



University-Enterprise Cooperation:

*Building on new challenges
from past experience*

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University-Enterprise Cooperation: building new challenges on past experience
Socrates Accompanying Measure project N° 130023-AM- 06-EMC

Introduction

The EU project “University-Enterprise cooperation: building on new challenges from past experience” is coordinated by the German Academic Exchange Service (DAAD). It is a project in collaboration with the European Center for Strategic Management of Universities (ESMU), EDUCONSULT, Europe and Projects, Sanon Development International as well as nine National Agencies (former SOCRATES/ERASMUS and now Lifelong learning Project LLP) from Austria, Finland, France, Hungary, Lithuania, Netherlands, Norway and Portugal.

One of the future challenges in European higher education will be the cooperation of universities with enterprises. The new Lifelong Learning Programme (2007-2013) consequently foresees a separate action line for “University-Enterprise cooperation” under the ERASMUS programme. However, disseminating EU initiatives and actions in this area have remained rather limited so far. It is against this background that the project has been conceived seeking to contribute to valorising results from previous EU programme generations (Socrates/Leonardo as well as precursor programmes such as Comett) as well as “widening the scope” by identifying critical success factors and formulating recommendations as to how to best promote the dimension of European university-enterprise cooperation.

The aim of our conference in Bonn 18. and 19. June 2007 is to stimulate discussion and to enhance transfer of know-how among participants. We will look at past experience and how this can help meeting the challenges we are facing today. We also seek to give concrete recommendations as to how university-enterprise cooperation can best be promoted in a European perspective.

The accompanying draft conference document presents some important issues arising from our European online survey on university-enterprise cooperation. This survey was conducted in spring 2007 and around 400 institutions from all over Europe (out of which 360 higher education institutions) have participated. It is against the background of this snap-shot survey that we would like to open the floor for further discussions and exchange of experience during our conference.

And now on behalf of the entire EU project team we would like to thank you for your active participation so far in this project and wish you a successful conference with fruitful moments and contacts.

Enjoy both the conference and reading this draft paper!

Dr. Siegbert Wuttig, Director NA ERASMUS, Germany

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Part I: Setting the Scene

UNIVERSITY-ENTERPRISE COOPERATION: BUILDING ON NEW CHALLENGES FROM PAST EXPERIENCES

Part I: Setting the scene

The context

The project is run by DAAD (the German Academic Exchange Service <http://eu.daad.de>) in a consortium made of ESMU (European Centre for Strategic Management of Universities www.esmu.be), nine National Socrates Agencies and a number of European experts. Its aim is to analyse the place of University¹-Enterprise² cooperation in EU education and training policies, to assess how universities have integrated this dimension in their strategic developments and activities, and to formulate recommendations on how the University-Enterprise dimension can be further stimulated.

The EU context (Lisbon Agenda, Bologna Process, Hampton Court Council) and recent EC communications³ all point out to areas which deserve special attention in order to transform the European Union in a dynamic knowledge-based economy. The new Lifelong Learning Programme 2007-2013 has a specific action line for projects on University-Enterprise cooperation.

Universities are urged to take the lead in developing sustainable partnerships with enterprises, which requires modernising their governance and mode of operation in order to respond to the needs of society and transfer their knowledge. By producing fully employable students (Bologna Process), promoting entrepreneurship, contributing to the lifelong learning agenda (in retraining the workforce) and transferring their research results, universities can be strong players in the Lisbon Agenda and contribute to economic development.

It is clear that both universities and enterprises both benefit from closer cooperation; however many universities still lack an entrepreneurial spirit, are too academically oriented and do not make relevance of their programmes to the needs of the labour market a sufficiently high priority. The recommendations which will be part of our final dissemination report will seek to address these issues.

¹ The term "University" is used to refer to all types of HEIs

² The term "Enterprise" is taken in the broad sense to refer to any entity engaged in an economic activity, irrespective of its legal form, and includes third sector organizations (NGOs)

³ "The role of universities in the Europe of Knowledge" (2003); "Mobilizing the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy" (2005); "Delivering on the modernisation agenda for universities: education, research and innovation (2006) and "Improving knowledge transfer between research institutions and industry across Europe: embracing open innovation – Implementing the Lisbon Agenda" (2007)

Our project's approach

Our project "University-Enterprise cooperation: building on new challenges from past experiences" started with an **online survey** carried out from the end of January to early April 2007. The **aim of the online survey** was to present a snap-shot of the state-of-the-art of University-Enterprise cooperation in Europe, with a view to identifying key areas which deserve particular attention and future actions. Various types of University-Enterprise cooperation activities were investigated and an assessment made of progress in the last few years.

Three **types of "actors"** were contacted for the online survey, i.e.

- **Socrates and Leonardo projects** with a University-Enterprise cooperation dimension (universities across Europe holding an EUC via the ERASMUS institutional coordinators, project coordinators identified by National Agencies and national and EU project compendia for decentralised and centralised measures, e.g student and graduate placements, staff exchange, Curriculum Development, Thematic Networks)
- **Universities** active in University-Enterprise cooperation including European networks (among others DEAN = network of deans and HUMANET = network of head of university administrations, European Consortium of Innovative Universities, European network of Bologna promoters)

Former "UETPs („University-Enterprise Training Partnerships" as set up under the EU COMETT programme, 1987-19954; organisations acting as professional intermediaries between HE and enterprises, this could be either the coordinator institution or an institution participating in a UETP; they were mainly identified through UETPs still existing in Germany, France, Austria and Netherlands and via European HE networks such as LEONET)

The main target group was a wide range of representatives of higher education institutions (international offices, placement offices, career services; deans, Bologna

- 4 69 UETPs were identified, including several ones created in new EU countries after the end of the COMETT programme. Most of these structures or bodies belong to such a structure are now located inside universities and develop similar activities to those initiated under COMETT, i.e. technology transfer, transnational mobility, consultancy, joint training, curriculum design; many are active in Socrates and Leonardo projects.

Promoters, ERASMUS coordinators, EU project coordinators in faculties). The underlying assumption was that these categories would comprise a share of relevant stakeholders to be questioned on issues of university-enterprise cooperation.

Out of the 3 500 organisations/projects contacted, 403 responses (11.5 %) were received from 34 countries, i.e. 360 universities (including 50 UETPs) which represents 91 % of the respondents, 19 responses from education and training organizations (i.e. 13 UETPs which operate as separate structures and 6 from other structures) and 30 responses from ministries of education, social partners and enterprises.

Responding universities were comprehensive research universities (31.8 %), comprehensive professional Higher Education Institutions (33 %) and specialised research universities (13.6 %). Eighty per cent were publicly-funded HEIs; 1/3 of responding universities are of small size (less than 5 000 students), 1/3 had from 5000 to 20 000 students.

In these universities, the questionnaires⁵ were answered by staff with an administrative function (41 %), staff indicating a decision-making position (29 %); 2/3 of the respondents came from the central level (for more information see part II.C.2.2).

Based on the findings of the survey, eleven institutions were selected for further analysis and in-depth interviews. The outcomes of these interviews will be compiled in **eleven case studies**.

The findings of the online survey and some of the case studies will be presented in a **European Conference** of all stakeholders in Bonn on 18-19 June 2007. These and key issues raised at the conference will be compiled in a set of **recommendations** made to Higher Education Institutions and the European Commission, with a view to further progress with the important dimension of University-Enterprise cooperation as one of the key elements of the Lisbon Agenda.

⁵ For the questionnaire or further information on the project see <http://eu.daad.de/imperia/md/content/eu/IIIp/veranstaltungen>

The results

The online survey reveals that respondents have the following perceptions about University-Enterprise cooperation:

- University-Enterprise cooperation is perceived as a **key area** which must be further developed (80 % of respondents)
- There is a perceived **increase of activities** in the field of University-Enterprise cooperation. A perceived “high increase” was felt for the following activities:
 - o European student placement (46.2 %)
 - o European placement of graduates (28.5 %)
 - o Mobility at national level (35.5 %)
 - o Training needs’ analysis (27.3 %)
 - o Analysis of skills deficit (18.6 %)
 - o Training activities (47.6 %)
 - o Transfer of innovation (41.4 %)
 - o R&D (46.4 %)
 - o Curriculum design (45.4 %)
 - o Guidance (37.7 %)
 - o Student integration in the labour market (43.4 %).
- University-Enterprise cooperation is recognized as having a **positive impact** on universities (34 % of respondents). Respondents “fully agreed” that it does:
 - o Improve university management (19.6 %)
 - o Improve entrepreneurial behaviours (34.5%)
 - o Increase international attractiveness (40.7%)
 - o Support the development of specialized programmes (41.7%)
 - o Support the development of continuing education programmes (42.2 %)
 - o Stimulate Knowledge transfer (51.4 %)
 - o Enable Joint research (35.2 %)
 - o Promote an innovative culture (38.7 %).
- Universities are thought to have a **University-Enterprise strategy** (2/3 of university respondents, although further questions confirm that this is by far not the case; respondents seem to misunderstand issues linked to activities and strategy)
- University-Enterprise cooperation is felt to have an impact on the **professionalisation of university management**, dealing with research and knowledge management, technology transfer, continuing education

29 % of respondents perceive a **lack of resources in universities** (both financial and human) to further promote University-Enterprise cooperation. Strategy and resources are not always matched.

An analysis of the results of the survey leads to the following findings:

University-Enterprise cooperation takes place at **all levels**, i.e. regional, national, European and international levels. 78 % of respondents view the European dimension as key in their institutional strategy.

- **Areas of cooperation**

- **Student mobility (industrial placements)** has been considered and still continues to be key in University-Enterprise cooperation. Placements should not remain an isolated activity but be fully integrated in an overall strategy (employability).
- An increase in **staff mobility** would help improve mutual understanding between universities and enterprises, but it does so far only happen on a very limited scale.

- **Strategy and activities**

- There is a need for **structures** and **adequate platforms** to promote an **on-going dialogue** and **better understanding** between universities and enterprises. This should lead to the development of knowledge/innovative regions with clear strategies involving all stakeholders.
- Although respondents point to the existence of a **University-Enterprise strategy**, further answers clearly demonstrate that a strategy does not exist and is not translated into strategic plans, objectives, financial and human resource policies (incentives, recognition, differentiation of tasks,...) made available to promote University-Enterprise cooperation. Many **activities** exist (e.g. joint training programmes, curriculum development, mobility, R&D, knowledge transfer) but these are not always developed in the context of a strategic framework. Instead, they take place at various levels and various units inside universities (i.e. faculties, departments, central administration)
- There is a need for further **professionalisation** of higher education management including the University-Enterprise cooperation dimension (i.e. how to manage intellectual property, pricing and costing policies, overheads, staff management, customising services – research/continuing education, etc...). This is also linked to the modernisation agenda for universities.

- **Obstacles**

There is a **lack of trust** between universities and enterprises. They operate with different objectives, different timetables (universities focus on the long term; enterprises on short term results, looking for quick solutions which universities are not always in a position to provide); they have different cultures and expectations.

- **Critical success factors**

Universities must become a lot more **responsive** to their **external environment** by transferring their knowledge to society through education and training (contributing to the lifelong learning agenda), research and innovation (thus contributing to Europe's competitiveness and economic growth).

Involving stakeholders in the university governance provides an additional link to the external environment; administrative staff needs to be trained to adopt a more client-oriented approach; academic staff needs to be trained to work with external partners.

Key is to combine individual initiatives of academics with institutional strategic approaches, working both top down and bottom up in order to establish lasting partnerships.

Conclusion

The project will produce a number of **recommendations** for Higher Education Institutions and the European Commission, with a view to further progress with the important dimension of University-Enterprise cooperation as one of the key elements to enhance Europe's competitiveness and contribute to EU policy and activities in this area⁶. These recommendations will be based on the findings of the online survey, the case studies and the discussions between all stakeholders at the European Conference in Bonn on 18-19 June 2007.

The recommendations will among others focus on the following key areas:

- Sharing good practices through **networks of exchanges**
 - Reforming the curriculum (updating course content, responding to the needs of the labour market, addressing the employability issue, promoting entrepreneurship)
 - Giving a strategic dimension to industrial placements
 - Increasing knowledge transfer
 - Giving lifelong learning initiatives a strategic dimension
- Identifying **critical success factors** (mutual interests, synergies, joint outcomes, ownership, change of mentality, risk management)
- Combining **individual initiatives with strong strategic partnerships** built on close links to the private sector

⁶ Lisbon Agenda, Bologna Process, Hampton Court Council and EU Communications

Focusing on **leadership and professionalisation** of university management to support strategic developments. Further management training is needed in the following areas for both academic and administrative staff:

- Running professional career services for students
- Managing interface structures/liaison offices for enterprises (responding to needs, directing demands to appropriate units with expertise; first contact point)
- Managing the curriculum:
 - Initial education - responding to the concern for employability
 - Continuing education – customised provision and delivery to respond to needs
- Efficient management of student mobility and industrial placements (student preparation, clear objectives, monitoring)
- Commercialising research results; managing intellectual property; creation of spin-offs
- Project/partnership management
- Staff Management (incentives, career development, coaching entrepreneurs)
- Financial Management (Funding and pricing collaborative research, managing seed capital).

