

Project Deliverable

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PP	Restricted to other programme participants (including the Commission)	
RE	Restricted to a group defined by the consortium (including the Commission)	
CO	Confidential, only for members of the consortium (including the Commission)	

Abstract :

The present document, *Report About Academies Delivery*, contains the summary of the training academies organized during the Health-2-Market project. It describes procedures and lists the academies held, underlines outcomes, lessons learnt and makes recommendations for future activities.

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Summary

Deliverable D. 4.3 “**Report About Academies Delivery**” presents the overview and summary of all the academies organized in Task 4.3.

The aim of task 4.3 was to organize intensive training, “academies” or “camps” for Health/Life science researchers from different EU countries. During the academies the researchers were given advanced one-week-long training where they acquired knowledge and skills required for further valorisation of their health research projects.

As of today, the project partners organised 7 training academies, starting from September 2013. In total, the academies were conducted in four European countries and attracted more than 130 participants.

The pilot academy took place in September 2013 in France to test and validate the curricula as well as materials needed and processes involved. After that, several lesson-learnt were taken into consideration for the organization of future trainings.

The academies covered three key innovation-related areas:

- Entrepreneurship and Business Planning (IE)
- Intellectual Property, Ethics and Utilization of Academic Research in Health/Life Sciences (UGOT)
- New Venture Creation and Marketing in Health/Life Sciences (SKEMA)

Academies were hosted by three business schools (UGOT, SKEMA, IE), who were responsible for managing all related administrative tasks (organization, communication, dissemination, logistics and follow-up). The last academy of SKEMA took place in Italy and APRE helped with its organisation. The business schools were responsible for agenda, content and implementation of the training. Internal experts, representing consortium partners, delivered the academies. In some cases it was necessary to use external experts, coming from academia as well as industry, for covering specific elements of the training programme and providing practical approach to the trainings. In regard to the training method, the academies were characterised by a mixed approach of theory and practice that included simulations of business games and work on case studies specifically related to health cases.

The academies were held in Sweden, Spain, France, and Italy.

Finally, the document summarizes lessons learnt and recommendations related to the academies. Lessons learnt from interactions between trainers and participants are analysed together with interactions that occurred during the training seminars¹ and the advanced services in the deliverable D6.4 (Report on contribution to policy development and health initiatives with recommended courses of actions to reinforce the innovation dimension in health/life sciences research area).

¹ Task 4.2: Organization of regional training seminars (APRE). This task included the implementation plan resulting from task 4.1. Each partner was responsible for hosting one or two seminars. This also included all administrative tasks of organizing a seminar, i.e., arranging venues, organization and follow-up. There were 16 seminars and one webinar in total attracting over 450 participants.

1. Academies' overview

The goal of academies was to provide intense, high quality and accessible trainings tailored to health researchers' needs. The representatives from the business schools involved in the project (SKEMA, UGOT, IE) delivered the trainings covering three main topics (Entrepreneurship and Business Planning, Intellectual Property, Ethics and Utilization of Academic Research in Health/Life Sciences, New Venture Creation and Marketing in Health/Life Sciences).

The academies were designed to last for five working days, providing an extensive in-depth training with a balanced mix of theory- and practice-based approach. Due to the time allocated for trainings, participants were able to get tailored feedback in relation to their own research projects. Contents of each academy were defined by the Business Schools on a regional basis and then adapted – case by case - to the specific national needs. The intent was to offer trainings adapted to the peculiarities of each country and able to respond in the best way to participants' needs. In this way, also a broader participation of the targeted groups was promoted. Apart from participation in academies as such, the participants had possibility to make personal connections (to business angels, consultants and fellow researchers, for example) and discuss topics related to valorisation of the research results with their colleagues.

The academies were targeted at health/life sciences researchers participating in EU and national research projects and to all those actors supporting R&D activities and interested in commercial exploitation of health research results (TTO, European Health research institutes, universities, SMEs, start-ups).

Participation in the academies was free of charge. Selection process was put in place in order to make sure that the participants with most relevant background get their spot in the trainings. The participants were required to send an application for participation. After this the partner, responsible for the training selected the participants given the number of spots available and relevancy of applicants' profiles for the training.

