



DELIVERABLE 1.1

VISUAL IDENTITY PACKAGE



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ABOUT THIS DOCUMENT

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PROJECT OFFICER	Claudia Pierdominici
DELIVERABLE NR & TITLE	D1.1 Visual Identity Package
WORK PACKAGE	1
ABSTRACT	The visual identity package is a comprehensive design framework that strategically integrates elements such as logos, colour schemes, and typography to create a cohesive and recognisable brand image. This package serves as a visual blueprint, ensuring consistency across various mediums and effectively communicating the project's identity, values, and objectives.
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ABBREVIATIONS

ABBREVIATION	DESCRIPTION
BBA	BlueBio Alliance
BBT	Blue Bio Techpreneurs
CDE/DEC	Communication, Dissemination and Exploitation
D	Deliverable
DMP	Data Management Plan
EC	European Commission
GA	Grant Agreement
M	Month
PCDE	Plan for Communication, Dissemination and Exploitation
PMBA	Pole Mer Bretagne Atlantique
PO	Project Officer
PP	Project Partner
SDU	University of Southern Denmark
SUB	SUBMARINER Network for Blue Growth EEIG
UG	University of Gdansk
WP	Work Package





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1. BBT VISUAL IDENTITY

The visual identity of a project is a critical component. It serves as the visual representation and first impression of the project. It encompasses the design elements, colour schemes, typography, and overall visual language that collectively communicate the project's essence, values, and goals. The visual identity significantly contributes to the overall user experience. A visually appealing and well-thought-out design engages the target audience, making the project more memorable and impactful. The positive experience can lead to increased user engagement and loyalty.

The Visual Identity package is the first output of Blue Bio Techpreneurs (BBT) Work Package (WP) 1 Task 1.2 Communication, Dissemination and Exploitation. It includes the following project communication products:

- Logo
- Website
- Microsoft PowerPoint & Word templates
- Visual identity guideline
- Social media channels

The Visual identity (VI) supports partners in better representing the project brand vis-à-vis multiple target audiences with a uniform approach. BBT's VI should be instantly recognisable and consistent across various communication platforms (website, internal/external documentation, publications, roll-ups, flyers, and other produced project media).

The VI will be applied to all communication activities, including internal and external presentations, conferences, business

networking events, workshops, technical meetings, online promotion, and academic dissemination. The materials will brand project activities effectively and catch the eye of target audiences to generate interest in the project.

1.1. Logo

The project's primary graphic identity is the logo and should be visible in all BBT internal and external communication material. The logo should be used in all communications materials related to the project and every time the project is presented or introduced.

BBT's logo icon ingeniously merges the initial letters of the project's name, skilfully incorporating the dual "B's" and the singular "T" into a visually compelling shape. This design is a distinctive representation of the project and conveys a sense of technological emphasis. The symbiotic arrangement of the letters in the icon encapsulates the essence of the project's identity and underscores its tech-centric nature, making it a visually resonant and meaningful emblem.

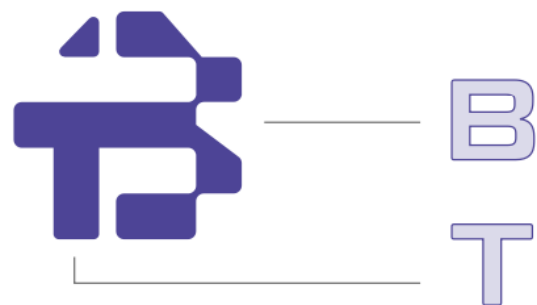


FIGURE 1 LOGO HISTORY

Project partners (PP) will be provided with three basic logo versions. The "master logo" includes the project icon and the project name (Fig.3). The second logo version (Fig. 4) is the reduced format representing the icon and the abbreviation of the project name to apply in a small space.

The icon (Fig. 2) is the third option to be used when the project name is mentioned in the presentation, document, or website. Project VI includes three accent colours (Fig. 5) integrated into the logo. The BBT VI Guidelines describe colour codes and the general rules of the BBT VI.



FIGURE 2 MASTER LOGO



FIGURE 3 LOGO VERSION 2

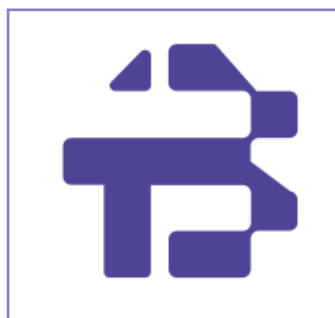


FIGURE 4 ICON



FIGURE 5 LOGO WITH ACCENT COLOURS

Clear Space

The clear space has been established to ensure visibility and impact of the logo.

Maintaining the clear space zone between the logo and other graphic elements such as texts, images and other logos ensures that it always appears unobstructed and distinctly separate from any other graphic elements.

Wherever possible, leave even more space around than required by for maximum impact.

The grid shows the relationship between elements and white spaces that compose the logo.

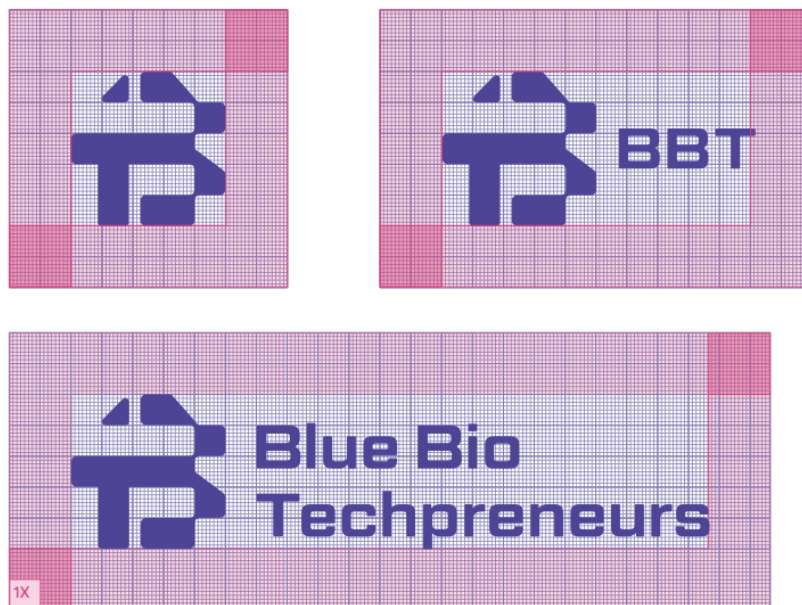


FIGURE 7 BBT VI GUIDELINES PAGE 11

1.3 Website

The BBT project website is a central hub establishing the project's online presence, making it pivotal for the European-wide or global outreach to the target audience. The website provides visibility and accessibility to the project. The website will also be used as a resource repository for BBT results, including deliverables and multimedia content for dissemination and exploitation. This approach ensures the public accessibility of all project results and enhances participation in project activities. The website's strategic development and continuous maintenance will contribute significantly to the project's success by ensuring effective communication, expanding its reach, and enhancing overall credibility for the project activities.

The Blue Bio Techpreneurs website is accessible at <https://bluebiotechpreneurs.eu> and contains available resources produced as part of the project at this time. The information and content will be updated regularly based on the project's progress.

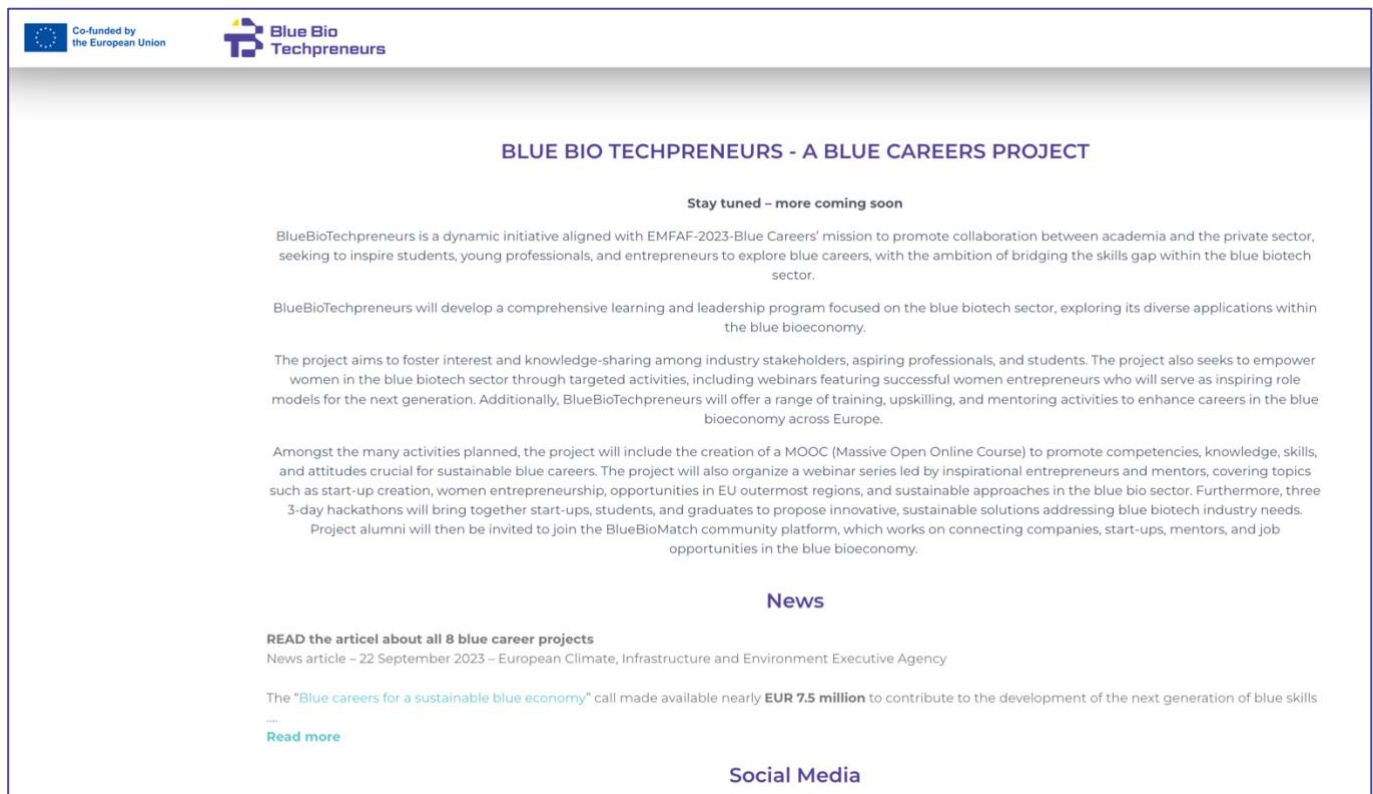


FIGURE 8 BBT WEBSITE

1.4 Templates

In line with the logo and the general project's visual identity, a PowerPoint template (attached in the annexe) and Word templates (used for this deliverable) were designed and will be published on the internal communication channel. All PPs will use the templates to communicate project results and compile project deliverables, ensuring professionalism and consistency of communications across different media.

1.5 Social Media

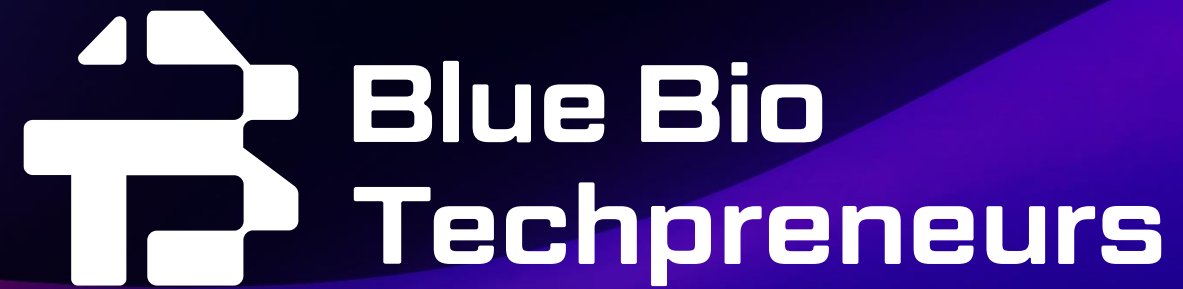
Social media promotion channels are pivotal in fostering community engagement, disseminating knowledge, and cultivating a dynamic learning environment. The social media channels of project partners will be used to create awareness about the project. The outreach of the two universities and the network character of pp's will establish visibility for project contributors like start-ups and industry but also reach students and young professionals. In month 6, the project's communication strategy, including social media, will be tailored to the target audience for the promotion and success of BBT MOOCs (Massive Open Online Courses), webinars, and hackathons.

1.6 Next steps

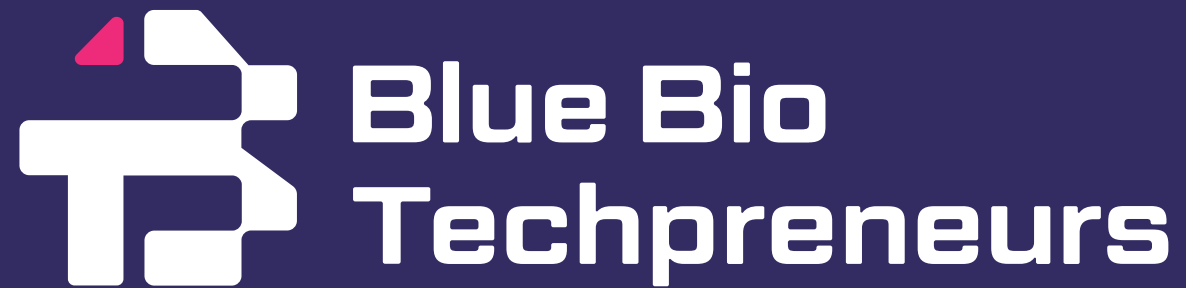
The Visual Identity Pack is distributed among project partners and designated for use in all future project communications. Partners are encouraged to create and share social media posts from their individual accounts on LinkedIn and from their organisations to engage by liking and tagging the BBT website. A Microsoft Teams channel will also be established to share project-specific communications intended for social media posting, ensuring comprehensive information capture. The website will be filled with content about project activities and the consortium. The BBT project factsheet will be developed in month 4 as the first promotion resource. By month 6, the Project Communication, Dissemination, and Exploitation (PCDE) plan will be presented, outlining a structured approach and targets. This plan will undergo updates to incorporate the latest developments and feedback from all project partners.

2. ANNEXES

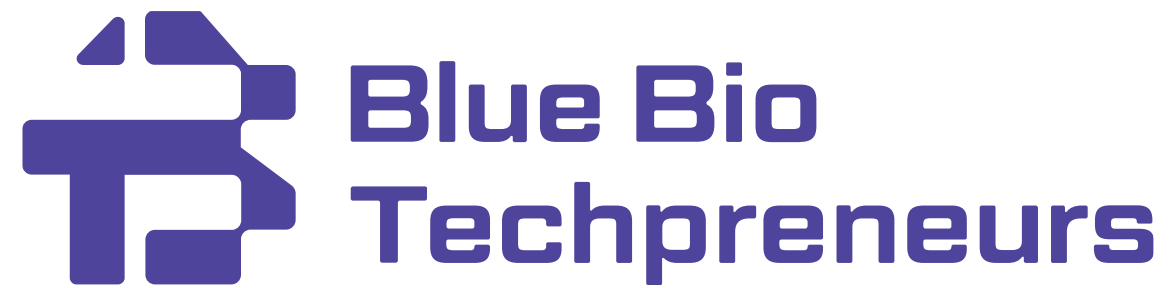
2.1. Templates



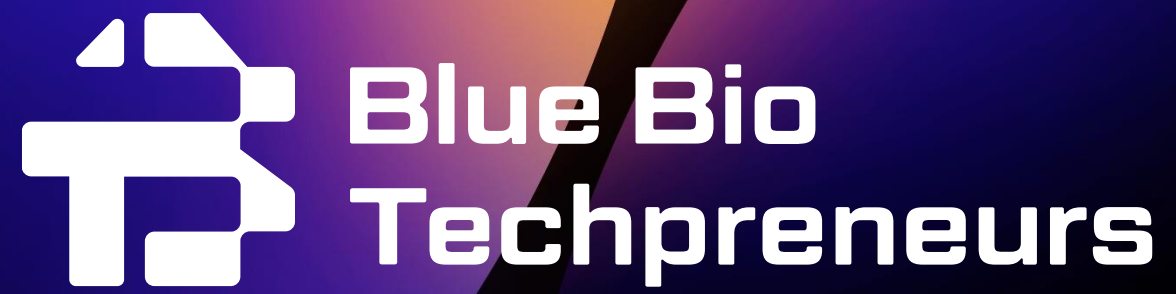
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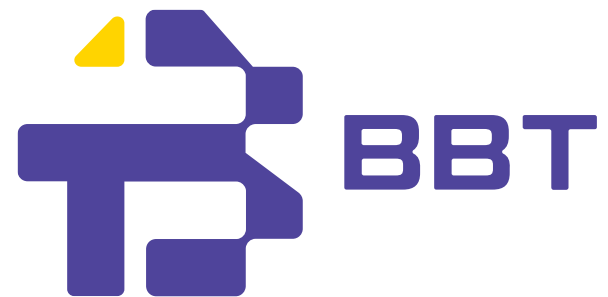
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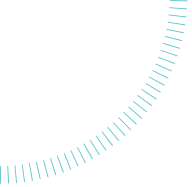


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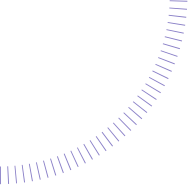
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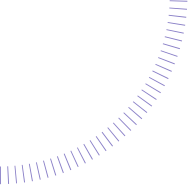






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**Blue Bio
Techpreneurs**

Alberto



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- Item
- Item
- Item
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 - Item
 - Item





“ Ut non metus consectetur, finibus ex at, convallis nibh. Aliquam pretium tortor ac venenatis sodales. Fusce nec tortor vel lectus tempor Fusce nec tortor vel lectus porta nec a purus. Vestibulum pulvinar varius lorem a or Fusce nec tortor vel lectus nare.”