The project's findings will also draw on previous work carried out in this field, i.e.

- The approach of innovative universities as outlined in Burton Clark's book "Creating entrepreneurial universities" (1998) offers many successful examples of universities having adapted their governance and management to provide effective interaction mechanisms with their environment. Key features of entrepreneurial universities are (1) a strong academic and administrative leadership at all levels in their organisations, (2) mechanisms for collaboration with external partners and customers around core academic areas, (3) a priority given to high academic quality in all activities and (4) a diversified funding base.
- The major project carried out by OECD-IMHE "Supporting the contribution of Higher Education Institutions to regional development" in 2006-2007 (www.oecd.org/edu/higher/regionaldevelopment) also provides valuable lessons to support regional capacity building and strategic approaches which stimulate dialogue between stakeholders and strengthen regional innovation and economic growth.
- ESMU (www.esmu.be) produced a report (1996) and a handbook (1997) on University-Enterprise cooperation for TEMPUS (TEMPUS TOP report and handbooks on university-enterprise cooperation in TEMPUS PHARE countries). http://ec.europa.eu/education/programmes/tempus/doc/univ97_en.pdf
- In cooperation with UNESCO-IIEP7 <http://www.unesco.org/iiep/>, ESMU organised several distance course on university-enterprise co-operation in the

East Mediterranean region (2000), Central and Eastern Europe (2001), Asia (2002 & 2004) and English speaking Africa (Spring 2003) on the strategic management of university-enterprise relations, the management of interfaces, finances and staff. Examples of good practices have been compiled in several UNESCO-IIEP publications.

- In 2005 a new study on University-Enterprise cooperation in TEMPUS partner countries <http://ec.europa.eu/education/programmes/tempus/doc/studyexe06.pdf> was commissioned by DGEAC of the European Commission to the European Training Foundation. The results of this Study were presented at a Conference in Amman (Jordan) in April 2006.

The project's recommendations will be compiled in a **final dissemination report** which will also highlight how University-Enterprise cooperation can be best promoted in a European perspective by the new Lifelong Learning Programme and other complementary policy and programme initiatives. The report will be widely disseminated to Higher Education Institutions in Europe and all relevant stakeholders in the area of University-Enterprise cooperation.

Nadine Burquel, Secretary-General ESMU
on behalf of the project team



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Part II: Results of a European Survey

Part II: results of a European Survey

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INTRODUCTION

The German Academic Exchange Service (DAAD) runs a EU project (Socrates Accompanying measure) in partnership with ESMU (European Centre for the Strategic Management of Universities), nine national Socrates Agencies and a group of European experts whose main objective is to look into the importance and place of University-Enterprise cooperation in education and training. More specifically, the project aims at analysing how universities have integrated the University-Enterprise dimension in their activities and what are the challenges ahead.

In that context a European online survey was carried out (January-April 2007)⁹. The survey contributed to:

- ◆ Looking at different cooperation levels
- ◆ Collecting information on how University-Enterprise cooperation takes place
- ◆ Identifying future challenges and expectations linked to the Lisbon Agenda and the Bologna Process

Three types of actors were contacted in the framework of the online survey, i.e.:

- ◆ All European cooperation projects with an important University-Enterprise dimension in their activities (Mainly Socrates and Leonardo projects)
- ◆ Universities active in University-Enterprise cooperation
- ◆ A limited number of actors active in the field of University-Enterprise cooperation in education and training (i.e. mainly UETPs created under the COMETT programme and still active today).

This report presents the results of the survey in the following sections:

- ◆ Methodology
 - Design of a preliminary questionnaire
 - Identification of key actors
 - Finalisation of the questionnaire
 - Technical validation and Launch of online survey
 - First analysis of the responses received and production of the survey
- ◆ Detailed analysis of responses

Section 1 - General responses

Introduction – General remarks

Statistical analysis of responses

- Analysis by country and type of respondents
- Analysis of the profile of the university respondents
- General development of University-Enterprise cooperation
- Need for a closer cooperation between universities and enterprises
- Future challenges
- Where does University-Enterprise cooperation take place?

Qualitative Analysis of answers received

- Key changes for universities
- Key changes for enterprises
- Main obstacles (universities)
- Main obstacles (enterprises)

⁹ for the questionnaire and further information on the project see <http://eu.daad.de/imperia/md/content/eu/lllp/veranstaltungen>

Section 2 - Responses from University Enterprise Training Partnerships (UETPs)

Analysis of the results as part of the overall survey analysis. (UETP as one possible category for respondents)

◆ CONCLUSION

B. METHODOLOGY

B.1. Design of a preliminary questionnaire

A preliminary questionnaire was designed in October 2006 by the project team. The questionnaire was discussed and tested among a limited sample of universities, then amended to take into account the various remarks received during the pilot phase.

In parallel, a technical tool was tested and validated to prepare for the online survey.

B.2. Identification of key actors

This activity took place in parallel to the design of the questionnaire¹⁰.

Three **types of “actors”** were contacted for the online survey, i.e.

- **Socrates and Leonardo projects** with a University-Enterprise cooperation dimension (identified universities across Europe holding an Erasmus University Charter (EUC) contacted via the ERASMUS institutional coordinators; project coordinators identified by National Agencies and via national and EU project compendia for decentralised and centralised measures, e.g.. student and graduate placements, staff exchange and through EU and national project compendia; Curriculum Development, Thematic Networks)
- **Universities** active in University-Enterprise cooperation including European networks (among others DEAN = network of deans and HUMANET = network of head of university administrations, European Consortium of Innovative Universities, European network of Bologna promoters)

Former “UETPs” (i.e. “University-Enterprise Training Partnerships” as set up under the EU COMETT programme, 1987-1995¹¹; organisations acting as professional intermediaries between HE and enterprises, this could be either an institution coordinating a UETP or an institution participating in a UETP; they were

¹⁰ The questionnaire can be found online on the website of the main partners (DAAD, ESMU, SDI).

- ¹¹ 69 UETPs were identified before the questionnaire was sent, but some structures answered identifying themselves as UETPs (question 2 “Are you a University-Enterprise Training Partnership?”) Several ones were even created in new EU countries after the end of the COMETT programme. Most of these structures or bodies are now located inside universities and develop similar activities to those initiated under COMETT, i.e. technology transfer, transnational mobility, consultancy, joint training, curriculum design; many are active in Socrates and Leonardo projects.

mainly identified through UETPs still existing in Germany, France, Austria and the Netherlands and via European HE networks such as LEONET)

The main target group was a wide range of representatives of higher education institutions (international offices, placement offices, career services; deans, Bologna promoters, ERASMUS coordinators, project coordinators in faculties). The underlying assumption was that these categories would comprise a representative share of relevant stakeholders to be questioned on issues on university-enterprise cooperation.

In total, 3500 organisations were identified. An ad hoc application was prepared to contact all these organisations by email with a presentation of the project and a link to the website where the questionnaire for the online survey could be found.

B.3. Finalisation of the questionnaire

The questionnaire was adapted to take into account comments made in the pilot phase and was structured around the following sections:

- Identification of the respondent
- Specific questions regarding University-Enterprise cooperation
- Specific issues/Open questions
- Comments

A. Identification of the respondent

- **Name of the organisation**
- **Type of organisation**

| 2.. TYPE OF RESPONDENT (ONLY ONE CHOICE POSSIBLE) | |
|---|---|
| 1 – Public authorities | <input type="checkbox"/> 1.1. Ministries <input type="checkbox"/> 1.2. Regions |
| 2 – Social partners | <input type="checkbox"/> 2.1. Employers <input type="checkbox"/> 2.2. Workers |
| 3 – Associations/NGO in the education and training sector | <input type="checkbox"/> 3.1. Association or NGO (general vocation) <input type="checkbox"/> 3.2. Association or NGO (Education) <input type="checkbox"/> 3.3. Association or NGO (Training) <input type="checkbox"/> 3.4. Other: Specify : |
| 4 – Sector of industry | <input type="checkbox"/> 4.1. Sectoral European association <input type="checkbox"/> 4.2. Professional branch at national level <input type="checkbox"/> 4.3. SME <input type="checkbox"/> 4.4. Large enterprise <input type="checkbox"/> 4.5. CCI (Chambers of commerce and industry) <input type="checkbox"/> 4.6. CMAI (Chambers of craft) <input type="checkbox"/> 4.7. Other : Specify : |
| 5 – Education and training institutions | <input type="checkbox"/> 5.1. Training organisation <input type="checkbox"/> 5.2. Higher education institution <input type="checkbox"/> 5.3. Secondary school <input type="checkbox"/> 5.4. Adult education institution <input type="checkbox"/> 5.5. Study and Research organisation |
| 6 – Other type of respondents | <input type="checkbox"/> Other : Specify |

- Additional information on respondent:
 - Previous University Enterprise Training Partnership (UETP) like funded under the COMETT programme (cf. Section 2))
 - Running a SOCRATES or LEONARDO funded project.
- If the respondent was a university/HEI, additional questions were asked, i.e:

U.a. Please indicate the category that best fits your institution:

Comprehensive research university

Specialised research university (e.g. technical, medical, agricultural)

Comprehensive technical university or non university / higher education institution (e.g., *University of Applied Sciences, hogeschool, Fachhochschule, polytechnic*)

Specialised professional/vocational education institution (e.g., in teacher training, business administration; engineering, or nursing)

Other (please specify)

U.b. Please indicate the ownership status of your institution:

public institution

private institution

U.c. Please indicate the number of students (head count) undertaking full- and part-time studies at your institution

Less than 5.000

Between 5.000 and 10.000

Between 10.000 and 20.000

Between 20.000 and 30.000

More than 30.000

U.d. Please indicate the highest academic degree currently offered by your institution

PhD (or equivalent)

Master (or equivalent)

Bachelor (or equivalent)

Other: _____ (please specify)

U.e. Please indicate at which level in the institution your current position is located

Central level

Faculty/school level

Department/basic unit/institute/research centre level

U.f. How would you describe your current position?

Leadership, e.g. rector/president/vice chancellor, or dean, or head of department

Managerial, e.g. kanzler, university or faculty director, institutional secretary, registrar

Administrative, e.g. head of institutional administrative unit, or head of administration at department level

Academic/Research

Other: _____ (please specify)

| Please answer also these additional questions – only for University respondents | | | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| N° | Questions | Indicators | | | | | |
| Q.U.1. | Your University has a defined and comprehensive strategy regarding University-Enterprise cooperation. | Completely disagree | Disagree | Agree to some extent | Agree | Fully agree | Don't know |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q.U.2. | The main activities in terms of University-Enterprise cooperation are taking place in : | | Never | From time to time | Generally | Always | Don't know |
| | a. The central services | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b. Some faculties | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | | |
|--|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | c. In specialised departments (such as the continuing education department). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | d. In the research laboratories | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | j. Other: Please specify | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Specific questions regarding University-Enterprise cooperation

Section B.1. Development of University-Enterprise cooperation

| B.1 – Development of University-Enterprise cooperation | | | | | | | |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Q.1. | In your institution, is University Enterprise cooperation considered as an area of key importance. | Completely disagree | Disagree | Agree to some extent | Agree | Fully agree | <u>Don't know</u> |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q.2. | Please indicate for each of the following items if the University-Enterprise dimension has increased in the last 10 years. | | Some decrease | No increase | <u>Little increase</u> | <u>High increase</u> | <u>Don't know</u> |
| | a.1. European student placements/traineeships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | a.2. European placements for graduates | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | a.3. Mobility activities at national level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b. Training needs analysis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c. Skills deficit analysis (forecast) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | d. Training activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | e. Transfer of innovation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | f. R&D activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | g. Curriculum design | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | h. Guidance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | i. Integration into the labour market for graduated students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | j. Other: Please specify | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section B.2 Need for a closer University-Enterprise cooperation.

