



CRUE



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For Stronger, Cleaner and Fairer Regions

HOW TO ALIGN HIGHER EDUCATION WITH REGIONAL AND BUSINESS NEEDS

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EUROPE 2020 STRATEGY



WHY EUROPE?

Europe **can succeed** if it **acts collectively**, as a Union. We need **a strategy to help us come out stronger from the crisis** and turn the EU into a **smart, sustainable and inclusive economy** delivering high levels of **employment, productivity** and social cohesion. Europe 2020 sets out a vision of Europe's social market economy for the 21st century.

COMPETITIVENESS

EUROPE OF THE REGIONS



CRUE **EUROPE 2020 STRATEGY**

SMART GROWTH: developing an economy based on knowledge and innovation

The share of early school leavers should be under 10% and at least 40% of the younger generation should have a tertiary degree.

3% of the EU's GDP should be invested in R&D.

SUSTAINABLE GROWTH: promoting a more resource efficient, greener and more competitive economy.

The "20/20/20" climate/energy targets should be met (including an increase to 30% of emissions reduction if the conditions are right).

Competitive and social growth

PRIORITIES

INCLUSIVE GROWTH: fostering a high-employment economy delivering social and territorial cohesion.

75% of the population aged 20-64 should be employed.

20 million less people should be at risk of poverty.

CRUE **EUROPE 2020 STRATEGY**

SMART GROWTH: developing an economy based on knowledge and innovation

MEANS strengthening

KNOWLEDGE ↔ **INNOVATION**

AS DRIVERS OF OUR FUTURE GROWTH

This REQUIRES

- ✓ Improving the **quality** of our education.
- ✓ **Strengthening our research** performance.
- ✓ **Promoting innovation and knowledge transfer** throughout the Union.
- ✓ **Making full use** of information and communication technologies.
- ✓ Ensuring that **innovative ideas** can be turned into **new products and services** that create growth and quality jobs.

UNIVERSITY

But, to succeed, this MUST BE COMBINED with:

- ✓ **Entrepreneurship.**
- ✓ **Finance.**
- ✓ **Focus on user needs and market opportunities.**

BUSINESS

RESPONSIBLE PARTNERING

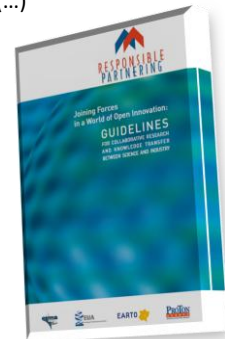


IV. PROMOTING RESEARCH AND INNOVATION

(...) University-enterprise collaboration: For many years, universities have fostered extensive and successful collaborations with business enterprises – such good practices have formed the basis of the widely-recognised “Responsible Partnering Guidelines”. University-business collaboration is a process of “Co-Innovation” with knowledge transfer seen as a core mission of universities. EUA will continue to work to improve the university-business(...)

GUIDELINES FOR COLLABORATIVE RESEARCH AND KNOWLEDGE TRANSFER BETWEEN SCIENCE AND INDUSTRY

A voluntary programme of Responsible Partnering aimed at improving strategic collaboration and knowledge exchange between companies and publicly-funded research organizations, including Universities, Research and Technology Organizations and other public and semi-public bodies which engage in R&D. It addresses the organization and management of collaborative research and knowledge exchange, and the contexts (including education) in which these activities take place



RESPONSIBLE PARTNERING

PRINCIPLES

Higher Education/Business/Public Administration

HOW TO ALIGN?

1.- MAXIMUM BENEFICIAL USE OF PUBLIC RESEARCH

Public money is invested in the creation of new knowledge and skills to help social and economic development. **The benefits of these investments only appear when knowledge is disseminated and brought into productive use.**

In adhering to Responsible Partnering, the public and private sector partners:

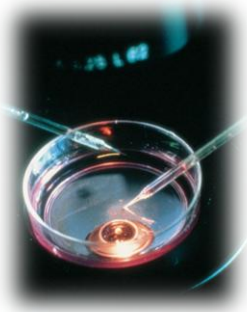
- ✓ **recognize the importance of continued public investment** in knowledge creation and the importance of quality;
- ✓ **understand the need to achieve maximum beneficial use** of the knowledge and skills generated through public sponsorship;
- ✓ **commit to working in ways that support these objectives.**

RESPONSIBLE PARTNERING

HOW TO ALIGN?