2. Snapshot of academies

In total 7 academies were organised during the project, starting from September 2013 to March 2015.

Table 1.1. Overview of academies organized

No.	ORGANISING PARTNER	Date	Title of Academy	Location	No of applications	Participants ²	Notes
1	SKEMA	September 2013	Entrepreneurship and Business Planning in health/life sciences	France	30	10	PILOT
2	UGOT	March 2014	Intellectual Property, Ethics & the Utilization of Academic Research in health/life sciences	Sweden	30	19	
3	IE	May 2014	New Venture Creation and Marketing in health/life sciences	Spain	49	16	
4	SKEMA	October 2014	Entrepreneurship and Business Planning in health/life sciences	France	15	8	
5	UGOT	March 2015	Intellectual Property, Ethics & the Utilization of Academic Research in health/life sciences	Sweden	64	23	
6	IE	May 2015	New Venture Creation and Marketing in health/life sciences	Spain	57	20	
7	SKEMA	June 2015	Entrepreneurship and Business Planning in Venture	Italy	39	19	Hosted by APRE

The complete and detailed list of the academies is provided below:

² The number of participants is based on the number of the feedback forms handed in by the participants after the academies. The feedback forms were distributed at the end of the academy, therefore some of the participants could not hand-in their forms as they attended only the first part of the training.

Academies

1) Title: Entrepreneurship and Business Planning, Venture Academy, Pilot

Main topics discussed: entrepreneurial mind-set, business planning, market analysis, business models, entrepreneurial finance

Date: September, 2013

Place: Sophia-Antipolis, France

Organizer: SKEMA



2) Title: Intellectual Property, Ethics & the Utilization of Academic Research in health/life sciences

Main Topics Discussed: research and innovation, governance of research projects and moral considerations, intellectual asset mapping, innovation information, academic value creation

Date: March, 2014

Place: Gothenburg, Sweden

Organizer: UGOT



3) Title: New Venture Creation and Marketing in health/life sciences

Main Topics Discussed: creativity, technology commercialization, market dynamics, market intelligence, market tactics, marketing strategy

Date: May, 2015

Place: Madrid, Spain

Organizer: IE



4) Title: Entrepreneurship and Business Planning in health/life sciences

Main topics discussed: Characteristics and scope of innovation, potential markets, business models, value proposition and market strategy, entrepreneurial finance, business plans

Date: October, 2014

Place: Sofia-Antipolis, France

Organizer: SKEMA



5) Title: Intellectual Property, Ethics & the Utilization of Academic Research in health/life sciences

Main topics discussed: research and innovation, managing intellectual assets, property and capital, innovation information, academic value creation, governance of research projects and moral considerations

Date: March, 2015

Place: Gothenburg, Sweden

Organizer: UGOT



6) Title: New Venture Creation and Marketing in health/life sciences

Main topics discussed: creativity, technology commercialization, market dynamics, market intelligence, market tactics, marketing strategy

Date: March, 2015

Place: Madrid, Spain

Organizer: IE

**7) Title:** Entrepreneurship and Business Planning Venture Academy

Thematic Area: Characteristics and scope of innovation, potential markets, business models, value proposition and market strategy, entrepreneurial finance, business plans