| B.2 –Need for a closer university-enterprise cooperation | | | | | | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| N° | Questions | Indicators | | | | | |
| Q.3. | University-Enterprise cooperation will have a positive impact. | Completely disagree | Disagree | Agree to some extent | Agree | Fully agree | Don't know |
| | a. Improving management in universities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b. Improving entrepreneurial approaches | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c. Increasing international attractiveness of universities and enterprises | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | d. Generating attractive, flexible and high quality education programs to transfer new knowledge in competitiveness (initial education) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | | | |
|------|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | e. Developing continuing education training in cooperation with industry which meets market needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | f. Facilitating and accelerating knowledge transfer from university to industry and vice versa. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | f. Encouraging research within industry | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | g. Generating/enhancing innovation culture in the university | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q.4. | The following types of cooperation could be developed : | | Not important at all | Important to some extent | Quite important | Very important | Don't know | |
| | | a. Implementing permanent dialogue structures between Universities and enterprises | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | b. Developing joint projects (education and training) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | c. Developing transnational mobility programmes (students in industry) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | d. Developing staff exchanges between universities and enterprises | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | e. Analysing training needs of enterprises and adapting/creating curricula accordingly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

■ Section B.3 Future challenges of University-Enterprise cooperation.

| B.3 –Your analysis regarding the future challenges of University – Enterprise cooperation in education and training | | | | | | | | |
|---|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| N° | Questions | Indicators | | | | | | |
| Q.5. | In the future, the following dimensions of the University-Enterprise cooperation will represent challenges to be faced. | | Completely disagree | Disagree | Agree to some extent | Agree | Fully agree | Don't know |
| | | a.1. European student placements/traineeships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | a.2. European placements for graduates | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | a.3. Mobility activities at national level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | b. Training needs analysis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | c. Skills deficit analysis (forecast) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | d. Organisation of training activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | e. Transfer of innovation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | | | |
|-------|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | f. R&D activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | g. Curriculum design | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | h. Guidance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | i. Integration into the labour market for graduated students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | j. Other: Please specify | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | | | | |
| Q6. | University – Enterprise cooperation is an activity which should take place as a priority | | Completely disagree | Disagree | Agree to some extent | Agree | Fully agree | Don't know |
| | | At a local level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | At a regional level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | At a national level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | At a European level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | At an international level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q.7. | The European dimension in the University – Enterprise cooperation is from now on a key element in any strategy which will be developed. | Completely disagree | Disagree | Agree to some extent | Agree | Fully agree | Don't know | |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q.8. | Can you specify what are the three main key changes (modifications/restructuring) that Universities have to do regarding the development of long lasting policies in terms of University-Enterprise cooperation in education and training. | Change U 1 | | | | | | |
| | | Change U 2 | | | | | | |
| | | Change U 3 | | | | | | |
| Q.9. | Can you specify what are the three key changes (modifications/restructuring) that Enterprises have to do regarding the development of long lasting strategies for University-Enterprise cooperation. | Change E 1 | | | | | | |
| | | Change E 2 | | | | | | |
| | | Change E 3 | | | | | | |
| Q.10. | Can you specify what are the three main obstacles that universities will have to remove. | Obstacle U 1 | | | | | | |
| | | Obstacle U 2 | | | | | | |
| | | Obstacle U 3 | | | | | | |
| Q.11. | Can you specify what are the three main obstacles that enterprises will have to overcome. | Obstacle E 1 | | | | | | |
| | | Obstacle E 2 | | | | | | |
| | | Obstacle E 3 | | | | | | |
| Q.12. | Are you interested in contributing to a case study of your institution which will be published in the final report. | <input type="checkbox"/> Yes | | | | | | |
| | | <input type="checkbox"/> No | | | | | | |
| Q.13 | I agree that the information submitted can be used for the purpose of the study. | <input type="checkbox"/> | | | | | | |

B. Specific questions

This section focuses on organisations in charge of transnational mobility activities which represent an important part of any University-Enterprise cooperation scheme. Two main questions were addressed: (1) How did you develop contacts with enterprises and (2) How are you sustaining your partnership with enterprises/institutions? These questions were meant to support National Agencies with specific interest in industrial placements, since mobility remains a key area in transnational EU education and training programmes (80% of the budget of the Lifelong Learning Programme is still earmarked for mobility activities)

| C – SPECIFIC QUESTIONS |
|---|
| <p>This section focuses on organisations in charge of transnational mobility activities which represent an important part of any university-enterprise cooperation scheme.</p> <p>Q.C.1. How did you develop contacts with enterprises (several boxes may be ticked)</p> <p><input type="checkbox"/> via your own organisation <input type="checkbox"/> via personal contacts <input type="checkbox"/> through follow-up of R&D activity <input type="checkbox"/> via intermediary organisations <input type="checkbox"/> via student placements <input type="checkbox"/> Other - please specify:</p> |
| <p>2. How are you sustaining your partnership with enterprises /institutions (open question)</p> |

C. Free comments by the respondent

| D – FREE COMMENTS BY THE RESPONDENT |
|--|
| <p>Please feel free to make proposals you consider appropriate for the development of long lasting mechanisms in the field of university – enterprise cooperation (no more than 10 lines – in English).</p> |

B.4. Technical validation and Launch of the ONLINE survey

The online questionnaire was tested with a limited number of organisations in order to guarantee that the technical application would not cause any technical problems at the level of the respondent.

The survey was launched at the end of January 2007 and ended at the beginning of April 2007 (2.5 months).

B.5. Analysis of responses and production of the survey report

This work comprised the following stages:

5.1 Statistical analysis

The statistical analysis focused on:

- An analysis of the answers for each question
- An analysis of answers by country (where relevant and only in the case of sufficient country representation)
- An analysis by type of respondent

5.2 Qualitative analysis

This qualitative analysis consisted in an in-depth analysis of all qualitative comments provided by the respondents. It served as a basis for the production of this survey report.

C. DETAILED ANALYSIS OF RESPONSES

SECTION 1 - GENERAL RESPONSES

C.1. INTRODUCTION – General remarks

This section provides further information on the organisation of the survey and the limitations of the exercise.

- The main objective was to get an overall representative picture on current developments in the field of University-Enterprise cooperation. Therefore, this survey should be considered more a snapshot than a comprehensive research-based survey. Time and financial resources did not make it possible to conduct a more extensively elaborated survey (which may have had some impact on providing sufficient feedback to respondents for example when some incompatibilities were found or complementary information needed). Some respondents gave several answers. A careful check was carried out to avoid duplications.
- The online survey was open for 2,5 months during which several reminders were sent.
- An important number of National Agencies set up within the new Lifelong Learning programme have supported the project and been very active in contacting organisations in their respective countries.
- The questionnaire had some open questions. Each question was analysed carefully and an ad-hoc typology developed to reflect the information provided by the respondents.

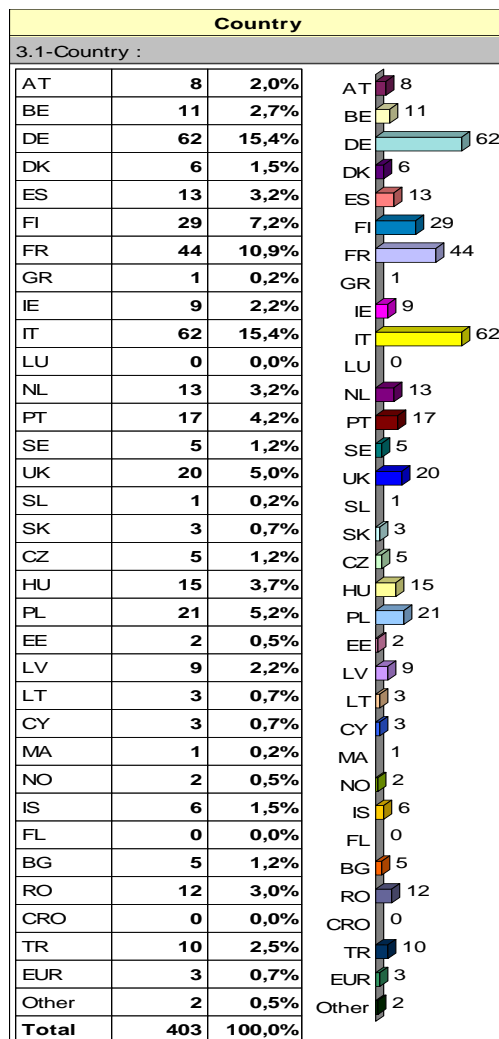
C.2. Statistical analysis of responses

1. ANALYSIS BY COUNTRY AND TYPE OF RESPONDENTS

Out of the 3500 organisations contacted, 11% responded to the survey.

A good country coverage

The following table presents the distribution of respondents by country and type of respondents.



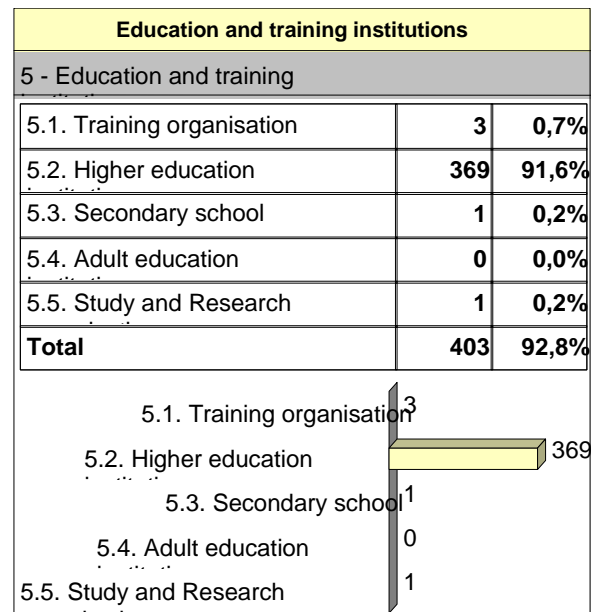
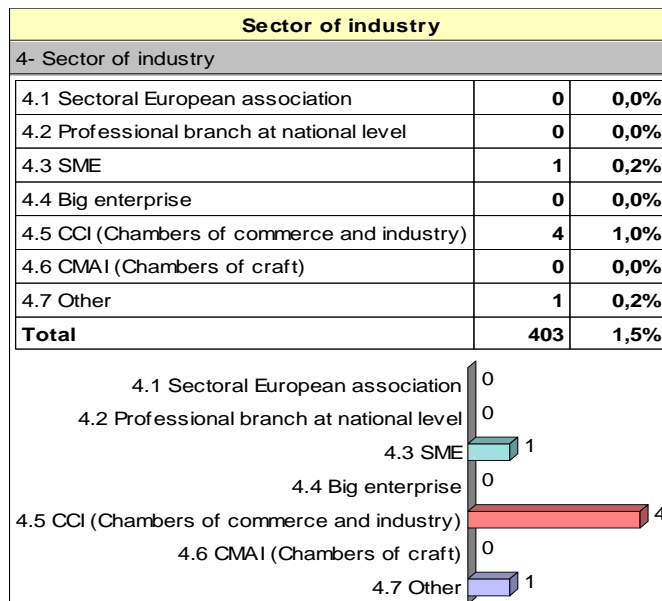
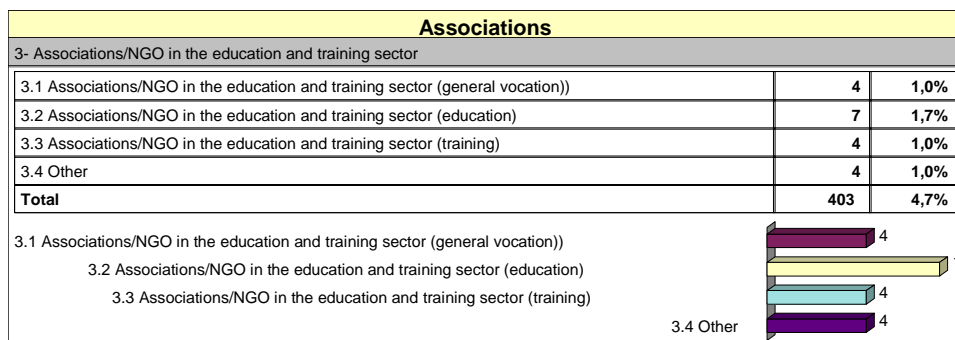
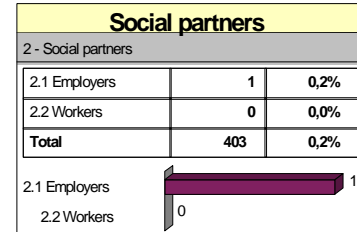
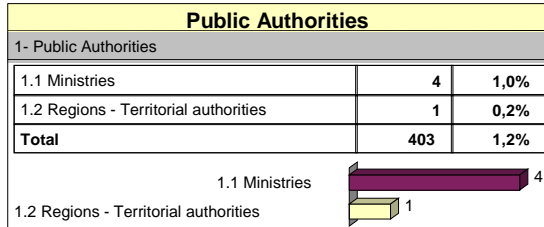
Comments

There is a good country coverage with:

- 34 countries in total
- A strong representation of DE and IT (representing 15% of the total responses each) and a good overall representation of FR (11%)
- A fair representation of SF, PL, UK (between 5 to 10%)
- A rather low representation in absolute terms of PT, ES, BE, AT, IRL, PT, NL, HUN, LV, RO, TK (2 to 5%), however taking into account parameters like the size of the country as well as number of students and universities in the respective

countries quite a good coverage for Fi (29 respondents), Hu (15 respondents) and Pt (17 responding institutions).

