

BSUA: University-Business Cooperation for Regional Development

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University-Business partnerships in Europe

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Education and Culture DG

gooduep

The GOODUEP project



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- **Project co-funded by the European Commission, DG Education and Culture**
- **Objectives of the project:**
 - **To map UEPs in 18 universities of 6 European countries**
 - **To analyse structures and governance of UEPs**
 - **To find out success factors and identify examples of good practices**
- **What are we considering?**
 - **Universities?: All type of HEIs**
 - **Enterprises?: All type of business (public or private sector)**
 - **UEPs?: All type of partnerships (high level labs to joint sport activities)**

GOODUEP Partners



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- **CEGES-CQ, Valencia University of Technology, Spain (Coordinator)**
- **INCHER, University of Kassel, Germany**
- **RIPSP, National Research Council, Italy**
- **CHEPS, University of Twente, The Netherlands**
- **CPP, Adam Mickiewicz University, Poland**
- **CHES, Institute of Education, University of London, United Kingdom**

18 institutions



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- **Spain:**
 - Valencia University of Technology
 - University of Santiago
 - University of Seville
- **The Netherlands:**
 - University of Maastricht
 - University of Twente
 - Utrecht University of Applied Sci.
- **Italy:**
 - Politecnico di Torino
 - University Luigi Bocconi
 - University del Salento in Lecce
- **Poland:**
 - Adam Mickiewicz University
 - Poznan University of Economics
 - Poznan University of Technology
- **Germany:**
 - University of Kassel
 - Technische Universität Darmstadt
 - Cologne University of Applied Sci.
- **United Kingdom:**
 - University of Warwick
 - University of Hull
 - University of Hertfordshire

GOODUEP Framework



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National context

Policies, funding & culture

Regional context

Economic development &
structures

Successful
UEPs

Institutions

Policies, governance,
disciplines, culture

Partnership

Entrepreneurialism &
governance

Three levels of analysis



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1. National & Regional level

- 6 countries: DE (Germany), ES (Spain), IT (Italy), NL (Netherlands), PL (Poland), UK
- Desk research

2. Institutional level

- 18 universities
- Empirical research

3. Partnership level

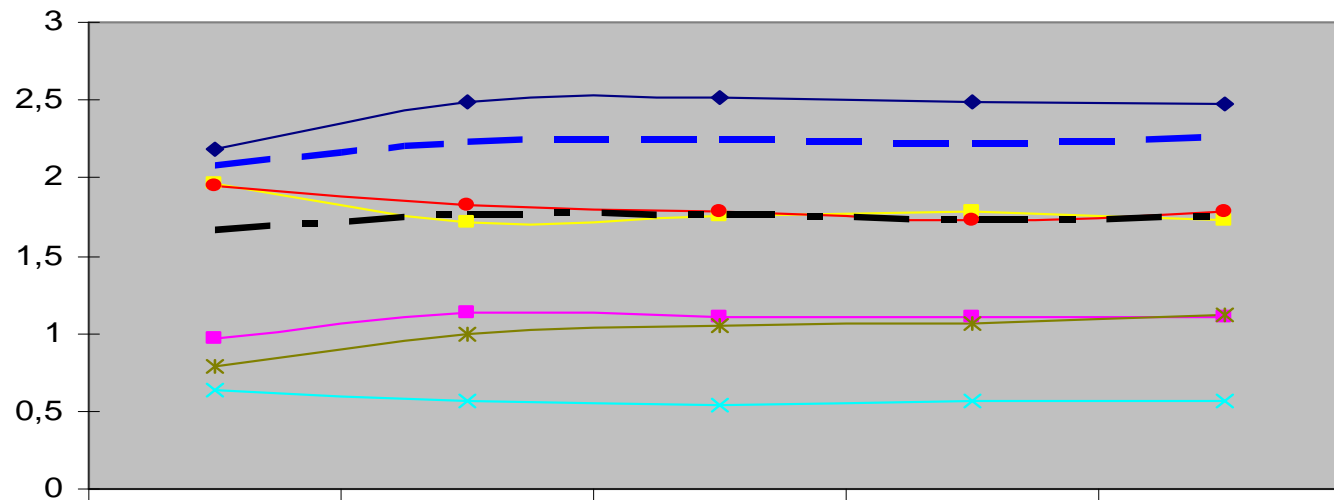
- 10 selected cases of good practices
- In depth empirical research

