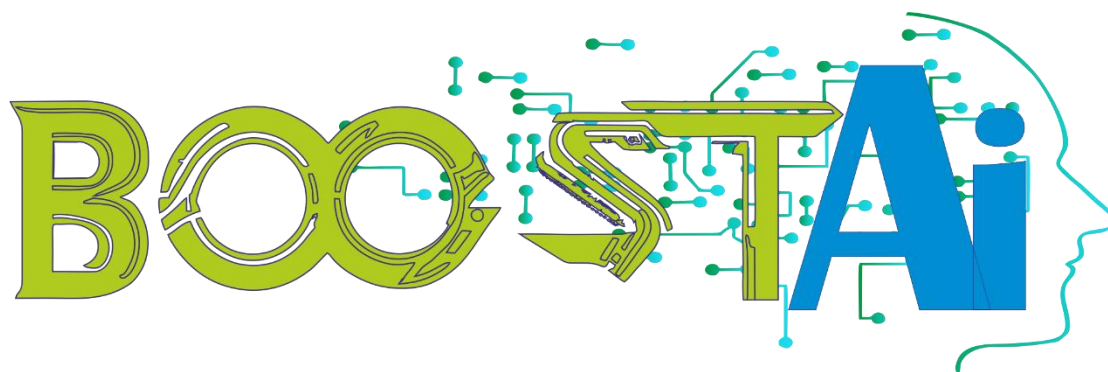




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WP3

Comprehensive Methodology for Implementing an AI-Driven Industry 5.0 Incubator at University Level

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Introduction

This methodology provides a practical and operational framework for establishing, managing, and sustaining an AI-driven Industry 5.0 incubator within a university environment. The incubator is designed to support students, academic staff, and SMEs in developing innovative solutions that combine artificial intelligence, sustainability, and entrepreneurship. The incubator functions as a structured environment where participants can transform ideas into prototypes and potential startups, while simultaneously supporting SMEs in adopting AI-supported, or AI-based, sustainable solutions. It also serves as a training and experimentation platform, allowing students and possibly practitioners from industry to gain real-world experience working on real-life industrial and environmental challenges. Depending on the institutional structure, the incubator may operate as a faculty-level unit, as a university-wide center, or as an extension of existing lab facilities that are already operating in these fields, enabling and empowering the transfer of knowledge between research, students, and SMEs. At faculty level, it can be integrated into existing teaching and research activities, allowing direct connection with courses, thesis work, and research projects. At university level, it can operate within research, development and innovation centers, entrepreneurship hubs, technology transfer offices, or other university units, enabling broader interdisciplinary participation. At laboratory/unit level, it will facilitate the exploitation of high-end equipment, thus fostering stakeholders in the advancement of their businesses. The methodology ensures that the incubator is structured, scalable, and replicable, allowing other universities to implement similar initiatives using the same framework.

As stated above, the incubator serves as a bridge between academic knowledge and real industrial needs, allowing students to get a real insight on the Industry 5.0 requirements in order to increase their entrepreneurial spirit. Beyond the transfer of knowledge, one of its primary roles is to facilitate collaboration between students, researchers, and SMEs to develop practical solutions addressing sustainability and technological challenges. SMEs often lack the internal resources or expertise to experiment with AI technologies, and the incubator provides a controlled and supportive environment where such experimentation can take place. Through this collaboration, the incubator promotes a wise adoption of sustainable AI-sustained practices, ensuring that artificial intelligence is used to enhance human decision-making rather than replace it. Students and researchers are able to apply AI tools to real industrial problems, while SMEs benefit from innovative ideas and technical support. The incubator



also plays an important educational role. It allows students to develop both technical and entrepreneurial skills, including problem-solving, teamwork, sustainability thinking, and innovation management. This experience prepares students for employment in SMEs and strengthens the overall innovation capacity of the regional economy. Strategically, the incubator positions the university as an active participant in regional industrial transformation. It strengthens relationships with local industry, increases the university's visibility, and contributes to sustainable economic development.