Date: June 2015

Place: Rome, Italy

Organizer: SKEMA

Academy hosted by: APRE

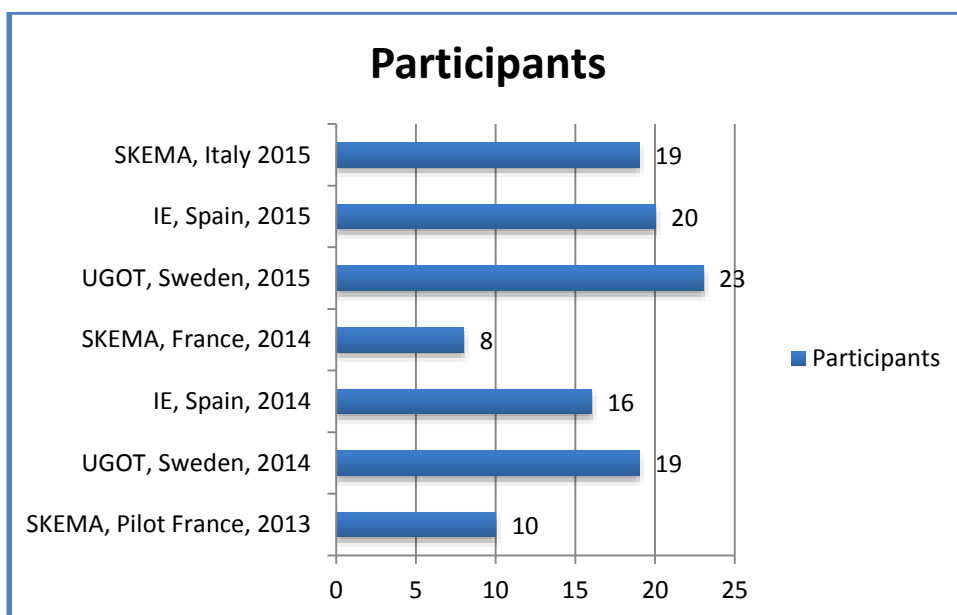


3. Academies in figures

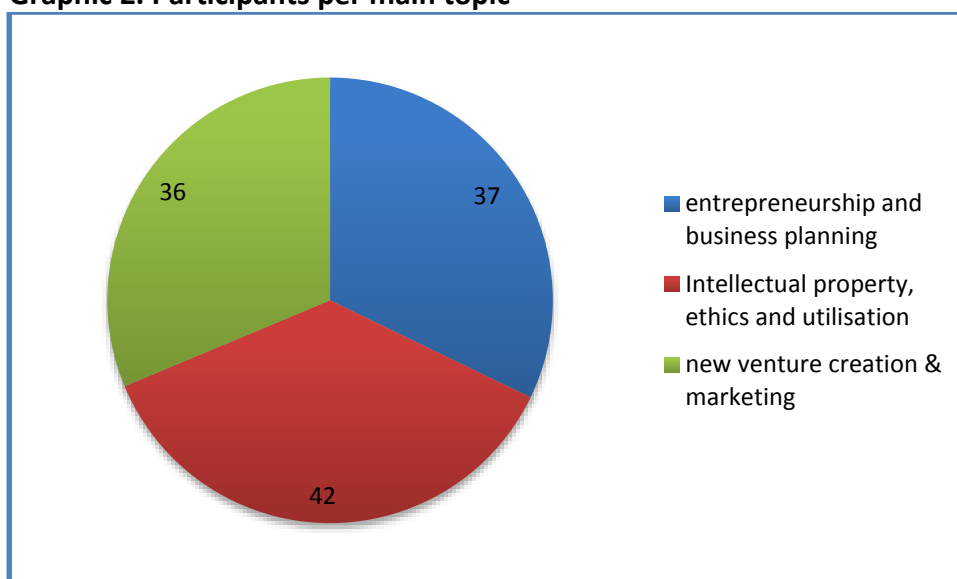
Starting from September 2013 to June 2015, out of 132 participants in total, 115 participants fully completed their intensive one-week training. The pilot academy took place in 2013, 3 academies were held in 2014 and 3 academies in 2015.

Details related to attendance in trainings and information about participants (age, gender, country of residence) are reported in Graphics 1 to 6.

Graphic 1. Participants³ in academies (September 2013- June 2015)

