EU University Business Thematic Forum
Fostering University Business Cooperation Ecosystems in Europe and Latin America

Madrid, 24-25 June 2014

REPORT OF PROCEEDINGS
Displacement:

This proceeding report presents the main points and conclusions of the presentations, speeches and discussions from the University-Business Forum held in Madrid on 24-25 June 2014. The report does not contain verbatim all that was said during the Forum. The information and views set out in this report do not necessarily reflect the official opinion of the European Commission.

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# Table of Contents

**List of acronyms**

**Introduction**

**Day 1 - Focus on University Business Cooperation**

- Welcoming address and opening speeches
- Latin America–Europe: Building Cooperation Bridges in Higher Education and Industry
- The role of HEIs in regional development and competitiveness
- Innovative education to improve graduate skills and employability
- New Models of Doctoral Education

**Day 2 - Entrepreneurial Education**

- International Entrepreneurial Education
- Good Practices in Entrepreneurial Education in HEIs
- Specific cases of Good Practices in Entrepreneurial education in HEIs
- Closing session

**Appendices**

- List of speakers and biographies
- Conference programme
## List of acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DG EAC</td>
<td>Directorate General for Education and Culture</td>
</tr>
<tr>
<td>EC</td>
<td>European Commission</td>
</tr>
<tr>
<td>EID</td>
<td>European Industrial Doctorates</td>
</tr>
<tr>
<td>EIT</td>
<td>European Institute of Innovation and Technology</td>
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<tr>
<td>ESF</td>
<td>European Social Fund</td>
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<td>ESR</td>
<td>Early Stage Researcher</td>
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<tr>
<td>EU</td>
<td>European Union</td>
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<td>EUA</td>
<td>European University Association</td>
</tr>
<tr>
<td>FUE</td>
<td>Fundación Universidad-Empresa</td>
</tr>
<tr>
<td>HEI</td>
<td>Higher Education Institution</td>
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<td>ICT</td>
<td>Information and Communication technologies</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technologies</td>
</tr>
<tr>
<td>ITN</td>
<td>Initial Training Networks</td>
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<td>KICs</td>
<td>Knowledge and Innovation Communities</td>
</tr>
<tr>
<td>R&amp;D</td>
<td>Research and Development</td>
</tr>
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<td>SME</td>
<td>Small and Medium-sized Enterprises</td>
</tr>
<tr>
<td>TCUE</td>
<td>A Spanish acronym for University-Business Knowledge Transfer</td>
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<td>UAM</td>
<td>Autonomous University of Madrid</td>
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<td>UBC</td>
<td>University Business Collaboration</td>
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</table>
Introduction

The European Commission established the EU Forum for University-Business Dialogue to advance and facilitate interactions between the academic and business world. The first University-Business Forum was convened in 2008, and the event has been held almost every year since. Additional Thematic Forums take place in the Member States that concentrate on particular themes of high importance on the national and international policy agenda.

The Thematic University-Business Forum in Madrid, held on the 24-25th June 2014 explored existing methods and good practice examples around four major topics addressing the key theme of the Forum: ‘Fostering University Business Cooperation Ecosystems in Europe and Latin America’. The Forum brought together over 130 representatives of the business and higher education world as well as policy-makers from both Europe and Latin America.

The presentations and discussions addressed four main topics:

• The role of HEIs in regional development and competitiveness
• Innovative education to improve graduate skills and employability
• New Models of Doctoral Education
• Entrepreneurial Education

The Thematic Forum was organised by the European Commission in partnership with the Universidad Autónoma de Madrid (UAM), Fundación Universidad-Empresa (FUE) and InNorMadrid, the Innovation Office of Universidad Autónoma de Madrid.

Following the Thematic Forum, an optional training session on HEInnovate was proposed to the Forum attendees. HEInnovate is a joint EC and OECD self-assessment tool for higher education institutions wishing to explore their entrepreneurial potential.
Day One
Focus on University Business Cooperation

Welcoming address and opening speeches

The Forum opened with welcoming remarks of Dr José María Sanz (ES), Rector of Universidad Autónoma de Madrid (UAM), followed by the opening speeches, which explored the current status, key achievements and main challenges of university business collaboration nationally and internationally. Speakers presented examples of a number of successful initiatives and on-going activities. The key issues explored included the role university business cooperation plays in fostering regional development; graduate employability; entrepreneurship, research and innovation and tackling global societal and environmental challenges. The presentations provided insight into the rich variety of activities universities undertake, but also explored the challenges which are currently faced.

Mr Arturo Fernández (ES), President of the Business Confederation of Madrid, Chamber of Commerce and Industry of Madrid, and Fundación Universidad-Empresa (FUE), Vice-President of CEOE (Spanish Confederation of Business Organisations) set the scene by introducing the activities of the Foundation. University business cooperation has been the leading principle of all the activities carried out by the Fundación Universidad-Empresa during the past 40 years. The model of the Foundation is based on the representation and equal participation of both sectors, through the involvement of universities, chambers of commerce and business confederations. This equal representation has helped to solidify the position of university business cooperation as a common element of both universities and businesses. The model has since been replicated in 30 Spanish institutions and also in a number of countries in Latin American.

Mr Fernández said that setting up of university business cooperation is only the first step. Cooperation is a good basis for widening and deepening the existing activities and relationships. The value of cooperation is fully understood at the European level and support is visible through the Europe 2020 strategy, which specifically refers to the importance of university business collaboration as a driving force for regional development, sustainable and intelligent growth. One mechanism put forward which can help encourage further university business cooperation is access to good practice models. Through good practice, new ideas can be taken on and absorbed into institutions which can expand and improve their offer. Collaborative activities have to focus on the main pillar of the European economy, the SME sector. Through collaborating with SMEs, universities can address many issues including the skills gap, the need for increased business creation and enhanced transfer of useful knowledge for the benefit of the economy and society.

In his closing remarks Mr Fernández called for a cultural change. Businesses should not narrowly perceive universities as generators of knowledge and trainers of qualified professionals, but also as service providers. They have a prominent role in transforming societies by educating, forming, developing and transferring knowledge, but universities can also provide technology and training-related services tailored to business demand. Universities also have to change their perceptions working with businesses. Businesses should be regarded as partners, open for new initiatives, building new alliances and long-term strategic partnerships. Balancing the relationship between universities and business is an on-going challenge that requires a strong commitment and continuous effort from both sides and all stakeholders. Addressing this challenge, the Foundation follows its
own approach called ‘deep linking’. Mr Fernández closed the presentation by explaining, that ‘deep linking’ consists of four pillars (1) Listening - to better meet the needs of the partners, customers and partners; (2) Understanding - to be closer to each other; (3) Proposing - to ensure being more useful to the society; and (4) Taking actions.

Ms Lucía Recalde (BE). Head of Unit, DG Education and Culture, European Commission opened her presentation by saying that while education policies are the responsibility of EU Member States, the European Commission plays a supportive role in addressing the challenges faced by higher education institutions. There has been a radical change in the role and relationship of universities and their environment with a strong shift towards maximising the added value of higher education institutions. Additional external pressures, such as financial restrictions, have significant effects on how universities work. HEIs need to adapt and find new ways to become more innovative. They need to increase their impact on the economy and society through knowledge exchange, talent development and a better response to the needs of the labour market.

Ms Recalde underlined that competition is increasing in the global economy and one key element in meeting the societal challenges of this economy is to be more innovative. Policy must therefore be based on a holistic view of how Europe’s innovation capacity can be strengthened. No single actor or sector has sufficient knowledge or resources to meet these challenges on its own. Ms Recalde emphasised the need for dialogue and coordination between individuals, universities and business in order to create the best conditions to ensure economic and social growth in all European regions and countries. In this respect, the European Commission supports dialogue and coordination in a number of ways. For example the European Commission helps to disseminate good practice, organises the University Business Forums, and provides incentives to promote and tackle the institutional and cultural changes required in higher education.

Responding to one particular challenge posed by universities and businesses, the European Commission, in collaboration with the OECD, developed HEInnovate³, an online self-assessment tool for higher education institutions which are looking to explore their entrepreneurial potential. HEInnovate provides advice and tailored guidance for HEIs to become more entrepreneurial. Other support comes through Horizon 2020 and Erasmus+ which incorporate and promote the entrepreneurial spirit, including the provision of funding for mobility, cooperation and partnerships in education, in particular through the Knowledge Alliances. New industrial doctoral studies will be funded through the Marie Skłodowska-Curie actions. Another area of support is through the European Institute of Innovation and Technology (EIT) and its Knowledge and Innovation Communities. The EIT is the spearhead initiative of the Commission for bridging the gap between research, innovation and education. Knowledge and Innovation Communities build on Europe’s excellent universities, research centres and businesses by establishing co-location centres for post-graduate education and research.

The Ambassador of Ecuador in Spain, Mr Miguel Calahorrano (EC) presented some examples of the reforms that were implemented in Ecuador. These reforms have led to a number of successes in the economic, social and educational development of the country. For example new infrastructural developments were made; the unemployment rate was reduced to one of the lowest levels (4.12%) in Latin America; and both internal and external public debt levels were reduced. Reforming higher education - with the ultimate goal of increasing the quality of education, creating centres of excellence that provide the right environment for nurturing talent and continuing the fight against poverty - was an integral part of Ecuador’s development strategy.

Ecuador embarked on the reorganisation of higher education. They closed down 14 establishments and concentrated on the maintenance and development of selected high quality HEIs. These
institutions focus on providing access to higher education for all, and equipping the graduates with the required skills and knowledge for the economy. Outgoing student mobility is strongly encouraged, as it is recognised as important ingredient to having a successful career. There are now plans underway for opening additional institutions (e.g. in the field of arts), as well as further initiatives on developing human talent. The Ambassador closed his speech by emphasising that such revolutionary actions take time, but with a focus on scientific excellence, rigour and by capitalising on the cultivated talent, the desired changes can be achieved.

The last contribution to the morning session explored the role of university business cooperation from the ‘National policymakers’ point of view. Mr Federico Morán (ES), Secretary General of Universities, Ministry of Education, Culture and Sports gave a brief overview on the latest activities and initiatives of the Spanish government. The Ministry with the engagement of all relevant external stakeholders is in the process of developing a new paper that consists of 30 specific actions. The actions are aimed at improving the university system through nurturing and empowering talent; fostering academic excellence; implementing a more innovative approach to education and increasing mobility. Mobility and strengthening international collaborations were put at the heart of the efforts. As part of a new educational offer for example, Spain has signed an agreement on a pilot programme with Ecuador to train elementary and secondary school teachers from the next academic year onwards. Furthermore, trans-continental mobility and the development of new joint degrees will be supported to have closer collaboration between eligible universities in Spain and Latin America.