Different levels of R&D expenditure



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GERD as a % of GDP



	1995	2002	2003	2004	2005
DE	2,19	2,49	2,52	2,49	2,48
IT	0,97	1,13	1,11	1,1	1,1
NL	1,97	1,72	1,76	1,78	1,73
PL	0,63	0,56	0,54	0,56	0,57
ES	0,79	0,99	1,05	1,06	1,12
UK	1,95	1,83	1,79	1,73	1,78
EU 27	1,66	1,76	1,75	1,73	1,74
Total OECD	2,07	2,23	2,24	2,21	2,25

National policies for UEPs



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- **Supporting UEPs:**
 - Well defined policies in DE, NL, UK, ES.
 - Less clear national policies in IT and PL
- **Intellectual property policies in regard UEPs**
 - Still erratic policies in most countries, except the UK
 - Benefits shared between the university, the research group, and the individual researchers, except in Poland
- **The role of business in shaping curricula**
 - Relevant in DE and in UAS in NL
 - Compulsory in Spain and Italy, after Bologna
- **Incentives:**
 - Financial incentives to enterprises in NL, ES, UK, IT.
 - Incentives to academics
 - Income: allowed in NL, ES, IT, UK
 - Mobility: recently allowed in NL and ES, but scarce everywhere
 - Promotion, prestige: UEPs are starting to be considered

Institutional policies for UEPs (I)



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- **Funding UEPs:**
 - Internal funding policies considering UEPs in Darmstadt, Warwick, Twente, Kassel ...
 - Attractive overheads policies : Valencia, Twente, Poznan UT, ..
- **Intellectual property**
 - An open range of solutions
 - Clear policies in Valencia, Kassel, Darmstadt, Maastricht, Twente, Warwick
 - More erratic in other institutions
- **Endowed chairs**
 - Enterprises interested in having a professor who focuses on a certain field of study: Torino, Kassel, Darmstadt, Warwick
 - in which they sponsor the position for ten years and the Politecnico commits to hire the professor with a permanent contract from the eleventh year on”

Institutional policies for UEPs (II)



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- **Role of enterprises in curricula development**
 - Utrecht: “field committees” from the world of work, providing information on relevant trends in the profession in order to improve and update the content of the programmes.
- **Enterprises loyalty initiatives**
 - Bocconi’s “Associated Company Programme” offers enterprises attending it a preferential treatment.
 - The “CPI Business Circle, UPV Club for Innovation” at Valencia is a customers’ loyalty plan which aims to maintain and increase the interaction mainly with enterprises which are already customers and partners of the university.
- **Supply of non-research related services to enterprises**
 - The Warwick Arts Centre has more than 2,000 different events and attracts around 280,000 visitors a year.

Further training for enterprises



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- **Organisational model:**
 - Decentralised: Utrecht
 - Centralised: Darmstadt, the International Institute In Lifelong Learning.
 - External: Kassel International Management School (U. Kassel, enterprises and the chamber of commerce)
- **Intensity and relevance of training**
 - From marginal to an strategic activity. The centrally managed Lifelong Learning Centre in Valencia annually offers 1,600 courses to 45,000 students having a turnover of € 9 million.
- **The target clients.**
 - Warwick. Training courses are designed mainly to enterprises, ranging from local SMEs to large multinationals.
 - Cologne UAS, together with offering training courses open to the public, it also offers bachelors which are exclusive for employees of the partner enterprise.

Large Scale Support Infrastructures



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- **Politecnico di Torino.** Cittadella Politecnica with regional industries
- **Twente.** Kennispark involve the UAS located in Enschede, City of Enschede, Provincial government, Regional Development Agency, national ministries as well as private partners.
- **Valencia.** The City of Innovation (UPV plus regional employers) hosts over 20 research institutes and enterprises and over 1.500 researchers.
- **Warwick Science Park** is a joint venture between the U. of Warwick, the local councils and the West Midlands Enterprise Board, an economic development consultancy.
- **Salento** .The Micro and Nanotechnology District Dhitech (university, national research council and enterprises) develops joint public-private research projects, advanced education programmes and the principal centre of technology transfer in the region.
- **The Science Park Utrecht** is a regional public- private partnership. (Chambers of Commerce, city and province of Utrecht, regional SMEs, Utrecht UAS, Utrecht University and the University Medical Centre Utrecht).