1 Organizational Structure

1.1 Possible Placement Options

Center, Laboratory or Research/Development/Innovation Unit Level: When implemented at laboratory or research/ **Development/Innovation** unit level, the incubator leverages existing technical infrastructure, specialized equipment, and research expertise to support innovation and prototype development. This placement allows students, researchers, and SMEs to directly access advanced facilities and apply research outcomes to real-world industrial and sustainability challenges. It also facilitates the transfer of knowledge and technology from ongoing research activities into practical applications, enabling faster experimentation, validation, and refinement of AI-driven solutions. This model is particularly effective in technically specialized domains such as artificial intelligence, engineering, environmental technologies, and smart systems.

Faculty-Level: at faculty level, the incubator is embedded within the academic structure of a specific faculty, such as engineering, business, environmental sciences, or information technology. This placement enables strong integration with teaching and learning activities, allowing students to participate through coursework, thesis projects, internships, and research initiatives. Faculty members can actively supervise incubator projects, ensuring academic quality and alignment with educational objectives. This configuration promotes continuous student engagement and facilitates the development of innovation skills within the academic curriculum. Placing the incubator at faculty level allows direct stakeholder to have a better, more specific focus on specific arguments (this also applies to the laboratory/research unit level).

University-Level: when implemented at university level, the incubator operates as a centralized unit, typically within an innovation center, entrepreneurship hub, or technology transfer office. This placement enables interdisciplinary collaboration by bringing together participants from multiple faculties and areas of expertise. It also enhances institutional coordination, resource sharing, and strategic visibility. A university-level incubator can establish broader partnerships



with SMEs, industry organizations, and external stakeholders, positioning the university as a key actor in regional innovation and sustainable industrial development.

1.2 Key Roles

To ensure effective management, accountability, and long-term sustainability, the incubator operates through a structured governance framework consisting of three main components: the Management and Advisory Board and the Operational Team. Each of these bodies fulfills a distinct function within the incubator, ensuring that strategic direction, daily implementation, and external alignment are properly coordinated. This structure enables the incubator to operate efficiently while maintaining strong connections with the academic environment, industry stakeholders, and institutional leadership.

Management and Advisory Board: The board serves as the strategic oversight body of the incubator. Its primary function is to define the long-term direction of the incubator and ensure that its activities remain aligned with institutional priorities, project objectives, and broader Industry 5.0 and sustainability goals. The committee does not manage day-to-day operations but instead focuses on strategic supervision, decision-making, and ensuring the continuity and institutional integration of the incubator. The Management and Advisory Board typically reviews incubator progress, evaluates strategic opportunities, and provides guidance on partnerships, resource allocation, and development priorities. It may also contribute to ensuring alignment with university policies, regional innovation strategies, and ongoing research and education initiatives. It also provides external expertise and serves as a link between the incubator and the broader industrial and innovation ecosystem. Its role is consultative, offering guidance, feedback, and recommendations based on practical experience and industry needs.

Operational Team: The Operational Team is responsible for the practical implementation and day-to-day functioning of the incubator. This team manages all operational activities, supports participants throughout the incubation process, and ensures that projects progress according to the defined methodology. It acts as the central coordination point between students, academic mentors, SMEs, and external stakeholders. The operational team ensures that incubation activities, training sessions, mentoring, and project development processes are properly organized and implemented. It also maintains communication with participants, monitors progress, and provides both technical and organizational support when needed. The effectiveness of the incubator largely depends on the operational team's ability to ensure continuity, responsiveness, and technical reliability. The team includes several key figures with complementary responsibilities. The **Incubator Manager** coordinates the overall operation of the incubator and ensures that activities are implemented according to plan. This includes managing timelines, facilitating collaboration between stakeholders, supervising project progress, and ensuring proper documentation and reporting. This role is typically fulfilled by an academic staff