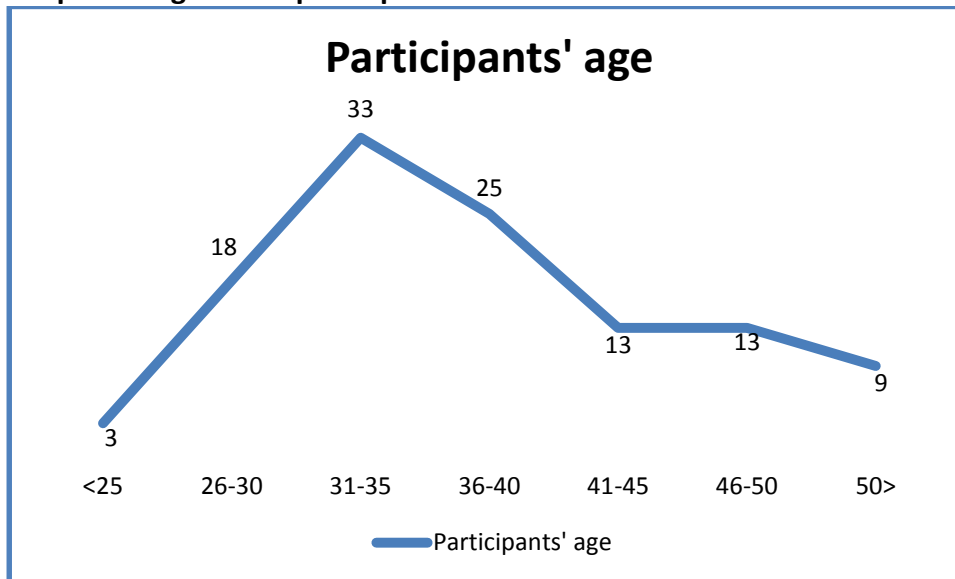


Graphic 2. Participants per main topic

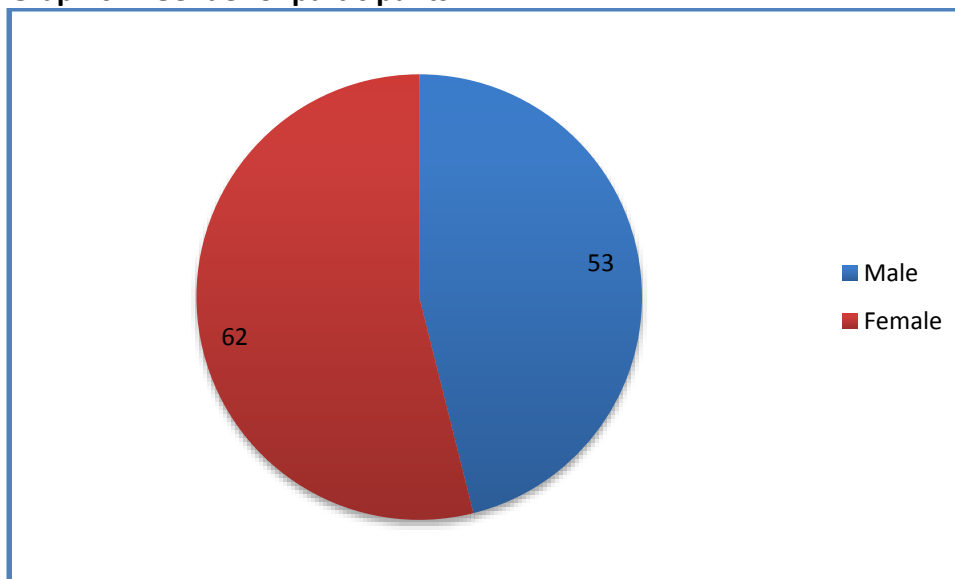


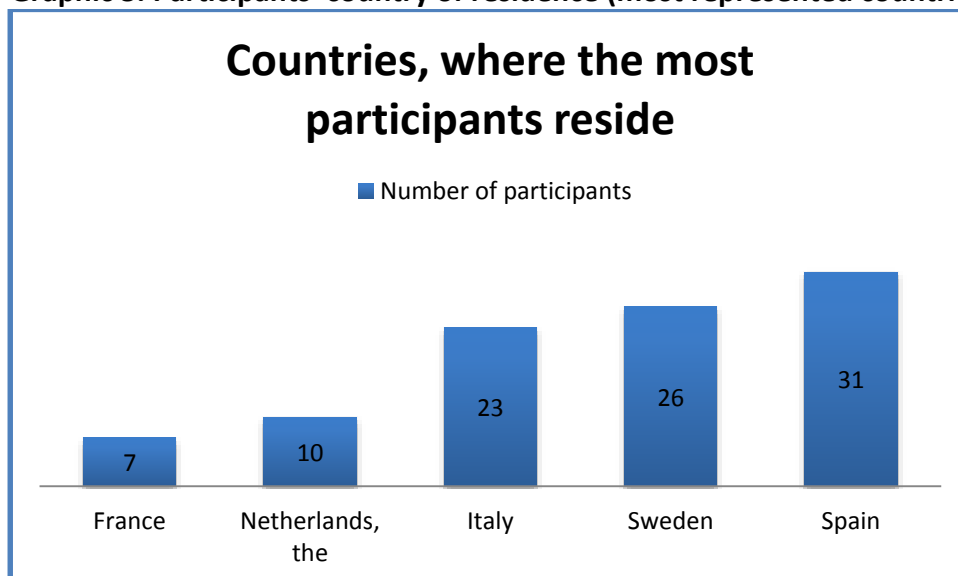
³ The "participants" here refer to those participants who completed the full training and handed in their evaluation form at the end. Participants who were registered for the course but didn't complete it were not included here.

