system.

3.7 BIA

The NOBALIS EICD Programme, specifically the student mentoring component coordinated by the Baltic Innovation Agency (BIA), has proven to be an asset in advancing the HEI Initiative's goals. Over its three phases, the programme has built on the feedback and lessons learned, leading to improved participant engagement and overall effectiveness. From BIA's perspective, coordinating the student mentoring programme has allowed the organisation to harness its expertise and network to support student entrepreneurs effectively. One of the standout achievements has been the enhancement of participant activity through more personalized communication. Regular check-ins and individualized feedback significantly boosted engagement, making the programme more responsive to participants' needs.

The fully online structure of the EICD Programme facilitated international participation, enabling students from different countries to meet, share ideas, and learn from each other's perspectives. This setting was particularly beneficial for discussing topics such as sustainable product development, minimum viable product (MVP) creation, branding and sales, fundraising (both public and private), pitching training, and presentation skills. The virtual format provided a unique opportunity for cross-border collaboration and networking, which might have been more challenging to achieve in a traditional in-person setting.

The programme's structure, featuring monthly workshops followed by one-to-one mentoring, proved effective in maintaining momentum and ensuring consistent progress. The introduction of mentors, who supported teams throughout the programme, provided continuity and allowed for more personalized and effective guidance. The mentors excelled in efficiently communicating with students on a one-to-one basis, fostering strong mentor-mentee relationships.

Incorporating the lessons learned from the first edition, such as clarifying the value proposition and improving recruitment strategies, significantly increased the program's appeal. Promises such as IP management support and fast-track opportunities to Buildit Green programs were delivered, and the introduction of monetary prizes further incentivized participation and engagement. Using mentors throughout the three phases not only enhanced the learning experience but also opened new networking opportunities and potential future collaborations. Participants benefited from the expertise and insights of their mentors, which helped them refine their ideas and develop practical skills. These interactions have laid the groundwork for ongoing partnerships and collaborations beyond the programme, contributing to a broader network of innovation and entrepreneurship.

In conclusion, the NOBALIS student mentoring programme has made substantial strides in advancing innovation and entrepreneurship within HEIs. By incorporating feedback, enhancing participant engagement, and leveraging international collaborations, it has established a good foundation for supporting student entrepreneurs. The insights and experiences gained from this project will inform future initiatives, ensuring the continued growth and success of innovation and entrepreneurship in higher education.

Closing remarks.

The NOBALIS project has been a successful project that has set us up towards reaching our goal to implement innovation as an equal part as research and lecturing. With similar laws, regulations, and expectations from the societies all the participating HEIs have developed different ways of working with innovation that could be transferred to the others, with the exception on the professor's privilege in Sweden. The different countries have had different national strategies for higher education with different focus points making the discussions interesting and insightful.

We are very happy to have had two different innovation management companies along with the HEIs in the project. The two companies, while similar in knowledge and competences, work differently and bring different experiences into the project. Together they brought much needed practical knowledge in both research commercialization, start-up support and innovation management to help align the HEIs work towards how regional I&E ecosystem actors giving lecturers insight in what the students will face if they peruse an idea after learning I&E in a course, as well as showing the HEIs how they can facilitate extracurricular I&E activities. This experience of working with Ard Innovation and Baltic Innovation agency has also strengthened the HEIs understanding of how we can collaborate with other similar regional actors in our ecosystem.

What has become evident through the project that to facilitate innovation and entrepreneurship in our HEIs requires involvement and dedication from staff and management at all levels. The managements involvement is important as they serve in a role with a lot of influence on culture through incentives and strategies, while the advisors, researchers and lecturers are more so involved in operationalizing initiatives.

The collaboration between the consortium partners has worked very well and we have not had any difficulties collaborating. The goals set in the proposal fit the needs and wishes of all partners involved leading to no conflicts or major slowdowns in the project, and the partners will look for new calls and opportunities that may arise to continue the collaboration.

Appendix 1. End conference invitation.

EIT HEI Initiative
Innovation Capacity Building
for Higher Education

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HEI Initiative NOBALIS End Conference

Program for NOBALIS members.

Since the summer 2022 the NOBALIS consortium have been working towards developing, sharing and expanding innovation and entrepreneurship support capacities in the areas of food production, circular economy and development of green value chains, in line with the research areas and regional smart specializations. The project is ending in July 2024, and we would like to invite our stakeholders to a conference summarizing the results and what we have learned.

Where: BIT Innovation center, Rådhusplassen 27, 1430 Ås, Norway or digital
When: 11.06.24-12.06.24
Sign up: By e-mail to elin.andersen@ardinnovation.no

Workshop for non-academics, June 11th at 8.30 – 10.30:
The programme starts with an internal workshop: "Introduction to Technology Transfer". The workshop will be led by Ard Innovation and NOBALIS members are free to join. Please specify in the e-mail if you would like to join.

End Conference, Day 1:
June 11th:

11:30-12:00:	Registration and coffee
12:00-12:15:	Introduction and opening remarks – *Finn- Arne Weltzien, Rector of Research and Innovation, NMBU*
12:15-13:00:	Innovation in University context – *Per Servais*, Professor LNU
13:00-13:45:	Entrepreneurial ecosystems in Nordic-Baltic higher education institutions – *Dina Popluga, LLU*
13:45-14:15:	Lunch
14:15-15:00:	External speaker – Knowledge, Technology Transfer and the Third mission of Universities - Randi Taxt, Senior Innovation Adviser, Vis Innovation
15:15-16:00:	Workshop – How to implement new innovation systems in universities? – *Jorun* Pedersen, CEO Ard Innovation

16.30 –17.30	Walkabout at NMBU Campus – Jorun Pedersen, CEO Ard Innovation
18.00 - 20.30	Dinner at Vitenparken, NMBU Campus

Trains from Ås Station to Oslo Central station leaves every 30 minutes. For updated timetables visit vy.no.

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End Conference, Day 2
June 12th :

08:30-09:00	Registration and coffee
09:00-10:00:	Teaching innovation and entrepreneurship – *Per Anders Langendahl, Senior Lecturer in Innovation at SLU and Jan Aidemark, Docent LNU*
10:15-11:00:	Entrepreneurial training – Discovering different forms of collaboration and sharing experiences from the EICD program – *Paula Kägu (Baltic Innovation Agency), Dina Popluga (Professor LLU), Anne Põder(Researcher EMU) and Elin Christine Andersen(Ard Innovation)*
11:00-11:30:	Poster session – Information from each work package at the Innovation Centre – *Muris Letic, NOBALIS project manager*
11:30-12:30:	Lunch and networking for future collaboration.
12:30-12:45:	Closing remarks – *To be announced*

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hei@eitrawmaterials.eu

eit-hei.eu

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