A good representation of universities from all over Europe

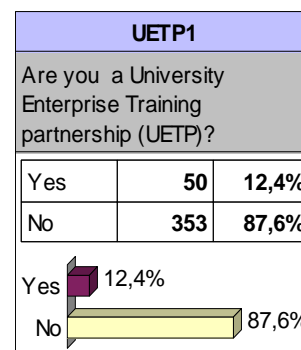
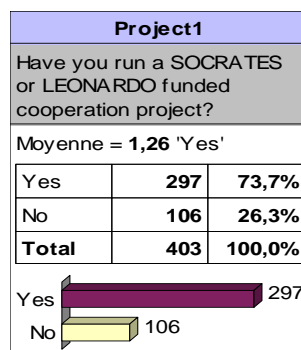


Comments

The distribution of respondents by type of respondents reveals that:

- There is a good representation of universities: 360 universities out of 403 respondents, i.e. 91%. Such a percentage is following more or less the distribution of organisations contacted.
- A small number of education & training associations have responded (19 organisations) which corresponds to 5% of the total number of respondents.
- Other respondents (other categories) participated (Ministries of Education, social partners, industry, ...)

Genuine European expertise



Comments

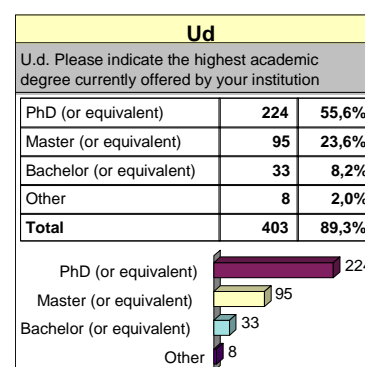
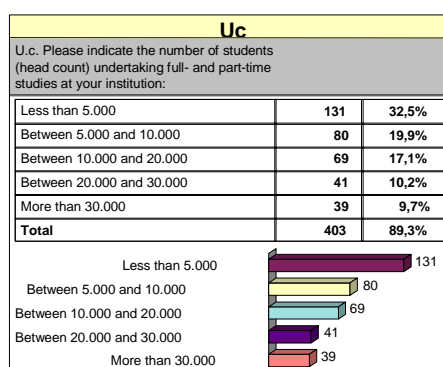
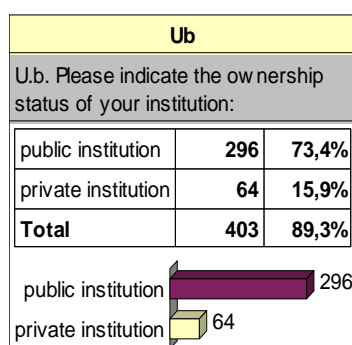
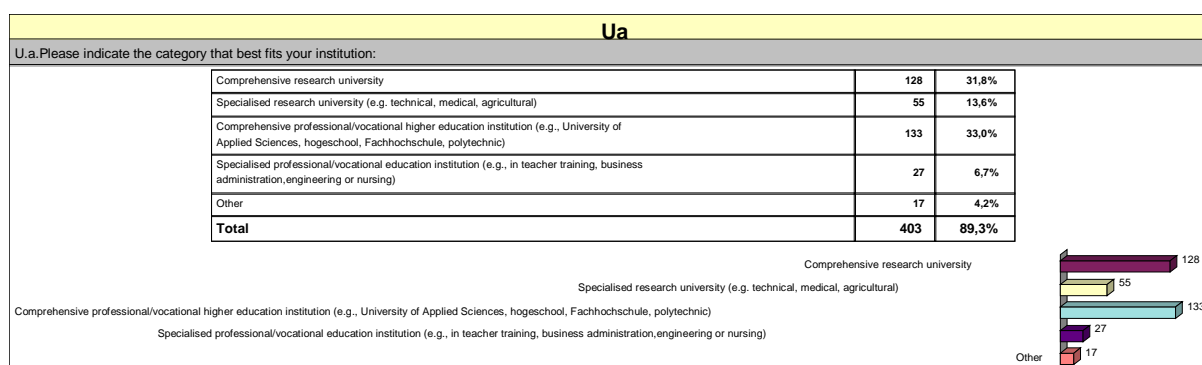
Regarding European expertise of the respondents, the following remarks can be made:

- 2/3 of the respondents confirmed that they run a LEONARDO or SOCRATES project. However, these percentages should be taken with caution since it is more than probable that the large majority of universities participating in this exercise have been active in promoting ERASMUS mobility activities under the SOCRATES programme. This European experience is a significant one even if it is not directly related to University-Enterprise cooperation activities. Some further analysis also highlighted interesting issues with regards to the role that University-Enterprise cooperation could play in the international developments of the organisations.
- 1/4 of the respondents claim to have been a University-Enterprise Training Partnership (UETP). The question as formulated in the questionnaire did not mention the relation to the previous COMETT programme (which created this concept of Regional and Sectoral UETPs in 1986). Some respondents may have made the connection, however these answers should be further compared with the number of European associations in education & training which have responded (5%).

2. ANALYSIS OF THE PROFILE OF THE UNIVERSITY RESPONDENTS

Diversity of universities

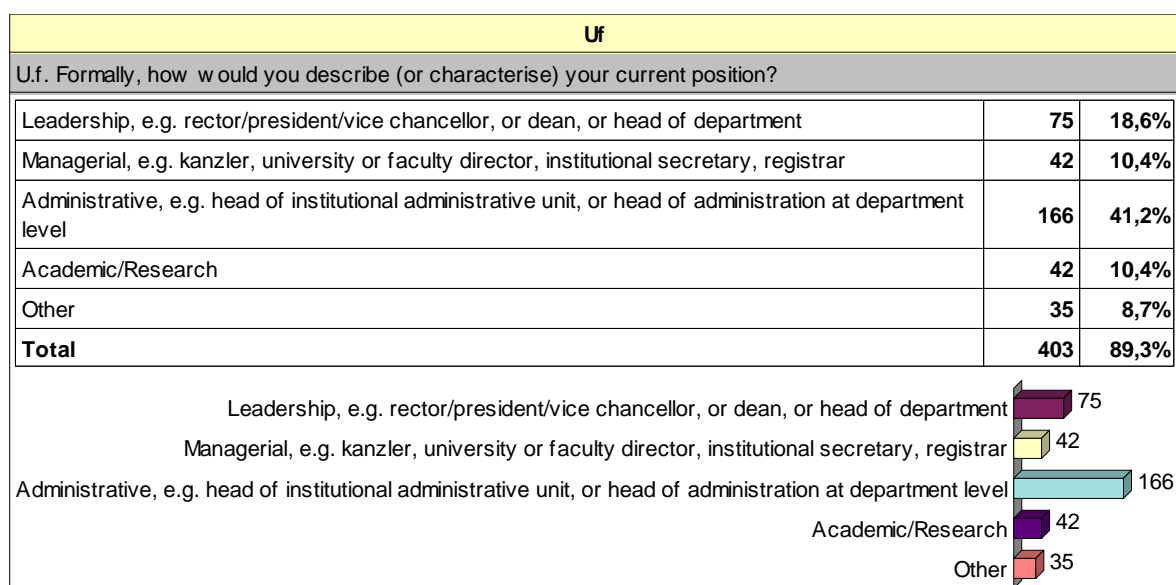
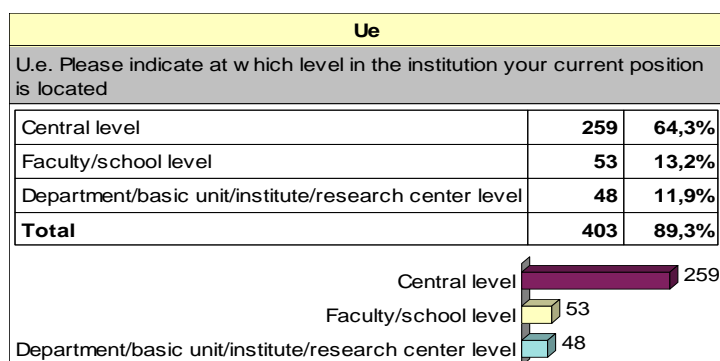
Since 91% of the respondents were universities, it seems important to analyse their profile in more detail.



Comments

- Out of the 360 universities which answered the survey, 1/3 are “comprehensive professional/ vocational universities (such as University of Applied Sciences, Hogescholen, Fachhochschulen, Polytechnics, ...)”, which is no surprise as these have a vocational orientation and permanent relations with the industry
- 1/3 is comprehensive research universities (which correspond to the traditional type of universities). Such a proportion can be easily explained by the tradition of University-Enterprise cooperation mainly in the field of research. However, other answers highlight the progressive importance given to issues such as integration into the labour market or the employability of graduates
- 80% are publicly funded universities
- Out of the 360 universities, 1/3 is “small universities” (less than 5000 students), just above 1/3 are “middle size universities” (5000-20000 students) and 2/3 of the universities are offering PHD studies.

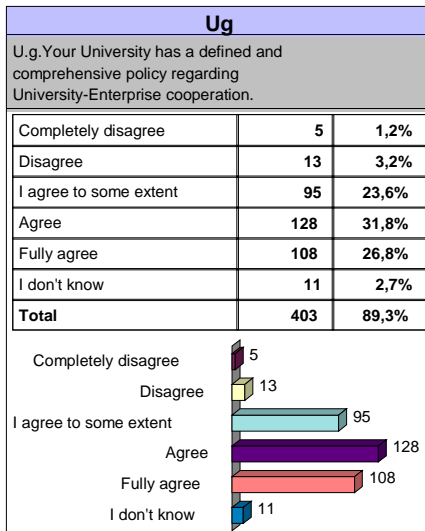
A variety of respondents from various levels inside universities



Comments

- 2/3 of the respondents come from the central level
- 41% have an administrative function (head of administrative unit, head of International relation unit, Industrial liaison officer, ...)
- 29% state that they are in a decision making position, either in a senior academic function (rector, president, vice chancellor, dean, ... - 19%) or a senior administrative position (head of administration, chancellor, general secretary, registrar, ... – 10%)

The perception of having an established strategy for university-enterprise cooperation

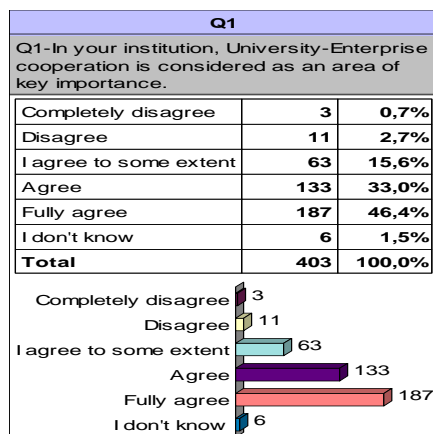


Comments

- 2/3 declares that their university has a defined and clear comprehensive strategy on University-Enterprise cooperation. This must be taken with caution
- This analysis points out that activities are taking place in many structures in the university at various levels. However, the way the respondents filled in the questionnaire reveals some lack of overall collective information on what is going on globally within the institution. Such a situation may be linked to the difficulty to establish clear internal communication strategies.
- **The issue of activities versus strategy must be highlighted:** many activities are taking place in the field of University-Enterprise cooperation. This does not mean however that there is a clear strategy at institutional level.

