

**ПЛАТФОРМА 5.**  
**ВІРТУАЛЬНИЙ ОБМІН ЯК КЛЮЧ ДО ІНТЕГРАЦІЇ:**  
**ПІДСУМКИ ПРОЄКТУ VEHUB4YOU У МОДЕРНІЗАЦІЇ БІЗНЕС-ОСВІТИ ТА ЇЇ**  
**ВХОДЖЕННІ ДО ЄВРОПЕЙСЬКОГО ПРОСТОРУ ВИЩОЇ ОСВІТИ**

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**SCIENTIFIC NOVELTY OF VEHUB4YOU: FROM KNOWLEDGE TRANSFER TO  
DISTRIBUTED VALORISATION INFRASTRUCTURE IN ERASMUS+ VIRTUAL  
EXCHANGE**

The Erasmus+ Virtual Exchange project Virtual Youth Business Hubs International Network (VEHUB4YOU) (Agreement ERASMUS-EDU-2021-VIRT-EXCH-NDICI 101083856), co-funded by the European Commission under the Erasmus+ 2021–2027 Programme and implemented through the European Education and Culture Executive Agency (EACEA), introduces a paradigmatic shift in the understanding of virtual exchange as both an educational and epistemic infrastructure. Unlike the earlier Erasmus+ Virtual Exchange (2018–2021) initiative, which primarily centred on intercultural communication and soft-skill development (European Commission, 2021), VEHUB4YOU redefines virtual exchange as a distributed mechanism of entrepreneurial learning and knowledge valorisation - a process through which knowledge is collaboratively transformed into social, economic, and educational value.

In this sense, VEHUB4YOU transcends the linear “knowledge transfer” model by embedding valorisation directly within the architecture of virtual hubs. Each hub functions not as a communication space but as a Knowledge Valorisation Node that integrates universities, facilitators, and youth participants into a federated network for co-creating entrepreneurial practices and adaptive skills. The project connects higher education institutions and youth ecosystems across Ukraine, Azerbaijan, Italy, and Latvia, with extensions toward the Southern Neighbourhood and Sub-Saharan Africa, thus building a transcontinental valorisation ecosystem that mirrors Europe’s evolving knowledge policy logic.

This reconceptualization transforms the digital environment from a communicative tool into a polycontextual learning infrastructure, embedding virtual hubs in schools, universities,

and rural libraries. Such distributed embedding expands both the geography and demography of access to entrepreneurial education. The project institutionalizes this transformation as a Virtual Entrepreneurial Exchange Infrastructure - a network capable of transmitting not only pedagogical content but also business modelling, digital literacy, and simulation-based entrepreneurship methodologies.

Table 1.

**Analytical Dimensions of Scientific Novelty and Operationalization in  
VEHUB4YOU**

<b>Novelty Statement</b>	<b>Operational Construct</b>	<b>Core Research Question</b>	<b>Indicators / Metrics</b>	<b>Data Sources / Methods</b>	<b>Expected Scientific Contribution</b>
Virtual exchange as infrastructure for entrepreneurial learning	Virtual Entrepreneurial Exchange Infrastructure	How does infrastructural design of hubs affect entrepreneurial skill formation?	Changes in business-planning, marketing literacy, and self-efficacy	Pre/post skill tests, behavioural logs, quasi-experimental design	Conceptualization of VE as knowledge infrastructure
Cascading EU-to-local knowledge transfer	Pedagogical Cascade Model	Does the cascade increase reach and quality of training compared to direct instruction?	Facilitator-to-participant ratio, second-wave learning gain	Multilevel modelling, cohort comparison, mediation analysis	Empirical validation of cascade transfer logic
Integration of formal and non-formal contexts	Polycontextual Learning Environment	How do peripheral nodes (libraries, NGOs) alter learning trajectories?	Trajectory diversity, skill growth by node type	Process mining, case comparison, diff-in-diff estimation	Theory of multi-context skill socialization
Early entrepreneurial socialization	Early Entrepreneurial Socialization	Does early inclusion in hubs foster stable entrepreneurial intention?	Entrepreneurial Intention Index, retention in advanced training	Longitudinal design (6–12 months), SEM, mixed-methods triangulation	Extension of intention-formation theory to digital youth
Synchronous–asynchronous learning cycle	Hybrid Interaction Cycle	Which interaction phases drive competence retention and transfer?	Transition probabilities, time-to-mastery, artefact quality	Hidden Markov Models, expert-rated artefacts	Micro-mechanisms of “co-presence → reflection → application”
Transregional inclusion (Southern Neighbourhood / Africa)	Transregional Inclusion Mechanism	How do cross-regional ties shape access to entrepreneurial resources?	Network centrality, diffusion rate of practices	Social Network Analysis, event-based evaluation	Model of transregional diffusion of entrepreneurial practice
Methodological standardization and facilitator training	Methodological Enablement Framework	Do standardized materials enhance reproducibility across hubs?	Inter-hub variance, rubric consistency	Generalizability theory, multilevel ANOVA	Evidence of methodological reproducibility

**Source:** Author’s elaboration based on (Cherniavska, O., et al. 2023; VEHUB4YOU, n.d.; Kyiv National University of Technologies and Design, 2025).

By integrating synchronous collaboration (interactive workshops, online mentoring) with asynchronous reflection (modular self-learning and business scenario design), VEHUB4YOU generates an empirically traceable hybrid learning cycle. As documented by institutional reports from the University of Foggia (2023), RISEBA (2024), and the Kyiv National University of Technologies and Design (2025), this design enables systematic observation of how young learners acquire entrepreneurial agency and adaptive leadership across heterogeneous socio-educational contexts. The project’s scientific novelty therefore lies in its multi-layered operationalization of virtual exchange as a distributed valorisation infrastructure. It

institutionalizes virtual hubs as research-ready nodes for entrepreneurial training; implements a pedagogical cascade model (“EU universities → local facilitators → youth learners”); and fuses formal, non-formal, and community learning environments into a single empirical field.

This approach advances both educational practice and research design by enabling the measurement of dynamic valorisation competences - planning, marketing, teamwork, and resilience - within a unified data architecture combining behavioural logs, facilitator reports, and longitudinal surveys. Through these mechanisms, VEHUB4YOU repositions virtual exchange within educational research as a site of knowledge co-production and valorisation, rather than mere knowledge dissemination. The project thus offers a conceptual and empirical bridge between Erasmus+ Virtual Exchange and the EU’s post-2022 framework for knowledge valorisation, extending it into the domain of entrepreneurial education.

In sum, VEHUB4YOU advances the theoretical and empirical discourse on virtual exchange by repositioning it as a distributed infrastructure for informal entrepreneurial education. It contributes to the development of metrics and methodologies capable of tracing learning trajectories across hybrid, transnational environments and offers a replicable model for future Erasmus+ Virtual Exchange programmes (2028–2034). By integrating infrastructural design, pedagogical cascade logic, and empirical measurement, the project demonstrates how virtual ecosystems can simultaneously function as educational environments and as platforms for data-driven research on resilience, innovation, and youth empowerment.

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