member, research coordinator, laboratory manager, or university innovation officer with experience in project coordination or innovation support. **The AI Specialist or Data Scientist** provides technical expertise to support the development of AI-driven solutions. This figure assists teams in selecting appropriate methodologies, supports technical implementation, and helps ensure the feasibility of proposed solutions. This role may be performed by academic staff specializing in artificial intelligence, laboratory researchers, technical personnel, or doctoral researchers with relevant experience. The **Industry 5.0 and Sustainability Expert** supports the integration of sustainability and responsible innovation principles into incubator activities. This includes guiding teams in evaluating environmental impact, identifying sustainable design approaches, and ensuring alignment with Industry 5.0 objectives. This role is typically fulfilled by academic staff, researchers, or external experts specializing in sustainability, environmental sciences, or industrial systems. The **Training Coordinator** organizes the incubator's educational and capacity-building activities. This includes coordinating workshops, seminars, mentoring sessions, and training programs, ensuring that participants acquire the knowledge and skills necessary to develop their projects successfully. Administrative support is provided by **administrative staff** or **project support personnel**, who assist with logistical coordination, communication, documentation, and general organizational tasks. This support ensures that incubator activities are implemented efficiently and without administrative disruption. Depending on the placement level of the incubator, particularly when operating at laboratory level, technical staff and laboratory personnel may also support prototype development, equipment access, and technical implementation.

2 Infrastructure & Ecosystem

The incubator requires access to appropriate physical infrastructure to support collaboration, experimentation, and the development of AI-driven solutions. This infrastructure does not necessarily need to be fully dedicated to the incubator, particularly in its early stages. In many cases, existing university facilities such as laboratories, classrooms, innovation hubs, or research units can be used effectively. The key requirement is that participants have reliable access to spaces and equipment that allow them to work, test, and interact with mentors and SME partners. Infrastructure availability may vary depending on whether the incubator operates at laboratory, faculty, or university level. Laboratory-level implementation often provides immediate access to specialized equipment and technical facilities. Faculty-level placement facilitates integration with teaching and student activities. At university level, infrastructure may be distributed across multiple units, requiring coordination but allowing broader access and interdisciplinary participation. The incubator should be embedded within the wider university ecosystem, ensuring proximity to academic expertise, technical



support, and innovation services. This integration strengthens collaboration between students, researchers, and external stakeholders, and ensures that incubator activities remain connected to both educational and research environments.

Flexible co-creation spaces: the incubator should provide access to spaces where participants can work individually or in teams. These spaces support brainstorming, project development, and regular interaction between students, mentors, and SME representatives. Flexibility is important, as teams may need to reorganize the space depending on the stage of their project. In many cases, existing university rooms, shared workspaces, or laboratory environments can fulfill this function without requiring dedicated facilities.

AI laboratory with GPU-enabled workstations: the development of AI-based solutions requires adequate computing resources. Participants should have access to workstations capable of handling data analysis, model training, and simulation tasks. Where available, GPU-enabled systems can significantly improve performance and allow more complex experimentation. These resources may be provided through a dedicated AI laboratory or through existing research computing infrastructure.

Rapid prototyping zone (IoT kits, microcontrollers, sensors): prototyping capabilities are important for translating ideas into functional solutions. Access to basic prototyping tools such as IoT kits, sensors, and microcontrollers allows participants to test concepts and validate their ideas. This is particularly relevant for projects involving smart systems, automation, or environmental monitoring. In many cases, existing laboratories already provide suitable equipment. Some projects may require only software-based development, while others benefit from physical testing. The incubator should be able to accommodate both.

Multimedia room for pitching, training, and seminars: training sessions, workshops, and project presentations require access to a room equipped with standard multimedia tools. This space is used for educational activities, mentoring sessions, and formal presentations, including student pitching events. It provides a structured setting where participants can present their work and receive feedback.

Meeting rooms for SME–student collaboration: regular interaction between participants and SME partners is essential. Meeting rooms provide a professional environment for discussions, mentoring, and project reviews. These meetings may take place physically or in hybrid form, depending on stakeholder availability.



Access to appropriate meeting spaces supports effective communication and strengthens collaboration.