PRINCIPLES

Higher Education/Business/Public Administration



2.- RESPONSIBLE USE OF PUBLIC RESEARCH

Many forms of knowledge and skills are used in the development of useful products and services. In adhering to Responsible Partnering, public and private sector bodies recognize that their own success depends on others' contributions and are also realistic about their own contributions and the importance of sharing responsibility for commercialising research output. This leads to policies that concern the Responsible Use of Public Research:

- the **responsibility to be diligent** in developing research results and inventions;
- the need **for parties to believe they are sharing equitably in the rights to results** and inventions;
- the **need to ensure that the use of results** obtained from public investments also serves the general public interest;
- the need to organize collaborations in ways that foster their **long-term vitality**;
- **assurance** that ethical aspects of research and research management are taken fully into account.



SEARCHING FOR EXTERNAL SUPPORT

FROM AWARENESS TO THE REQUIREMENT TO EXTERNAL SUPPORT

"One of the paradoxes of the Bologna Process reforms is that while their goal is to respond to societal concerns, there has been until now insufficient dialogue with society." [EUA 2007. THE LISBON DECLARATION.](#)



"Universities recognise that additional efforts are needed to make employers aware of the enormous efforts which are being undertaken to reform curricula." [EUA 2007. THE LISBON DECLARATION.](#)

➤ The importance of challenge: Transmission

- Governments
- Professional bodies / associations.
- Collective-individual / student.

"Trends V suggests that **employability is a high priority in the reform of curricula in all cycles**. This concern transcends national boundaries and implementation priorities. However, the results also reveal that there is still much to be done to translate this priority into institutional practice." [TRENDS V REPORT.](#)



CRUE **SEARCHING FOR EXTERNAL SUPPORT**

FROM AWARENESS TO THE REQUIREMENT TO EXTERNAL SUPPORT

- Commitment, support and demand
 - **Funding: goals**
 - With Governments
 - (Support) (Demand)
 - CREATIVITY IN HIGHER EDUCATION
REPORT ON THE EUA CREATIVITY PROJECT 2006-2007
 - “Governments need to be aware of **their role in advancing the creativity agenda** and the responsibilities this entails. Higher education institutions must be provided with the **financial and academic autonomy** necessary for acting...”
 - **Curricular reform: dialogue with society**
 - **Learning process: integrate the companies**
 - ✓ Goals.
 - ✓ Implementation of contents.

UNIVERSITY ↔ **SOCIETY**

“Reaching these objectives requires **strategic commitment on the part of institutions at the highest level** and financial incentives from governments in favour of wider access”

SOCIETY ↔ **UNIVERSITY**

“Relations with external partners expose the academy to expertise not found within its walls and **prevent isolation and self-reference**. Cooperation between HEIs and external partners should follow the model of virtuous knowledge creation by aiming towards **co-creation of knowledge** through a two-way communication process to the **mutual benefit of both partners.**”

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CRUE **CHALLENGES TO COMPETITIVENESS**

1. Improve the education system.
2. Involvement of universities and public research in the problems around.
3. Attract talent and investment.
4. Society must value the risk of innovation.
5. Avoid legal and tax barriers to innovation.
6. Companies should be aware that their sustainability is to create value.
7. Innovation: Involvement of private funding.
8. SMEs must have a wide range of services for innovation.
9. Make use the market of large companies and Administration as technological tractors.
10. Prepare SMEs to global market.

DEVELOPMENT DEMANDS COMPETITIVENESS
EUROPEAN COMPETITIVENESS: BASED ON THE KNOWLEDGE MANAGEMENT

Knowledge Triangle: Generation, TRANSFER, Application, Innovation

At each of the three vertices, presence of the university

Modernization, Quality

INVESTMENT IN THE FUTURE OF EUROPE

BUSINESS COMPETITIVENESS

INNOVATIVE CULTURE

TALENT+ INVESTMENT

RESEARCH **EDUCATION**

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CONCLUSIONS

We need