Graphic 3. Age of the participants

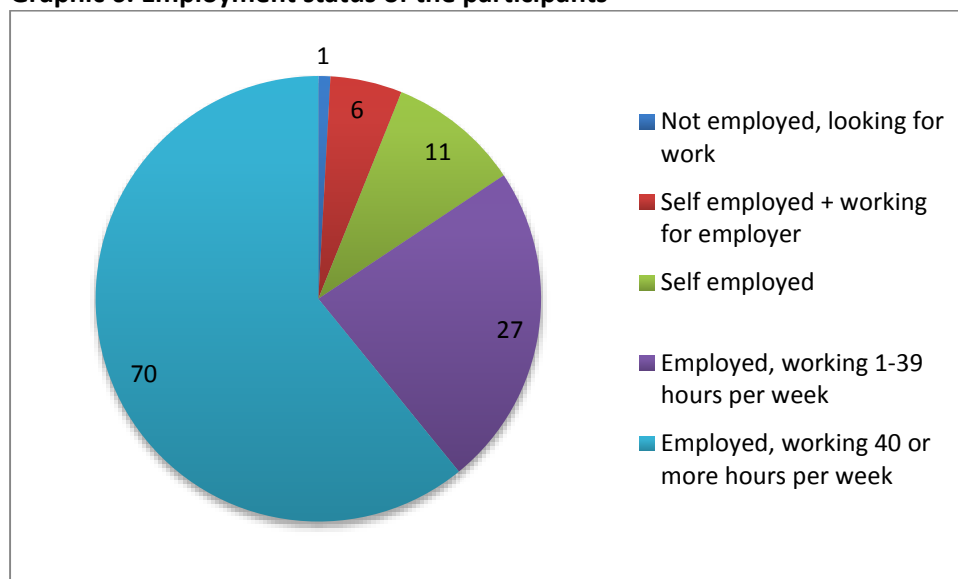


Graphic 4. Gender of participants



Graphic 5. Participants' country of residence (most represented countries)

Apart from the main countries shown in the graphic, there were participants from all across Europe, including Switzerland, Slovakia, Poland, Norway, Malta, Hungary, Greece, Austria, Portugal, Czech Republic, Belgium and Germany.

Graphic 6. Employment status of the participants

4. Assessment of trainings

In regards to participation, 132 participants were present over the course of the 7 academies; however, only 115 participants had a schedule allowing them to stay for the full 5 days of training. Therefore, on average, 87% of participants fully completed the training and left a feedback form as a confirmation of completed course⁴.

Overall, participation in academies (132) is slightly below the objective established in the DoW (150+ Health/life science researchers attended the academies). It can be explained by the fact that registrants were selected in order to insure high quality academies and interactions (over 280 people registered to the academies overall). About 180 registrants (64% of registered people) were selected to participate but there were quite a high percentage of no show (27% see below in lessons learnt). The project partners still wanted to insure quality and therefore did not necessarily overbooked if the quality of the registrants was too low.

In order to assess the quality of the trainings, a feedback form was also elaborated by partners and then distributed to participants at the end of each academy. These questionnaires included personal information as well as questions on how the participants evaluate the overall training. The questionnaire included both closed and open-ended questions.