These activities are devised bearing in mind that the ultimate customers of higher education are the employers, business environment and the society at large. Therefore engaging businesses in the development of new initiatives to ensure the employability of the graduates, through better alignment of the training and skills to the needs of the labour market, is crucial. The Ministry is drafting a university employability map, aimed at gaining a better understanding of the employability of the graduates with different degrees. Mr Morán closed his presentation by highlighting Spanish initiatives focusing on entrepreneurship. Entrepreneurship courses are delivered at many Spanish universities, but the rate of self-employed graduates is still below the European average. Therefore, there is a need to increase the number of entrepreneurship modules taught. As a complementary instrument, an additional programme focuses on and supports the entrepreneurial activities of teachers and researchers.

Latin America–Europe: Building Cooperation Bridges in Higher Education and Industry

The central theme of the Thematic Forum was university business cooperation with a specific focus on Europe and Latin America. The session on ‘Building Cooperation Bridges in Higher Education and Industry’ showcased the challenges and benefits of university business collaboration across the Atlantic through two presentations. The business perspective of collaboration was introduced by Mr José Manuel Inchausti (ES), the General Manager of MAPFRE’s Corporate Business Support Area and a member of the Executive Committee of MAPFRE. Mr Inchausti is also the Chairman of the Spanish Advisory Board of the International Community of Chief Information Officers (CIOs) (CIONET). His presentation described the development path and market expansion of MAPFRE, a global Spain based insurance company, in Latin America over recent years. Dr Eduardo Carrillo (MX) reflected on university business collaboration in Mexico, presenting the results of a survey exploring the benefits of and barriers to university business collaboration. Dr Carrillo is the General Manager of the Higher Education–Enterprise Foundation (FESE), an intermediary organisation for University, Business and Government collaboration in Mexico.

Mr José Manuel Inchausti (ES), the General Manager of the Corporate Business Support Area at MAPFRE, opened his presentation by giving
an overview of the company’s development and performance. MAPFRE started expansion in Latin America in the 80s, and ever since, the cooperation between the two regions has been continuous. As a vision for the future, MAPFRE set itself the goal to become the most trusted global insurance company in the world. To achieve such an objective, the company had to change two things: (1) the way the organisation worked: it had to be reformed and structured into supply and demand-related tasks by putting much more emphasis on specialisation, efficacy, methods and teamwork; (2) the way the company adapts to the fast pacing changes and developments of information technologies by integrating processes, data, application and technology sharing on a digital platform.

In tackling these challenges the most important assets are people. The large emphasis put on the development of the company’s personnel is also reflected in the fact that MAPFRE has created its own virtual university, with a physical campus in Madrid and it has also entered into many university agreements among others with HEIs in Spain and Latin America.

Such a global company needs people with many different profiles and skills. This requires recruiting the right personnel and the collaboration with universities delivers many benefits. MAPFRE runs scholarships, research projects, offers fellowships and professional training for students and collaborates on programme development with many HEIs. However, to keep up with the new technologies, hiring the right people is not enough. Constant training of the personnel and ensuring diverse career paths are needed.

Dr Eduardo Carrillo (MX), the General Director of Fundación Educación Superior Empresa (Higher Education Business Foundation) revealed the findings of a recent survey that explored different aspects, benefits of and barriers to university business collaboration in Mexico. The results of the study highlighted that trust, tolerance and appreciation are the most important factors in establishing good collaborative relations. University business collaboration has strong and long-standing traditions in Mexico, especially around Mexico City and in the Northwest region of the country, where over 1/3rd of the companies have been engaged
in university business collaborations. The most common forms of collaborative activities are the provision of internships or placements for students by companies and the implementation of joint research and development projects.

There are however, barriers to more effective collaboration, due to the negative perceptions of the different stakeholders – universities, including the students and staff and businesses as well - that need to be tackled. Universities have to assume even more important roles and move towards excellence in education to ensure that graduates can find good quality jobs or establish their own companies. In doing so, teaching programmes have to respond to the diverse regional needs. Another important activity to help overcome the barriers to collaboration is the establishment of dedicated ‘brokers’ and permanent communication channels between companies and HEIs to facilitate collaborative activities. The Foundation provides support to increase the level of collaboration and ultimately the employability of the graduates, for example through the provision of tax exemption schemes linked to internships provided by businesses. The competitiveness of SMEs in Mexico is very low, therefore public resources have to be further increased to expand innovation and outreach activities. Supporting this goal, a dedicated programme was launched for Mexican SMEs explained Dr Carrillo. The programme is aimed at improving SME competitiveness through providing access to European advice and specialised technical assistance regarding new technologies and innovation of production processes and help to facilitate entering into new markets.

The role of HEIs in regional development and competitiveness

Short presentation of the session and the panellists

The round table discussion explored the role of higher education institutions in regional development and competitiveness through examples that illustrated a large diversity of development stages of different regional ecosystems in Europe and Latin America. The presentations highlighted many different approaches national higher education policies and individual HEIs have taken, but all agreed on the pivotal role universities play in fostering economic and social development.

The development phases and problems to be addressed in the various countries differ, and the role and prioritisation of the higher education offer have to be tailored to the specific regional and national context and needs. The presentations of the session raised many questions, discussed barriers that are still to be tackled and provided insight to successful approaches implemented.

The session comprised five presentations from:

- **Dr Álvaro Rojas (CL)**, President of the Universidad de Talca (2010-2018). Dr Rojas is also a member of the National Council of Culture and Arts (Chile), the National Board and the International Council of Red Universia and he is the Vice-president of the Board of the Red Universitaria Columbus

- **Mr Javier Álvarez Benedí (ES)**, Advisor to the Commissioner for Science and Technology of the Regional Government of Castilla y León in Spain

- **Professor Wendy Purcell (UK)**, Vice-Chancellor and President at Plymouth University. Professor Purcell is a Non-Executive Member of the UK Government’s Department for Business, Innovation and Skills; she is on the Board of the Confederation of British Industry, Science and Industry Council and the National Council of Universities and Business
Overview of the presentations

The development path chosen in Chile was presented by Dr Álvaro Rojas (CL) the President of Universidad de Talca. The chosen approach built on the fact that around 90% of the scientific research is concentrated in the universities in the country and the private investment on R&D is at low levels. Capitalising on the concentration through mobilising the capacities generated in the higher education sector and moving towards a knowledge-based economy is therefore a top priority. This requires economic stability, supporting policies being put in place, a solid base for human capital development and efficient science and technology system management.

The higher education system has to be modernised to turn institutions into modern proactive organisations, which operate having networking, excellence, efficient knowledge transfer, differentiation, openness and outward looking activities at the core of their activities. Changes in the business sector have to address deregulation, trade liberalisation, transparency, innovation and entrepreneurship and corporate sustainability. Addressing these challenges through linking the stakeholders, focusing on the strengths and opportunities of the country - with the ultimate goal of transforming the generated knowledge into added value - is the development path Chile has chosen. The specific examples presented from the University of Talca, proposed solutions to real industrial problems, helping for example the industry to be more efficient in apple and wine exporting.

The Regional Government of Castilla y León commissioned a study to understand the impacts of the implementation of the regions’ University Business Strategy (2008-2013). The main focus of the strategy was to improve the knowledge triangle, the links between research, education and innovation as a way of increasing the competitive advantage of the region. The main tool of implementation was the TCUE (a Spanish acronym for University-Business Knowledge Transfer) project. Mr Javier Álvarez Benedí (ES) from the Office of the Commissioner for Science and Technology of the Regional Government of Castilla y León explained that TCUE project was implemented in the region by creating a network of eight universities all linked to the coordinator, the Foundation of Universities and Higher Education of Castilla y León (FUESCyL) through bilateral agreements.

The project had dual objectives. It aimed at connecting university and businesses, and promoting entrepreneurial and innovation culture within the universities, further to incorporating knowledge as an asset of the regional economy. In doing so TCUE provided support from a budget of €13million to recruiting and training specialised human resources for knowledge transfer offices, the development of dedicated technology transfer actions and business creation. The assessment of the strategy revealed numerous outputs and impacts generated - such as new businesses created, patent applications filed, international project proposals submitted, entrepreneurs advised or improvement in knowledge
management—and identified key success factors and highlighted the main barriers. The experiences gained provide a useful contribution to the planning of the smart specialisation strategy of the region for the 2014-2020 time period, which will also incorporate the successful initiatives with slightly adapted objectives and an increased scale and scope to foster the advancement of the cultural change that has started during the past years.

Addressing the needs of the regional and local ecosystems is of high importance in the South–West of England as well, which can be characterised by having an urban centre around Plymouth surrounded by predominantly rural areas, high levels of deprivation, very few large companies but many SMEs and social enterprises. A large university, such as Plymouth University, can make a significant contribution to the regional development by implementing a long-term strategic vision that focuses on linking education and research to deliver values for the society. Plymouth University chose to distinguish itself and pioneer by creating such links through the lens of entrepreneurship, as explained by Professor Wendy Purcell (UK), the Vice Chancellor and President of the university.

The entrepreneurial vision of the university is powerful, backed by a strategic decision and commitment. It permeates educational and research activities, and it is elevated as a major feature of the collaboration with external partners. Plymouth University builds on the main assets of the region, such as the marine and maritime industries and social enterprises and leverages the development effects by creating a locally rooted anchor institution which is globally connected. Students are regarded as partners by the university, and they play a pivotal role in delivering and driving the establishment of an enterprise ecosystem that creates value, innovation and jobs.

The objectives of the university are supported by multiple initiatives targeting all different internal and external stakeholders, for example through the development of a science park, incubation, technology transfer and start-up support services provided, innovation fund established or staff workshops organised with international HEI partners.

The session concluded with two presentations from Spain, highlighting how improving the links of a university with its socio-economic environment can result is a step towards a cultural change and strengthened regional development. Professor Fernando Jiménez-Sáez (ES) the Academic Deputy Director of the Instituto Ingenio, Universidad Politécnica de Valencia-CSIC gave account of the achievements of the EU-ALFA III-CESAR Project that engaged participants from Spain and Italy further to six Latin American countries.

The project, similar in approach to the one taken by the Regional Government of Castilla y León,
focused on advancing university business relations by reinforcing and professionalising knowledge exchange activities and also by incorporating the element of networking. Establishing well-recognised and visible technology transfer services within the HEIs is key. Such services increase the delivery of values higher education can generate for the society and it also serves as an accelerator for further developments and benefits created to all stakeholders engaged.

The importance of university business collaboration and knowledge exchange were the central themes of the presentation of Mr Luis Suárez de Lezo (ES) the Secretary General of InNorMadrid and AICA (Alcobendas Business Association). He explored the topic from a specific angle, focusing on the support HEIs can provide to SMEs to foster the development of competitive regions. The Autonomous University of Madrid (UAM) is located in the one of Spain’s wealthiest regions, home to more than 20,000 companies (99% of them SMEs) and representing a wide range of sectors from IT and pharmaceuticals, to energy and food processing. Spanish SMEs in general lack an innovation culture, which is coupled with low levels of R&D expenditure. A further hindering factor to efficient knowledge exchange and more innovation is that the traditional university approach to technology transfer is not suitable for SMEs.