3 Operational Methodology

The operational methodology defines how the incubator functions in practice, from the identification of innovation challenges to the development and validation of solutions. It provides a structured process that ensures participants are guided through clearly defined stages, while maintaining enough flexibility to accommodate different types of projects and institutional contexts. Although specific activities may vary depending on the incubator's placement and available resources, the overall workflow remains consistent and ensures continuity across different implementation environments.

3.1 Workflow Overview

The incubator workflow follows a structured sequence of activities that guide participants from problem identification to solution validation. The process typically begins with the identification and definition of relevant challenges, followed by the formation of interdisciplinary teams. Participants then engage in training and mentoring activities, which provide the technical and methodological foundation necessary for project development. Once teams are established and initial guidance is provided, participants begin working on solution design and prototype development. This phase may involve data analysis, software development, hardware prototyping, or process design, depending on the nature of the project. Throughout this process, teams receive technical support from academic staff and AI specialists, as well as practical input from SME partners. The final stage involves testing, validation, and presentation of results. Teams present their solutions to academic supervisors, SME representatives, and, where applicable, evaluation panels. Feedback received during this stage helps refine the solutions and assess their potential for further development or implementation. This structured workflow ensures that all participants follow a coherent process while allowing sufficient flexibility to accommodate different types of innovation projects.

3.2 Challenge Sourcing

The identification of relevant and meaningful challenges is a critical step in the incubation process. Challenges serve as the starting point for project development and ensure that incubator activities address real technological, industrial, or sustainability needs. The incubator actively collects challenges from multiple sources in order to maintain a diverse and relevant portfolio of projects.



One important source of challenges is direct engagement with SMEs. This may involve interviews, informal consultations, or structured assessments aimed at identifying operational inefficiencies, sustainability challenges, or opportunities for technological improvement. SMEs often face practical problems that can be addressed through AI-driven solutions but may lack the internal capacity to explore these opportunities independently. Additional input may come from sectoral reports and studies related to Industry 5.0 adoption, digital transformation, and sustainability. These reports help identify broader trends, emerging needs, and areas where innovation is particularly relevant. Environmental assessments and sustainability evaluations may also reveal performance gaps or inefficiencies that can be addressed through technological solutions. Students and academic staff may also propose innovative ideas based on their own research, academic work, or observations. These proposals are evaluated by the operational team to ensure their relevance and feasibility. This approach encourages bottom-up innovation while ensuring alignment with the incubator's objectives. All identified challenges are reviewed and selected based on relevance, feasibility, and potential impact. Selected challenges are then prepared and presented to participants as the basis for project development.

3.3 Team Formation

Once challenges have been identified, interdisciplinary teams are formed to address them. Team formation is a critical step, as effective collaboration between individuals with different skills and perspectives significantly improves the quality of developed solutions. Teams typically include students from different academic backgrounds, such as technical disciplines, business, or sustainability-related fields. This diversity allows teams to address both technical and practical aspects of the challenge. Students are supported by academic supervisors, who provide methodological guidance and ensure academic rigor throughout the process. SME representatives may also participate directly in the teams, providing practical insight into the problem and helping ensure that the proposed solutions are relevant and applicable in real-world conditions. Their involvement strengthens the connection between academic work and industrial practice. Technical support is provided by an AI mentor or engineer, who assists teams in selecting appropriate tools, implementing technical components, and addressing technical challenges that may arise during development. The operational team coordinates the team formation process. Where appropriate, team composition may be supported by structured matching procedures or digital tools that help balance skills, expertise, and participant availability. The objective is to create teams that are capable of addressing the challenge effectively while also providing a meaningful learning experience for participants.



Once formed, teams begin their work with guidance from the operational team and assigned mentors, following the incubator workflow through development, testing, and validation stages.