Overall, the participants gave highly positive feedback about the academies. The participants especially noted that practice-based training and use of cases were useful for them. The participants acknowledged that they were given high quality trainings and they were able to discuss the issues of valorisation with the experts in the field. Besides the tools and theories discussed at the academies, attendees noted that they enjoyed networking as well.

One of the main comments regarding possible improvements of the academies was to adapt even further the contents of the academies (theoretical materials as well as case studies) to health/life sciences. Some participants also indicated that more time during the trainings should have been spent on practical exercises rather than describing the theoretical concepts.

⁴ See Table 1.1. for reference

5. Conclusion: lessons learnt and recommendations about academies delivery

On the basis of the activities performed, some important lessons were learnt by project partners on how to better organize academies assuring an adequate rate of participation and considering also issues such as logistics, dissemination and networking.

In this sense, a useful table including all lessons learnt is reported in table 1.2:

Table 1.2: Lessons learnt/recommendation:

Issues	Challenge	Recommendation
Participation	<p>Not all participants completed the course</p> <p>The fact that 13% of participants did not complete the full training may be explained by the structure of the trainings. The academies were scheduled as one-week trainings. The vast majority of the participants in the target group worked full-time (See Graphic 7). That is why full-time participation in the trainings for one week may have been problematic for many attendees.</p>	<ul style="list-style-type: none"> • Reconsider the schedule for trainings. Use web-based solutions to reduce the logistic hinders for participants • Start promoting events and open registration 5-6 months in advance • Maintain on-going communication with the registered participants, to encourage participation and be updated on status • One week before the training ask the participants to claim their spots for the training.
	<p>Marketing</p> <p>The trainings were promoted on the project web-site, through newsletters, on other project trainings, direct emails within the project partners' network.</p>	<ul style="list-style-type: none"> • Strong focus on the target group. The focus group constantly needs to be verified – apart from main target group (researchers) there have been strong interest from employees in innovation support agencies, such as incubators and TTO. Disseminating the information to those people through incubators network improved registration numbers. • Attracting participants is not so easy. Perhaps including the value of the training (price that should be paid if not funded by the EU) on the invitations and website. Knowing the actual cost of the

		<p>training makes participants more dedicated and attached to the academies, because they will see the real value.</p> <ul style="list-style-type: none"> • A great variety of dissemination channels should be used but best results come through personal contacts and contacts' network
	<p>High no-show rate On average, only 73% of accepted registrants actually start the training. Remember that a high percentage of registrants do not show up without notice, even though they were selected and confirmed for participation. In most cases it is unknown whether a person would come or not before the training starts.</p>	<ul style="list-style-type: none"> • Do not “trust” registrations and confirmations. A relatively high non-show percentage must be expected. • Accept more participants than the number spots available for training with 20% margin; however, the project partners did not want to lower the quality of the academies by accepting anyone. It was not always possible to overbook. • Constant follow up of the registrants • Introduce no-show fee payable in case of absence • Create a structure for confirming participants with reserve lists.
	<p>Level of contents at the trainings are not equally interesting to all The participants to the trainings had quite different levels of understanding of the main topics.</p>	<ul style="list-style-type: none"> • Distribute preparatory materials and detailed agenda in advance. • Include the discussions of real cases. The best-case scenario is to have a person behind the case as a speaker. • Encourage diversity among participants (age, level of education, professional status, business plans etc) to maintain interest and liveliness in discussions.
Organization (Logistics)	Choosing the right venue	<ul style="list-style-type: none"> • Location is very important: choose an easily and accessible venue for the majority of the participants. Preferably in major cities with established transport network and variety of options

<p>Networking</p>	<p>Involving the interested actors</p>	<p>for travel and housing.</p> <ul style="list-style-type: none"> Participants mentioned networking as one of the main positive aspects of training. Co-organization of academies with health / bioresearch centres as well as relevant companies and hubs may be a good choice.
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Annex I: Description of trainings

Academy: Entrepreneurship and Business Planning Venture Academy
Organiser: SKEMA Business School

Trainings:

September, 2013, Pilot, France

October, 2014, France

June, 2015; Italy

Overview

The Academy organized by SKEMA aims at providing participants the necessary tools for planning and executing on their business ideas, transforming them from mere ideas to successful ventures. As for all Health2Market training activities, participation is free of charge.