Recognising the problem, InNorMadrid was established through a strategic alliance between UAM and the four principal business associations in the northern region of Madrid with the aim to create a professional organisation that can provide tailored services to the SME sector. InNorMadrid provides practical advice - e.g. proposal writing, feasibility studies and project management - that helps SMEs to cope with day-to-day activities on the road to becoming more innovative. InNorMadrid also creates increased demand for research and development by strengthening entrepreneurship and capacity building through its support services.

Comments / issues raised in the discussion

- Is it essential for a university to have a distinct organisational structure to increase its engagement with the regional stakeholders and its impact on regional development? The organisation of an institution is not its most defining factor. A traditional university organised along individual faculties can be very successful in these activities. However there is a need to establish specialised services and cross-departmental functions to ensure that the whole organisation - both teaching and research - is closely engaged in the university’s outreach and knowledge transfer activities

- Tuition fee paying students are more and more often considered as customers. Education however should not be regarded as a pure transactional activity. Instead, students have to be regarded as partners of the university, and this approach can yield many benefits and help engagement with the institution’s environment

- Professors are usually resistant to becoming more entrepreneurial. How can their attitude be changed? To succeed in becoming more entrepreneurial as a whole institution, it is essential that entrepreneurial activities are not seen only as add-on activities, but an integrated element of the professors’ work. To achieve this, the profile of the entrepreneurial activities has to be raised. One way to do so is through incorporating entrepreneurship-related activities in the promotion criteria of the academic personnel, a solution, chosen by the University of Plymouth
Conclusion of the session and lessons drawn from the examples

While there are differences in the level of scientific research carried out by the higher education sector in the different countries, universities play a pivotal role in knowledge generation in all countries.

Universities can better contribute to regional development if they are prepared to make strategic decisions and commitments. HEIs have access to a broad toolkit, which if used wisely, can bring many benefits to the organisation, its students and staff, and to its wider environment. Knowledge transfer-related activities are at the core of fostering the economic and social development of the regions, therefore developing professionalised services is a must for all HEIs.

There are many good practice examples on how to develop the most suitable knowledge transfer services either locally or globally, for an individual organisation or as a network, as illustrated by the presentations on the EU-ALFA III-CESAR project or InNorMadrid.

Public authorities and governments also have an important role to play through devising strategies, setting priorities, creating favourable framework conditions and providing support schemes and incentives to help the development of university business collaboration.

Innovative education to improve graduate skills and employability

Short presentation of the session and the panellists

The role of students both as receivers of and contributors to the activities of higher education institutions was a feature of the discussions of the previous sessions. This session on innovative education looked at the role of HEIs and explored how universities can improve graduate skills and employability. The topic is very important in many Latin American countries as well as in Spain, as they battle with high levels of graduate unemployment.

The session was moderated by Dr Fernando Galván (ES), the President of Universidad de Alcalá. Dr Galván opened the stage for the speakers by emphasising that the social and economic reality requires a change in mind-sets and a shift towards a more entrepreneurial economy. While universities still regard themselves as the great contributors to knowledge generation and technology development, they have to recognize the need to act as knowledge facilitators. Educating students to become entrepreneurs or intrapreneurs is not an easy concept. HEIs used to have to focus on delivering basic knowledge and skills for graduates such as management and business planning, but are now faced with a much broader set of requirements of skills delivery. This means that teaching and learning methods need to adapt in order to stimulate the development of a broader range of skills and competences that are necessary to make decisions, take initiatives, be autonomous and enable the development of personal capabilities.

The session involved contributions from five speakers representing four different European and Latin American countries. The international panel consisted of:

- Dr Scott Venezia (MX), Dean of the School of Business and Management, CETYS Universidad. Dr Venezia is also responsible for CETYS’ internationalisation initiatives
- Mr Fernando Martínez Gómez (ES), General Director of Fundación Universidad-Empresa in Madrid
- Ms Ruta Svarinskaite (LT), Manager of Partners 4 Value Consortium, a consortium between the Lithuanian Confederation of Industrialists and five leading Lithuanian Universities
- Professor Gabriella Maráz (DE), professor of intercultural management and Director of the International Programme at Munich Business School
Ms Pilar Gómez Fabra (ES) Director of Human Resources at Grupo Acciona

Overview of the presentations

The central theme of the session, innovative education, was explored through different models applied in four countries. Dr Scott Venezia (MX) the Dean of the School of Business and Management, CETYS Universidad presented the experiences of a highly international university from Mexico. About 80% of the Board of the University are business representatives, and the use of business advisory councils provides useful advice on wide skills development.

To increase the employability of its graduates, the University identified six skills which are needed for its students and graduates, regardless of their field of study, if they are to succeed on the global and complex labour market. While these skills, namely innovation and entrepreneurship, networking, information literacy, social responsibility, sustainability, and internationalisation might not be new, the approach of integrating them into all study programmes and linking them to learning objectives and student assessment, offer good practice examples for other HEIs to consider.

The six skills identified are very broad, therefore selected key elements are fostered during the different semesters of studies. For example, focusing on internationalisation encompasses making students aware of the international context, their place in the global marketplace, developing cultural diversity, and becoming international citizens. The implementation is anchored on three blocks: mobility, curriculum, and international presence through study courses such as Globalisation, Cross Cultural Management, International Entrepreneurship, International Capstone Project, International Strategic Management, etc. The skills development related to internationalisation is also reinforced by a strong focus on student mobility and the graduation requirement of having an additional foreign language. The University tracks its alumni and constantly monitors the feedback to make adjustments in the delivery of these cross-cutting skills.

The Fundación Universidad-Empresa had already been introduced during the Forum, therefore Mr Fernando Martínez Gómez (ES) the Director General of the Foundation focused on the instruments used to match the skills of the graduates with the needs of the labour market. It is key for the Foundation to ensure that partners from both the business and academic world are listened to and common elements and joint interest can be established. The Foundation has been promoting dual learning for the past 30 years to ensure that practical and transversal skills are combined with theoretical knowledge with the right balance. However, qualifications are not enough on their own. For a person to be employable, they have to have certain skills and competences that might not be taught by the universities. At the same time businesses have to rethink their HR policies. It is not possible to have all the necessary skills and competencies combined with the knowledge of multiple languages in one person. Diversification of people who have different skill sets can be a major asset.

To increase the employability of graduates the Foundation runs a programme portfolio that includes internship schemes with companies for a 12 month long period. The scheme has proved to be highly successful and beneficial. Around 45
thousand students have so far been through this type of training. On average 8 out of 10 received job offers from the companies with which they had internships. Mr Martínez Gómez closed his presentation emphasising the difficulties of accurate skills forecasting. There was no Internet 20 years ago, social networking was of no concern 10 year ago, smart phones were not common five years ago, or tablets three years ago. Higher education has to focus on the individuals and prepare them for the future, while businesses need to adapt to be able to take into consideration what the new generations have to offer.

The initiative branded later as ‘Partners 4 Value’ was first launched as part of a European Social Fund (ESF) funded project in Lithuania in 2010, as explained by Ms Ruta Svarinskaite (LT) the Manager of the Partners 4 Value Consortium. The project involves the harmonisation of the models for organising internships/short visits, competency development, international networking (including relationship management with host institutions) and outgoing mobility. Ultimately the project aims at developing a national system that improves the employment readiness of the graduates and facilitates their entry to the labour market.

International good practice examples provided a number of useful insights which helped to develop the project. With the development of new international relations, the project gradually expanded to become a large international network. NGOs, multinational companies, research organisations and think-tanks joined the activities on a bilateral basis, many of them benefitting from gaining access to the high performing selected talents from Lithuania. The original consortium built up a network of 120 international organisations as partners, developed a set of instruments and training programmes, built an image and brand, and engaged, in total, 95 students and 85 lecturers in the different mobility-related activities. The project was deemed successful, reporting a high level satisfaction among both students and host organisations. As a consequence and building on its success, the Partners 4 Value activities continued after the end of the ESF project.

The initiative is now run by the Lithuanian Confederation of Industrialists and brings together five leading universities from Lithuania. The main focus of the activities remains, although with an extended scale and scope. This is also reflected in the mission statement of the initiative: ‘To provide intermediary services to universities and business facilitating real world practical learning/work opportunities for schoolchildren, students, graduates, academic/non-academic staff, young/potential entrepreneurs.’

Dr Gabriella Maráz (DE), the Director of the International Programme at Munich Business School presented the experience of the German Network of Universities and Colleges for Education by Responsibility (Hochschulnetzwerk Bildung durch Verantwortung) in embedding service learning in university education. Dr Maráz opened her presentation by introducing the concept of service learning and its implementation by the Network partners. Service learning is a teaching and learning strategy that combines community service (civil engagement) with instruction and reflection to create a more intensive learning experience.

<table>
<thead>
<tr>
<th>10 Principles of Good Practice for Service Learning</th>
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<tr>
<td>1. Academic credit is for learning, not for service</td>
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<td>2. Do not compromise academic rigor</td>
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<td>3. Establish learning objectives</td>
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<td>4. Establish criteria for the selection of service placements</td>
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<td>5. Provide educationally sound learning strategies to harvest community learning and realize course learning objectives</td>
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<td>6. Prepare students for learning from the community</td>
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<td>7. Minimize the distinction between the students’ community learning role and classroom learning role</td>
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<td>8. Rethink the faculty instruction role</td>
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<td>9. Establish sound coaching and reflection roles and tools</td>
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<td>10. Maximize the community responsibility orientation of the course</td>
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Source: National/Consortium Approach to increasing Student/Graduate Employment Readiness by Ruta Svarinskaite, Lithuanian Confederation of Industrialists, EU Business University Thematic Forum, Madrid, 24-25 June 2014
to teach civil responsibility and to strengthen the community. Through integrating service learning in the university courses, they can offer services for non-profit organisations addressing social needs and creating real added value. Students have the opportunity to reflect and learn about other social realities through having direct contact with external partners of the university.

Munich Business School is a small (about 700 students) private school financed through student fees. At the school, social service projects are embedded in the curriculum as a project for the second and third semesters. The projects build on three elements. First students receive theoretical input learnt in a classroom, which equips them with understanding of project management theory. By the end of the first semester groups of students have to prepare an academic paper on one aspect of project management. Then, students have to carry out projects – done outside the university with an external partner - in groups of a maximum of six as the second element. During the project implementation students have to keep regular contact with the lecturers, but lecturers intervene only in extreme cases. Projects implemented in the past include for example: Touchgarden for blind people, Education for Afghanistan – fundraising gala or auction of art works to support Amnesty International. The final element related to the student assessment. Grading is not linked to the amount of money raised through the projects, but to effort and the use of project management tools. Students have to write a final project report and present it to both internal and external partners. It is an important aspect of the grading that even if a group fails, they can still obtain a good grade.