Albert B. Smith





Ut non metus consectetur, finibus ex at, convallis nibh. Aliquam pretium tortor ac venenatis sodales. ***Fusce nec tortor vel lectus tempor porta nec a purus.*** Cras vestibulum purus at posuere imperdiet. In consectetur, dui a sagittis dignissim, massa sapien tempus justo, sit amet pellentesque libero arcu in leo. Fusce nec tortor vel

“ Ut non metus consectetur, finibus ex at, convallis nibh. Aliquam pretium tortor ac venenatis sodales. Fusce nec tortor vel lectus tempor porta nec a purus.”

Albert B. Smith







1. Text
2. Text
3. Text

1. Text
2. Text
3. Text
4. Text



Title

Vestibulum pulvinar varius lorem a ornare.

Aliquam tellus est, vel erat id, accumsan posuere tellus. Ut non metus consectetur, finibus ex at, convallis nibh.

Ut non metus consectetur, finibus ex at, convallis nibh. Aliquam pretium tortor ac venenatis sodales vestibulum purus.

Title

Vestibulum pulvinar varius lorem a ornare.

Aliquam tellus est, vel erat id, accumsan posuere tellus. Ut non metus consectetur, finibus ex at, convallis nibh.

Ut non metus consectetur, finibus ex at, convallis nibh. Aliquam pretium tortor ac venenatis sodales vestibulum purus.



Vestibulum pulvinar varius lorem a ornare:

- Aliquam tellus est, vel erat id, accumsan posuere tellus.
- Ut non metus consectetur, finibus ex at, convallis nibh. Ut non metus consectetur.
- convallis nibh. Aliquam pretium tortor ac venenatis sodales.

Ut non metus consectetur, finibus ex at, convallis nibh. Aliquam pretium tortor ac venenatis sodal.

Cras vestibulum purus at posuere imperdiet. In consectetur, dui a sagittis dignissim, massa sapien tempus justo. ***“Vestibulum pulvinar varius lorem a ornare”***. Aliquam tellus est, vel erat id, accumsan posuere tellus.



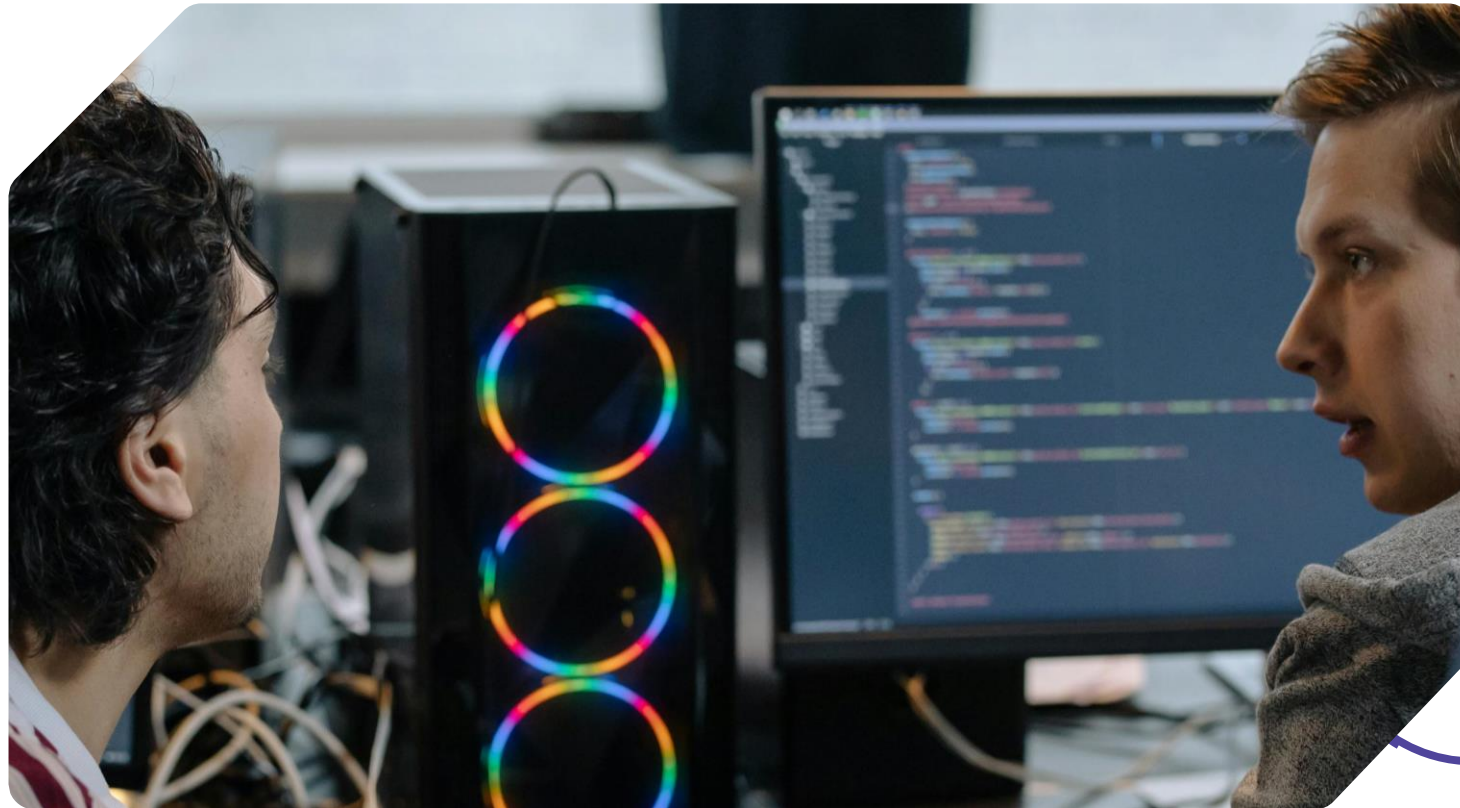




Photo with optional caption. Consectetur adipiscing elit. Etiam ornare at enim vel sodales. Nulla vulputate est ac nisl cursus auctor. Aenean ultricies tortor a diam pharetra, quis finibus libero tristique.



Morbi congue dapibus purus

A lobortis. Fusce vitae
ipsum lacinia justo
posuere eleifend vel ut.







01.

Text

Text

Text

Text

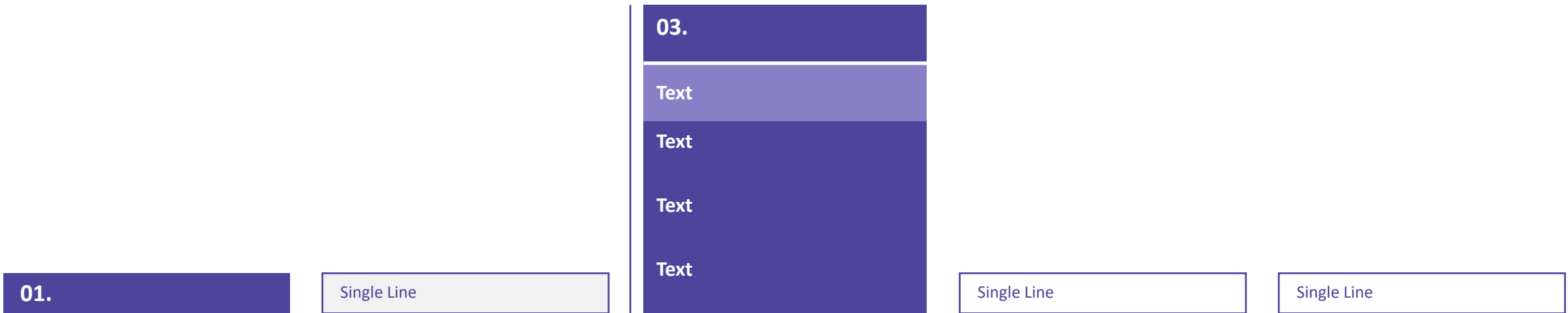
Single Line

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Single Line

Single Line







01. Title

- a. Text
- b. Text
- c. Text
- d. Text
- e. Text
- f. Text

02. Title

- a. Text
- b. Text
- c. Text
- d. Text
- e. Text
- f. Text

03. Title

- a. Text
- b. Text
- c. Text
- d. Text
- e. Text
- f. Text

04. Title

- a. Text
- b. Text
- c. Text
- d. Text
- e. Text
- f. Text





	CATEGORY A	CATEGORY B	CATEGORY C
CATEGORY A	Placeholder	Placeholder	Placeholder
CATEGORY B	Placeholder	Placeholder	Placeholder
CATEGORY C	Placeholder	Placeholder	Placeholder
CATEGORY D	Placeholder	Placeholder	Placeholder
CATEGORY E	Placeholder	Placeholder	Placeholder





01. Title Aenean ut augue in ipsum vulputate pretium. Phasellus et porta magna. Duis Phasellus et porta magna. Duis lorem ex.	02. Title Aenean ut augue in ipsum vulputate pretium. Phasellus et porta magna. Duis Phasellus et porta magna. Duis lorem ex.	03. Title Aenean ut augue in ipsum vulputate pretium. Phasellus et porta magna. Duis Phasellus et porta magna. Duis lorem ex.
04. Title Aenean ut augue in ipsum vulputate pretium. Phasellus et porta magna. Duis Phasellus et porta magna. Duis lorem ex.	05. Title Aenean ut augue in ipsum vulputate pretium. Phasellus et porta magna. Duis Phasellus et porta magna. Duis lorem ex.	06. Title Aenean ut augue in ipsum vulputate pretium. Phasellus et porta magna. Duis Phasellus et porta magna. Duis lorem ex.





Single Title

Subtitle

Nullam pellentesque id mauris vitae condimentum. Etiam quis diam quis purus suscipit ultricies. Ut sodales placerat turpis, nec semper magna bibendum accumsan. Quisque vel convallis nisl. Fusce egestas turpis egestas, porta ante id, cursus eros. Nulla auctor lacus vel posuere volutpat. Fusce egestas turpis egestas, porta ante id, cursus eros. Nulla auctor lacus vel posuere volutpat.

01.

Content

Title

Text

Text

Text

90

CONTENT

02.

Content

Title

Text

Text

Text

100

CONTENT

03.

Content

Title

Text

Text

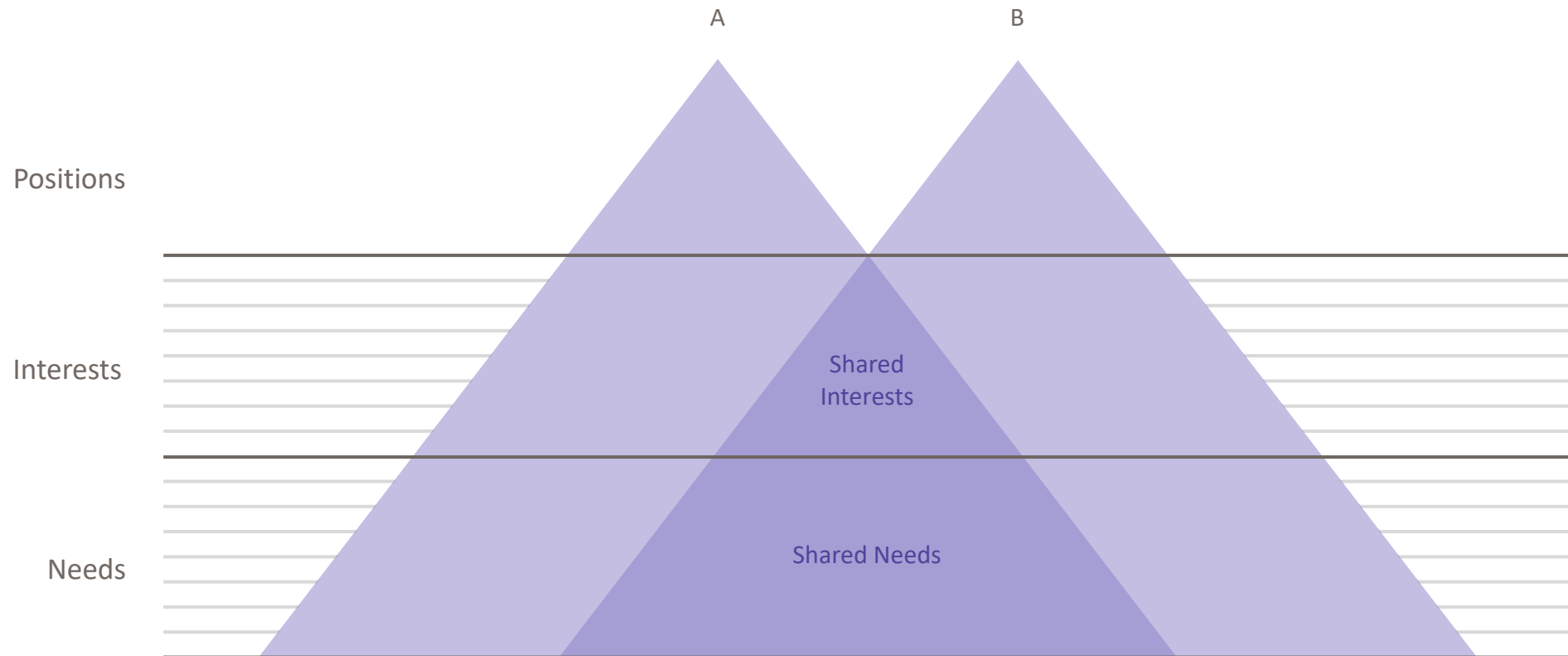
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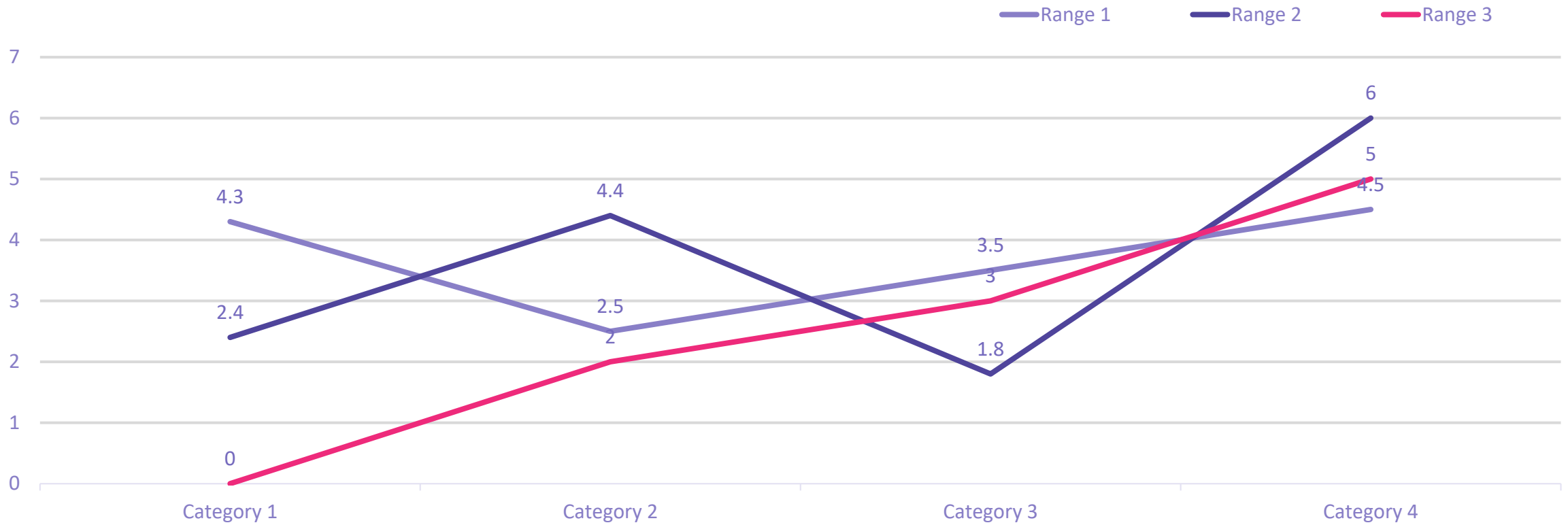
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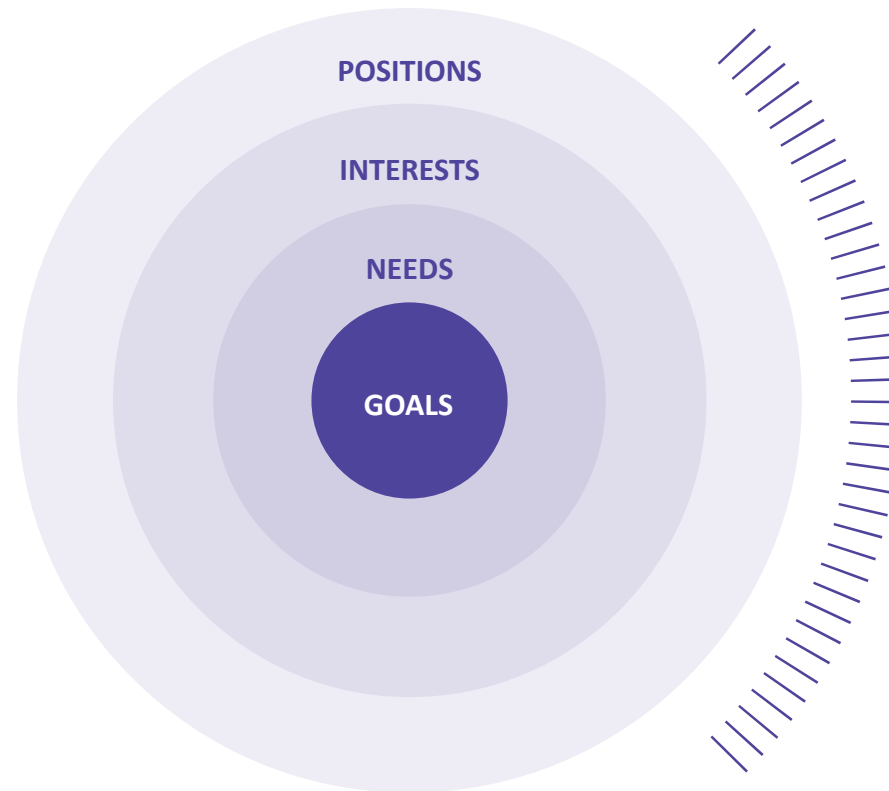
CONTENT