4 Optional Training & Capacity Building Program

Training and capacity building **are also possible within** the incubator, ensuring that participants acquire the knowledge and skills necessary to develop and implement AI-driven solutions within the context of Industry 5.0 and green entrepreneurship. The training program will be based on the BOOST-AI curriculum (but not limited to) and should be designed to support participants with diverse academic backgrounds, including those with limited prior experience in artificial intelligence, entrepreneurship, or sustainability.

4.1 Possible Core Modules

The core training modules provide participants with the essential knowledge and practical foundation required to effectively participate in the incubator and contribute to the development of AI-driven, sustainable solutions. These modules are designed to support participants with diverse academic and professional backgrounds, ensuring that both technical and non-technical participants can engage meaningfully in the incubation process. The training modules cover key thematic areas, including Industry 5.0 principles, artificial intelligence fundamentals, sustainability and green entrepreneurship, and innovation development. Each module is closely connected to the practical activities of the incubator, allowing participants to directly apply acquired knowledge to their projects. This ensures that learning remains contextualized and relevant, rather than purely theoretical.

4.2 Training Delivery Formats

Training activities are delivered through a combination of formats to accommodate different learning needs and ensure active engagement:

- **Bootcamps**
Bootcamps provide intensive, short-term training focused on specific topics. These sessions are particularly useful at the early stages of the incubation process, helping participants quickly acquire essential knowledge and begin working on their projects.
- **Hackathons and Innovation Workshops**
Hackathons and structured workshops allow participants to work intensively on specific challenges, often within a limited timeframe. These



activities encourage creative problem-solving and collaboration, and help accelerate project development.

- **Micro-courses and Thematic Sessions**
Short courses and thematic training sessions provide focused instruction on specific topics, such as AI tools, sustainability assessment, or prototype development. These sessions allow participants to acquire targeted skills relevant to their projects.
- **Expert seminars and guest lectures**
External experts from industry, academia, or innovation organizations may be invited to share their experience and insights. These sessions expose participants to real-world perspectives and practical applications of AI and sustainable innovation.
- **Peer-to-peer learning and mentoring**
Participants also benefit from collaborative learning through interaction with other teams and mentors. This exchange of knowledge supports problem-solving and encourages interdisciplinary collaboration.
- **SME-led challenge workshops**
SME representatives may directly present their challenges and provide feedback to participants. This ensures that project development remains aligned with real industry needs and strengthens collaboration between participants and external partners.

5 Industry Collaboration Framework

Collaboration with industry, and particularly with SMEs, is a core component of the incubator's operational model. The incubator is designed not only as an educational and innovation environment within the university, but also as a practical interface between academic expertise and real industrial needs. Through structured collaboration mechanisms, SMEs are able to contribute to and benefit from incubator activities, while students and academic staff gain direct exposure to real-world challenges. This collaboration enables a two-way exchange of knowledge and expertise. SMEs can access technical competencies, emerging talent, and research-based insights, while the university benefits from exposure to real operational contexts and industry priorities. Such interaction ensures that incubator projects remain relevant, applicable, and aligned with current technological and sustainability challenges. The framework for industry collaboration is designed to be flexible, allowing SMEs to participate at different levels depending on their needs, capacity, and strategic interests. Some SMEs may engage by proposing challenges or providing feedback, while others may participate more actively in co-development activities or prototype validation. Engagement methods are:



Partnership agreements: formal partnership agreements provide a structured basis for collaboration between the incubator and SME partners. These agreements define the scope of collaboration, roles and responsibilities, and the expected outcomes of joint activities. They help ensure clarity and continuity in the relationship, while also providing a framework for managing intellectual property, confidentiality, and access to resources where relevant. Partnership agreements may be established at institutional level or on a project-specific basis.

SME innovation days: innovation days provide opportunities for SMEs to present their challenges, needs, and areas of interest to students and academic staff. These events facilitate direct interaction between industry representatives and incubator participants, allowing challenges to be clearly communicated and discussed. They also serve as networking opportunities, helping to establish new collaborations and strengthen existing partnerships.