Key success factors of the initiative include the clear definition of learning objectives, the integration of credit points for the social projects in the curriculum, maintained focus on academic quality and thorough quality assurance put in place for the project implementation. The latter includes coaching and mentoring, selection criteria for external partners, and supporting tools made available. Building on the success of the past ten years, the Network will establish and form a National Academy on Service Learning and Civic Engagement and become registered as a legal entity in 2015.

The last presentation on innovative educational models reflected on the needs of businesses. Ms Pilar Gómez Fabra (ES), the Director of Human Resources at Grupo Acciona presented the challenges a multinational company has to face when requiring new workforce. Acciona, established over 75 years ago, is present in more than 30 countries on five continents and has a main focus on renewable energy, infrastructure, water and related services. The company is driven by sustainability, and it was among the top 100 most sustainable companies in the world in 2012. Acciona always differentiated itself by being strongly technology driven. However to maintain its success, the company needs talent. The current demographic changes, aging population which results in a shrinking working population, pose major challenges to recruiting talent. Therefore Acciona has developed different programmes to increase their access to talent globally. The company’s long-term plan builds on two pillars.

Acciona provides internships to students – about 150 interns every year across the group –, which focus on training the interns, instead of just considering them as ‘cheap labour’. In return a large proportion of the interns, in some offices about 60%, are retained as future employees. Finding the right person for the right job is key, and the internships prove to be very useful in this respect. The second pillar is global by nature. Acciona is building an international pool of talents to support the company’s international growth. Since 90% of the company’s business comes from outside of Spain, it is of utmost importance to have a multicultural and internationally oriented workforce. The original idea was to recruit globally and take the talent for an initial two-year long training period in Spain before returning to their home country to continue working for the company in a local context. However, due to visa problems, the programme generally recruits people in Spain and
relocates them for two years in other countries before returning to Spain. It is a highly competitive programme that offers modern training mentored by the top management of the company. The programme is key in ensuring access to a global talent base for Acciona’s future management, with a multi-country, multi-business background and a variety of experiences and points of view.

Comments / issues raised in the discussion

• Businesses face difficulties in hiring talent matching company requirements. Universities need to train people who are mobile, can adapt to multicultural environments and speak foreign languages. Are universities aware enough of the demand for such graduates? Although there has been a shift during the past couple of years, there seems to be still too much focus on training graduates with strong technical skills, while the development of soft skills, including multicultural awareness, is still not emphasised enough.

• Successful initiatives and programmes can deliver graduates well equipped for the labour market. However how can one reinforce the curriculum to deliver the right skill set for every student? In the Mexican example, the delivery of the six core skills were developed in collaboration with professors, who identified in which courses and through what type of learning resources can the different skills best be taught.

• Some of the desirable skills for graduates, such as multicultural awareness or private sector work experience, are regarded as important by potential employers. How can students develop these skills during their education if academics do not have them? The panellists reflected on the question by pointing out that there are HEIs which value private sector experience of the potential candidates for academic positions and the delivery of some courses even require such background as a prerequisite. For example at a German university of applied sciences, professors need to have at least three years of professional experience and they often work as consultants in parallel with their academic position. Furthermore, HEIs have also many opportunities to develop their staff, for example through different training and mobility programmes. It was acknowledged that achieving a cultural change in institutions is a long process.

• What are the advantages and disadvantages of being a private university in developing and delivering new educational models such as service learning? The Munich Business School is a state-recognised university approved by the government. The regulation provides a framework for operation, including some restrictions. The university has to accredit study programmes the same way as public HEIs. It is mainly its small size that enables the university to better react and to adopt the courses faster.
Conclusion of the session and lessons drawn from the examples

Training highly employable graduates is a top priority for every higher education institution. There are different ways of approaching the challenge of equipping students with the right set of skills, competencies and knowledge, and HEIs need to find the approach that suits them best. Successful initiatives presented during the session include the identification and integration of six core competencies into all curricula, which are essential for all students.

Internship schemes are a successful way to increase student employability by creating contact between the students and potential future employers. Internships - if used internationally - can both improve graduate employability, and significantly contribute to increased mobility and network development for the benefit of the whole higher education institution.

Internships benefit students and companies as well. A strategic approach to internships and talent development is among the core activities of a global company with a strong focus on its HR development.

Similar to the concept of internships, building relationships with external partners is also at the core of service learning. The project based approach also teaches students civil responsibility and has the distinctive feature of strengthening communities.

New Models of Doctoral Education

Short presentation of the session and the panellists

The last session of the first day of the Forum showcased good practice examples on new models of doctoral education through a panel discussion. The session was moderated by Dr Lidia Borrell-Damian (BE) the Director of Research and Innovation at the European University Association (EUA). The Association has about 850 university and rectors’ conferences as members from 46 different countries. The Council for Doctoral Education within EUA is a membership service focused on doctoral education with 223 members from 35 countries, representing the most prominent and avant-garde methods of developing new doctoral programmes. Doctoral education is central to most universities, however it is different to the first and second cycles of higher education. Doctoral education is about education through research, research must be the driving force of all activities.

One must however consider the destination of PhDs after finishing their studies. Industrial doctorates have been gaining a lot of attention during the last couple of years, showcasing the high importance and many benefits of university business cooperation. For a successful collaborative thesis, the most important pre-conditions that must be shared by the universities, businesses and the doctoral students are trust, value on research and long-term approach.

In her closing remarks, Dr Borrell-Damian invited the panel members to share their experiences on doctoral education, more specifically on the new models of doctoral education and to explore the main challenges and key opportunities in doctoral education today.
The session comprised four presentations from:

- **Dr Jean-Dominique Polack (FR)**, Director of the Doctoral Training Institute at Pierre and Marie Curie University (UPMC)

- **Dr Juan José Moreno Navarro (ES)**, Vice-Rector for Academic Planning and Doctoral Studies at Universidad Politécnica de Madrid, and President of the Spanish Software Engineering Society and the Spanish Informatics Congress (CEDI) 2013

- **Professor Roberto Bouzas (AR)**, Academic Vice-Rector of Universidad de San Andrés. Professor Bouzas and chair of the Social Sciences Scientific Committee of Iniciativa Científica Milenio (Chile). Appointed as Social Sciences National Contact Point by the Argentine Ministry of Science, Innovation and Technology for scientific cooperation with the European Union

- **Dr Francisco Rubio (ES)**, Senior Project Manager at GlaxoSmithKline and responsible for EU-funded projects developed in Tres Cantos, including FP7 MSCA ITNs & EIDs

**Overview of the presentations**

**Dr Jean-Dominique Polack (FR)** the Director of the Doctoral Training Institute at Pierre and Marie Curie University (UPMC) highlighted that at the university the focus of doctoral education is on preparing all PhDs for employability in industry. Doctoral education should not only provide a route to career in research but it should also equip doctoral students for high-level executive positions. Due to this mentality at UPMC all doctoral candidates go through a recruitment process, and the studies are considered as first employment with a salary attached. Individualised training is provided for the PhD students taking professional projects and a career route. The university is part of the consortium of universities known as Sorbonne. Sorbonne offers innovative doctoral programmes for emerging job profiles that combine science or medicine with social sciences. For example they offer PhD/MBA training in science/management or in science/industrial strategy, further to executive PhDs in partnership with industry.

It is key to the approach that each PhD student has to prepare an individual training plan at the beginning of the studies. The training does not comprise classes, but takes a form more akin to continuing education. There is no requirement for the minimum hours a candidate needs to undertake as part of the training. Students are taught mostly by external consultants and specialised teachers, participate in seminars and workshops with enterprises and external stakeholders, and have the benefit of individual coaches assigned. The training aims to equip PhDs with a set of core competences, transferable skills that were identified as necessary for young researchers applying for a career in research.

To ensure that the programme is run efficiently, the university also has monitoring in place to follow the development of the PhD students. Students are encouraged during their studies to anticipate and search for the job they wish to take once the PhD study is completed. The approach results in a very low level of long-term unemployment among the graduates (about 1%) and a high level of satisfaction with the positions taken. Most of the PhDs
have executive and higher level intellectual professions. About 25% of the PhDs are employed in the private sector and 75% of the graduates work in the research sector (both public and private).

Dr Juan José Moreno Navarro (ES), the Vice-Rector for Academic Planning and Doctoral Studies at Universidad Politécnica de Madrid (UPM) presented the Doctoral Training Centres of ICT Labs, one of the three Knowledge and Innovation Communities (KICs) of the EIT. In Madrid, PhD candidates can choose whether they wish to undertake traditional PhD studies or participate in the education offered by the ICT Labs Doctoral Training Centre (DTC). The purpose of the Doctoral Training Centre is to provide a multidisciplinary and multi-organisational platform that is aligned with the thematic innovation areas of EIT ICT Labs. There is a strong emphasis on innovation and entrepreneurial learning during the doctoral studies, further to international mobility which take the form of six months spent abroad during the studies.

However, doctoral education does not only focus on the students until their dissertation, but continues afterwards. To acquire an EIT certificate as well, PhDs have the opportunity to gain business development experience at the ICT Labs co-location centres, either working with a business or an incubation centre. PhD graduates can work with these partners on an innovation based on their research results for the duration of six months. With this approach, the doctoral programme combines geographical and sectorial mobility, and puts university business collaboration at the core of the doctoral training programme. The Doctoral Training Centre is also linked to the ICT Labs Business Development Accelerator, which provides quick access to its services for the PhD graduates.

Professor Roberto Bouzas (AR), the Academic Vice-Rector of Universidad de San Andrés focused his presentation on the challenges the university had to overcome to launch new types of doctoral studies. The small Argentinian university focuses mainly on human and social sciences,
business administration, economics, institutional development and public policy. It has about 1,100 undergraduate and 1,200 graduate students. The university has a balanced mix of teaching and research to ensure quality and innovation, and puts a major emphasis on collaboration with businesses, public and social organisations. The strong focus on research activities is also reflected in the self-imposed regulation that at least 75% of the professors need to have research-related tasks in their job description.

The university has been traditionally running doctoral education with a strong focus on training future researchers, mainly for the academic sector. However, two planned PhD programmes: Public Policy and Administration, aimed at public sector professionals who want to develop research skills that can be productively applied to public policy making; and Business/Organisational Studies, aimed at promoting scholarly research in the field of organisational behaviour, raised many questions in the organisation, which had to be addressed. Consideration had to be given to the ‘academic’ versus ‘professional’ divide in the organisation, which creates dysfunctional inter-departmental borders and raises obstacles to more structured cooperation with the private and public sectors. Further to the alleged dichotomy of scientific ‘rigour’ versus ‘relevance’, which conspires against the development of innovative PhD programmes. In addition, the purposes of the programme had to be clarified before implementation in order to align with the resources needed. While such extensive changes are costly for a small university, on the plus side they help build closer relations with the public and private sectors, which delivers many benefits for the university and its graduates.