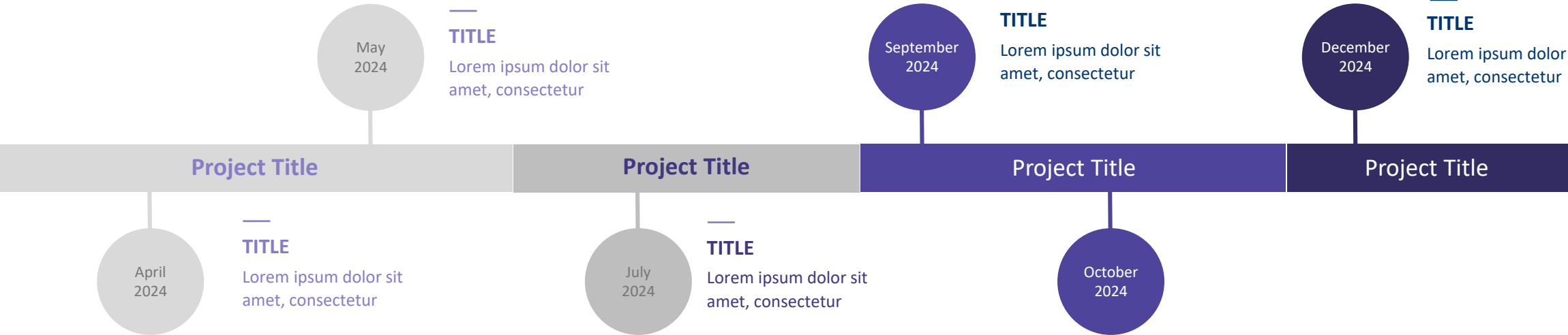


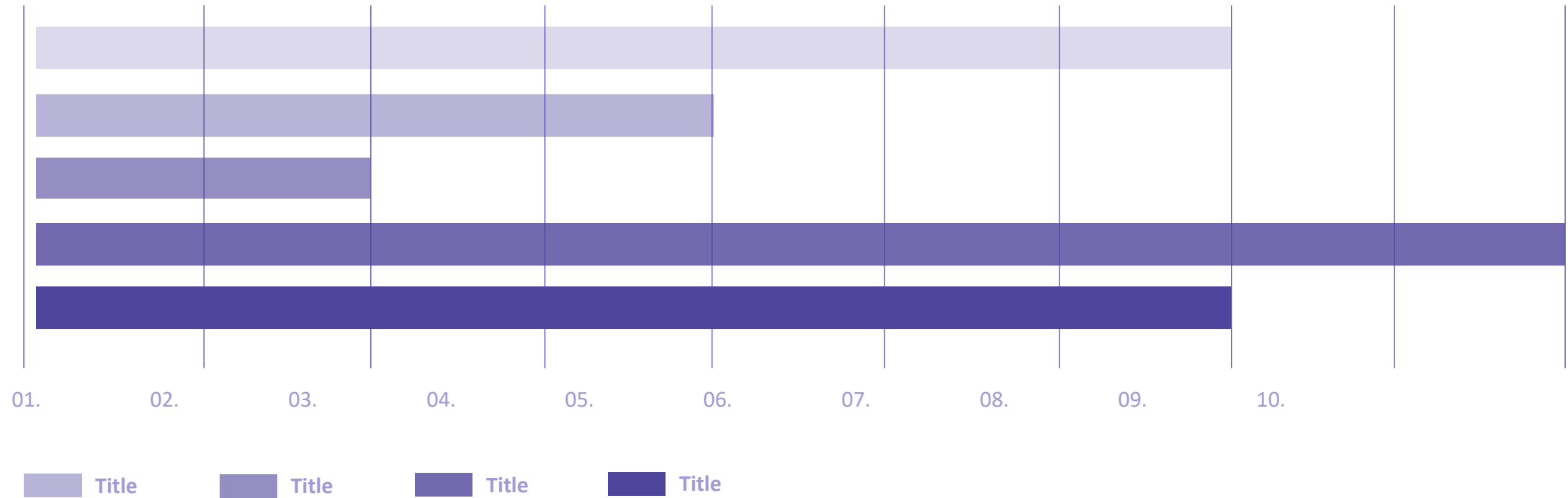




TITLE

Termentum ut,
tempus ac odio.
Nam fermentum
ultrices odio sit
amet mattis.
Integer a quam.







2.2. Visual Identity Guidelines



BLUE BIO TECHPRENEURS

Visual Identity Guidelines



BLUE BIO TECHPRENEURS

Visual Identity Guidelines

The Project	02.
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Description

BlueBioTechpreneurs promotes collaboration between academia and the private sector, seeking to inspire students, young professionals, and entrepreneurs to explore blue careers, with the ambition of bridging the skills gap within the blue biotech sector. BlueBioTechpreneurs will develop a comprehensive learning and leadership program focused on the blue biotech sector, exploring its diverse applications within the blue bioeconomy. The project aims to foster interest and knowledge-sharing among industry stakeholders, aspiring professionals, and students.

To this end, BlueBioTechpreneurs will offer a range of training, upskilling, and mentoring activities to enhance careers in the blue bioeconomy across Europe.

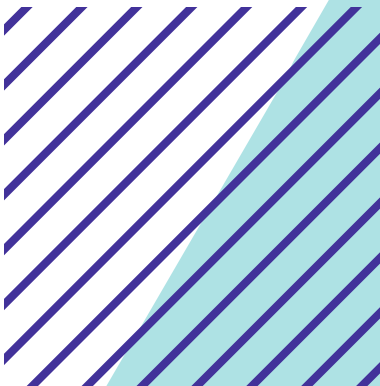
Key Objectives

- Make the blue biotech sector, its potential applications and business opportunities known to a wide audience through the dedicated MOOC, inspiring prospective professionals to pursue a career in the field.
- Create a fruitful dialogue between academia and the industry through the BlueBioTech Hackathons bridging theory and practice. Each Hackathon will focus on one sea basin: Hackathon #1: Atlantic (France–Portugal), Hackathon #2: Baltic (Poland), and Hackathon #3: North (Denmark). The Hackathons will lead to networking and sharing experiences between students and blue sector professionals.

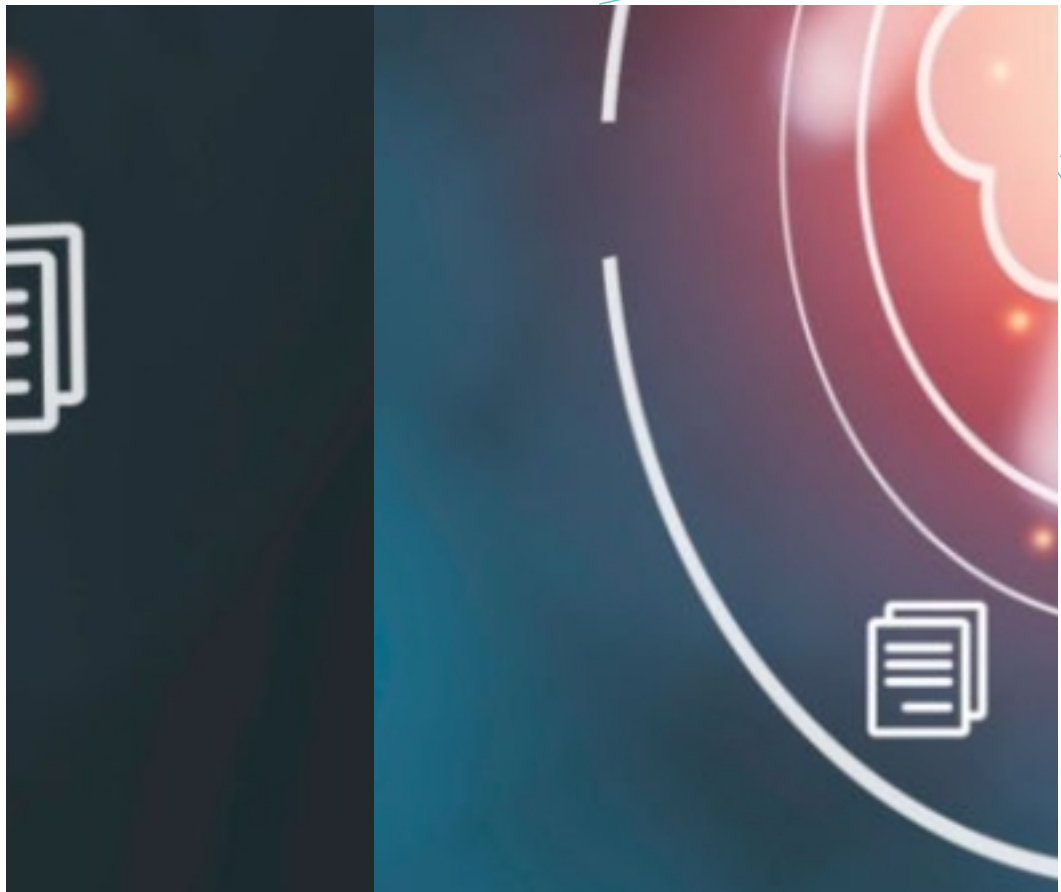
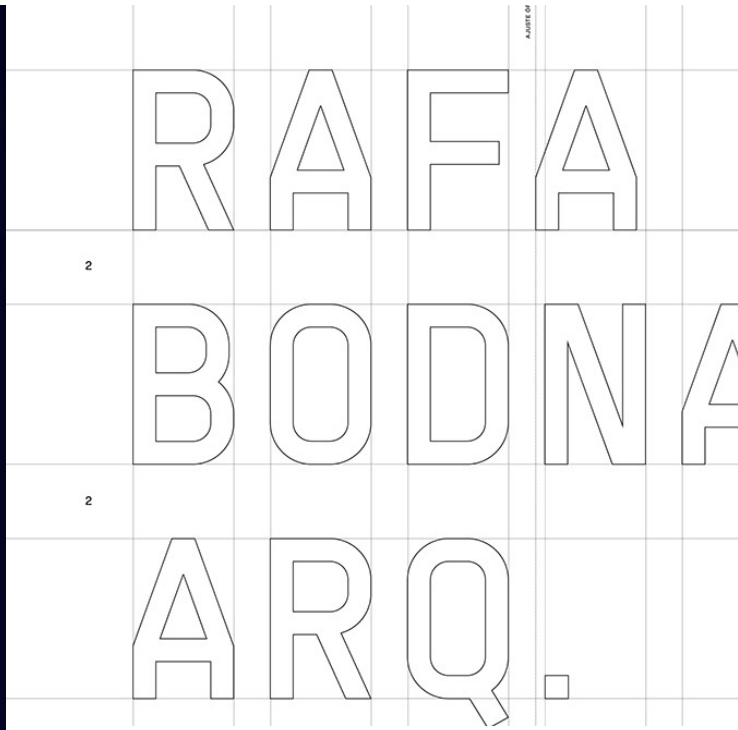
The project will include:

- The creation of a MOOC (Massive Open Online Course) to promote competencies, knowledge, skills, and attitudes crucial for sustainable blue careers.
- A webinar series led by inspirational entrepreneurs and mentors, covering topics such as start-up creation, women entrepreneurship, opportunities in EU outermost regions, and sustainable approaches in the blue bio sector.
- 3-day hackathons will bring together start-ups, students, and graduates to propose innovative, sustainable solutions addressing blue biotech industry needs. Project alumni will then be invited to join the BlueBioMatch community platform, which works on connecting companies, start-ups, mentors, and job opportunities in the blue bioeconomy.

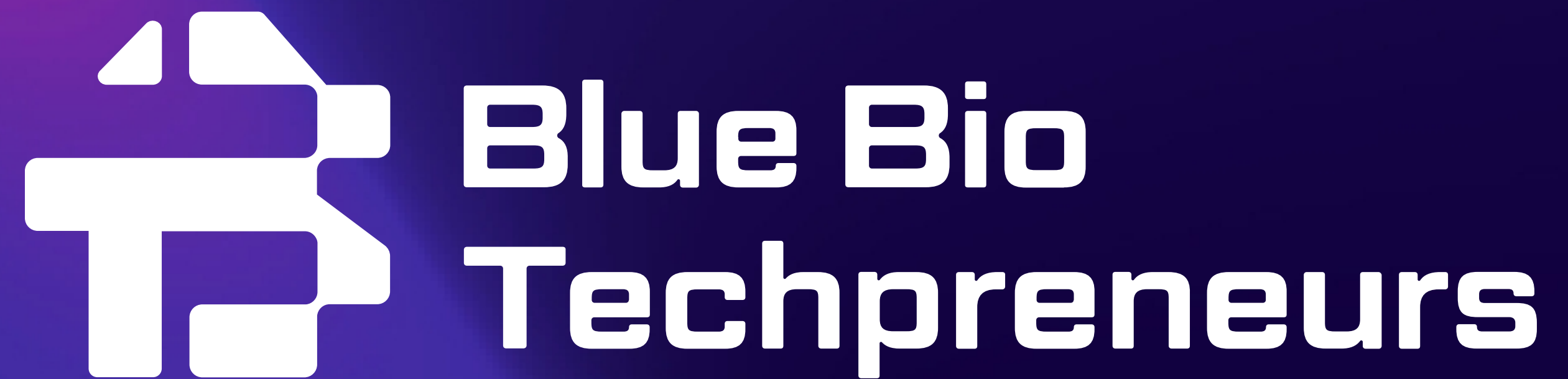
- Inspire more students and professionals to explore a career in the blue bioeconomy through the Blue Bio Techpreneurs webinar series, where start-ups and innovators in the sector will meet tertiary students and any interested parties, share their stories and act as role models.
- Invite Blue Bio Tech alumni-ae to join the Blue Bio Clusters project Community Platform for matchmaking and business support, bringing different business clusters into the Blue Bio Match platform, an active community where jobs, needs and talents are matched.