3.GENERAL DEVELOPMENT OF U-E COOPERATION

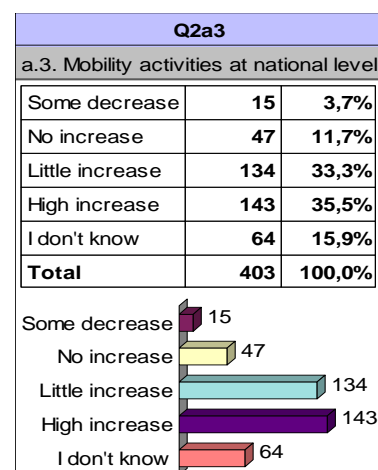
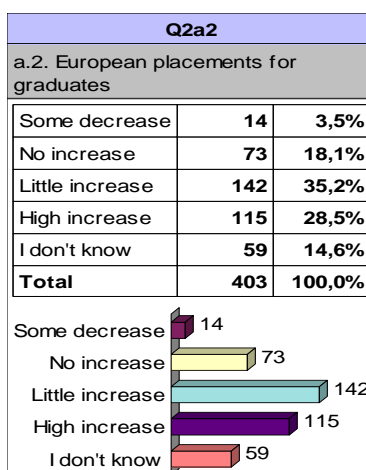
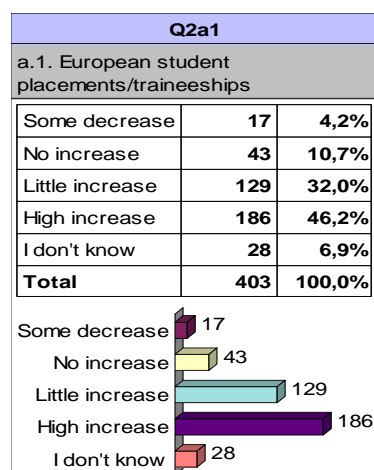
University-Enterprise cooperation is considered as an area of key importance

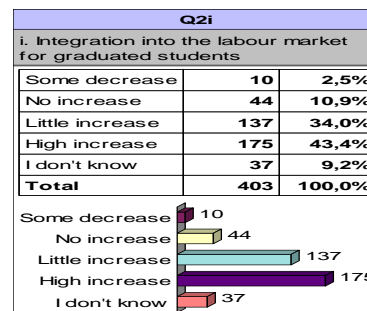
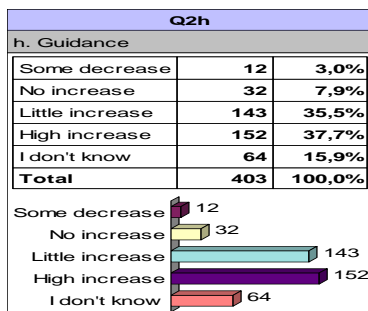
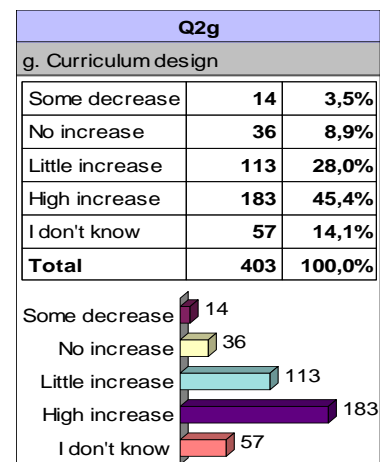
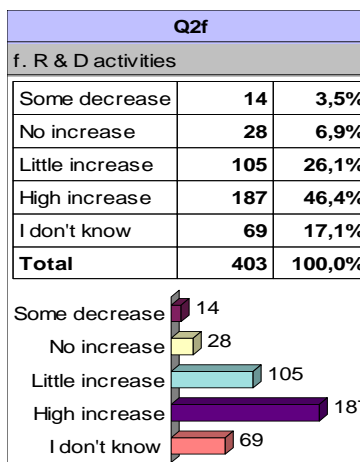
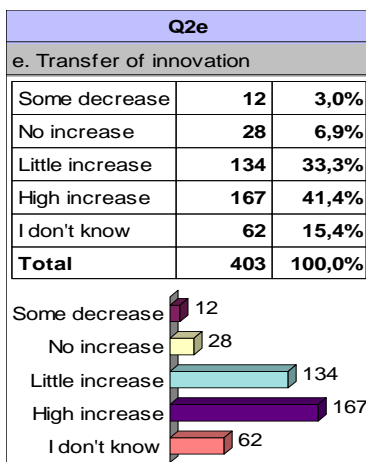
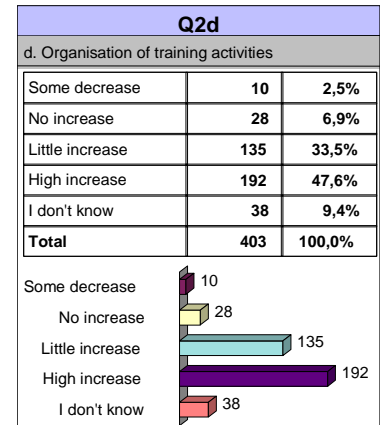
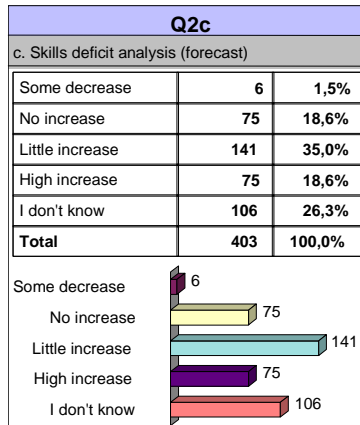
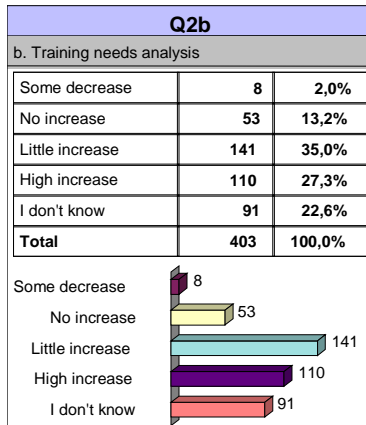


Comments

- More than 80% of respondents consider that University-Enterprise cooperation is an area of key importance for their institution (agree/fully agree). This confirms **a shift of paradigms (mainly in higher education institutions)** with University-Enterprise cooperation gradually becoming part of the central focus of attention of these institutions.

University-Enterprise cooperation is progressing in various fields



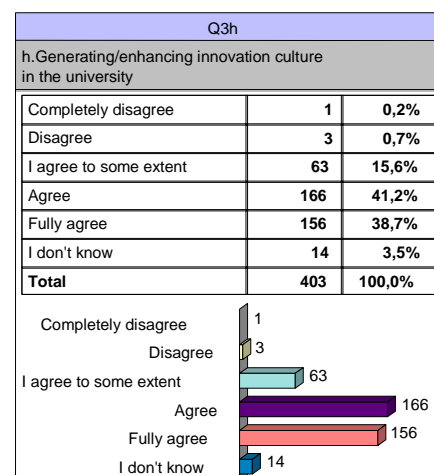
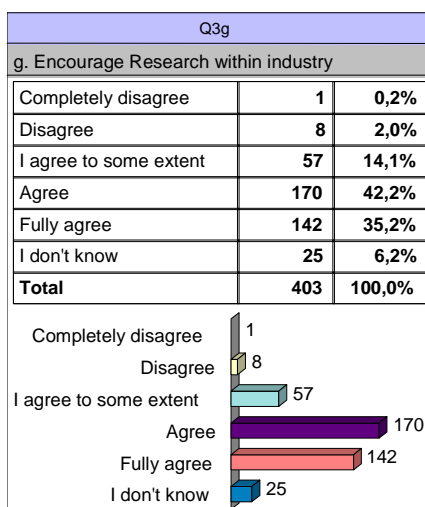
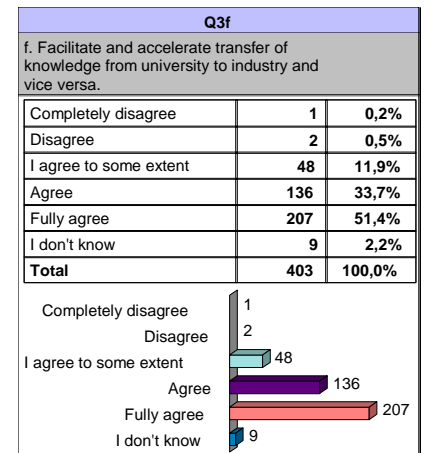
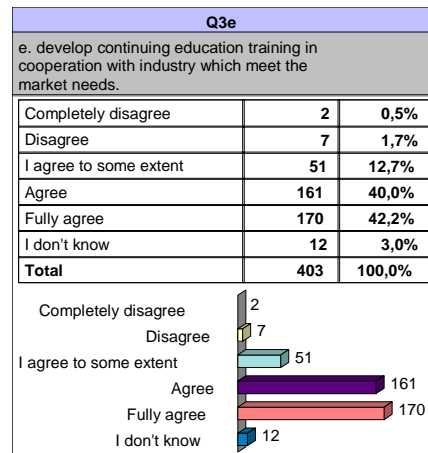
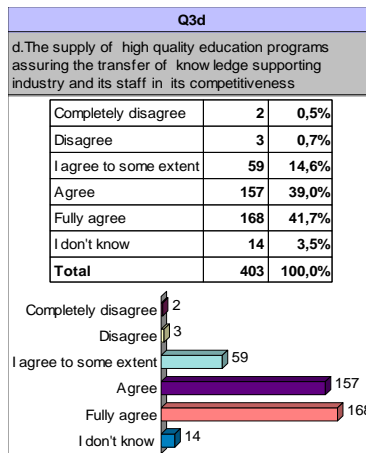
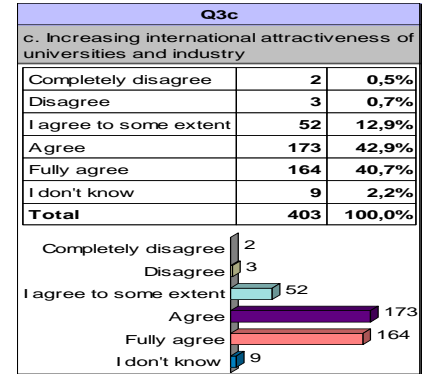
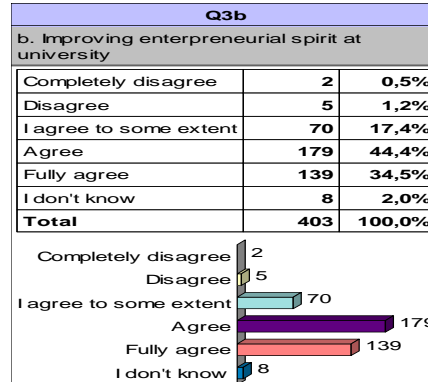
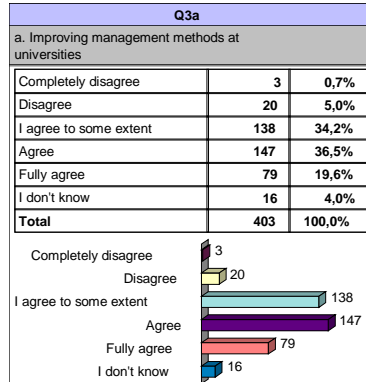


Comments

- The development of mobility activities, the analysis of training needs analysis and skills deficits, the development of R&D activities, the adaptation of the curriculum, guidance and integration into the labour market have all been considered by a vast majority of respondents as areas which have been given increased attention in the last ten years. The top three areas where there was a perceived “high increase” are training activities (47.6%) and R&D activities (46.4%) followed by European student placements/traineeship activities (46.2%).