Co-creation labs: co-creation activities involve direct collaboration between SME representatives, students, and academic mentors in the development of solutions. These sessions allow participants to jointly explore problems, evaluate possible approaches, and refine solution concepts. This collaborative approach helps ensure that developed solutions are both technically sound and practically relevant.

Joint projects with academic researchers: in some cases, incubator activities may be closely connected to ongoing research projects. Academic researchers may contribute expertise, methodologies, or technical support to help address specific challenges. This integration strengthens the link between research and practical application, while also providing opportunities for further research and innovation.

AI-Enhanced Industry 5.0 Green Entrepreneurship Competitions aims to stimulate innovation, encourage sustainable solutions, and strengthen cooperation between students, academic staff, and SMEs. The competition invites participants to develop AI-supported concepts, prototypes, or business solutions addressing green entrepreneurship challenges relevant to Industry 5.0. A specific regulation will be developed for such a contest.

Access to incubator resources for testing prototypes: SMEs may be granted access to incubator infrastructure and technical resources for the purpose of testing and validating prototype solutions. This may include access to laboratories, computing infrastructure, or technical support. Such access allows SMEs to experiment with innovative solutions in a controlled environment,



reducing risk and facilitating informed decision-making regarding potential implementation.

Through these engagement mechanisms, the incubator establishes a structured and sustainable framework for collaboration, ensuring mutual benefit for both academic and industrial participants.

With a focus on SMEs, the participation in the incubator provides several tangible benefits. By engaging with incubator activities, SMEs gain access to academic expertise, emerging talent, and technical resources that may not be readily available within their own organizations. This enables them to explore innovative solutions, test new ideas, and evaluate the potential of AI-driven technologies in a low-risk environment. SMEs can also benefit from fresh perspectives brought by students and researchers, which often contribute to identifying new opportunities for process improvement, sustainability, and digital transformation. In addition, collaboration with the incubator allows SMEs to strengthen their innovation capacity, establish connections with the university ecosystem, and identify potential future employees with relevant technical and interdisciplinary skills.

6 Long-Term Sustainability of the Incubator

6.1 Financial Sustainability

The long-term sustainability of the incubator depends on the establishment of a stable and diversified financial model. While initial implementation may rely on project-based funding, such as Erasmus+ support, it is essential that the incubator progressively integrates into the university's operational and strategic framework. This ensures continuity of activities beyond the duration of individual projects and allows the incubator to evolve into a permanent institutional structure.

Institutional support from the university is a fundamental component of financial sustainability. This support may take the form of direct funding, allocation of staff time, or provision of infrastructure and technical resources. Even when direct financial contributions are limited, the integration of incubator activities into teaching, research, and innovation structures significantly reduces operational costs and strengthens long-term viability. External funding opportunities represent an additional and important source of financial support. National and European programs that promote innovation, sustainability, digitalization, and entrepreneurship can provide resources for expanding incubator activities, supporting new projects, and strengthening infrastructure. Regular participation



in such funding schemes allows the incubator to maintain momentum and continuously develop its capabilities. Collaboration with SMEs may also contribute to financial sustainability. As the incubator matures, structured service packages may be developed to support SMEs in areas such as prototype testing, innovation support, or technical consulting. These activities can generate financial contributions while maintaining the incubator's educational and innovation mission.

Alumni engagement can provide long-term ecosystem support. Former participants who have benefited from the incubator may contribute through mentorship, sponsorship, or collaborative activities. While this may not represent a primary funding source, it strengthens the incubator's network and supports its continuity. Joint research and development projects with industry partners offer an additional sustainability pathway. These collaborations allow the incubator to participate in funded innovation activities while strengthening relationships with industry. Over time, such partnerships contribute to both financial sustainability and the strategic positioning of the incubator within the regional innovation ecosystem. Together, these mechanisms ensure that the incubator can maintain its activities, adapt to changing conditions, and continue supporting innovation, education, and industry collaboration over the long term.