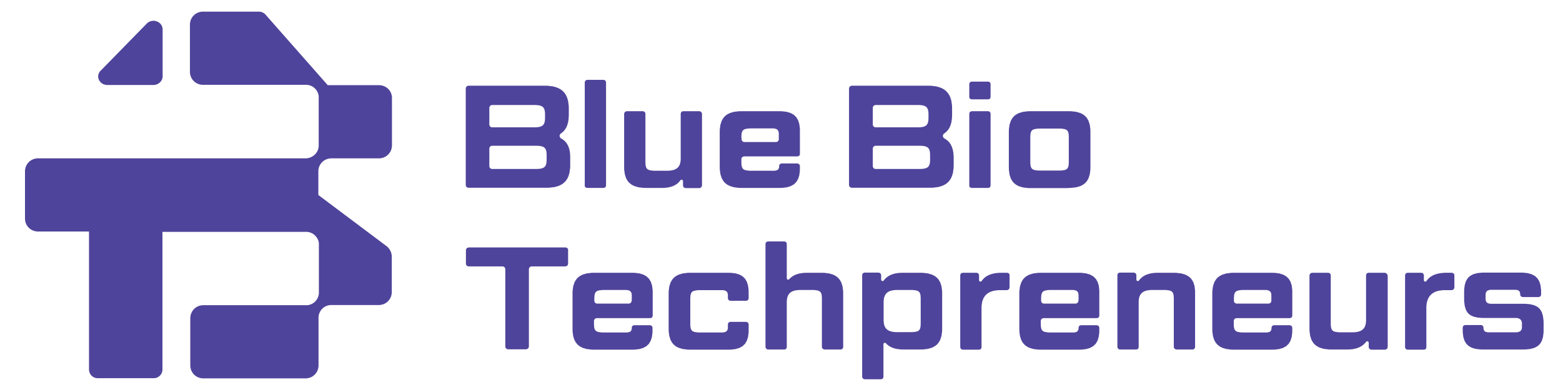


Moodboard

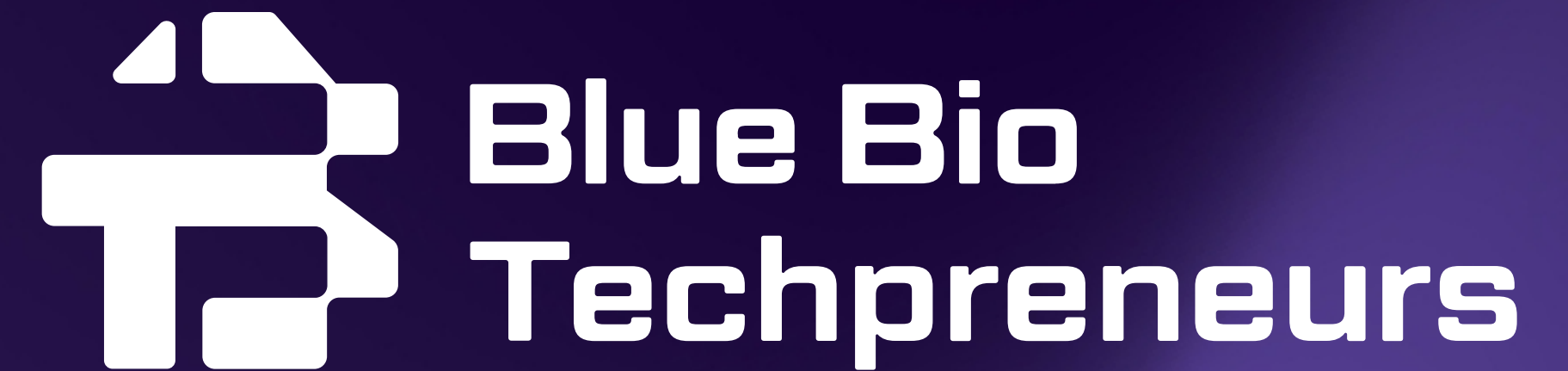
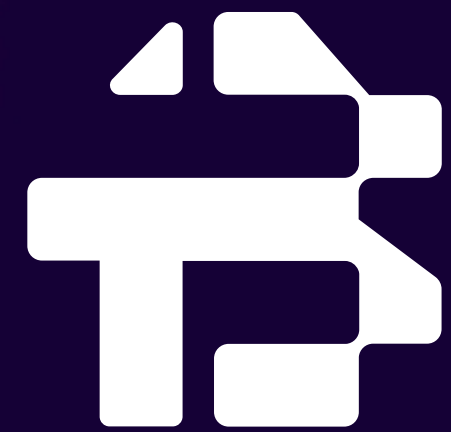
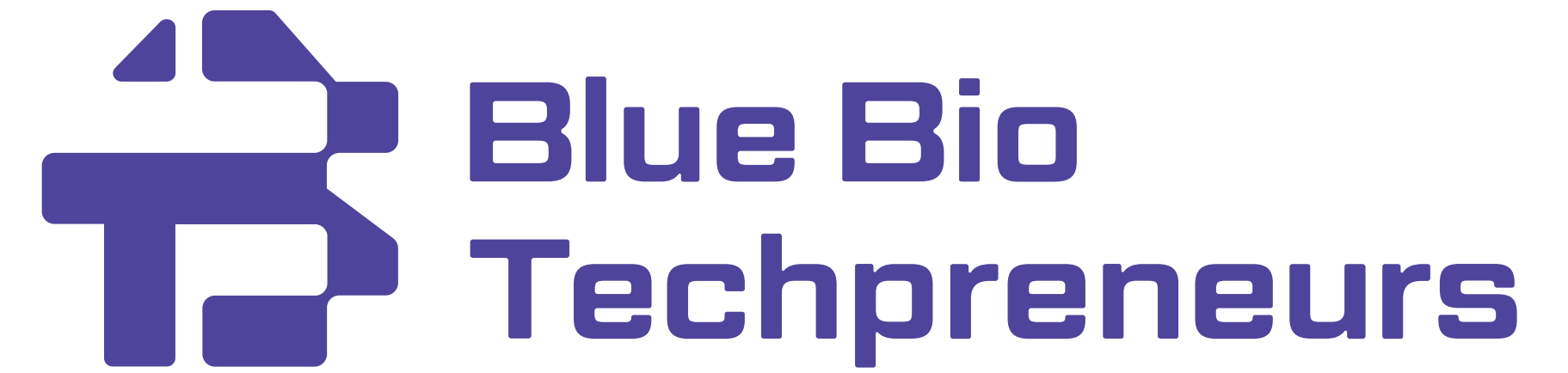
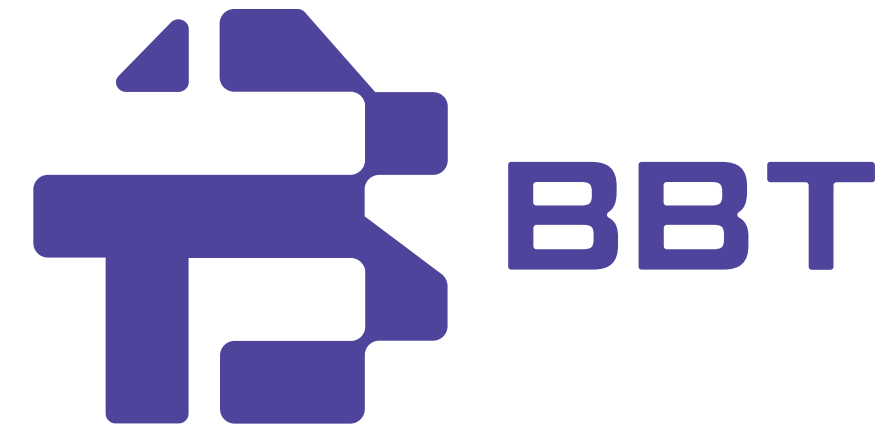
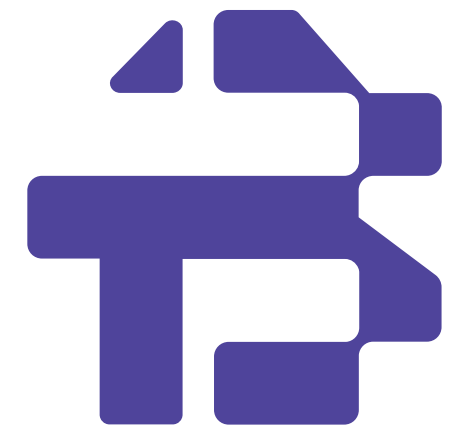








Variations



Logo Typography

The options were developed from the Geom Graphic typeface with changes.



GEOM GRAPHIC

Designed by Ryoichi Tsunekawa.
Geom Graphic is square geometric sans serif for wide range of usage.
The shapes of the letters are designed slightly rounded so that they appear natural and warm and technological.

Variables

Light

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789!"#\$%&/()=?@*+-

Light Italic

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789!"#\$%&/()=?@*+-

Regular

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789!"#\$%&/()=?@*+-

Regular Italic

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789!"#\$%&/()=?@*+-

Semi Bold

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789!"#\$%&/()=?@*+-

Semi Bold Italic

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789!"#\$%&/()=?@*+-

Semi Bold

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789!"#\$%&/()=?@*+-

Bold Italic

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789!"#\$%&/()=?@*+-

Complementary Typography

As a complementary font, the Montserrat typography was chosen in its different variants to be applied in the different digital and printed graphic pieces.

Montserrat belongs to the cloud fonts to make sure your slides and documents look the same, no matter where you open them or who else views them.

Aa

MONTSERRAT

Designed by Julieta Ulanovsky, Sol Matas, Juan Pablo del Peral, Jacques Le Bailly

Concepts: Simplicity | Sobriety | Clarity

Variables examples

Extra Light

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789!"#\$%&/'()=?¿*+,-

Light

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789!"#\$%&/'()=?¿*+,-

Regular

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789!"#\$%&/'()=?¿*+,-

SemiBold

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789!"#\$%&/'()=?¿*+,-

Bold

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789!"#\$%&/'()=?¿*+,-

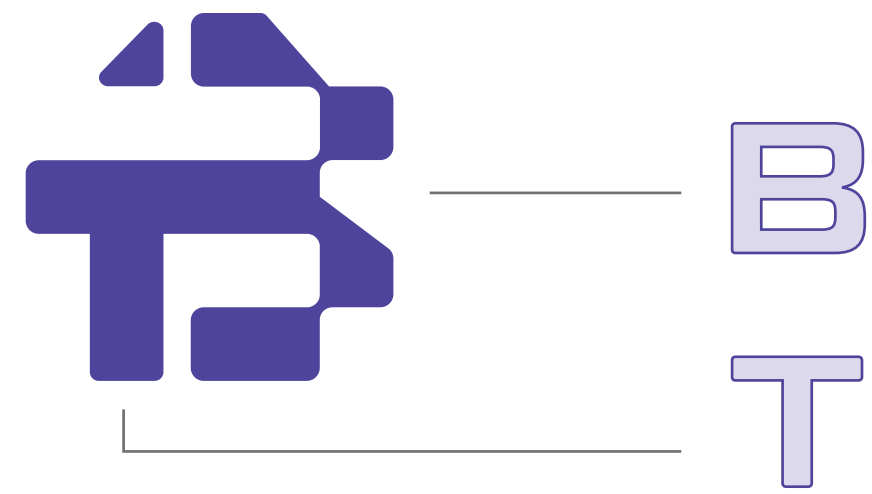
Black

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
123456789!"#\$%&/'()=?¿*+,-

You can download the complete family font from Google Fonts at the link below:

<https://fonts.google.com/specimen/Montserrat>

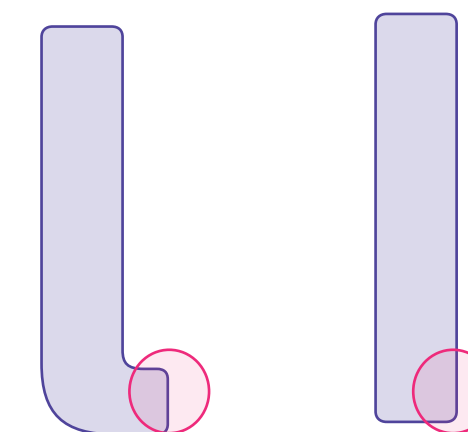
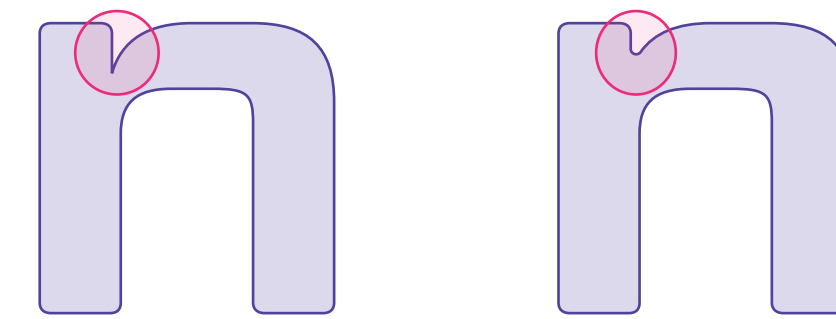
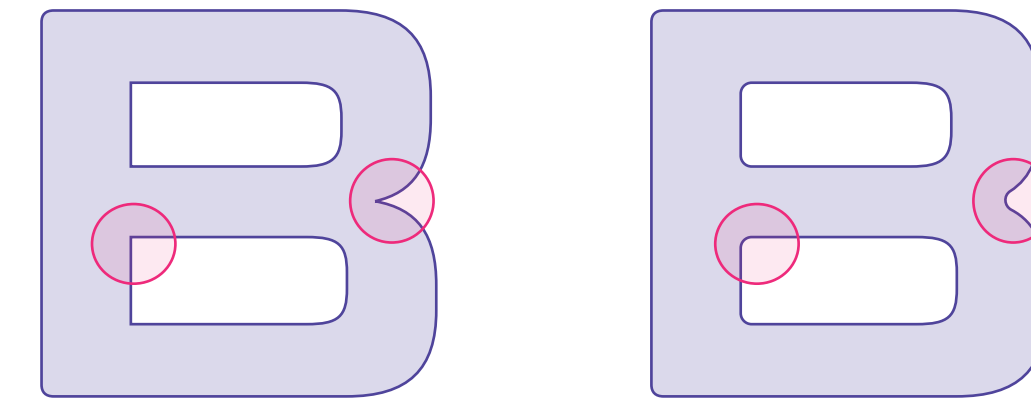
Structure