Closer university business collaboration is also supported by public policy initiatives, for example the National Science, Technology and Innovation Plan 2020 focuses on innovation, university/private sector strategic partnerships, identification of priority areas and operationalizing the instruments. Further support instruments include a new five-year national PhD scholarship programme, the ‘Scholarship in Firms’ scheme (CONICET), and dedicated scholarships provided in strategic sectors.

Dr Francisco Rubio (ES), a Senior Project Manager at GlaxoSmithKline (GSK) shared the perspectives of the company’s management, the early stage researchers (ESR) and the supervisors on industrial PhDs. The company has many international relations, e.g. with the Wellcome Trust who offers up to a year-long visiting scholarships, and European funded projects, including Initial Training Networks (ITN) and European Industrial Doctorates (EID) funded by the Marie Sklodowska Curie actions. Currently there are eight PhD Students involved in three ITNs as partners and two EIDs as co-coordinators. In addition there are about 10-20 PostDocs involved in ITNs and Open Lab Grants annually.

From the company’s HR, administrative and legal management point of view participation in these industrial PhD projects is time and effort consuming. There are different stakeholders involved in the proposal preparation and negotiation phases, and upon being successful in the competition, in the implementation and reporting of the projects. Many issues such as work permits, supervision, project management and reporting, further to IPR-related questions have to be clarified to enable efficient and successful implementation of an industrial PhD. While many students embark on an industrial PhD, some negative perceptions required further exploration. Commonly raised topics include the question of IPR, and how does it impact on the researchers’ publication possibilities; the time length of three years is deemed to be too short by many; whether the research field chosen is a priority at the company and issues around international mobility.

The feedback from the industrial PhD students at GSK pointed out many benefits so far, including the salary received, the cultural experience, the access to a network of experts and resources, teamwork and a result oriented approach to work. Dr Rubio closed his presentation by raising
a number of issues to consider for the design of future industrial PhD programmes. Among others, he drew attention to the project duration—whether it is possible to complete it in three years—, country salary differences, the high level of bureaucracy attached, and the issue of academic recognition of an industrial PhD.

Comments / issues raised in the discussion

• A question arose on industrial doctorates as to whether they reduce the possibility of publishing one’s research results as a consequence of confidentiality of the research. How can the problem be tackled? Based on the experience of the panel members, PhD candidates are usually well aware of the pros and cons, including the possible limitations, when choosing industrial doctorates as their route of study. Other means to ensure confidentiality were highlighted, in France for example it is possible to have the defense behind closed doors.

• PhD students are recruited by the doctoral schools in France. The Head of the Doctoral School has the authority to select the candidates, and the procedure is governed by French legislation.

• The adequacy of the three-year duration of PhD studies was also questioned in respect of some research directions. Some panelists agreed that such time period is too short, while others disagreed, stating that the project needs to be well chosen, so it can be delivered in three years.

• To the question enquiring about the funding sources of the PhD students, Mr Polack explained that of the 800 PhD students they have on average, about 200 (about 1/3 of the students) are paid from their payroll and university funding, while another part (about 1/3) is from funding sources provided by the research councils or ministries and the remaining part is funded by companies e.g. as part of industrial PhDs.

Conclusion of the session and lessons drawn from the examples

Traditional PhD studies form an integral part of many higher education institution’s educational offer. However, in past years, many new types of approaches and study programmes have been developed to broaden the employability choices of the PhD graduates.

New, innovative elements include the flexibility in the minimum hours to be undertaken; individualised training plans; changes in attitude towards the status of PhD studies i.e. PhD studies are in some cases considered as a first employment with a salary attached; increased emphasis on embedding multidisciplinarity, innovation and entrepreneurial learning in the studies. PhD programmes are also now available with content developed specifically for public administration.

New approaches not only focus on changing the content and the delivery of the programmes, but also on creating better alignment of the knowledge and skills taught with potential future employers, therefore increased employability. Industrial PhDs are offered by many HEIs, delivering numerous benefits to both the students and businesses. There are however still some problems, for example regarding academic recognition or the high level of bureaucracy attached to the management of the industrial PhDs, which calls for improvement.

Cooperation with business partners is also at the heart of the doctoral programme of the EIT ICT Labs. The programme engages PhD students not only during their studies, but also afterwards offering business development experience to the graduates.
Day Two
Entrepreneurial Education

International Entrepreneurial Education

The discussions and presentations of the second day of the Forum focused on entrepreneurial education. The programme started by a keynote presentation that was introduced by Carlos de la Iglesia (ES) from Microsoft Spain, the moderator of the first panel discussion.

Mr Senén Barro (ES), the President of RedEmprendia and former Rector of the University of Santiago de Compostela introduced RedEmprendia, a network of universities that promotes knowledge transfer and technological development, innovation and entrepreneurship. The focus on knowledge transfer, that presented both an opportunity and need at the same time, stimulated the creation of RedEmprendia. There are many good research universities and an archipelago of excellence, but they recognised that increased and more efficient knowledge transfer combined with better entrepreneurial teaching and learning was needed.

Universities have increasingly been taking on new and broader responsibilities, addressing external demands and social pressures. This requires a reconfiguration of the previous tasks, instead of mere aggregation. The new responsibilities require the establishment of an ecosystem based on cooperation both locally and beyond. International networks are becoming more and more frequent and the evolution of the universities has favoured network-based cooperation. The first networks focused on joint actions. e.g. shared degrees and academic mobility for both student and teachers. With the emergence of new technologies, new approaches, such as online courses, have also come into the mix, whilst at the same time continuing to ensure that issues such as social responsibility and quality assurance are addressed.

RedEmprendia does not want to become a large network, they want to be an important one with a maintained focus on the impact of their actions. There are 24 universities from seven countries in the network, although many expressions of interest are received from others wanting to join. Santander provides funding for the network, which
also consists of research infrastructures, incubators and science parks, operated by the various programmes in the network. Innovation and entrepreneurship are at the core of the activities of the network. There are three elements entrepreneurs need: (1) knowledge, including skills (aptitude) – to know what to do (2) resources - to be able to do it and (3) attitude – to want to do it.

To understand the content and method of teaching to increase the entrepreneurial attitude of graduates, one first has to assess whether entrepreneurship can be taught in a classroom. If so, what are the skills and knowledge that are needed to increase graduate employability and to enable them to become entrepreneurs. Employers have high demands, and want to recruit people who have good ideas, who can resolve problems, and initiate and implement projects. The learning cube model shows three different dimensions of intelligence desired.

However, universities are not educating students to become these types of people. If educators all chose to be on the far side of the cube, then why is it that they do not train people to become people who think, act, have a purpose and can set goals? The RedEmprendia network is set out to foster the education of such young people. In doing so, the network runs different initiatives. One of the initiatives provides a three month scholarship for new entrepreneurs to go abroad, learn through active training. They work with successful entrepreneurs from the same sector, receive advice, and build new contacts and networks. This scheme was inspired by the Erasmus for Young Entrepreneurs programme. Another initiative is the talent programme, where companies create challenges for young people to solve and come up with real actions to be implemented. The groups of five students working together have to be interdisciplinary and international. The groups usually contain people who do not know each other, and they work together online. After three months of collaboration, they have to propose a solution, which might be taken up by the companies.

Good Practices in Entrepreneurial Education in HEIs

Short presentation of the session and the panellists

The session on good practices in entrepreneurship education was also moderated by Carlos de la Iglesia (ES) from Microsoft Spain. The session showcased four international examples on how universities address the challenge of entrepreneurial education in different economic and social contexts.

The session involved presentations by four panelists:

- **Dr Jorge Enrique Silva Duarte (CO)**, President of Universidad EAN
- **Ms Slavica Singer (CR)**, UNESCO Chair in Entrepreneurship Education at Josip Juraj Strossmayer University in Osijek.
- **Dr Joanna Mills (UK)**, Deputy Director of the Centre for Entrepreneurial Learning (CIEL) at the University of Cambridge
- **Mr Aitor Goyenechea (ES)**, Head of Strategic Alliances and Partnerships at Wayra Global

Overview of the presentations

The first example from Colombia was presented by **Dr Jorge Enrique Silva Duarte (CO)**, the President of Universidad EAN. The university, which was founded in 1967 has had a lot of success and is considered to be an entrepreneurial university. Dr Silva Duarte emphasised that it is important to break the stigma of traditional versus entrepreneurial universities. All universities should be entrepreneurial. They should be educating students to fit the ‘right side of the cube’ as shown in the previous presentation. In Colombia the education is of high quality, and this quality can be maintained in combination with being entrepreneurial university. EAN provides a good example for such a combination since 35% of their alumni are entrepreneurs or businessmen / businesswomen.
The university has entrepreneurship and entrepreneurial activities in the core of its mission and in return the people who study there are attracted by this mission. Students arriving to the university know that they will undertake studies in line with the mission statement. The alignment of the training offer to the mission is highly important, as the university has a large portfolio of study programmes and courses. EAN’s study portfolio includes three PhD programmes, 40 Masters and 19 Bachelors, all of them aligned to the entrepreneurial approach. EAN has also created an educational Master course to document and study the educational process, which provides useful feedback to the development of education. The educational model builds on four pillars and competences, and the students can assemble their exact study courses within the framework. There are four compulsory courses. Every student has to undertake a course in entrepreneurship. However for the rest of their studies, students have a lot of freedom and flexibility in choosing their courses, including courses that were on the offer during the previous year of their studies as well.

Dr Silva Duarte also reflected on the myth that entrepreneurship belongs to business faculties only, concluding that this is not correct. EAN is living proof to this as many entrepreneurs are from other disciplines. At the university they educate students not only to know, but also to know “how to do”. EAN also puts a major emphasis on stakeholder engagement, embedded both in the educational and research activities. In recognition of the university’s successful approach, EAN received a request from the Colombian government to organise a Master in Education to train the teachers.

Ms Slavica Singer (CR), UNESCO Chair in Entrepreneurship Education at Josip Juraj Strossmayer University in Osijek presented the entrepreneurship education programme at the university, with the motto ‘Values in heart and knowledge in mind’. Ms Singer opened her presentation by putting Osijek on the map and explaining the history of the university. Croatia has undergone many political changes during the past decades, which also impacted on the university. The university launched its first Master programme 15 years ago through the Centre for Entrepreneurship, which became a university-wide programme three years later.