4. NEED FOR CLOSER COOPERATION BETWEEN UNIVERSITY AND ENTERPRISES

A recognition of the potential impact of University-Enterprise cooperation

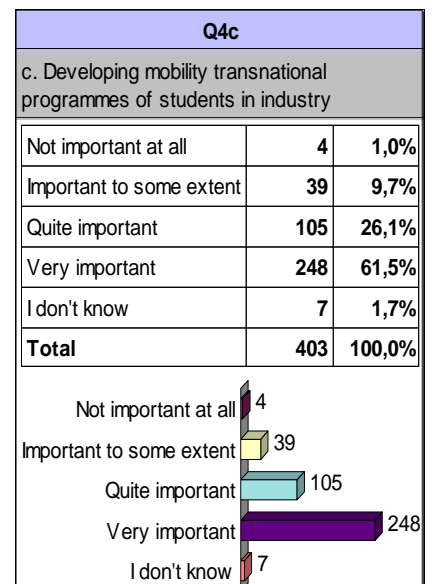
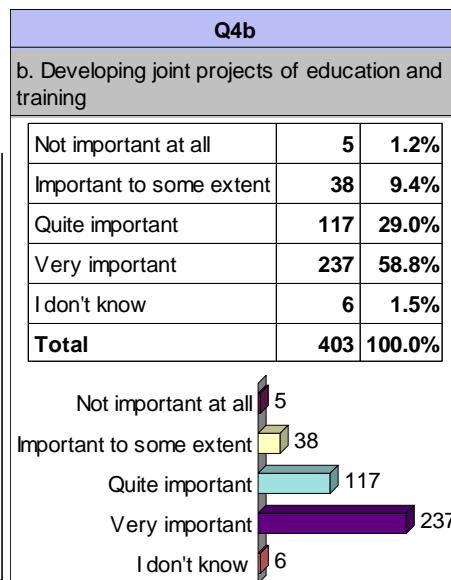
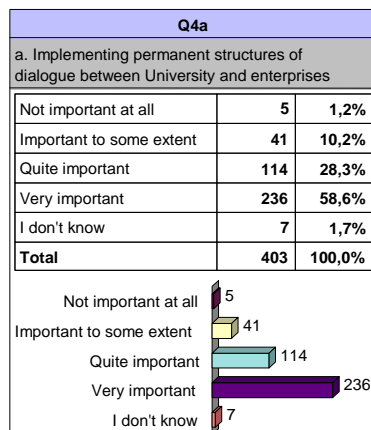


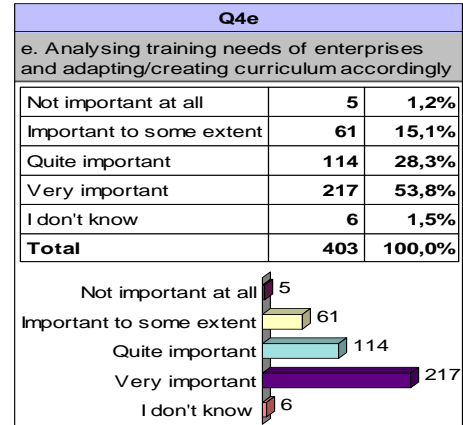
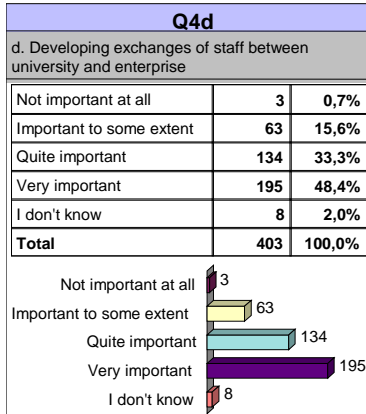
Comments

An analysis of the tables indicates that:

- One interesting issue concerns the impact of University-Enterprise cooperation on the international attractiveness for both parties involved (around 83% of respondents agree or fully agree on this).
- Similarly a significant number of respondents recognise an important impact of University-Enterprise cooperation on areas such as knowledge transfer (85%) continuing education (82%), enhancing an innovation culture (81%) and encouraging R&D activities within industry (78%).
- A positive impact on the issue of entrepreneurship has also been highlighted (around 79%).
- 56% agree only to some extent that University-Enterprise cooperation may have some positive impact on professionalisation of university management, whereas 6% disagree more one third (34 %) only agrees to some extent to this statement.
- These elements confirm an accord on the necessity to change and the perceived benefits arising from these changes as to enhance u-e cooperation. This finding should be placed in the context of the modernisation agenda of universities (Bologna/HE reform).

Towards permanent dialogue structures between Universities and Enterprises





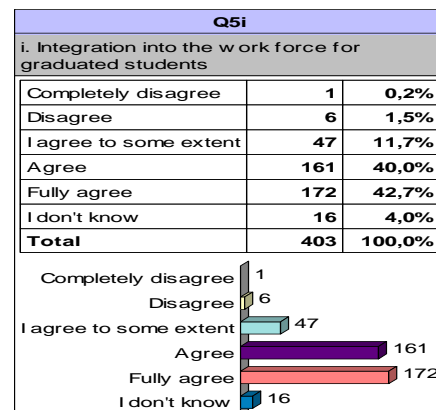
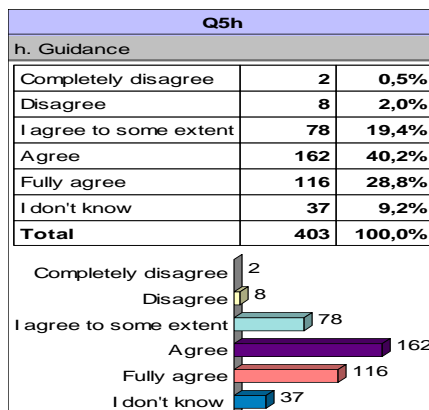
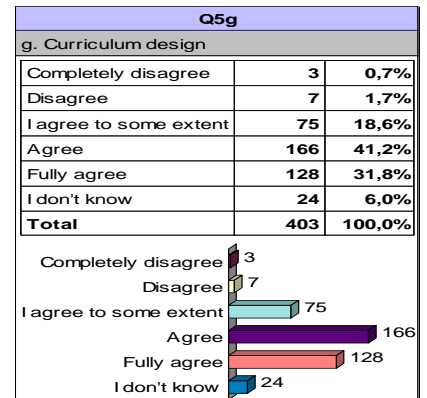
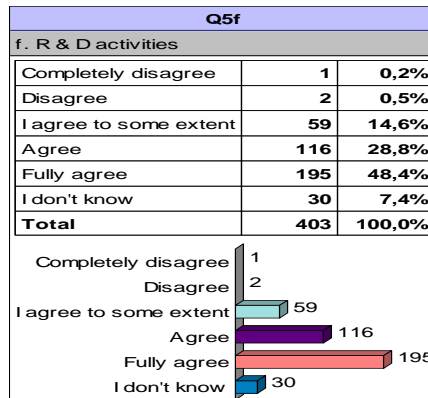
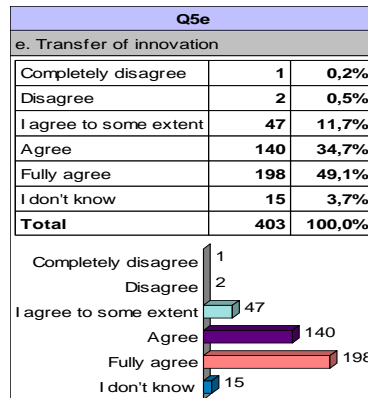
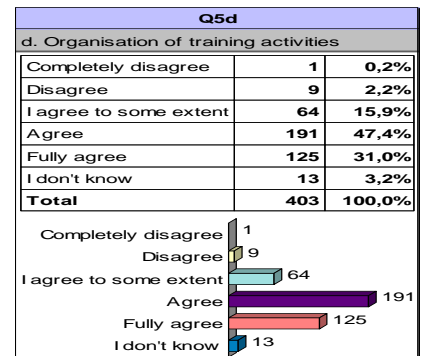
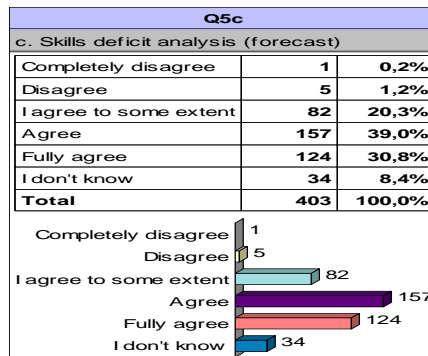
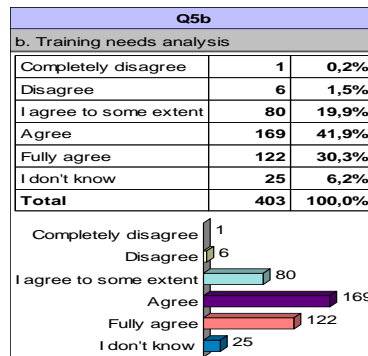
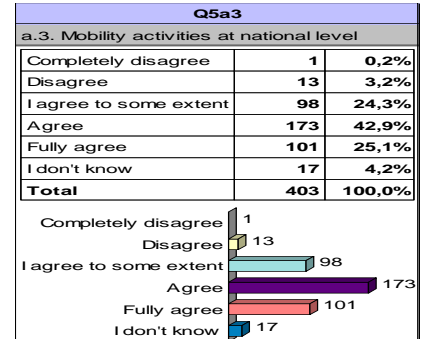
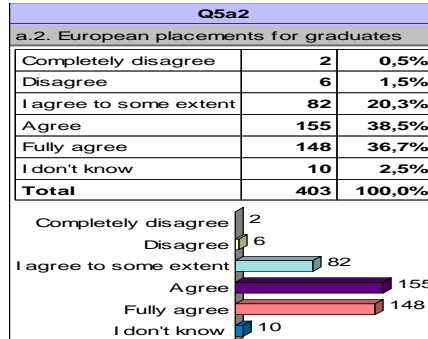
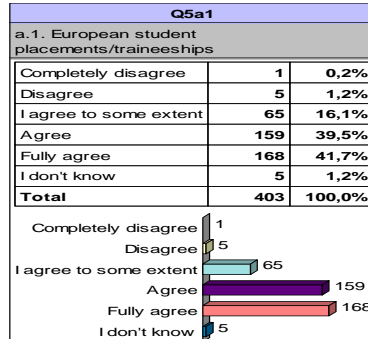
Comments

The following observations can be made:

- 86% of respondents find the implementation of permanent structures of dialogue between universities and enterprises very important or quite important.
- Joint projects of education and training are seen by almost 88% of the respondents as very important or quite important
- Other types of cooperation mentioned as desirable activities are joint projects, mobility, training needs analysis and curriculum development.
- Almost 82% of respondents support the idea of promoting exchange of staff between universities and enterprises.

5. FUTURE CHALLENGES OF UNIVERSITY-ENTERPRISE COOPERATION

Mobility is still one of the key challenges



Comments

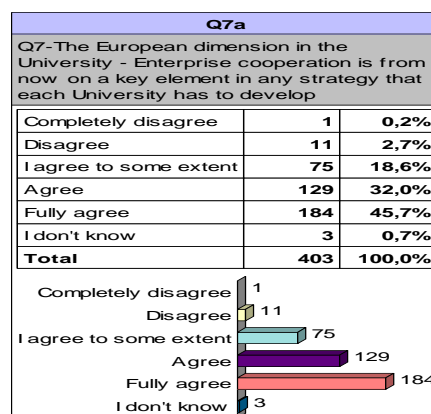
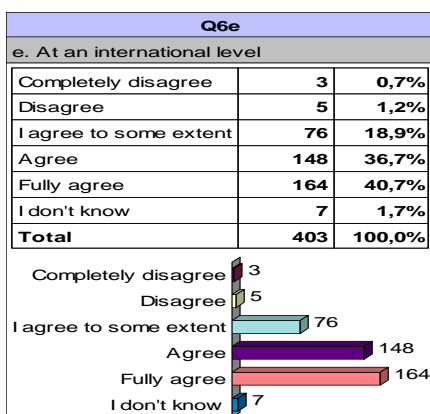
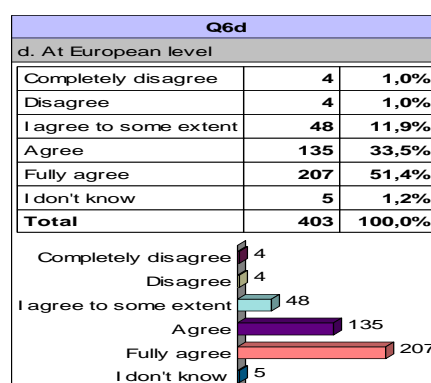
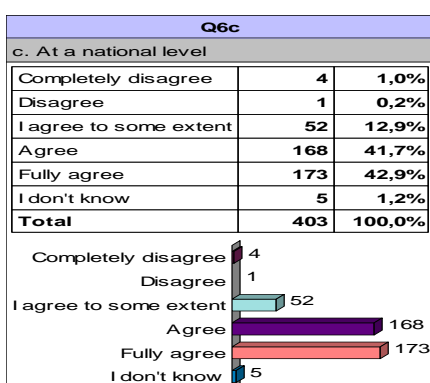
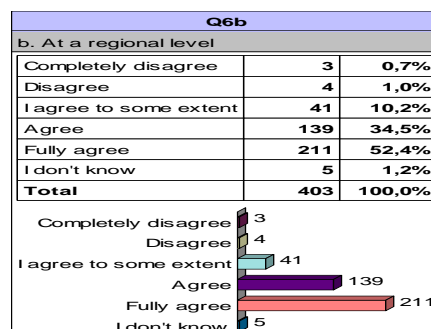
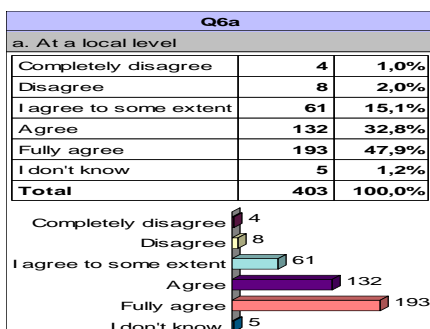
The top three challenges named by the respondents are **transfer of innovation, integration of graduates into the labour market** and **student mobility**.