Blue Bio
Techpreneurs

**Blue Bio
Techpreneurs**

Typography Changes



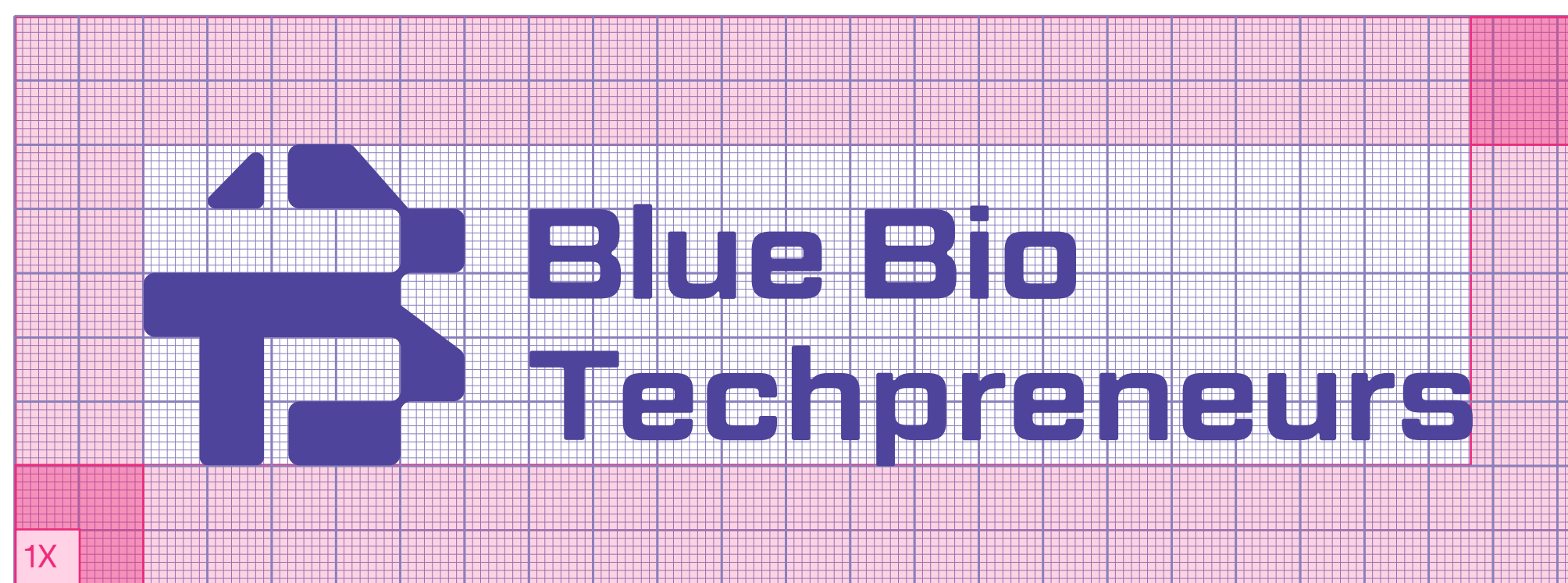
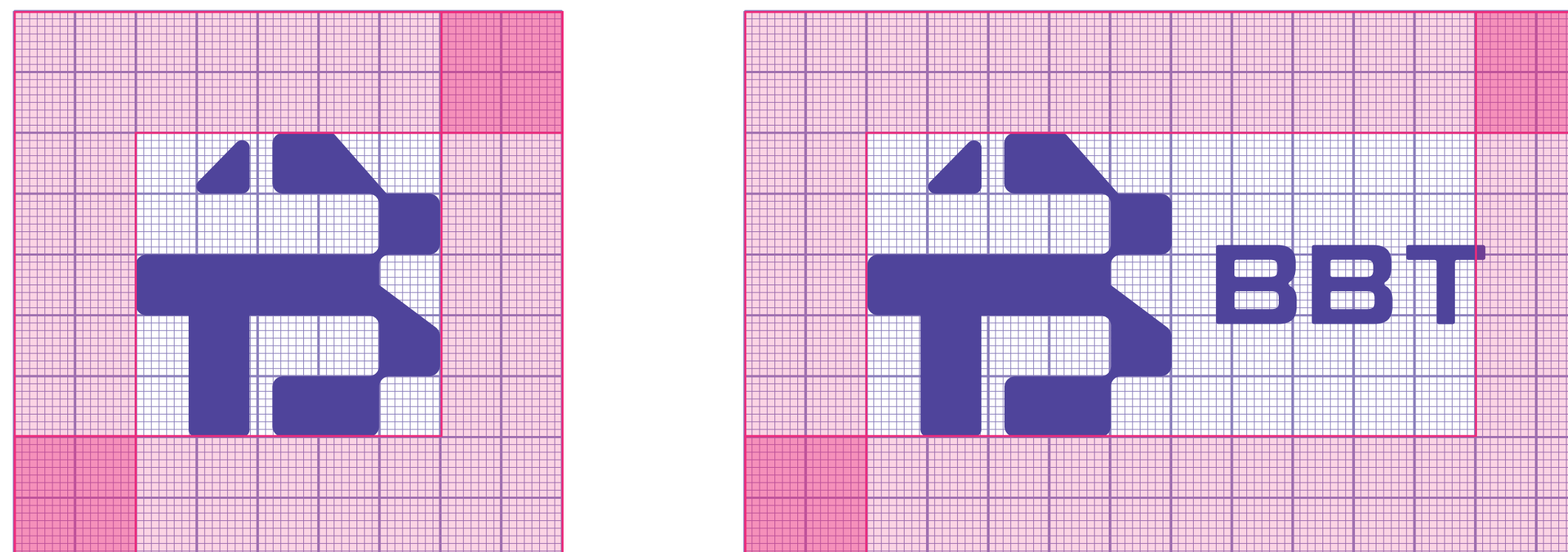
Clear Space

The clear space has been established to ensure visibility and impact of the logo.

Maintaining the clear space zone between the logo and other graphic elements such as texts, images and other logos ensures that it always appears unobstructed and distinctly separate from any other graphic elements.

Wherever possible, leave even more space around than required by for maximum impact.

The grid shows the relationship between elements and white spaces that compose the logo.



The clear space is proportional and is based on 2X.

Sizes

To ensure correct legibility in different sizes and/or situations, adjustments were made to the logo and its parts.

A minimum size has been carefully established to ensure the logo is reproduced correctly at small sizes. The minimum size for printing use must not be less than the measurement indicated.

When using printing techniques with low quality like screenprinting it is recommended to use the logo at a larger size.



	16 px Mínimum favicon size	 BBT	32 px /11 mm	 Blue Bio Techpreneurs	32 px /11 mm
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Colour Palette

The Blue Bio Techpreneurs colours are a distinct part of the identity and make the brand instantly recognizable. When applied consistently, the colours provide a strong visual link across various materials and communications.

Use of colours not specified within this brand report is forbidden.

Considering that this is a digital platform, the colours are intended for use on screen and on the web.

These are the values expressed in RGB and hexadecimal.

When reproducing the colours on other material (e.g. signage), always make sure that the colour visually matches these approved colours.

PURPLE

HEX: #4F449B
RGB: 79.68.155
CMYK: 83.86.00.00

HEX: #897FC7
RGB: 137.127.199
CMYK: 49.51.00.00

HEX: #423880
RGB: 137.127.199
CMYK: 90.92.16.04

HEX: #332C63
RGB: 51.44.99
CMYK: 43.94.30.21

YELLOW

HEX: #FFD400
RGB: 255.212.000
CMYK: 00.15.100.00

GREEN

HEX: 5FC6CB
RGB: 79.68.155
CMYK: 58.00.23.00

MAGENTA

HEX: EE2A7B
RGB: 238.42.123
CMYK: 00.95.20.00

WHITE

HEX: #FFFFFF
RGB: 255.255.255
CMYK: 00.00.00.00

LIGHT GRAY

HEX: #AAB4BE
RGB: 170.180.190
CMYK: 34.22.19.00

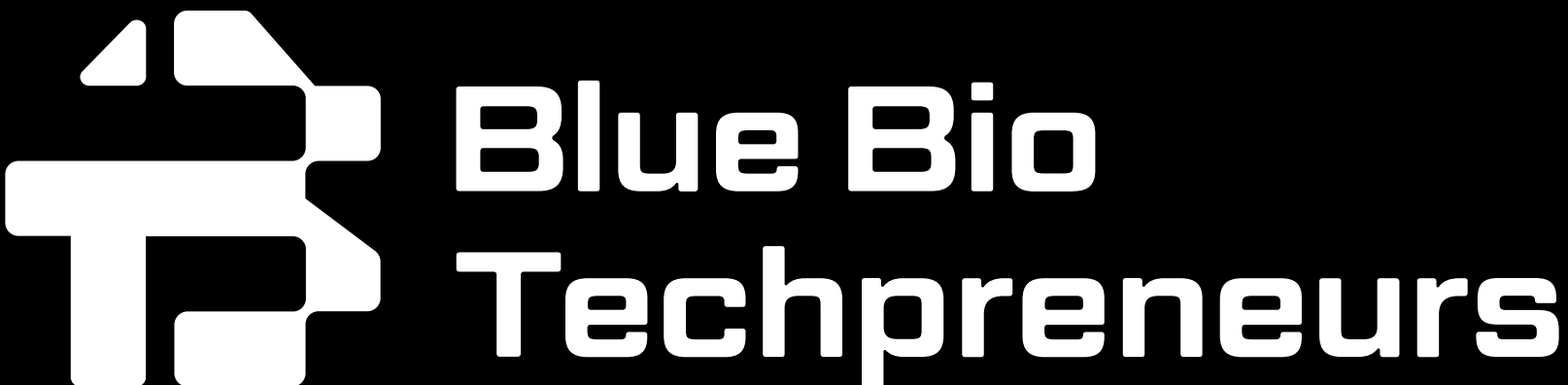
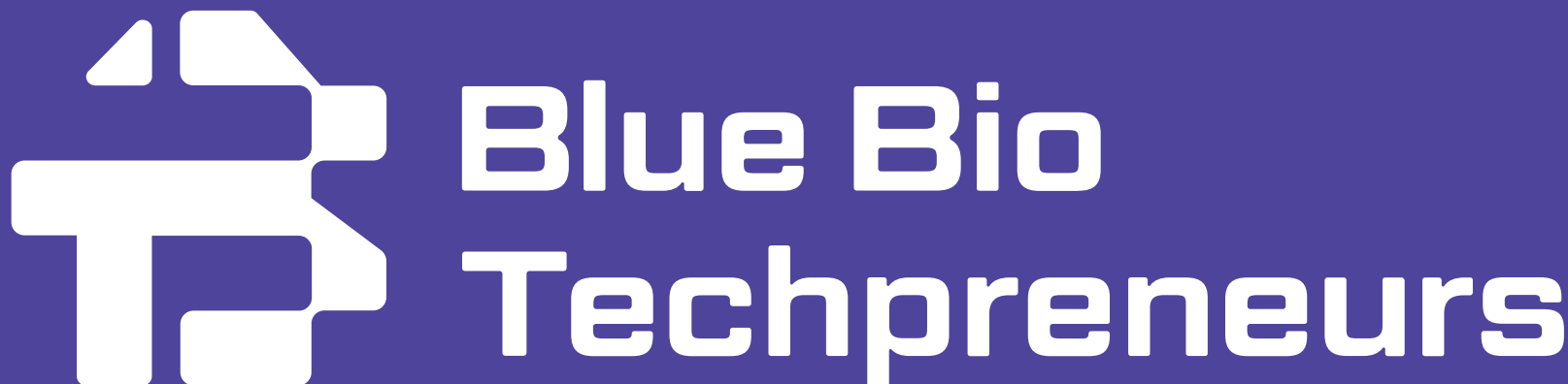
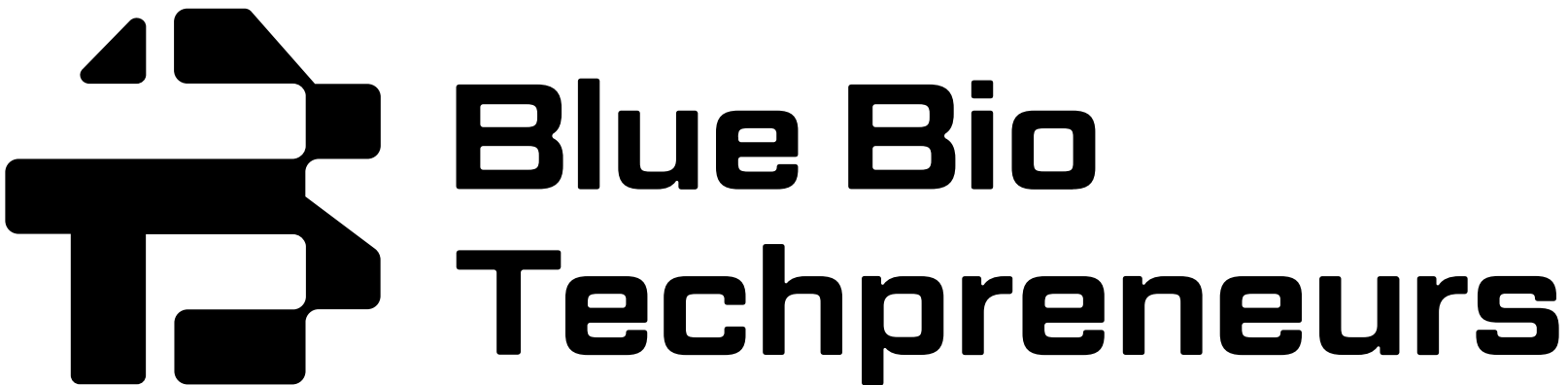
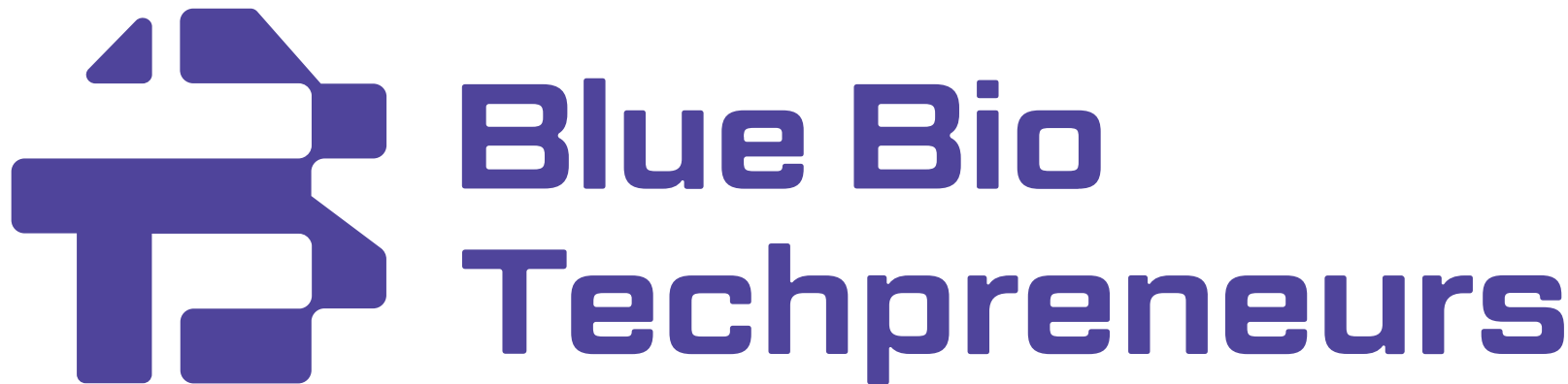
DARK GRAY

HEX: #505A64
RGB: 80.90.100
CMYK: 70.56.47.24

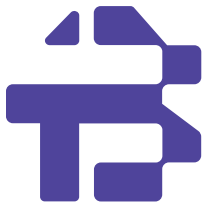
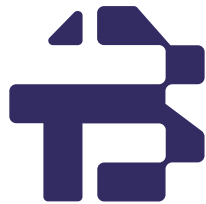
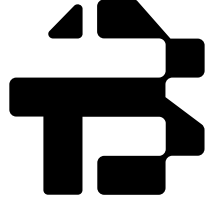
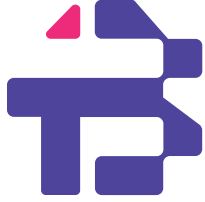
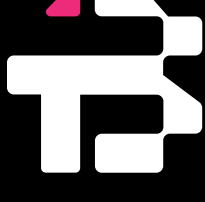
BLACK

HEX: #000000
RGB: 00.00.00
CMYK: 75.65.30.100

Colour Application



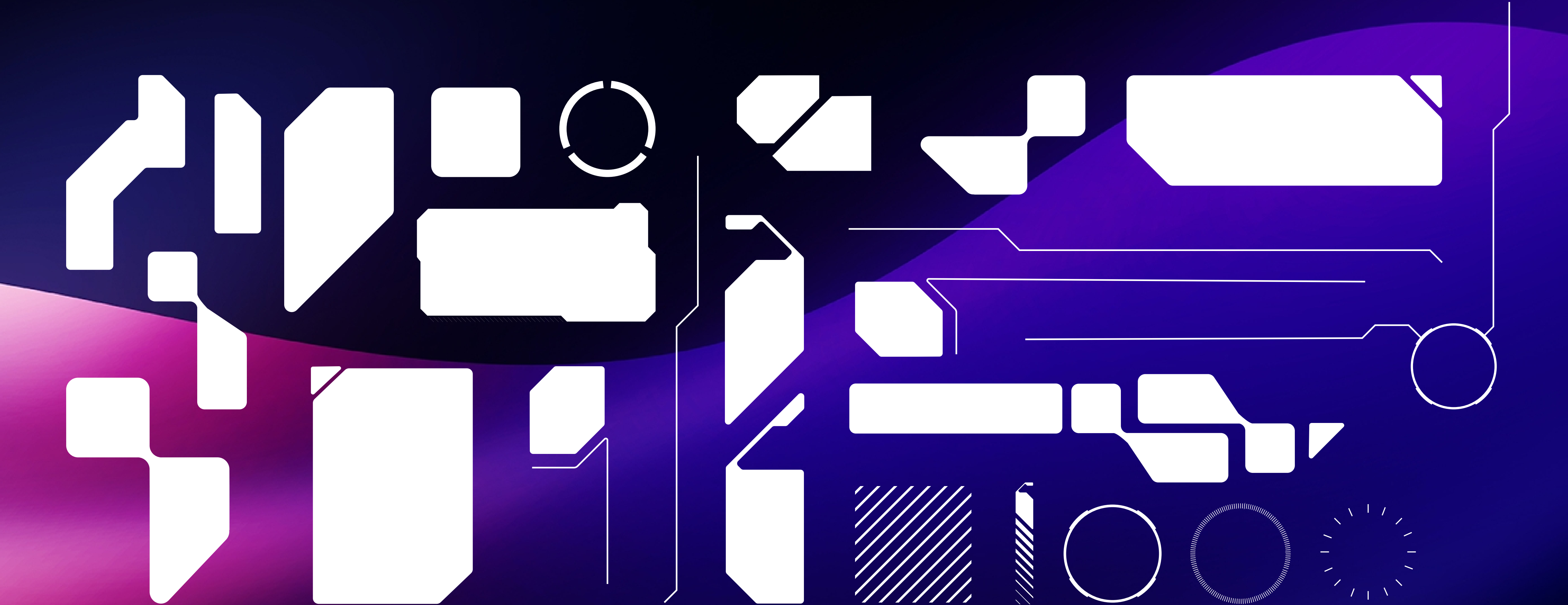
Colour Application Examples

 Blue Bio Techpreneurs	 Blue Bio Techpreneurs	 Blue Bio Techpreneurs	 Blue Bio Techpreneurs
 Blue Bio Techpreneurs	 Blue Bio Techpreneurs	 Blue Bio Techpreneurs	 Blue Bio Techpreneurs
 Blue Bio Techpreneurs	 Blue Bio Techpreneurs	 Blue Bio Techpreneurs	 Blue Bio Techpreneurs
 Blue Bio Techpreneurs	 Blue Bio Techpreneurs	 Blue Bio Techpreneurs	 Blue Bio Techpreneurs
 Blue Bio Techpreneurs	 Blue Bio Techpreneurs	 Blue Bio Techpreneurs	
 Blue Bio Techpreneurs	 Blue Bio Techpreneurs	 Blue Bio Techpreneurs	