The rationale for the Master programme in entrepreneurship was to rebuild economic capacity in the region after the war. SMEs are the largest employers in the country. Therefore they had to develop a new ecosystem based on scarce resources. There was a need to develop both supply and demand side at the same time, therefore the Centre for Entrepreneurship, a new incubator, and access to financing had to be implemented. The university developed a system that did not exist before, based on the concept of subsidiarity: making people aware of their own responsibility, creating pro-activeness, innovativeness and responsibility. However, what started from necessity now represents an opportunity. After the Master programme a new undergraduate programme was also introduced in 2005 followed by a PhD programme in entrepreneurship and innovativeness in 2010.

What are the lessons learnt? Ms Singer highlighted that building relationships is essential but building their own capacity is as crucial. Further lessons include that research and education feed each other, the education content is not enough, appropriate pedagogy is needed as well.

She closed her presentation by mentioning a number of barriers that still need to be overcome. Among others, universities expect students to integrate fragmented pieces of knowledge together, but then why don’t organisations act the same way? Multidisciplinary is very much favoured, but the incentives system still supports monodisciplinarity. There is more and more focus on bringing practice and practical education into the classrooms. However, what can be done, when the regulations do not allow this in Croatia?

Dr Joanna Mills (UK) the Deputy Director of the Centre for Entrepreneurial Learning (CfEL) at the University of Cambridge provided an insight into
the 805 years old university’s role and activities in the entrepreneurial ecosystem of the region. The Centre of Entrepreneurship was established ten years ago, and during the past decade there have been 18,000 participants, they built a network of networks of about 300 entrepreneurial contributors and the achievements of the centre include over 200 ventures created by alumni.

The values of business and know-how, social skills - to enable collaboration with people and accessing resources - and personal motivation, i.e. the mind-set to want to fulfill something and take a new idea forward, underpin the design of entrepreneurial learning. Working with the ecosystem in Cambridge, they found that there are a handful of key players in the entrepreneurial community. Many high-tech ventures can be linked to a few people. These entrepreneurs work together and develop their ventures further. There is a lot of good will and good spirit and experienced entrepreneurs are willing to help the new ones. Understanding that sometimes the best teachers are the entrepreneurs themselves, the Centre tries to engage entrepreneurs in a broad range of activities. Entrepreneurs contribute to teaching, lecturing, mentoring, and sometimes engage in networking with the students.

The approach to entrepreneurial learning builds on multiple stages and the Centre developed a programme portfolio that sits along this continuum. The offer includes an inspirational series of lectures running in the evenings, which attract about 1,500 people who sign up and about 300-400 who turn up every week. The series is delivered in collaboration with other university services such as Cambridge Enterprise. The second programme addresses networking, communication and creativity and puts together a group of people who spend four days together. The third programme, ETECH, sits in the curriculum. During this time students are linked with entrepreneurs. The last programme – Ignite – entails a one week programme focusing on science, technology and outreach. Ignite engages about 60 entrepreneurs from all around the world.

The most comprehensive programme is the full year long postgraduate programme on entrepreneurship. This takes people on a learning journey through an integrated approach. It provides insight into entrepreneurship and educates them about feasibility and implementing their ideas. To deliver the programme they had to find new ways to manage the tension between the academic and the practical approach. Therefore it is a part time programme, where students spend only three
weeks in Cambridge, and the rest is delivered through online courses. Students have a mentor assigned and follow a step-by-step approach that takes them through the full journey.

Mr Aitor Goyenechea (ES) the Head of Strategic Alliances and Partnerships at Wayra Global gave account of his experiences and lessons learned in an international start-up accelerator. Wayra acts as Telefonica’s window to innovation. It is an accelerator for new businesses. Wayra does not invest in ideas, it invests in teams. They look for talent and entrepreneurs as well as early stage projects, disruptive technologies and new business opportunities around the world. They aim to invest in talent and technologies with the potential to create new business opportunities. Wayra offers funding, advice and monitoring, acceleration services, networking and partnerships.

What differentiates Wayra from other accelerators is that they are global in nature – being present in 13 countries on three continents - and they can offer access to Telefonica and potentially to Telefonica’s 300 million customers. There is a high demand for Wayra’s activities, as only 3% of the project proposals get selected. Over one third of these pre-selected projects have already received some external funding. The experiences show differences across the continents. In Europe there are more technology based proposals, while in Latin America proposals contain more e-commerce and web based services. In terms of the teams supported, the average team has about 3 or 4 members, and two thirds of the teams do not have any additional employees, outside of the founders. The founders tend to meet at the workplace and, after having worked together for years, they decide to start a project on their own. Most of the founders have between 5-7 years work experience, and their average age is about 33 years. While 80% of them have international experience, only about 40% speaks a second language. Only one in every four is female. About 80% of the entrepreneurs that apply to Wayra have Bachelors or other higher education degrees.

As a conclusion Mr Goyenechea emphasised that universities and corporations provide a good ‘breeding ground’ for entrepreneurs. Therefore it is highly important to work closely to foster creative environments producing an army of passionate and curious individuals, who with time will become the entrepreneurs of the future.

Note: There were no questions asked
**Conclusion of the session and lessons drawn from the examples**

The reasons for promoting entrepreneurship education differ from institution to institution. In some cases it arises from the need to rebuild the regions’ economic capacity or to capitalise on an already well flourishing ecosystem. Such differences affect the development path of the various institutions. However, to become an entrepreneurial university, it is key for entrepreneurial attitude and activities to be embedded at the core of the HEI, driving all its activities.

Educating students to develop an entrepreneurial attitude puts the skills and competences taught and the teaching models under assessment. To respond to this challenge HEIs develop a broad range of implementation models that suit their organisation and culture the best.

Successful approaches include offering a portfolio of activities tailored to different needs of the various stakeholders, focusing on the development of a core set of skills, engaging external partners in the delivery of the courses or making entrepreneurship a compulsory subject in the curricula of all students regardless of their field of study.

**Specific cases of Good Practices in Entrepreneurial education in HEIs**

**Short presentation of the session and the panellists**

**Mr Federico Gutiérrez-Solana (ES)** the Director of CISE (Centro Internacional Santander Emprendimiento) and former President of the Spanish Rectors Conference moderated the last panel discussion during the Forum. He gave a brief overview of the activities of CISE, as an introduction to the session on best practices in entrepreneurial education. CISE started only two years ago, in 2012. The Centre aims at working on integrated entrepreneurship mainly at international level, expanding the national network already in place.

The Centre focuses its activities on three main areas: (1) fostering entrepreneurial culture; (2) education and services for entrepreneurial activities and (3) knowledge transfer. CISE uses a step-by-step approach, where the activities are undertaken as projects. There are already a number of on-going activities, CISE is engaged for example in the national coordination of the GEM (Global Entrepreneurship Monitor) programme, the e2 project, aimed at increasing the entrepreneurial culture in education; and the Yuzz programme, which is a five-year youth programme in Spain already involving 24 centres which are delivering entrepreneurship training. In addition, CISE is in the process of organising an international Master in Entrepreneurship in collaboration with Babson College (US).

The final session of the Forum began with presentations, by the following panellists:

- **Dr Mário Raposo (PT)**, Vice-Rector and Director of the UBI-Business Interactive Education Centre at Universidade da Beira Interio. He has also been a member of the A3s agency, responsible for evaluating management courses in Portugal since 2011
- **Mr Francisco Duarte (PT)**, PhD student at MIT Portugal programme and founder of Waydip
- **Professor Victor Conde (ES)**, Coordinator of the Nebrija Entrepreneur Club at Universidad Nebrija
- **Dr Isidro de Pablo (ES)**, Director of the Centre for Entrepreneurial Initiatives and full professor in Business Organisation at Universidad Autónoma de Madrid (UAM)
- **Mr David Suriol**, entrepreneur and co-founder of Deutecno Group, a spin-off from the Universidad Autónoma de Madrid
Overview of the presentations

Dr Mário Raposo (PT), the Vice-Rector and Director of the UBI-Business Interactive Education Centre at Universidade da Beira Interior (UBI) gave a joint presentation with Mr Francisco Duarte (PT), a PhD student at MIT Portugal and founder of Waydip. Dr Raposo started his presentation by emphasising that the entrepreneurial university already exists as a concept and is evolving due to the changing role of the higher education institutions in the economic and social development. It is a very important concept for universities to embrace, since higher education institutions can have a major contribution to regional development through the production, transmission and dissemination of knowledge and its application to technological innovation.

The University, which has about 7,000 students across five faculties has a long tradition in entrepreneurial education. Back in 1990 it launched a European Doctoral Programme for Entrepreneurship and SMEs Management with a network of 14 European Universities. Building on the results, new developments, such as the establishment of the Research Unit NECE, focusing on entrepreneurship research and SME management, was created in 1998. This was followed by the introduction of a Master programme in entrepreneurship a year later. In the early 2000s courses on entrepreneurship and technological entrepreneurship became more widely embedded in the curricula across the whole university. Other support structures were also put in place as a way to further support and develop these academic activities. For example, a technology transfer office and an Office of Projects and Technology Transfer were established in addition to the creation of a science and technology park, and a research centre and business incubator in the health area.

The Technology Based Entrepreneurship course is an example of a highly successful initiative at the university. The course helps students develop entrepreneurial and intrapreneurial mind-sets for technology-based products and businesses. It is a 12-week course and students are required to work in multi-disciplinary teams assisted by dedicated mentors. The aim of the course is to encourage them to start their own technology based start-up company. The teams have the opportunity to present their projects and take it one step further to by taking the product / idea to the market. Many of the projects are implemented in collaboration with several universities, both nationally and internationally. The last course involved over 700 participants and resulted in the creation of 130 business plans and 12 technology-based firms.

Waydip, is an example of spin-off company that was created with support from the Technology Based Entrepreneurship course. The founder of the spin-off company, Mr Francisco Duarte, highlighted the key milestones of his journey in creating the company. Mr Duarte pointed out that everyone has to start with a vision and goal to become successful. He and his teammates were engineering students, and their vision was to light up the city through generating energy from motion.

Mr Duarte and his group won an idea contest with their conceptthata through capturing kinetic and potential energy released from people and vehicles in motion to the pavement, it is possible to convert the energy into electricity. The award provided them with the seed funding of €3,000 to develop the prototype. The Technology Based Entrepreneurship programme provided further support to undertake a market survey, assess the potential demand, develop a viable business plan...
and resolve IPR-related issues. Based on the successful proof that the concept is feasible, they won two further innovation awards, which provided additional seed funding totalling €115,000. The team is currently working on a second project.

Professor Victor Conde (ES) the Coordinator of the Nebrija Entrepreneur Club at Universidad Nebrija introduced the entrepreneurship-related activities at the university. The Universidad Nebrija is small, with about 4,000 students and a campus located in Madrid. It has a strong focus on internationalisation and entrepreneurship. The university has been organising student competitions for over 15 years to encourage entrepreneurship-related activities among students. The Entrepreneur Club has a diverse activity portfolio, aimed at the promotion of entrepreneurship, which is also further supported at the university level by a nominated entrepreneurship chair. The aim of the Club is that all students participate in their activities, so they have at least some knowledge about entrepreneurship. The Club is open to all degrees from business management to engineering. The Club’s main objective is to transfer and foster an entrepreneurial spirit through the organisation of seminars, different courses and workshops with the involvement of external professionals. It also supports the preparation of feasibility studies. The Club also participates in the annual national competition run by Fundación Universidad-Empresa and Fundación Junior Achievement which involves 19 higher education institutions. Last year 550 students participated, submitting 143 entrepreneurial projects.