- To the majority of respondents the transfer of innovation is the main challenge for the future (almost 85%).
- More than 82% of respondents consider the integration of graduate students into the labour market as important challenge.
- Around 81% of respondents consider (transnational) mobility as continuing to be a key challenge within the development of the institution

Other activities such as training needs analysis, skills deficit, joint training activities, curriculum design are also considered important challenges for the future...

6. WHERE DOES UNIVERSITY-ENTERPRISE COOPERATION TAKE PLACE?

University-Enterprise cooperation should take place at all levels



When asked at what level u-e cooperation primarily should take place, an analysis of the tables indicates the following findings:

- There is no specific level where University-Enterprise cooperation should take place as an absolute priority. **All levels** – regional (86.9%), the European (84.9%), the national one (84.6%) and the local level (80.7%) should be focused upon.
- More importantly, 78% of respondents consider that the European dimension in University-Enterprise cooperation has become a **key element in any institution strategy**.

1. KEY CHANGES FOR UNIVERSITIES

The first question asked what changes universities should make to develop long lasting policies for University –Enterprise cooperation.

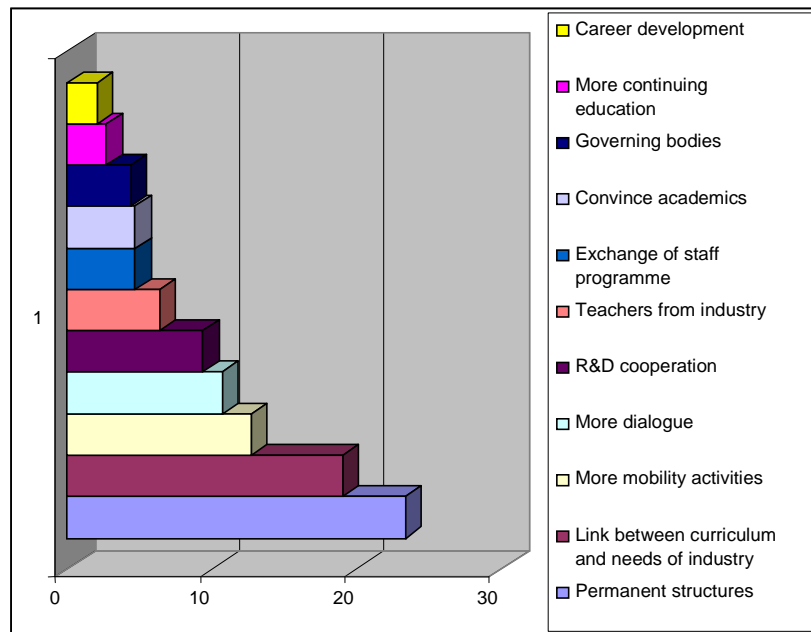
There were no predefined answers and the respondents were allowed to comment freely. An in-depth analysis of these free comments points to the following conclusions:

- There should be **more dialogue** between both Universities and Enterprises
- **Continuing education** provision should be strengthened
- **Mobility activities** should be developed
- **Industry** should be more **active and represented** in the governing bodies of universities
- There should be more **permanent structures** established (guidance, career counseling).
- **Research** cooperation should be more developed
- There should be more **teachers and exchange of staff between universities and enterprises**
- **The curriculum** provision should address better industrial needs
- **Academics should be made more aware of** the importance to liaise with industry.
- More importance should be given to people working in areas of international relations and links with industry mainly in terms of **career development**.

Towards permanent structures between Universities and Enterprises

The following table reflects answers given by respondents. In order to get a good representation of the answers, there has been an aggregation of all three changes proposed by the respondents.

| ITEMS | ANSWERS | PERCENTAGE |
|---|---------|------------|
| Permanent structures | 70 | 23 |
| Link between curriculum and needs of industry | 57 | 19 |
| More mobility activities | 38 | 13 |
| More dialogue | 32 | 11 |
| R&D cooperation | 28 | 9 |
| Teachers from industry | 19 | 6 |
| Exchange of staff programme | 14 | 5 |
| Convince academics | 14 | 5 |
| Governing bodies | 13 | 4 |
| More continuing education | 8 | 3 |
| Career development | 6 | 2 |
| Total | 299 | 100 |



An analysis of the tables above shows that:

- 23% of answers fervently advocate permanent structures
- If one adds this element to the issue of having more regular dialogue with the other partner (11%) we come to 34% of answers considering such intermediary structures as a necessity
- 19% of respondents think that universities have to adapt more to the needs of industry and to propose curricula which meet industrial demands
- 13% consider that mobility activities of all kinds have to be further developed (student industrial placements)
- 9% mention the important role of research activities in the university-enterprise cooperation, 6% would like to see more teaching staff recruited from industry, 5 % advocate the exchange of staff programmes or the necessity to convince academics of the importance of developing University-Enterprise cooperation as well as the participation of industry in the governing bodies of the university
- To a lesser degree comes the development of continuing education programmes. This could be explained by the fact that there are already a large number of activities happening in this field, so quite a lot respondents may have decided not to highlight this issue particularly as it has come to be seen as a regular activity within the institution.

2. KEY CHANGES FOR ENTERPRISES

The second question addressed to all the respondents was : « What should enterprises do regarding the development of long lasting strategies in terms of University-Enterprise cooperation in education and training ? »

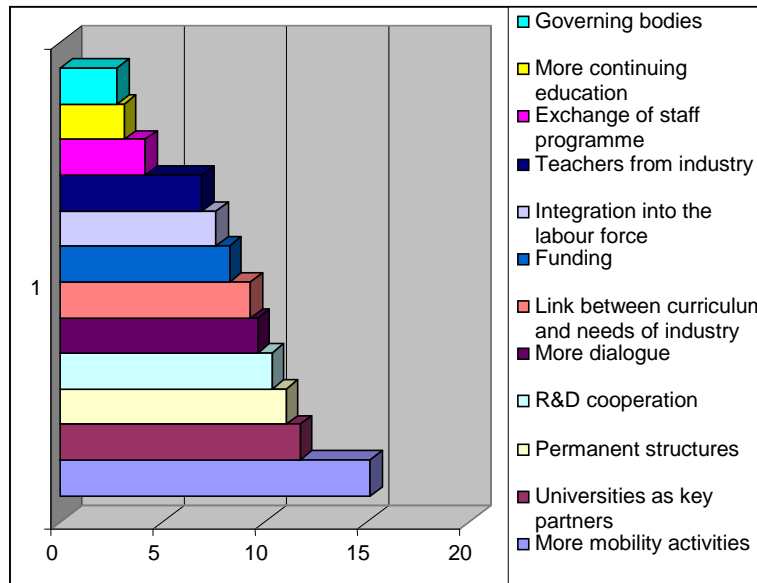
There were no predefined answers and the respondents were allowed to comment freely. An in-depth analysis of all comments reveals that:

- There should be **more dialogue** between both entities
- **Continuing education** provision should be strengthened
- **Mobility** activities should be developed
- **Industry** should be **more active** and represented in university governing bodies
- There should be more permanent structures established
- **Research cooperation** should be more developed
- There should be **more teachers from industry** and vice versa
- **The curriculum provision** should address better the **industrial demands**
- There should be programmes **to promote staff exchange**
- Enterprises should **investigate** further as **to which expertise** is available in universities
- They should take more initiative and support the **integration of graduates into the labour force**
- Enterprises should provide **more funding** to universities

***Enterprises should consider universities as key partners;
mobility is still high on the agenda***

The following tables present the distribution of respondents by country and by type of respondent.

| ITEMS | ANSWERS | PERCENTAGE |
|---|---------|------------|
| More mobility activities | 44 | 15 |
| Universities as key partners | 34 | 12 |
| Permanent structures | 32 | 11 |
| R&D cooperation | 30 | 10 |
| More dialogue | 28 | 10 |
| Link between curriculum and needs of industry | 27 | 9 |
| Funding | 24 | 8 |
| Integration into the labour force | 22 | 8 |
| Teachers from industry | 20 | 7 |
| Exchange of staff programme | 12 | 4 |
| More continuing education | 9 | 3 |
| Governing bodies | 8 | 3 |
| Total | 290 | 100 |



An analysis of the tables reveals that:

- 15% call for more mobility activities (industrial placements).
- 12% think that enterprises have to consider universities as key partners.
- 12% of answers advocate permanent structures and 10% consider research cooperation and transfer of technology and innovation as quite important.
- 9% of answers consider that universities must adapt more to the needs of industry and propose curricula which meet more the demands of industry.
- 9% of answers call for a permanent dialogue between universities and enterprises.
- 8% plead for having more funding mechanisms from enterprises.
- 7% mention also the importance to have more teachers from industry.
- 7% plead for better integration of graduates into the labour force.
- Issues such as exchange of staff (4%), participation of industry in the governing bodies of the university (3%) or development of continuing education activities (3%) are also mentioned.

3. MAIN OBSTACLES FOR UNIVERSITIES

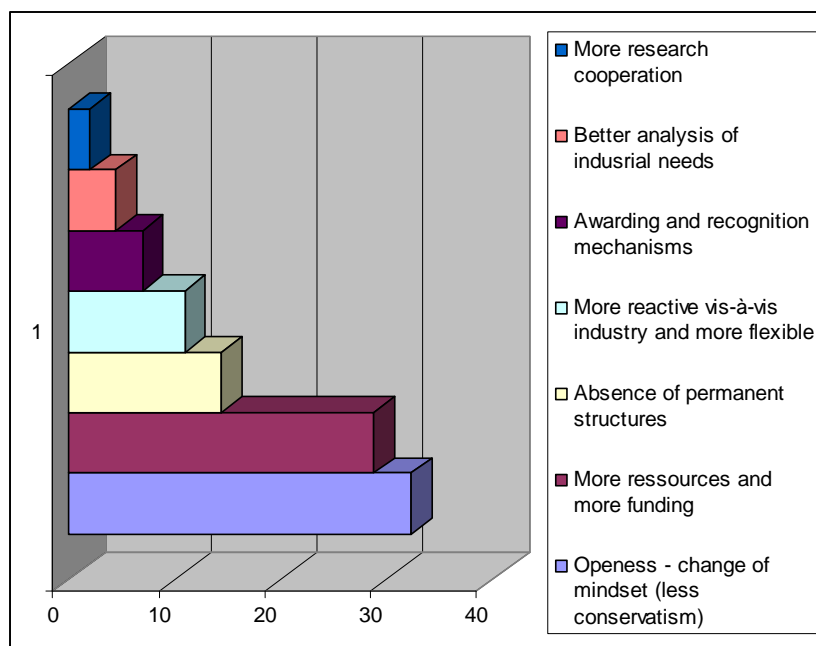
There were no predefined answers and the respondents were free to comment. The in-depth analysis indicates that:

- There should be **more openness** of academics towards industry (change of mindset, lack of understanding, conservatism, autonomy of teaching versus openness to industry, ...).
- There should be **more incentives** and recognition.
- Universities should be **more flexible to the needs of industry**.
- Universities should dedicate **more resources** and funding

A need for universities to open up to the external environment

The following tables present the distribution of respondents by country and type of respondent.

| ITEMS | ANSWERS | PERCENTAGE |
|--|---------|------------|
| Openness - change of mindset (less conservatism) | 65 | 32 |
| More resources and more funding | 58 | 29 |
| Absence of permanent structures | 29 | 14 |
| More reactive vis-à-vis industry and more flexible | 22 | 11 |
| Awarding and recognition mechanisms | 14 | 7 |
| Better analysis of industrial needs | 9 | 4 |
| More research cooperation | 4 | 2 |
| Total | 201 | 100 |



An analysis of the tables above calls upon the following comments:

- 32% of answers call for an attitude of openness by academics to the industrial world. This remark is mainly made by representatives of universities (91% of the respondents).
- 29% consider the lack of appropriate resources (funding and ad hoc personnel) as a serious obstacle.
- 14% of answers plead for permanent structures.
- 11% of answers indicate that universities should be more responsive and flexible to the needs of industry
- 7% of answers consider the lack of recognition as an obstacle.
- 4% of answers plead for a better analysis of industrial needs.