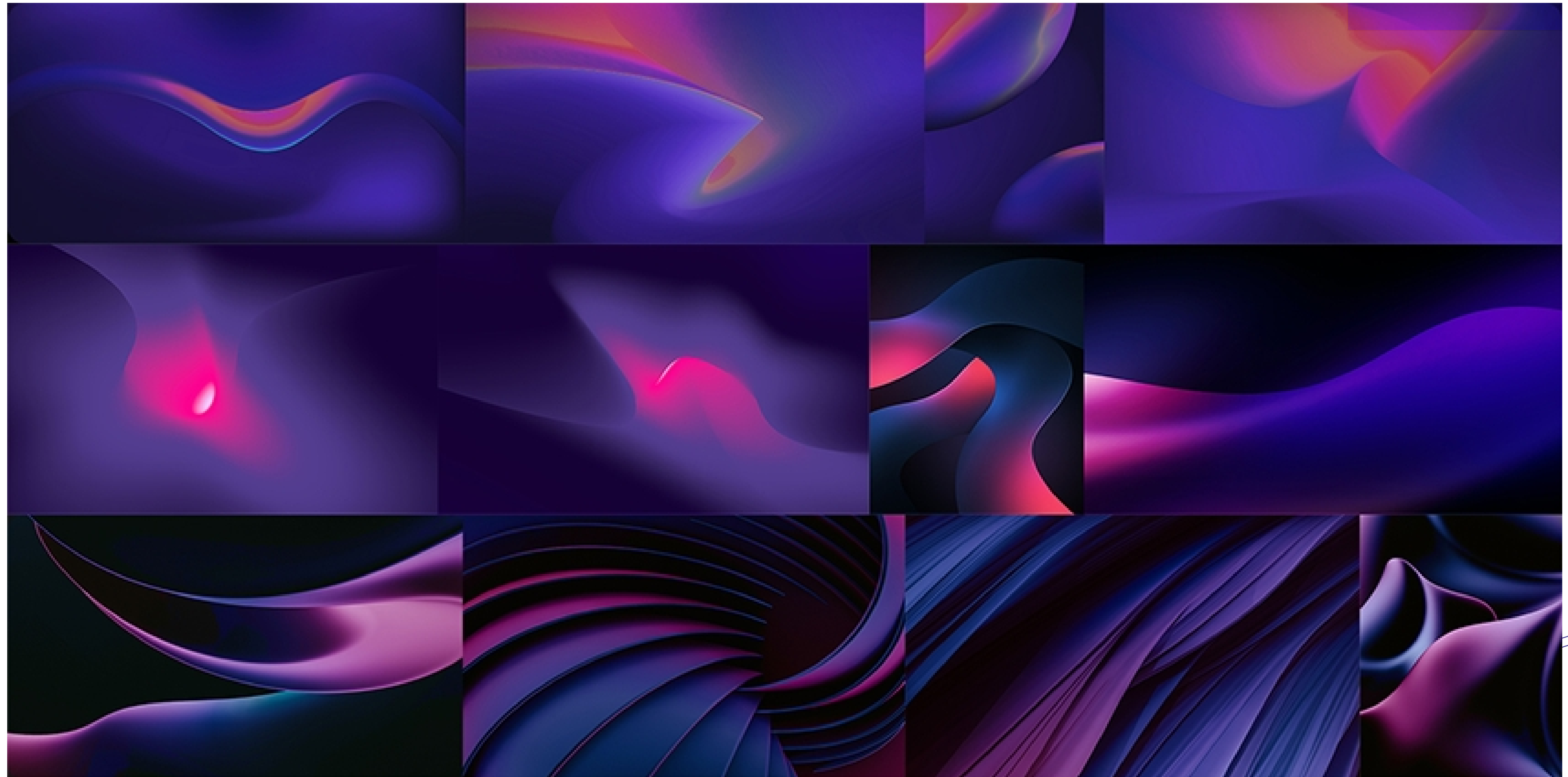
Colour Application Examples



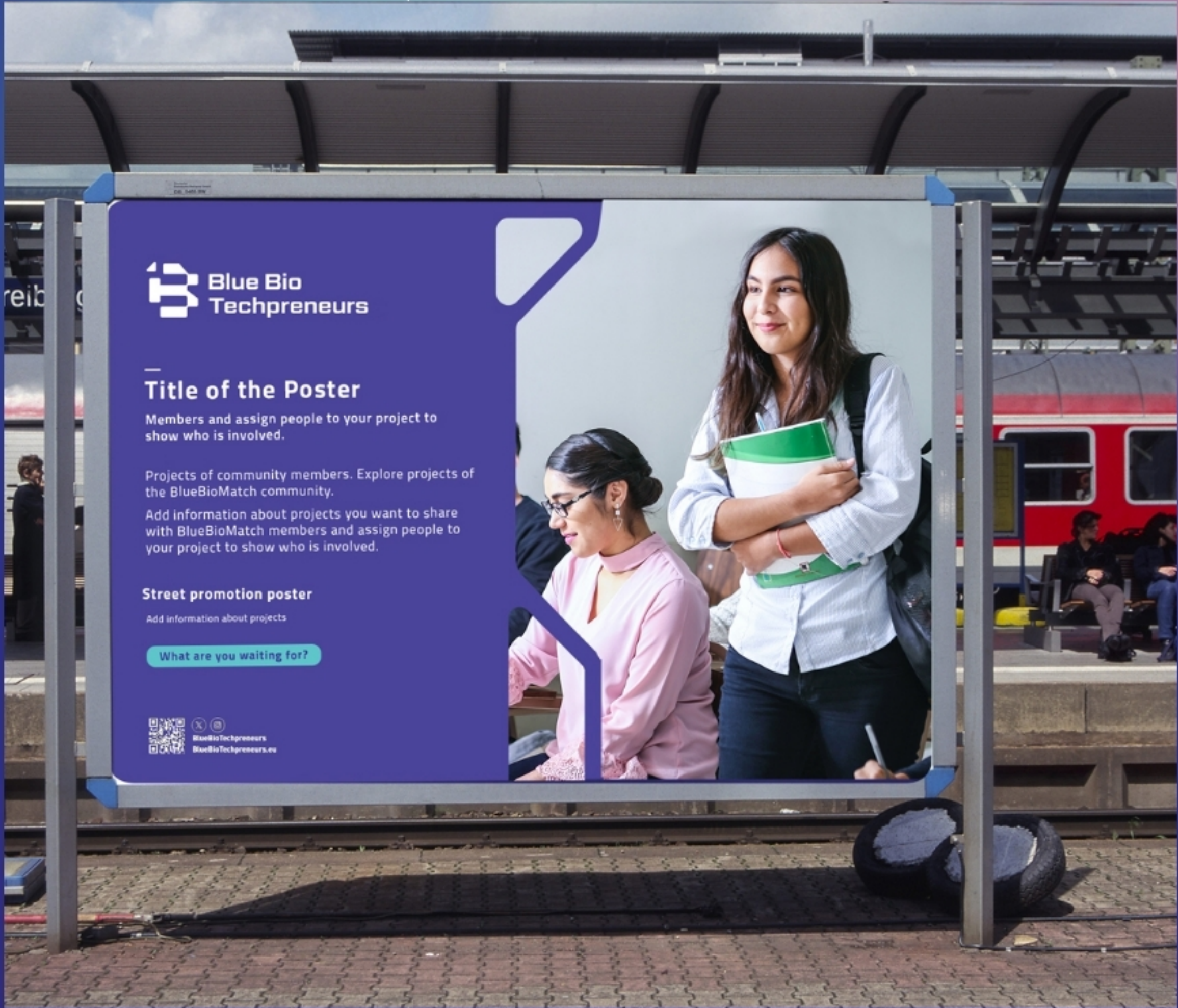
Miscellaneous



Backgrounds Palette



Applications





AS A TECH ENTREPRENEUR, YOU ARE WIRED FOR SUCCESS: HERE'S WHY A COUPLE OF YEARS AFTER

Alexander Kononov is the founder and CEO at vidby, a Swiss startup offering AI-powered video translation and dubbing across 70 languages.

Alexander Kononov / Forbes Councils Member
Forbes Technology Council

Co-founded my first business 26 years ago when I was 16. It was a printing company that I started with a friend of mine. After a year of constant struggle, I left for another job that, in my mind, had more potential. Meanwhile, my friend stayed with the company and made it the biggest one in the region. It took him 15 years, but he did it anyway.

A couple of years after my first try, I came back to entrepreneurship. Since then, I've had my fair share of successes and failures co-founding and running several technology companies. I have always believed that technology has a huge potential to solve billions of problems humankind has. And I know how exciting, yet stressful, tech entrepreneurship can be.

As our world is facing a new wave of crisis, I thought I would remind tech entrepreneurs that they are wired for success no matter the circumstances. They are built for thriving in challenging times. And their power source is their entrepreneurial mindset.

What does an entrepreneurial mindset look like?

As a tech entrepreneur, I have identified six key features that most entrepreneurs have in common and can count on when things get hard.

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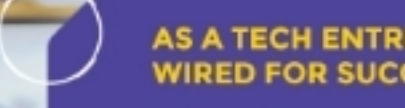
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BBT - Visual Identity Guidelines / Application Examples



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BBT - Visual Identity Guidelines / Application Examples



Mauris suscipit tincidunt tempus. In hac habitasse platea dictumst. Nam vel diam risus. Orci varius natoque penatibus et magnis.





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What does an entrepreneurial mindset look like?

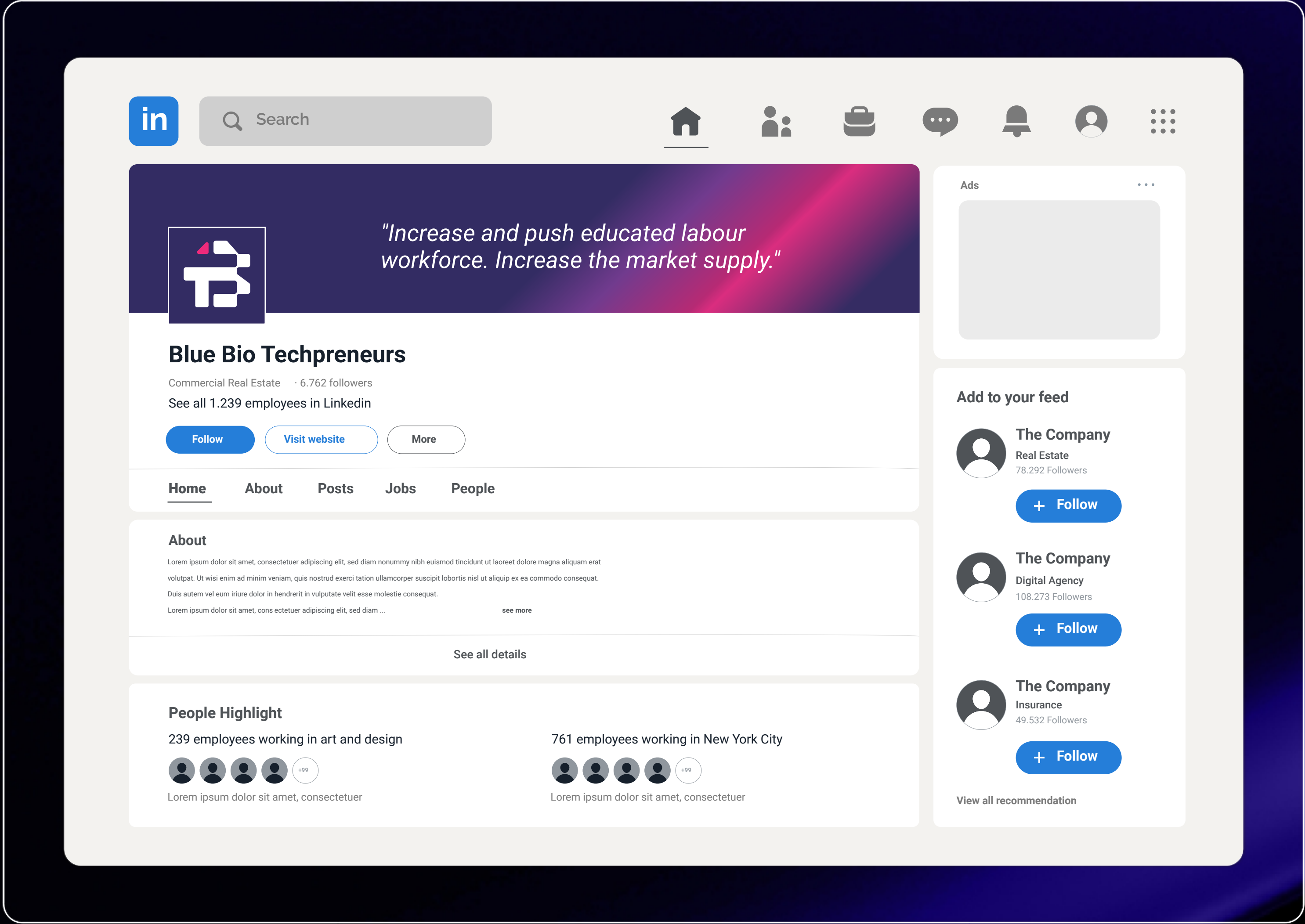
As a tech entrepreneur, I have identified six key features that most entrepreneurs have in common and can count on when things get hard.



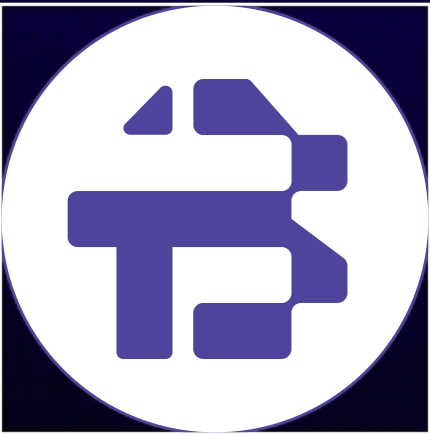
BBT - Visual Identity Guidelines / Application Examples

page. 20

LinkedIn Example



Profile / Favicon



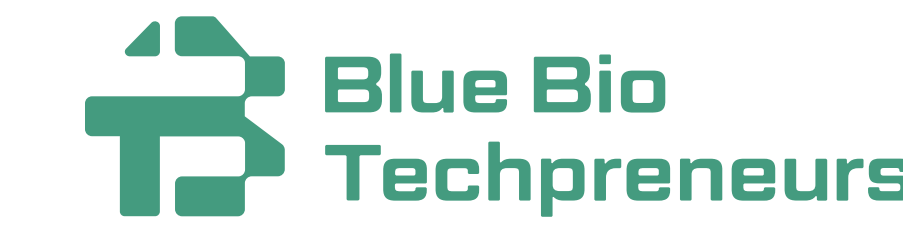
Forbidden Uses



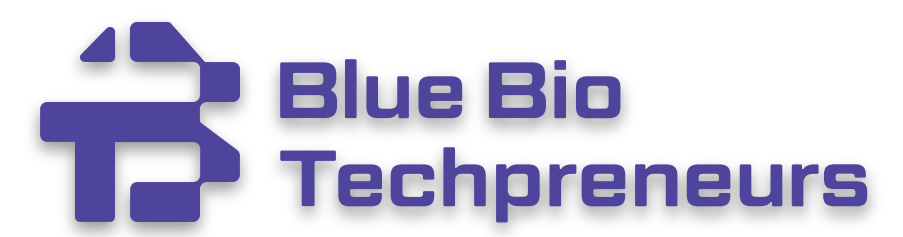
DO NOT change the aspect ratio of the logo.