Day	Topic
Monday	Characteristics and scope of your innovation
Tuesday	Potential markets & Business Model Canvas
Wednesday	Refining the Value Proposition & Go to Market Strategy
Thursday	Entrepreneurial Finance & Financial Forecasts
Friday	Business Plan Presentation

Context and training description

Entrepreneurship is the art of recognition and exploitation of opportunities. Transforming opportunities into entrepreneurial ventures requires that individuals not only possess knowledge, but that they also have the cognitive abilities that allow them to formulate, value and exploit that knowledge. Particular focus will be put on the health/life science issues that arise when trying to create a new venture.

Participants will experience the entrepreneur's mindset and acquire methods and tools to structure, formulate and pitch their business plan through an intense accelerated academy. They will benefit from cross-fertilization with their peers, and best practice transfers, coaching and feedbacks from entrepreneurs, venture capitalists, and key stakeholders of local innovation systems.

Join us to?

- Evaluate the potential of your innovation with the ISMA 360° methodology
- Experience the combination of skills required to launch a new venture and practice the entrepreneurial mindset

Context and training description

It is commonly agreed that the economy is in a transformation from industrial to knowledge-based business, but what does this really mean? This seminar will introduce the concept of knowledge-based business and develop a substantial framework to operationalize the concept beyond its typical use as an economic buzzword.

Learning Outcomes

The participants will learn to:

- Differentiate between industrial and knowledge-based business models
- Understand the relationship between the material value chain and the intellectual value chain

- Understand the unique characteristics of intellectual assets, property, and capital and the role IPRs in knowledge-based business
- Identify the components to design a knowledge-based innovation
- Understand the importance and tools of control in developing knowledge-based business propositions
- Develop a basic understanding of intellectual assets management
- Practice their new understanding on knowledge-based business cases

Academy 2: Intellectual Property, Ethics & the Utilization of Academic Research in health/life sciences

Organizer: UGOT

Trainings:

March, 2014, Sweden

March, 2015, Sweden

The academy organized by the University of Gothenburg (UGOT) aims at conveying to participants the importance of intellectual property rights from both an ethical and a practical standpoint, especially as they apply to health sciences. Particular attention is given to analysing the norms and laws that govern the utilization of academic research in entrepreneurial ventures.

Day	Description
Monday	Integration of Research and Innovation
Tuesday	Governance of Projects on Research & Moral Considerations
Wednesday	Intellectual Asset Mapping
Thursday	Innovation Information
Friday	Academic Value Creation

Purpose

The aim of the academy is to provide the researcher with a fundamental understanding of the challenges and opportunities related to the integration of research and utilization processes.

Context and training description

Successful utilization of research is based on collaboration between various actors where value is created both for society and the research community. Research results can be utilized in many ways such as through publication, open access, collaboration, licensing and venture creation among others. Furthermore, the results of research can take on many forms, including data, instructions, and inventions that is potentially relevant for utilization across both basic and applied research. Decisions regarding utilization also have an ethical dimension - for the society at large, but also for the university, the research group and the individual researcher.

This course will take participants through the process of mapping research and research projects, from identification intellectual assets to the capture and assessment of research as intellectual assets. Central to this process is the understanding of different sources of knowledge that support and strengthen research projects, the creation of societal value through economic and non-economic means, and the ethical considerations that need to be taken into account.

Participants

This training is dedicated to researchers willing to experience the challenges related to the integration of research and utilization processes through an intense accelerated academy.

Context and training description

In order to operationalize knowledge-based business it is necessary to move upstream of the product and service and focus on the underlying intellectual assets that form the building blocks of the value proposition. This seminar will focus on the identification and assessment of intellectual assets as the main strategic resources of organizations and the key source of competitive advantage for both start-ups and corporations.

Academy 3: New Venture Creation and Marketing in Health/Life Sciences

Organizer: IE University

Trainings:

May, 2014, Spain

May, 2015, Spain

The academy organized by IE University aims at helping participants to spot market needs, analyse them in depth, and understand how they can be transformed into opportunities for entrepreneurship. At a second stage, participants will learn how to read the market and how to establish business operations in a complex environment comprised of customers, competitors, collaborators, and complex environmental influences.