The university’s ultimate goal is that every student has to develop a business plan. Previously they had a degree in business management and all the students had to develop a business plan either on their own or in groups. There were five main courses taught, including strategic management, commercial management, marketing and human resources, where the students had to acquire the relevant commercial knowledge. However, these elements were integrated, and students had to prove their knowledge through the integration of these concepts in the business plans produced. Based on the success of the approach, the university took the idea a step further, and now the creation of the business plan is also linked to the students’ final degree work and builds on an entrepreneurial idea. As a result of the complex and integrated approach combined with real ideas, some students are in a position to start their own business after graduation. A successful example given was an idea that looked at how organic agricultural products can be grown in a garden. Within two years, through successful implementation, this idea has led to a business which now employs 12 people in Madrid.

Dr Isidro de Pablo (ES), the Director of the Centre for Entrepreneurial Initiatives at Universidad Autónoma de Madrid (UAM), gave a presentation together with Mr David Suriol, the promoter of Deutecno. The Centre for Entrepreneurial Initiatives at Universidad Autónoma de Madrid (CIADE) offers a broad range of services and activities and covers all the steps of enterprise development from awareness-raising to business consolidation. The main focal area of the activities are start-ups and spin-offs, which reflects the Centre’s goal to turn knowledge into businesses that can support the market and society in general. The activities cover all phases of research - from basic to applied, precompetitive applications and technology development. The Centre supports new business creation by students, teachers and researchers. They also work in the field of social entrepreneurship.
In terms of awareness-raising the main challenge is how to bring the message into the classrooms. People have to be aware that they can become entrepreneurs. Therefore the Centre works with students and professors to deliver the message and provides support services to foster entrepreneurial activities. The Centre offers training and mentoring for business plan preparation (about 500 business plans a year). While the Centre does not have incubation per se, it merits from the services offered by the networking partners, which gives them the access to accelerators and incubators. The Centre works closely with the technology transfer office, who offers complementary services in dealing with IPR and technology transfer-related issues. As a result of the comprehensive set of activities, there are many different benefits and returns on investment achieved by the university as well as on society at large.

Mr David Suriol gave account of a project on artificial noses that would not exist without the university’s support. It was a key step in the success of the project that Mr Suriol and his team participated in several ideas competitions and won three awards in a row. A key point to consider is that, when starting a new project, the time from idea to market can be many years. For this team, the scientific development started by engaging a consortia including different universities- one initiator and four team members – on which they could build and create the basis for developing commercially viable applications. There are now many applications of the artificial nose, across many different industrial sectors. For example, Deutecno converted the artificial nose into a portable machine for the defense industry to immediately detect the presence of toxic gases on the battlefield. For the oil industry, a portable device can detect the water level in gas station tanks, refineries and storage areas, and a wireless nose net/chain can also give alarm signals due to fuel leaks detected in refineries or from boats for example. What needs to be considered is that every time a new company is contacted, the new specific product can take up to 1-2 years to develop.

Comments / issues raised in the discussion
- Many of the best practice examples of entrepreneurial education have roots in the business faculties, so what can universities do if they have no business departments? Although naturally many initiatives evolved from business faculties, it is not a prerequisite for entrepreneurial activities and initiatives to only be developed...
Implementing transversal initiatives that build on multidisciplinary approach is a very favourable approach to consider.

- How do universities measure the returns on investments in these initiatives to the university and the society? There is no one way to measure such contribution, and the existing assessments are still rather experimental. The number of spin-off and start-up creation is often measured but is only a first measure. Not every new business is successful. Only some can increase their capital and expand while others will not survive. Therefore measuring the return on investment is complex and has to be further developed.

- The value of university-business collaboration has been already clearly proven. So what is stopping society in becoming more involved in collaborative activities? In Spain for example there is the problem of knowing each other. There is still much to do in first understanding the capacities of the potential partners and once these are established to move to the next step of formulating joint projects of mutual benefit. It is only once the relations are established that working together becomes an option. Starting a collaboration is the biggest hurdle: getting to know each other and understanding each other’s work and expectations. There is a need for clarification and demonstration of the value of such collaborations to facilitate taking this first step. One way of supporting this is to develop a country level strategy, that acknowledges the importance and the value generated through university-business collaboration.

- To be successful in implementing entrepreneurial activities there is a need for strong leadership and the promotion of the entrepreneurial mindset across the whole institution. Activities have to focus on the people – both students and staff - and gradually, through the right focus and support, opportunities can be created for all.

**Conclusion of the session and lessons drawn from the examples**

Universities play an instrumental role in fostering and enabling students to become entrepreneurs. HEIs use a broad toolkit to foster developing entrepreneurial mindset and prepare students to become entrepreneurs or intrapreneurs. In addition to embedding entrepreneurship-related knowledge and skill development in the curricula – as discussed during the previous session of the Forum - universities, often in collaboration with businesses and other local and regional actors, create dedicated services to facilitate knowledge exchange and entrepreneurial development.

Start-up creation is high on the agenda for many institutions, with well established support structures in place. Activities start from awareness raising, student business plan and idea competitions with prizes and awards attached that provide seed funding, to entrepreneur clubs and support provided to business creation and development by technology transfer offices, incubators and science parks.

There are many successful start-up companies, that arise from these entrepreneurship support activities, as presented during the session. Disseminating such successful examples can serve as inspiration for both students and staff at higher education institutions.

To succeed as entrepreneurs the following key factors were highlighted as being essential by the young entrepreneurs: having a vision and clearly set goals from the very beginning, understanding that reaching the market from the idea stage might take many years, and one has to be persistent to overcome problems and barriers.
Closing session

The closing remarks of the Forum were delivered by representatives of the European Commission and Spain. Dr José María Sanz (ES), the Rector of Universidad Autónoma de Madrid introduced Mr Peter Baur (BE), the Deputy Head of the Higher Education and Innovation, Entrepreneurship and EIT Unit at DG Education and Culture of the European Commission (DG EAC).

Mr Baur emphasised the importance of promoting and fostering university business collaboration in Europe. During the two days of the Forum there were many successful examples presented on university business collaboration and on approaches to being an entrepreneurial university. The examples painted a very diverse and colourful picture, which underlines that there is no one solution for all. Sharing experiences and learning from good practice examples are therefore key in moving forward.

It is also very clear that universities have an extremely important role to play in economic and social development. Knowledge and innovation help maintain the standard of living and universities are key in addressing the challenges of the 21st century. To be better positioned to respond to such demanding expectations, HEIs need to modernise. HEIs have to become more integrated into and take up significant responsibilities in society. While education is the competence of the Member States, DG Education and Culture (DG EAC) can provide support to create more champions, and incentives for the development of good practices that help and inspire others. The University Business Forums are one of the initiatives promoted by DG EAC. HEInnovate, the online self-assessment tool for entrepreneurial universities was developed as a response to a demand emerging from a University Business Forum, therefore Mr Baur encouraged the Forum participants to provide further suggestions and ideas on which the European Commission can build some of its future activities.

Mr Arsenio Huergo (ES), Vice-President of Fundación Universidad-Empresa, Vice-President of the Social Council of Universidad Autónoma de Madrid and Member of the Board at InNorMadrid reflected on the Forum, by highlighting the large number of interesting and new ideas from the contributors and creative people who participated in the Forum. There are however many problems that still need to be tackled. Due to the economic crisis, company structures have changed and many businesses suffered. Higher education institutions have to understand businesses and develop strategies that also reflect the business point of view. Mr Huergo indicated how he personally tried to develop strategies to overcome these issues, but how they have all been unsuccessful in the past due to lack of support and understanding of the common interest between businesses and the universities.

The language and terminology used by universities can discourage businesses from entering into collaborations. About 50% of the businessmen only have primary-level education, an additional 30% have VET, and only 15% have university degrees. This is a clear indication that businessmen do not know what universities can offer.

It is crucial for universities to carry out changes and to develop a better understanding of business needs and to reflect these needs in their values and activities. Without such changes universities will not be able to attract more businesses to be committed to collaborative actions. The process requires strong leadership, someone who can take over these tasks and drive the activities at the institutional level. This is a big challenge for universities to drive the collaborations forward, encourage new ones, build a common spirit and successfully link these two entities. There have been changes already implemented in many institutions, however there is still a lot to do. Universities are healthy institutions with a high number of committed people, however they do not like external criticism. They want to be esteemed, respected and loved. The fact that only 15% of the participants at this University Business Forum are from the productive sector, while 60% represent academia is already telling.

Dr Manuel López Pérez (ES) the President of the Spanish Rectors Conference thanked the Forum participants and organisers for the successful event and the moderator officially closed the Forum.
Appendices