Ten cases of good practices of UEPs



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- **Ten cases of good practices**
- **A more restrictive approach: UEPs based on a formal agreement between the partners about the goals, funding, management and governance of the partnership.**
- **Representing different types of partnerships, countries and governance models**

Ten cases of good practices of UEPs



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- **IMT: Institute of Materials Technology – Polymer and Recycling Technology, Kassel**
- **ISP: Integrated and Dual Study Programmes, Cologne**
- **IBV: Valencia Institute of Biomechanics, Valencia**
- **UNR: UNIRISCO-UNIEMPRENDE, Santiago**
- **ISMB: Istituto Superiore Mario Boella, Turin**
- **UMH: University of Maastricht Holding, Maastricht**
- **KEN: Kennispark, Twente**
- **AMF: Adam Mickiewicz University Foundation Technology Park, Poznan**
- **LIH: Logistics Institute, Kingston upon Hull**
- **UHH: University of Hertfordshire and Heales Medical Ltd., Hertfordshire**

Main traits of partnerships



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	Type	Partners	Function	Success factors		
IMT (Kassel)	Institute	SMEs	Apl. research	Leadership	Innovation	Trust
ISP (Cologne)	Consortium	Enterprises	Teaching	Entrepreneur.	Innovation	Trust
IBV (Valencia)	Institute	SMEs, R. Gov.	Apl. research	Leadership	Flexibility	Innovation
UNR (Santiago)	Consortium	Enterprises	Financing	Leadership	Flexibility	Trust
ISMB (Turin)	Institute	Foundation	Apl. research	Leadership	Funding	Innovation
UMH (Maastr.)	Company	None	Management	Entrepreneur.	Flexibility	Trust
KEN (Twente)	Sc. Park	R. Gov., Enterp.	Apl. research	Leadership	Funding	Trust
AMF (Poznan)	Sc. Park	R. Gov., Enterp.	Apl. research	Leadership	Funding	Flexibility
LIH (Hull)	Institute	Enterprises	Apl. research	Entrepreneur.	Flexibility	Innovation
UHH (Hertsfd.)	Consortium	Enterprise	Apl. research	Entrepreneur.	Benefits	Trust

Conclusions (I): More than it seems



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- **The most outstanding result:**
 - The great amount of UEPs developed by European universities
 - The great variety and approaches to UEPs.
- **Diversity of approaches depending on:**
 - The economic, cultural and historical contexts (national, regional)
 - The national and institutional policies
 - The institutional and disciplinary culture
 - The individuals behind each UEP

Conclusions (II)

Where are the keys?



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- **Context**
 - A minimal basis (financial or other) is a necessary condition for starting.
 - With these minimal conditions, UEPs flourish everywhere depending on institutional and individual initiative.
 - When the context is not adequate, less initiatives but they are brilliant
- **Governance**
 - Institutional flexibility, appropriate governance is a necessary condition
 - The more regulated is the system, the higher is the tendency to look for “shortcuts”
- **Funding**
 - Initial support from public or private sources
 - Fiscal incentives for the UEP
 - Personal incentives for individuals

Why are some UEPs specially successful?



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- **Individual entrepreneurialism and leadership**
 - Most initiatives (even institutional ones) are to a great extent based on individuals or networks of people with an entrepreneurial vision
 - Only after reaching a certain stage of development, these individual initiatives become institutional
- **The role of public authorities, private donors and enterprises**
 - Initial funding, public or private
 - Mutual trust and commitment of local/regional authorities and enterprises.
- **Flexibility**
 - Non bureaucratic legal status
 - Mobility of academic staff is feasible
- **Some strong and innovative points**
 - Not necessarily in research
 - Not necessarily in high technologies

Methodological conclusions



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- **Lack of information on UEPs:**
 - Still reluctance of academics
 - Lack of appropriate information due to:
 - many activities are new, and the accountability system is still incipient, but...
 - ...in some cases the objective is precisely to hide them
 - No agreement yet on standard indicators for measuring UEPs.
- **Lack of systematic approach in the UEPs development**
 - UEPs take place in various forms, institutions do not follow same paths. It would be wrong to compare them on simple basis.
 - Institutional support structures do not follow necessarily the same path of development as long as they become more developed.

Policy recommendations: What to do?



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- **First: Develop a more favourable vision on UEPs**
 - UEPs provide financial benefits, but not only
 - UEPs help to develop research more focused on social needs
 - UEPs help to develop teaching and learning more connected to socio-economic demands
- **Second: Facilitate entrepreneurialism**
 - Incentives, financial and others
 - Mobility and working conditions
- **Third: Increase flexibility**
 - Allow flexible governance models
 - Allow flexible status for academics



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Thank you for your attention

The whole report is in

www.gooduep.eu