Day	Topic
Monday	Introduction & Creativity Workshop
Tuesday	Commercializing Technology Workshop & Understanding Marketing Dynamics
Wednesday	Gathering Marketing Intelligence & What is YOUR Market?
Thursday	Integrated Marketing Tactics
Friday	Integrated Marketing Strategy

Context and training description

Entrepreneurship is the art of recognition and exploitation of opportunities. Recognizing opportunities and transforming them into entrepreneurial ventures requires that individuals not only possess relevant knowledge, but that they also fully understand the problem that they set out to solve and its implications for diverse sets of stakeholders.

Marketing is the core of an operating business. It is an organizational philosophy and a set of guiding principles for interfacing with customers, competitors, collaborators, and the environment. Marketing entails planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services. It starts with identifying and measuring consumers' needs and wants, assessing the competitive environment, selecting the most appropriate customer targets and developing marketing strategies and implementation programs for offerings that satisfy consumers' needs better than the competition. Marketing is the art and science of creating value for the organization, via creating value for its customers.

This course will help participants spot market needs, analyze them in depth, and understand how they can be transformed into opportunities for entrepreneurship. Then, participants will learn how to read the market and how to establish business operations in a complex environment comprised of customers, competitors, collaborators, and complex environmental influences.

Participants

This highly intensive training targets health researchers, entrepreneurs, intrapreneurs, and individuals that support and coach entrepreneurial projects who wish to cultivate an entrepreneurial mindset, and the ability to read their market and adapt their business operations to it.

Annex II Questions asked at the training evaluation form

A. Background

1. Age (Years)

- <25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 50>

2. Gender

- Female
- Male

3. Current country of residence

4. Indicate the highest level of education you have completed.

- Lower than high school degree
- High school degree or equivalent (e.g., GED)
- College qualification below university degree
- University Bachelor degree (B.Sc)
- Second degree (M.Sc)
- Doctoral degree (PhD)
- Higher than doctoral degree

5. Which of the following categories best describes your employment status?

- Self employed
- Self employed + working for employer
- Employed, working 1-39 hours per week
- Employed, working 40 or more hours per week
- Not employed, looking for work
- Not employed, not looking for work
- Retired
- Unable to work

6. Please indicate your level of agreement with the statements below:

-3 Definitely no, totally disagree -2 -1 0 Undecided 1 2 3 Definitely yes, totally agree

My English was sufficient for this training

7. How much professional working experience do you have? Years

8. How many employees are there in your organisation?

- <50
- 50-500
- 500-5000
- >5000

9. What is your attendance for scheduled training?

- 1-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

10. Have you attended similar trainings provided by others?

- Yes
- No

B. General about the course

11. Please indicate your level of agreement with the statements below:

	-3 Definitely no, totally disagree	-2	-1	0 Undecided	1	2	3 Definitely yes, totally agree
This course corresponds to the learning objectives in the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication with the course management worked well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration regarding the course worked well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work required to pass the course was in line with what was expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt welcome to be part in the development of the course and training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course content will be valuable for my professional skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the course I have been treated in a good way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



C. Educational platform and content

12. Please indicate your level of agreement with the statements below:

	-3 Definitely no, totally disagree	-2	-1	0 Undecided	1	2	3 Definitely yes, totally agree
The educational working methods are adapted to the course objectives and content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tutor had good pedagogical skills and show interest in how participants learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tutor motivated me to do my best during the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutors on the course made the effort to make the content interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The literature was relevant to the course objectives and purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summary

13. Please indicate your level of agreement with the statements below:

-3 Definitely no, totally disagree -2 -1 0 Undecided 1 2 3 Definitely yes, totally agree

The duration of the course was good in respect to the curriculum

I would suggest others to attend at this course/training

Overall I'm satisfied with the course and what I have learned.

14. What did you find most useful?

15. What did you find less useful?



Thank you!

Health2Market

Co-funded by the European Commission