6.2 Environmental Sustainability

Environmental sustainability is a core principle of the incubator and is embedded both in its operational practices and in the innovation outcomes it supports. The incubator actively promotes the development of solutions that contribute to environmental protection, resource efficiency, and sustainable industrial transformation. Projects developed within the incubator are encouraged to address challenges related to energy efficiency, waste reduction, circular economy models, and sustainable production processes. This ensures that the incubator not only supports technological innovation, but also contributes to broader environmental objectives aligned with Industry 5.0 and European sustainability goals. In its internal operations, the incubator seeks to minimize its environmental footprint by promoting efficient use of resources and responsible operational practices. This includes prioritizing the use of existing infrastructure and equipment, reducing unnecessary consumption, and supporting digital workflows to limit the use of paper and physical materials. Where applicable, participants are encouraged to use energy-efficient computing resources and to consider the environmental impact of the technical solutions they develop. Environmental considerations are also integrated into the project development process. Participants are encouraged to evaluate the potential environmental



benefits and impacts of their solutions, including potential reductions in energy use, emissions, or material consumption. Sustainability experts and academic mentors may support teams in identifying environmentally responsible approaches and ensuring alignment with sustainable innovation principles. Through these combined operational and innovation-oriented approaches, the incubator contributes to building a culture of environmental responsibility. It supports the development of technologies and practices that enable SMEs to improve their sustainability performance, while also preparing students and researchers to contribute to environmentally sustainable industrial systems.

6.3 Social Sustainability

Social sustainability is an essential dimension of the incubator's long-term impact, ensuring that its activities contribute positively to individuals, institutions, and the wider community. The incubator promotes inclusive participation by providing opportunities for students, researchers, and SME representatives from diverse academic, professional, and social backgrounds to collaborate in innovation activities. This inclusive approach strengthens interdisciplinary learning, promotes equal access to innovation opportunities, and supports the development of diverse skill sets.

The incubator contributes to social sustainability by supporting education, skills development, and employability. Students gain practical experience working on real-world challenges, developing technical, entrepreneurial, and collaborative competencies that are highly relevant to modern labor markets. This prepares participants for future employment and strengthens the human capital available to SMEs and regional innovation ecosystems. Collaboration between universities and SMEs also strengthens local and regional economic resilience. By supporting SMEs in adopting innovative and sustainable technologies, the incubator contributes to the long-term competitiveness and stability of local businesses. This has positive effects on employment, economic development, and social well-being within the surrounding community. The incubator also promotes responsible and ethical innovation. Participants are encouraged to consider the societal implications of their solutions, including ethical considerations related to artificial intelligence, fairness, transparency, and human-centered design. This ensures that technological innovation remains aligned with societal values and contributes positively to both industry and society.



7 Monitoring & Evaluation

7.1 Key Performance Indicators (KPIs)

Activity KPIs - These indicators measure the level of participation and operational activity within the incubator:

- Number of student participants involved in incubator activities
- Number of SME participants and partners engaged
- Number of challenges identified and submitted for incubation
- Number of training sessions, workshops, and capacity-building activities delivered
- Number of interdisciplinary teams formed
- Number of mentoring sessions conducted

Outcome KPIs - These indicators measure the results and impact of incubator activities:

- Number of prototypes developed and validated
- Number of AI-based solutions tested or implemented in SMEs
- Number of innovation projects completed
- Measurable sustainability improvements resulting from incubator projects (e.g., energy efficiency gains, waste reduction, process optimization)
- Number of case studies, technical reports, or project documentation outputs produced
- Number of projects progressing to further development, pilot implementation, or startup creation

7.2 Evaluation Tools

The incubator uses multiple evaluation tools to assess performance, impact, and participant experience:

- Participant surveys to assess training effectiveness, learning outcomes, and overall satisfaction
- Interviews with students, SME representatives, and mentors to gather qualitative feedback
- Prototype validation scorecards to evaluate technical feasibility, innovation level, and practical applicability
- SME feedback reports to assess usefulness, relevance, and potential for real-world implementation
- Internal progress reports prepared by the operational team
- Final project presentations and evaluation by academic and industry representatives