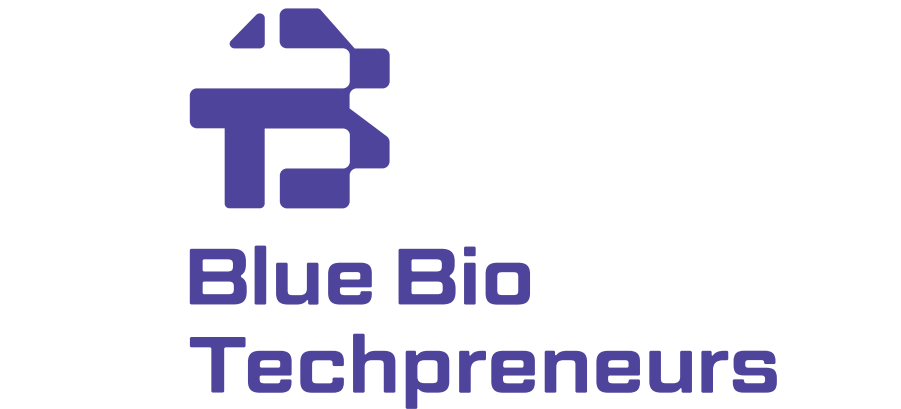
DO NOT place the logo in a low resolution.



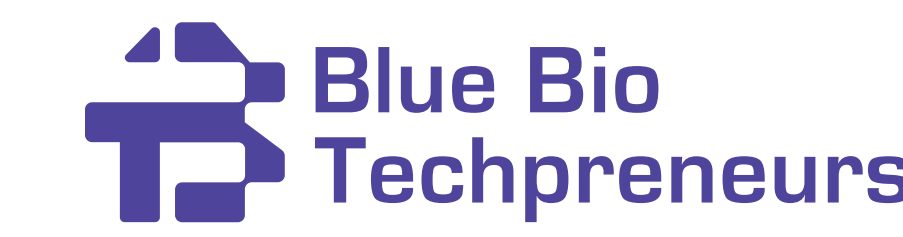
DO NOT change the colours of the logo.



DO NOT apply an effect to the logo.



DO NOT change the position of the logo's elements.



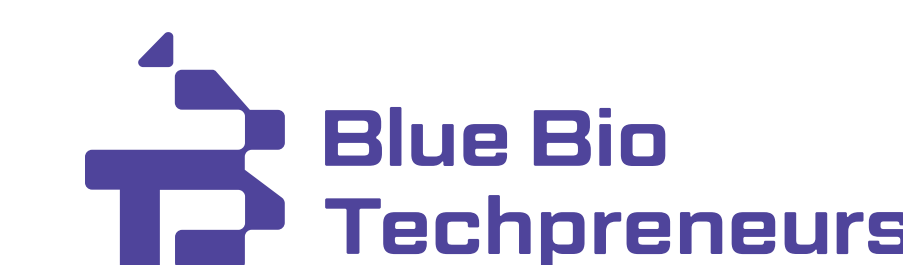
DO NOT change any Typeface of the logo.



DO NOT infringe on the free space of the logo.



DO NOT place the logo on a background using an inappropriate version.



DO NOT change or replace elements of the logo

Forbidden Uses

Do use the Blue Bio Techpreneurs logo according to the guidelines already set within this brand manual.

On the left are shown a selection of possible scenarios as an example of where the brand uses are incorrect. Please pay attention.

Remember that any alterations to the shapes and colours of the symbol and typeface is forbidden.

Emblem for Media

Emblem Vertical



Co-funded by
the European Union



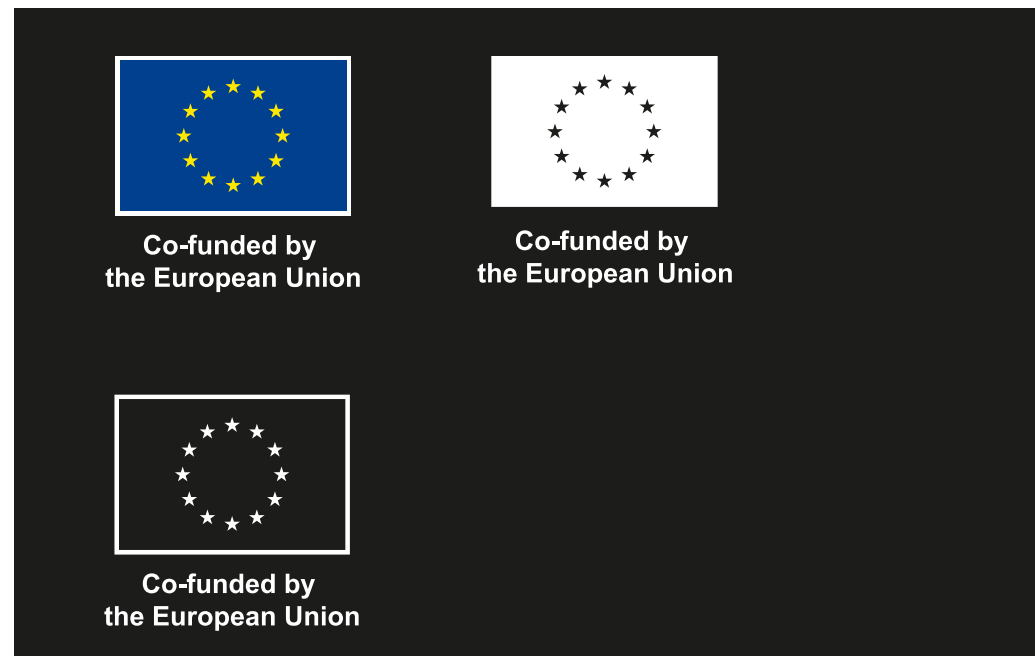
Co-funded by
the European Union



Co-funded by
the European Union



Co-funded by
the European Union



Emblem Horizontal



Co-funded by
the European Union



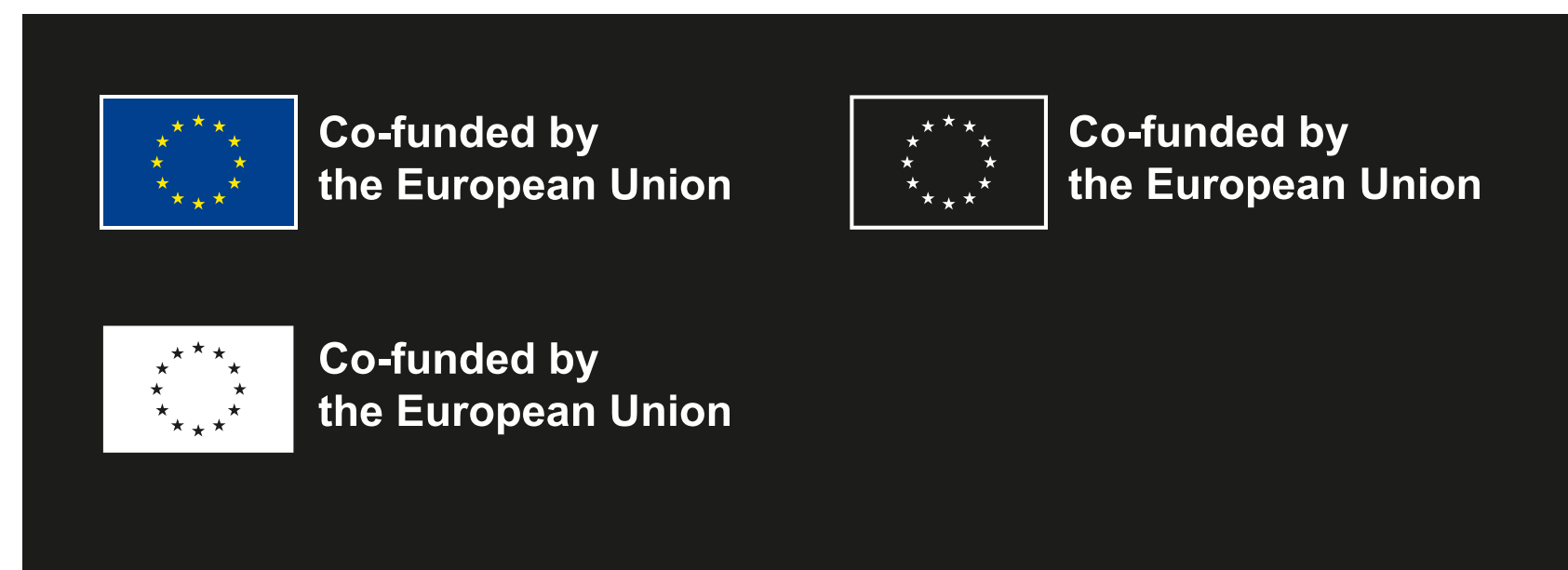
Co-funded by
the European Union



Co-funded by
the European Union



Co-funded by
the European Union



EU Emblem

Unless otherwise agreed with the granting authority, communication activities of the beneficiaries related to the action (including media relations, conferences, seminars, information material, such as brochures, leaflets, posters, presentations, etc., in electronic form, via traditional or social media, etc.), dissemination activities and any infrastructure, equipment, vehicles, supplies or major result funded by the grant must acknowledge EU support and display the European flag (emblem).

The ready-to-use EU emblem, including the financing statement, can be downloaded in all EU languages via the following link:

https://ec.europa.eu/regional_policy/information-sources/logo-download-center_en

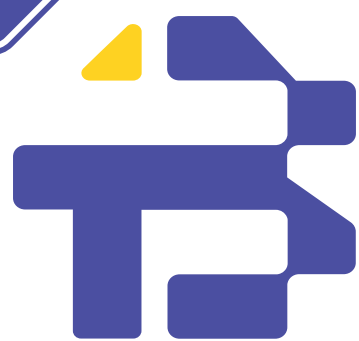


2.3 Factsheet 1



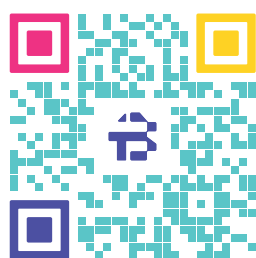


Blue careers for a sustainable blue economy



Blue Bio Techpreneurs

09|2023 - 03|2026



BLUEBIO
ALLIANCE



SDU **Blue**



Research indicates a significant **skills gap between industry and academia** when it comes to entrepreneurship, which is an obstacle to innovation in the blue bioeconomy. BlueBioTechpreneurs (BBT) fosters the development of **transversal and entrepreneurial skills** in the blue biotechnology sector to **match talent with industry needs** and drive innovation. To this end, BBT will create dedicated **educational resources and training opportunities** to position Master students and young graduates at the forefront of a **sustainable and innovative blue economy**.

Blue Economy Sector Blue Biotechnology

Key Target Group

**Master's & PhD students |
Young graduates & professionals**

Contributors

**Experts | Mentors | Entrepreneurs |
Professionals | ...**

OBJECTIVES

Boost collaboration

between academia and the private sector

Attract talent to blue careers

Support in accessing cross-sectoral talent

Close the skills gap



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the European Union

ACTIVITIES

Massive Open Online Course

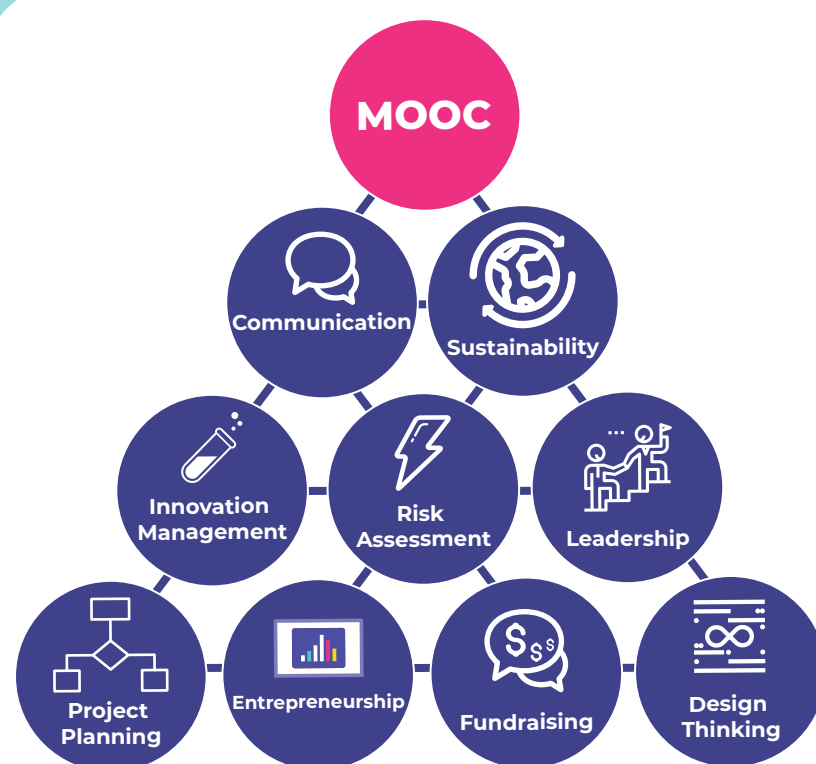
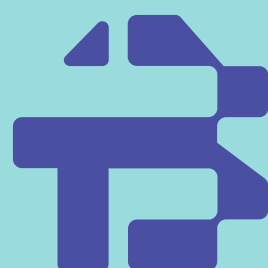
Interactive e-learning modules

Webinar Series

Blue Biotech innovator stories

Hackathons

Hacking innovations



WEBINARS



From
Academia to
Entrepreneurship



How to Build
a Startup



Women
Entrepreneurship



Opportunities for
EU Outermost
Regions



Sustainable &
Circular Economy
Approaches



BlueBio
Techpreneurs
Trailblazers



2.4 Factsheet 2





PROJECT DURATION

30 months

PROJECT BUDGET

1,149,932.21€

MAIN POLICY AREA

Blue Careers and Skills

SEA BASINS

Atlantic
Baltic
North Sea
Outermost Regions

SUMMARY

Blue Bio Techpreneurs addresses EMFAF-2023-Blue Careers goal to 1) boost collaboration between academia and the private sector, 2) encourage students, young graduates and professionals to embrace blue careers, and 3) support companies in accessing cross-sectoral talent, fostering innovation and closing the skills gap in the blue biotech sector.



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the European Union

CONTEXT

Research indicates a weak link between industry and academia. Companies struggle to find innovative technology solutions and young talents with transversal skills, while masters's and PhD students and graduates in marine sciences lack the necessary business knowledge and skills to be attractive to the market. As highlighted by the European Strategy for Universities, there is a need for higher education to take a more active role in the green and digital transition by fostering entrepreneurship and innovation. This is especially true in the case of knowledge-intensive and highly specialised fields like marine biotechnology.

ACTIVITIES

MOOC

The BBT MOOC, Blue Bio DNA · Entrepreneurial & Transversal Skills for Innovators, which comprises 5 courses, will promote competencies, knowledge, skills, and attitudes to foster careers in the sustainable blue transition.

WEBINAR SERIES

The webinars will inspire the target group with inspirational entrepreneurs and mentors telling their stories about failure, successes and making a positive difference.

HACKATHONS

The NORDIC, BALTIC and ATLANTIC hackathons feature direct interaction between actual startups, companies and institutions with master's, PhD students and recent graduates.

BLUEBIOMATCH

The Blue Bioeconomy HUB is the space to share ideas and job opportunities. It connects students and young graduates with companies, startups, and mentors in the blue bioeconomy field.

OUTCOMES

5 ONLINE COURSES

The BBT MOOC, Blue Bio DNA · Entrepreneurial & Transversal Skills for Innovators, will serve as a free educational and training resource, increasing knowledge and awareness of the blue economy and blue biotechnology sector while highlighting key transversal skills in high demand.

6 WEBINARS

1. From Academia to Entrepreneurship
2. How to Build a Startup
3. Sustainable and Circular Economy Approaches
4. Women Entrepreneurship
5. Emerging Opportunities
6. Blue Bio Techpreneurs Trailblazers

3 HACKATHONS

The BBT Hackathons will stimulate solutions, promote networking and reinforce the ties between universities and industry.

BLUE COMMUNITY

BBT engages a wide community online with questions around entrepreneurship in the blue bioeconomy.

POLICY CONTRIBUTION

Blue Bio Techpreneurs will strongly contribute to the execution of the European Skills Agenda for sustainable competitiveness, social fairness and resilience, the European Strategy for Universities, and the Strategy of Transforming EU's Blue Economy for a Sustainable Future by upskilling and reskilling higher education students, young professionals and other stakeholder groups on the entrepreneurial opportunities available in the blue biotech sector. The project will contribute to the EU Mission Ocean: Restore our Ocean & Waters by 2030 and the EU Green Deal by creating resources that promote a sustainable, carbon-neutral and circular economy.

SYNERGIES WITH OTHER PROJECTS AND INITIATIVES

Blue Bio Techpreneurs seeks reinforced and continued collaboration with the HEU CSA [BlueBioClusters](#), bringing together 13 organisations from 9 European regions, which assist startups, companies and policymakers in advancing blue innovations and creating a long-lasting impact by engaging directly with hundreds of regional actors to stimulate collaboration and positive change. In addition, BBT works on building up synergies with other blue economy projects, such as [EU4Algae](#), [H2020 GoJelly](#), [Women in Blue](#), [AlgaeProBANOS](#), [Cool Blue](#), [Seamark](#), [TET-RAS](#) and many more to combine project results and activities to reach a comprehensive concept for the target group.