List of Speakers and Moderators

List of speakers and moderators

• Mr Aitor Goyenechea, Head of Strategic Alliances & Partnerships, Wayra Global, Spain
• Dr Álvaro Rojas, Rector of Universidad de Talca, Chile
• Mr Arsenio Huergo, Vice-President of Fundación Universidad-Empresa, Vice-President of the Social Council of Universidad Autónoma de Madrid, Member of the Board at InNorMadrid, Spain
• Mr Arturo Fernández, President of the Business Confederation of Madrid, Chamber of Commerce and Industry of Madrid, and Fundación Universidad-Empresa, Vice-President of CEOE (Spanish Confederation of Business Organisations)
• Mr Carlos de la Iglesia, Microsoft Spain, Spain
• Dr Daniel Peña, Rector of Universidad Carlos III de Madrid, Spain
• Mr David Suriol, promoter of Deutecno, Spain
• Dr Eduardo Carrillo, General Director of Fundación Educación Superior Empresa (Higher Education Business Foundation), México
• Mr Federico Gutiérrez-Solana, Director of CISE (Centro Internacional Santander Emprendimiento) and former President of the Spanish Rectors Conference, Spain
• Mr Federico Morán, Secretary General of Universities, Ministry of Education, Culture and Sports, Government of Spain
• Dr Fernando Galván, President of Universidad de Alcalá, Spain
• Prof. Fernando Jiménez-Sáez, Academic Deputy Director, Instituto Ingenio, Universidad Politécnica de Valencia – CSIC, Spain
• Mr Fernando Martínez Gómez, Director General, Fundación Universidad-Empresa, Spain
• Mr Francisco Duarte, PhD student at MIT Portugal and founder of Waydip, Portugal
• Dr Francisco Rubio, Senior Project Manager, GlaxoSmithKline, Spain
• Dr Gabriella Maráz, Director of the International Programme, Munich Business School, Germany
• Dr Isidro de Pablo, Director of the Centre for Entrepreneurial Initiatives, Universidad Autónoma de Madrid, Spain
• Mr Javier Álvarez Benédi, Office of the Commissioner for Science and Technology of the Regional Government of Castilla y León, Spain
• Dr Jean-Dominique Polack, Director, Doctoral Training Institute, Pierre & Marie Curie University, France
• Dr Joanna Mills, Deputy Director of the Centre for Entrepreneurial Learning (CIEL), University of Cambridge, United Kingdom
• Dr Jorge Enrique Silva Duarte, President of Universidad EAN, Colombia
• Dr José María Sanz, Rector of Universidad Autónoma de Madrid, Spain
• Mr Jose Manuel Inchausti, General Manager of the Corporate Business Support Area, Mapfre, Spain
• Dr Juan José Moreno, Vice-Rector for Academic Planning and Doctoral Studies, Universidad Politécnica de Madrid, Spain
• Dr Lidia Borrell-Damian, Director of Research and Innovation, at European University Association, Belgium
• Ms Lucía Recalde, Head of Unit, DG Education and Culture, European Commission, Belgium
• Mr Luis Suárez de Lezo, Secretary General of InNorMadrid (Association for the Promotion of Innovation in the Northern Madrid Region) and AICA (Alcobendas Business Association), Partner at DNX and Booking on Line, Spain
• Dr Manuel López Pérez, President of the Spanish Rectors Conference, Spain
• Ms Pilar Gómez Fabra, Director of Human Resources, Grupo Acciona, Spain
• Dr Mário Raposo, Vice-rector and Director of UBI-Business Interactive Education Centre at Universidade da Beira Interio, Portugal
• Mr Miguel Calahorrano, Ambassador of Ecuador in Spain, Ecuador
• Mr Peter Baur, Deputy Head of the Higher Education and Innovation; Entrepreneurship; EIT Unit, DG Education and Culture, European Commission, Belgium
• Prof. Roberto Bouzas, Academic Vice-Rector, Universidad de San Andrés, Argentina
• Ms Ruta Svarinskaite, Manager of Partners 4 Value Consortium, Lithuania
• Dr Scott Venezia, Dean of the School of Business and Management, CETYS Universidad, Mexico
• Mr Senén Barro, President of RedEmprendia and former Rector of University of Santiago de Compostela, Spain
• Ms Slavica Singer, UNESCO Chair in Entrepreneurship Education, Josip Juraj Strossmayer University in Osijek, Croatia
• Prof. Victor Conde, Coordinator of Nebrija Entrepreneur Club, Universidad Nebrija, Spain
• Prof. Wendy Purcell, Vice-Chancellor and President at Plymouth University, United Kingdom
Conference programme

Tuesday 24th June 2014

08:30 – 09:30 Registration

09:30 – 10:15 Opening Session

Chairman: Dr. José María Sanz, Rector of Universidad Autónoma de Madrid and President of InNorMadrid, Spain

Mr. Arturo Fernández, President of the Business Confederation of Madrid, Chamber of Commerce and Industry of Madrid, and Fundación Universidad-Empresa, Vicepresident of CEOE (Spanish Confederation of Business Organizations), Spain

Ms. Lucía Recalde, Head of Unit, DG Education and Culture, European Commission, Belgium

Dr. Miguel Calahorrano, Ambassador of Ecuador in Spain, Ecuador

Dr. Federico Morán, General Secretary of Universities, Ministry of Education, Culture and Sports, Spain

10:15 – 11:00 Latin America–Europe: Building Cooperation Bridges in Higher Education and Industry

Moderator: Dr. José María Sanz, Rector of Universidad Autónoma de Madrid and President of InNorMadrid, Spain

Keynote Speakers:

Technology: a bridge to growth and innovation in MAPFRE
Mr. Jose Manuel Inchausti, General Manager of the Corporate Business Support Area, Mapfre, Spain

University-industry collaboration and illustrated unemployment
Dr. Eduardo Carrillo, General Director of Fundación Educación Superior Empresa, México

11:00 – 11:30 Coffee break

11:30 – 13:00 The role of HEIs in regional development and competitiveness

Moderator: Dr. Daniel Peña, Rector of Universidad Carlos III de Madrid, Spain

Panelists:

University-Business Cooperation – Empresa: a key factor for the development of competitiveness in Latin America
Dr. Álvaro Rojas, Rector of Universidad de Talca, Chile

University-Business Cooperation from a Regional Government Perspective: Assessment of the Initiative TCUE 2008-2013
Mr. Javier Álvarez Benedi, Advisor to the Commissioner for Science and Technology, Regional Government of Castilla y León, Spain

Enterprise and its impact on the economy of South West England
Prof. Wendy Purcell, Vice-Chancellor and President at Plymouth University, United Kingdom

The EU-Alfa III-CESAR Project achievements and future challenges
Dr. Fernando Jiménez-Sáez, Academic Deputy Director, Instituto Ingenio, Universidad Politécnica de Valencia – CSIC, Spain
The role of HEIs supporting SMEs for fostering competitive regions

Mr. Luis Suárez de Lezo, Secretary General of InNorMadrid, (Association for the Promotion of Innovation in the Northern Madrid Region) and AICA (Alcobendas Business Association), Partner at DNX and Booking on line, Spain

Questions and Answers

13:00 – 14:30 Lunch

14:30 – 16.00 Innovative education to improve graduate skills and employability

Moderator: Dr. Fernando Galván, President of Universidad de Alcalá, Spain

Panelists:

Graduate Skills and Curriculum: The Experience of a Latin American University
Dr. Scott Venezia, Dean of the School of Business and Management, CETYS Universidad, Mexico

Improving Graduate Skills and Employability through Innovative Learning + Training Programmes
Mr. Fernando Martínez Gómez, Director General, Fundación Universidad-Empresa, Spain

Partners 4 Value: A Lithuanian approach to increasing student/graduate employment readiness
Ms. Ruta Svarinskaite, Manager of Partners 4 Value Consortium, Lithuania

Service Learning in University Education
Dr. Gabriella Maráz
Director of the International Programme, Munich Business School, Germany

Talent Management at Grupo Acciona
Ms. Pilar Gómez Fabra, Director of Human Resources, Grupo Acciona, Madrid, Spain

Questions and Answers

16:00 – 16.30 Coffee break

16:30 – 18:00 New Models of Doctoral Education

Moderator: Dr. Lidia Borrell Damian, Director of Research and Innovation, at European University Association, Belgium

Panelists:

Doctoral education at UPMC: focussing on career and skills
Dr. Jean-Dominique Polack, Director, Doctoral Training Institute, Pierre & Marie Curie University, France

Towards a doctorate linked with innovation and entrepreneurship
Dr. Juan José Moreno, Vice-Rector for Academic Planning and Doctoral Studies, Universidad Politécnica de Madrid, Spain

Doctoral programs at Universidad de San Andrés: the experience of a small research university
Prof. Roberto Bouzas, Academic Vice-Rector, Universidad de San Andrés, Argentina

Industrial Doctorate: Bridging scientific collaborations
Dr. Francisco Rubio, Senior Project Manager, GSK, Spain

Questions and Answers

20:30 Official dinner
Wednesday, 25th June 2014

09:00 – 9:30 International Entrepreneurial Education
Moderator: Mr. Carlos de la Iglesia, Director of Communication and Corporate Development, Microsoft Spain, Spain

Keynote Speaker:
**International Entrepreneurial Universities**
Dr. Senén Barro, President of RedEmprendia and former Rector of University of Santiago de Compostela, Spain

09:30 – 11:00 Good Practices in Entrepreneurial Education in HEIs
Moderator: Mr. Carlos de la Iglesia, Director of Communication and Corporate Development, Microsoft Spain, Spain

Panelists:
**Job placement and entrepreneurship training: the case of EAN University**
Dr. Jorge Enrique Silva Duarte, President of Universidad EAN, Colombia

**Values in heart, knowledge in mind: university based entrepreneurship education – case of Osijek, Croatia**
Prof. Slavica Singer, UNESCO Chair in Entrepreneurship Education, Josip Juraj Strossmayer University in Osijek, Croatia

**Ecosystems, Innovation and the Entrepreneurial Journey – Practices at the Centre for Entrepreneurial Learning**
Dr. Joanna Mills, Deputy Director of the Centre for Entrepreneurial Learning (CfEL), University of Cambridge, United Kingdom

**Lessons Learned in an International Startup Accelerator**
Mr. Aitor Goyenechea, Head of Strategic Partnerships & Alliances, Wayra Global, Spain

Questions and Answers

11:00 - 11:30 Coffee break

11:30 - 12:30 Specific cases of Good Practices in Entrepreneurial education in HEIs
Moderator: Dr. Federico Gutiérrez-Solana, Director of CISE (Centro Internacional Santander Emprendimiento) and former President of the Spanish Rectors Conference

Panelists:
**UBI-Business Interactive Education Centre**
Dr. Mário Raposo, Vicerector and Director of UBI-Business Interactive Education Centre at Universidade da Beira Interior, Portugal
Mr. Francisco Duart, PhD student at MIT Portugal and founder of Waydip

**Startup Programme: the experience of a national interuniversity entrepreneurial competition**
Prof. Víctor Conde, Coordinator of Nebrija Entrepreneur Club, Universidad Nebrija, Madrid, Spain
Ms. Alicia Lorenzo, BA in Business Administration by Universidad Nebrija and entrepreneur

**CIADE: Centre for Entrepreneurial Initiatives**
Dr. Isidro de Pablo, Director of the Centre for Entrepreneurial Initiatives, Universidad Autónoma de Madrid, Spain
Mr. David Suriol, promoter of Deutecno

Questions and Answers
12:30 – 13:15  Closing Session

Dr. José María Sanz, Rector of Universidad Autónoma de Madrid and President of InNorMadrid, Spain

Mr. Peter Baur, Deputy Head of the Higher Education and Innovation; Entrepreneurship; EIT Unit, DG Education and Culture, European Commission, Belgium

Mr. Arsenio Huergo, Vicepresident of Fundación Universidad-Empresa, Vicepresident of the Social Council of Universidad Autónoma de Madrid, Member of the Board at InNorMadrid, Spain

Dr. Manuel López Pérez, President of the Spanish Rectors Conference

13:15 – 14:30  Lunch

14:30 – 17:30  Training Session on HEInnovate

Entrepreneurial Framework for Higher Education: How to apply the self assessment tool for European Entrepreneurial Higher Education Institutions

Hand-on session for self-assessment addressed to Higher Education Institutions interested in measuring their performance as entrepreneurial institutions; in getting inspired by the best practices across European universities and in developing their entrepreneurial capabilities.

Optional for participants from Higher Education Institutions