BBT VOICES



“As marine scientists at the University of Southern Denmark, we are honoured to serve as a key university partner in the Blue Bio Techpreneurs project. With our extensive experience, we recognise our obligation to cultivate transferable skills in our students, bridging the gap between scientific research and entrepreneurial ventures. Our involvement in this project underlines our commitment to advancing education and innovation within the blue biotechnology sector and promoting sustainable practices, biodiversity conservation, and the enhancement of ecosystem services. We are dedicated to training the next generation of entrepreneurs to think critically about long-term sustainability and develop innovations supporting a sustainable future for our oceans and marine life.

”

Jamileh Javidpour | University of Southern Denmark

“As a maritime cluster that fosters collaboration between academia and industry, the Pôle Mer Bretagne Atlantique saw tremendous potential in the Blue Bio Techpreneurs project. It brings concrete solutions to a growing sector helping to build a prosperous and sustainable future. I am a former educator myself, and I love working with partners to connect students and graduates with the tools they need to move confidently to the next stage of their careers.

”

Ethan Holaday | Pôle Mer Bretagne Atlantique



2.5 Policy Brief 1





POLICY BRIEF 1



Co-funded by
the European Union

POLICY BRIEF	
Project acronym and number:	BlueBioTechpreneurs 101124697
Policy impact <i>How does your project contribute to the policy objectives indicated in the Call document (including more recent policy initiatives at EU or national level).</i>	
As outlined in the Draghi Report, skills are crucial for European competitiveness, particularly as technology transforms labour markets. Ensuring citizens' right to education and upskilling is vital to drive innovation. The EU4Algae Summary Report (2023) highlights the need for diverse educational offers, vocational training, and increased awareness of algae-related opportunities. Blue Bio Techpreneurs (BBT) addresses these challenges by creating a targeted learning programme on the blue biotech sector aligned with the GreenComp, DigComp, EntreComp frameworks, connecting academia, industry. BBT supports key EU strategies, including the European Skills Agenda and Mission Ocean, fostering a sustainable, inclusive, and skilled Europe.	
Impact for citizens and communities <i>Describe the impacts for EU citizens and citizen communities.</i>	
Blue Bio Techpreneurs fosters collaboration between academia and industry, encouraging students, graduates, and professionals to pursue blue biotech careers while helping companies access diverse talent. By creating a learning and leadership programme, the project highlights the blue biotech sector's broad applications within the blue economy, equipping participants with transversal skills to seize emerging job opportunities. Women's empowerment is promoted through webinars featuring female entrepreneurs as role models. Outermost regions are engaged through tailored activities, including webinars and a dedicated community of practice. These efforts promote citizen empowerment across regions and foster inclusive growth, driving innovation and sustainability in the blue bioeconomy.	
Impact for companies and businesses (if applicable) (max 100 words) <i>Describe the impacts for EU companies and businesses.</i>	
Blue Bio Techpreneurs organises three Hackathons focused on key sea basins—Atlantic, Baltic, and North—where companies engage directly with emerging talent. These events bridge theory and practice, allowing students and recent graduates to tackle real-life challenges while gaining mentoring and skills-building opportunities. Participating businesses can identify future employees and access a pool of innovative, cross-sectoral talent. The Hackathons foster collaboration between academia and industry, driving innovation and closing skills gaps in the blue biotech sector. Outcomes feed into the BlueBioMatch Community Platform, where businesses, talent, and clusters connect, match needs with opportunities, and strengthen the blue bioeconomy through active networking.	

Barriers and future needs *(max 100 words)*

Blue Bio Techpreneurs addresses several barriers: 1) A lack of entrepreneurial education in academia makes activities like Hackathons novel, but the project aims to promote them in higher education. 2) Limited awareness of blue bioeconomy opportunities among students and graduates is tackled through targeted campaigns and webinars featuring sector pioneers, including women role models. 3) Additionally, gaps between life science programs and transversal skills are bridged by developing a pioneering MOOC on blue bioeconomy entrepreneurship. Future EU policies prioritising reskilling and innovation will support these efforts, but sustained upskilling and deeper integration of entrepreneurship in academia remain critical.

Market readiness and IPR (if applicable) *(max 100 words)*

N/A



2.6 Policy Brief 2





POLICY BRIEF 2



Co-funded by
the European Union

POLICY BRIEF

Project acronym and number:

BlueBioTechpreneurs | 101124697

Policy impact (max 100 words)

How does your project contribute to the policy objectives indicated in the Call document (including more recent policy initiatives at EU or national level).

The transition towards a sustainable blue bioeconomy requires new approaches to skills development that complement existing education systems. BBT contributes to this policy objective by developing and implementing a blended learning approach combining MOOCs, webinars and Hackathons to increase awareness, strengthen competences and connect learners with blue economy stakeholders. The project's results provide practical evidence relevant to the Union of Skills, the EU Bioeconomy Strategy and its Blue Bioeconomy Innovation Initiative, as well as BlueComp, by demonstrating how flexible skills development models can support emerging blue biotechnology value chains while highlighting remaining challenges related to recognition, employment pathways and market uptake.

Impact for citizens and communities

Describe the impacts for EU citizens and citizen communities.

BBT tested a pathway of five MOOCs, seven webinars and three regional Hackathons to complement science-focused specialist education with entrepreneurship, digital and sustainability competences, career orientation and direct contact with practitioners. By July 2026, the MOOC portfolio had recorded 3,595 enrolments against a target of 2,000; the webinars had attracted 270 live participants and 806 recorded views across 27 countries; and the Hackathons had involved 103 participants. These figures demonstrate reach and clear impact. More importantly for citizens, the activities show how flexible provision can help people discover the blue bioeconomy, apply knowledge to practical questions, discover credible career routes and enter professional communities. The evidence also identifies the conditions needed for access to translate into progression.

Flexible learning can widen access, but quality depends on coherent design

The modular five-course structure allowed learners with different backgrounds, levels of prior knowledge and professional goals to enter at an appropriate point. Hosting the courses on a professional online learning platform increased discoverability and provided an established learning environment. The portfolio was co-created by consortium partners, external experts and related initiatives, integrating scientific, business and policy perspectives that one organisation could not have provided alone. Articles, videos, interviews, exercises, quizzes, reflection activities and discussions offered different ways to engage with the content.

Learner comments also indicated progression from initial discovery to critical application. Some participants encountered the blue bioeconomy for the first time. Others moved beyond viewing e.g., recirculating aquaculture systems solely as a compliance issue and connected them to broader business-risk management. Participants also considered regenerative ocean farming within wider food-system solutions and distinguished between expanding marine protected areas and ensuring their effective management and enforcement.

This feedback suggests that flexible courses can do more than transfer information. They can introduce citizens to unfamiliar sectors, connect technical knowledge with practical, ethical and commercial questions, and help learners consider new educational or career directions.

"This course was an extremely valuable and inspiring experience for me. From gaining a strong foundation in marine biotechnology to developing a deeper understanding of entrepreneurship, sustainability, and leadership in the blue bioeconomy, the content was well-structured, practical, and highly relevant." —

Course 5 learner

Policy implication: Multi-partner expertise creates educational value only when individual contributions are translated into a coherent learning journey. Future EU-funded MOOCs should resource early platform planning, common templates, editorial coordination, quality assurance, accessibility and specialist digital-learning design alongside expert content.

Online participation does not automatically create a learning community

Social learning was an important part of the MOOC experience, but effective learner communities require deliberate management. Personal introductions and experience-based prompts generated the strongest interaction, while technical prompts often produced standalone responses.

Future courses should include structured peer tasks, prompts that ask learners to compare or build on one another's responses, clear guidance on social learning (ideally linked to learning objectives), and sustained facilitator or mentor involvement throughout the courses' availability.

Course discussions should also lead to long-term professional communities. For example, the BBT community group, WaveMakers Early Careers Exchange, on BlueActionMatch hosts over 150 members and brings together students, recent graduates, professionals, businesses, educators, and researchers. This group allows early-career members to seek advice, showcase skills, and build connections, while organisations can identify emerging talent. Future learning initiatives should connect participants to such continuing communities and resource their moderation, maintenance and employer participation.

Policy implication: Future learning initiatives should connect participants to continuing professional communities. These communities require named responsibility and resources for moderation, maintenance, and employer participation.

Reuse and recognition must be planned from the outset

Project learning content should be maintained in platform-independent formats so that it can be updated, adapted, and reused after hosting contracts end. Flexible courses outside traditional degree programmes can help citizens explore an unfamiliar career, change professional direction, or update their knowledge. Their value is strengthened when universities, lecturers, and career services incorporate relevant modules into formal education and career-development provision.

Transfer beyond the project has already begun. As an example, the University of Southern Denmark uses the BBT MOOC and accompanying webinars as preparatory learning in the DANIDA-funded African Blue Futures programme. Students revise the materials before participating in an international Blue Economy Hackathon in Tanzania, gaining a shared knowledge base before they apply their learning through interdisciplinary challenges and international collaboration. Building on this experience, the University of Southern Denmark is developing a proposal to use selected modules within a multidisciplinary educational framework in the EPICUR University Alliance.

The University of Gdansk is also exploring selected MOOC materials for Bachelor-level Oceanography courses, either as external learning resources or, where university procedures allow, as a recognised component contributing to ECTS. These examples demonstrate transferability, but formal recognition arrangements remain under development, also due to the long timeframe needed for academic accreditation.

Learners' willingness to share completion certificates through professional networks indicates that the certificates have signalling value. A completion certificate is not, however, equivalent to a formally recognised qualification.

Policy implication: Pathways towards quality-assured micro-credentials, ECTS or other forms of portable recognition should be planned from the beginning. Responsibilities, quality criteria and institutional approval routes should be made explicit before delivery starts. Accreditation of non-academic educational support materials should be simplified and streamlined, facilitating obtaining ECTS for students that choose to participate.

Representation can support diversity and inclusion, but longer-term outcomes must be measured

One participant specifically highlighted the encouragement she gained from seeing women succeed in the sector. These results are pointing in the right direction, but do not demonstrate unequivocally that speaker representation sensibly increases longer-term women participation. They nevertheless provide a credible basis for highlighting success stories of women entrepreneurs and professionals and mentoring, networking, access to finance and inclusive recruitment.

Policy implication: To concretely assess improvement in diversity, equity and inclusion funders should gather gender-disaggregated participation data and monitor progression into employment, leadership and enterprise creation, using measurement of attendance as a first steppingstone.

Outermost regions require place-based capacity as well as European connections

BBT's engagement with the Azores, Canary Islands and Reunion showed that outermost regions are sources of specific knowledge, resources and business opportunities that are sometimes overlooked.

Successful innovation examples presented during BBT Webinars included linking local environmental pressures and assets to enterprise and applied monitoring, creating value from invasive algae, taking island products to international markets, and applying Azorean algal-bloom monitoring expertise in mainland Portugal. Another example of engagement with an outermost region is the participation of INOVA at the Atlantic Hackathon where they provided a challenge focusing on how existing methods for detecting microplastics in food and water are costly, time-consuming and accessible to relatively few organisations.

These examples made locally rooted career pathways visible and showed that regional expertise can create career opportunities and livelihoods for local residents while attracting international talent.

Policy implication: Future initiatives should involve outermost regions in co-designing place-based challenges and mobility opportunities. They should also strengthen connections with European expertise, employers and markets. Digital access can help overcome geographical distance, but it cannot substitute for investment in local institutions and credible pathways into employment. These initiatives can encourage young people from across Europe to consider careers in outermost regions, while demonstrating to young island residents that meaningful blue-economy careers and businesses can be built locally.

Hackathons develop skills and networks, but progression must be designed into the programme

Hackathon participants particularly valued interdisciplinary teamwork, networking, pitching and continuous access to challenge owners and mentors. For example, ninety-three per cent of Baltic Hackathon respondents reported that the event strengthened their blue-bioeconomy knowledge or skills, while 95% rated mentors as very helpful. The evidence supports real challenges and coached pitching as learning methods that expose participants to professional expectations and give companies direct sight of emerging talent.

Policy implication: Future programmes should require employers to co-design challenges, mentor teams and commit to structured follow-up through placements, recruitment interviews, incubation or continued solution development.

Impact for companies and businesses (if applicable) (max 100 words)

Describe the impacts for EU companies and businesses.

Across three Hackathons, companies and research organisations brought real operational and market challenges to multidisciplinary teams of students and recent graduates. This gave challenge owners direct access to emerging blue-bioeconomy talent, allowed them to observe participants' technical, entrepreneurial and teamwork skills, and generated 16 early-stage concepts offering fresh, outside-the-box perspectives on their needs. Through continuous exchanges, businesses could clarify problems, test assumptions and receive rapid feedback on potential solutions. The events also connected companies with mentors, researchers, clusters and regional and sectoral actors, expanding their professional networks, visibility and opportunities for recruitment, collaboration, innovation partnerships and solution development.

Barriers and future needs (max 100 words)

An outstanding barrier is the gap between specialist scientific education and the entrepreneurial, digital, sustainability and career-navigation competences needed to turn blue-bioeconomy knowledge into careers and innovation. BBT mapped more than 60 higher-education institutions in 17 countries and found few programmes integrating marine science, entrepreneurship, governance and digital competences. Further barriers include unrecognised non-formal learning, weak employment progression, English-only delivery, under-resourced online facilitation and learner communities, and higher mobility, connectivity and infrastructure costs in island and outermost regions. Future EU support should fund integrated curricula, recognised micro-credentials, multilingual accessible provision, sustained facilitation, paid work-based learning and place-based participation support.

Market readiness and IPR (if applicable) (max 100 words)

The 16 hackathon concepts demonstrate ideation and team readiness, but not yet market readiness. One challenge progressed through the creation of the sEaDNA start-up. Future schemes should establish IPR and data rules before each challenge and then provide 12 to 18 months of staged support, technical validation, customer discovery, incubation, access to research infrastructure and investors, and follow-on grants. Success metrics should include prototypes, placements, ventures and investment, rather than only ideas generated.

Other

Are there any other elements about the project relevant for being mentioned?

Key lessons and priorities for future action

The evidence presented above points to six priorities for future EU-funded blue-skills and blue-bioeconomy initiatives. Together, they show what is needed to convert participation in learning activities into recognised competences, employment and innovation outcomes.

- **Connect learning activities through a clear progression pathway.** BBT's MOOCs provided accessible foundational knowledge, the webinars introduced participants to careers and practitioners, and the Hackathons enabled them to apply their knowledge to real challenges. Future calls should require projects to connect these stages through referrals, mentoring, networking, work-based learning, recruitment and incubation. Responsibility for participant follow-up should be assigned from the outset.
- **Integrate transversal and career-related competences into specialist education.** Specialist programmes may build scientific depth without preparing learners to apply their knowledge in employment, innovation or enterprise creation. Entrepreneurship, business models, digital and sustainability competences, governance, leadership and career navigation should therefore be embedded within specialist blue-bioeconomy education and reflected in its learning outcomes.
- **Fund the integration of multi-partner course content.** Contributions from partners, experts and related projects enriched the MOOCs with complementary knowledge, case studies and perspectives. Expert content alone, however, does not create a coherent learning experience. Early platform planning, common templates, editorial coordination, quality assurance, accessibility checks and specialist digital-learning design should be recognised and funded as substantive educational tasks.
- **Facilitate learner communities and sustain them beyond individual activities.** Online learning platforms do not create professional communities on their own. Future projects should provide structured peer activities, facilitated discussions, mentoring and opportunities for learners to interact with course developers and one another. Participants should also be connected to continuing communities, such as the WaveMakers Early Careers Exchange and Talent Hub on BlueActionMatch. Such communities require named responsibility and resources for moderation, maintenance and continued engagement after project activities end.
- **Establish recognition, employment and innovation pathways before delivery begins.** Completion certificates helped learners communicate their participation, but they were not equivalent to formally recognised qualifications. The limited conversion of training into placements also showed that skills acquisition alone does not generate employment. Future programmes should agree potential recognition routes with education providers, including micro-credentials or ECTS where institutionally feasible, and secure employer commitments to placements, recruitment, incubation or continued solution development before recruiting participants.
- **Combine European digital reach with place-based support and long-term stewardship.** Digital provision can connect learners from coastal, island and outermost regions with European expertise, but it cannot by itself remove language, mobility, connectivity, infrastructure or regional-capacity barriers. Future calls should fund multilingual and accessible delivery, locally designed challenges, travel and technical support, and sustained mentoring. They should also require learning materials to be retained in platform-independent formats, with clear arrangements for hosting, updating and reusing them after project funding ends.

Across these priorities, success should be assessed not only through enrolments, views or ideas generated, but also through recognised learning, work-based experience, employment, professional progression, enterprise development and continued participation in blue-bioeconomy networks.

EU funding statement



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