4. MAIN OBSTACLES FOR ENTERPRISES

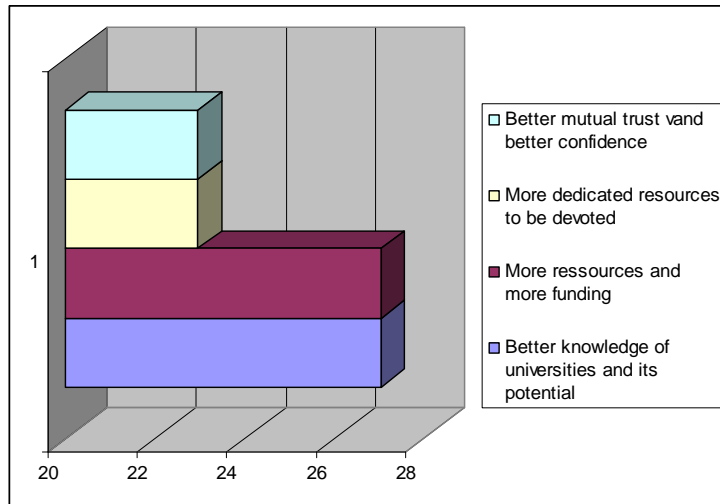
There were no predefined answers and respondents were allowed to comment freely.

- Enterprises should have a **better knowledge** of universities, their **culture** and capacity to meet industrial demands as well as **recognise** the quality of teaching and research staff.
- Enterprises should provide more **funding and support** more projects with universities.
- Enterprises should dedicate internally **more resources** and more time to their relations with universities.
- There should be a better **mutual trust** and enterprises should have a better **confidence** in the capacity of universities and see them as valuable partners.

A need for enterprise to recognise universities as key partners

The following tables present the distribution of respondents by country and by type of respondents.

| ITEMS | ANSWERS | PERCENTAGE |
|--|---------|------------|
| Better knowledge of universities and their potential | 33 | 27 |
| More resources and more funding | 33 | 27 |
| More dedicated resources to be devoted | 28 | 23 |
| Better mutual trust vend better confidence | 28 | 23 |
| Total | 122 | 100 |



An analysis of the tables above calls upon the following comments:

- 27% of answers consider that enterprises should have a **better understanding** of universities, their capacities and quality of teaching and research.
- 27% of answers consider that enterprises should devote more **financial resources** to support projects in universities (research, internships).
- 23% of answers consider that enterprises should **devote more time and allocate more (human) resources** to University-Enterprise cooperation activities.
- 23% of answers consider that there should be a **better mutual trust** between both actors and that enterprises should have a better confidence on the capacity of university to deliver on time.

[SECTION 2 - RESPONSES FROM University Enterprise Training Partnerships \(UETPS\)](#)

C.1. INTRODUCTION – General remarks

One part of the respondents were institutions during the COMETT period as University Enterprise Training Partnerships (UETPs) or who consider themselves as UETPs or belonging to a UETP structure. The UETPs were created by the European Commission in 1986 under the COMETT programme (Community Action Programme for Education and Training for Technology), in order to stimulate and finance projects of Higher Education Institutions together with companies. In 1995, there were more than 200 UETPs all over Europe (19 countries from the European Economic Community and the European Free Trade Association). The UETPs acted at the interfaces of education and economy and were generally supported by a university or a chamber of commerce. Some UETPs were non profit associations. Whereas they have almost completely disappeared in some countries, they have remained active in others.

The COMETT programme was organised around three strands characterising three types of eligible activities :

- Strand A: **creation and funding of regional or sectoral network structures**; their aim was to stimulate better mutual understanding between universities and companies and common projects at a European level to be funded by the COMETT programme,
- Strand B : **mobility projects** for students, researchers and graduates at a European level involving both universities and enterprises (placements or time spent in a foreign country),
- Strand C: **pilot projects** mainly in the field of technology transfer

The UETPs were well known in their regions or sectors and they contributed to many projects involving universities, enterprises, chambers of commerce, trade unions and others.

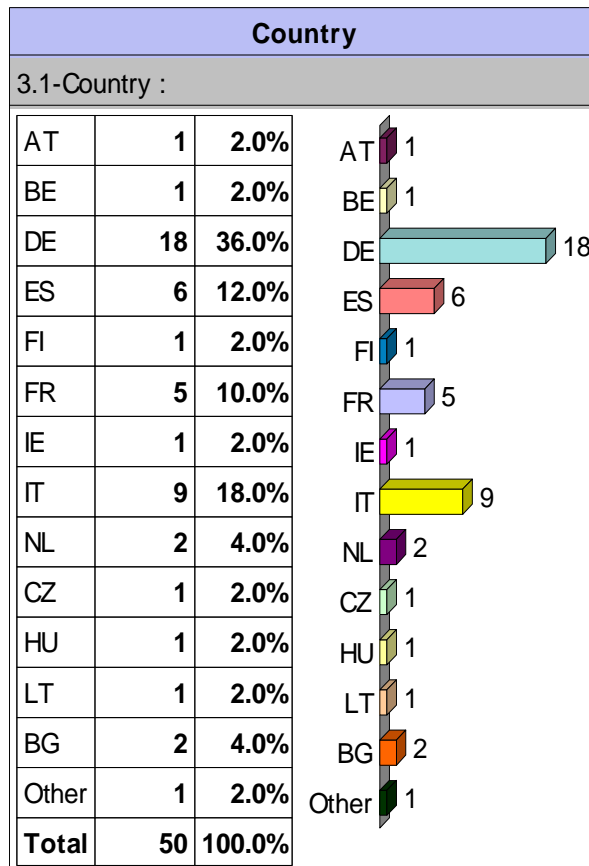
In a report in 1996 (**Reference:** decision 89/27/CEE fro; the Council - JO L 13 du 17.1.1989 qnd Bull. 12-1988, point 2.1.159--), the European Commission taking stock of the results of the COMETT programme, emphasised that the programme was a success in that,

- *« it improved the contribution of advanced technological training through the incorporation of practical training, industrial placements and high-calibre intensive courses; developed activities supportive of equal opportunities in training and technology development;*
- *made an important and direct contribution to Small and Medium sized Enterprises (SMEs);*
- *provided European added value through the development and creation of placement activities and international networks dedicated to improving university-industry cooperation, and through its strong integrative and cohesive effect in social terms across the European advanced higher education scene.»*

Of the 69 still existing UETPS identified by the partners as created under the COMETT programme and the other 24 structures who declared to be a UETP (question 2), 50 have answered the questionnaire.

There is still a network of UETPs in various European countries

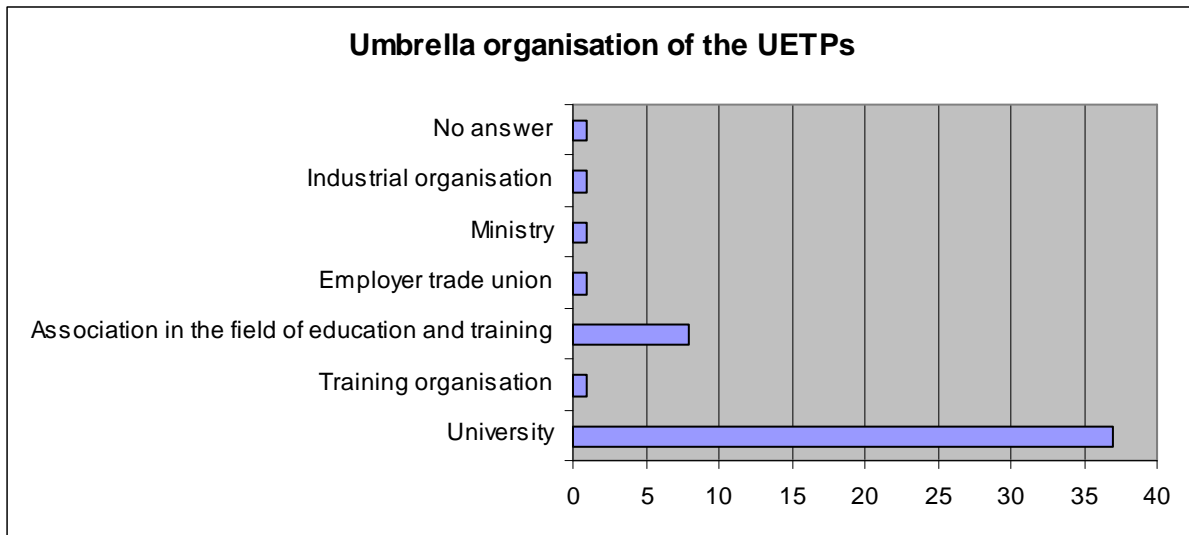
1. IDENTIFICATION OF THE RESPONDENTS



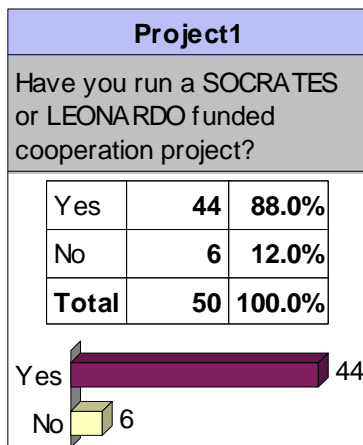
As shown in the table on the left, there is still a broad coverage of UETPs across Europe. Some countries are well represented such as Germany (36 % of the UETPs are still existing), Italy or Spain with several UETPs being still active.

Regarding this diagram, the main conclusion that could be drawn is that more than ten years after the end of the COMETT programme, there is still a network of UETPs across Europe. Additionally, some UETPs were created after the end of the programme in new EU Member States such as the Czech Republic, Hungary, Lithuania and Bulgaria.

The UETPS seemed to complement local structures and to serve as a good model for new Member States in the EU. The “UETP” concept and label has continued to be used by some regional structures all over Europe, including new European Member countries (where Comett never existed as a EU programme), illustrating the sustainable and transferable potential of this concept.



Thirty-seven out of fifty UETPs are departments of higher education institution with UETPs mainly working in the field of training and education in their projects. This indicates that University-Enterprise cooperation here is more embedded in a university culture than in an industrial one.

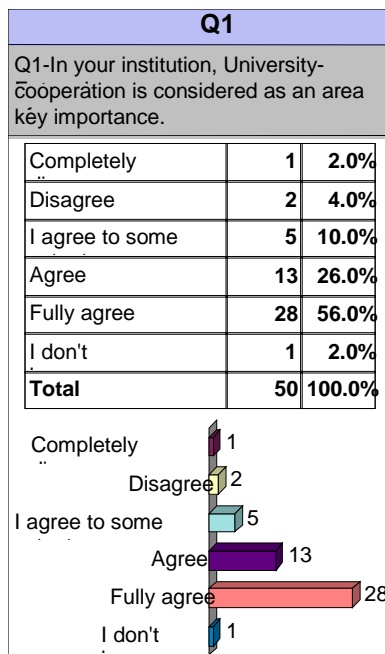


UETPs still run and participate in transnational projects involving both universities and companies.

As shown in the table on the left, most UETPs manage European projects funded under the LEONARDO and SOCRATES programmes.

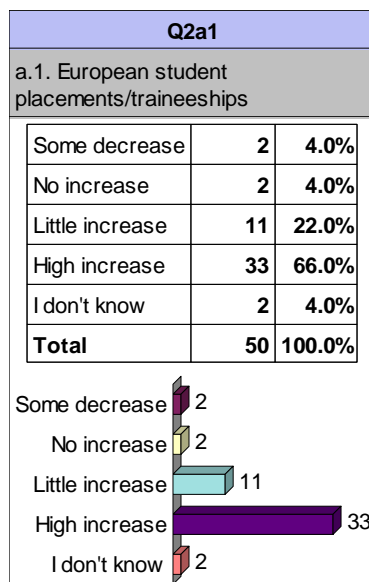
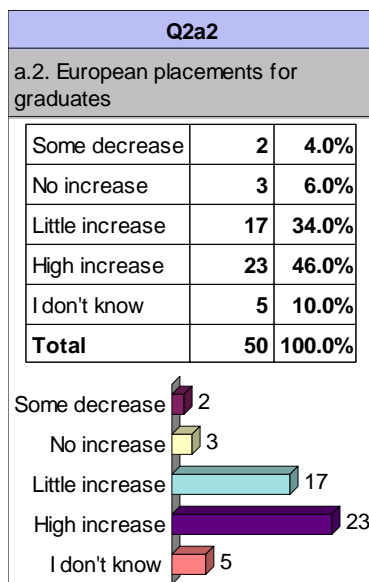
2. SPECIFIC QUESTIONS ON REGARDING UNIVERSITY-ENTERPRISE COOPERATION

B1 Development of University-Enterprise Cooperation



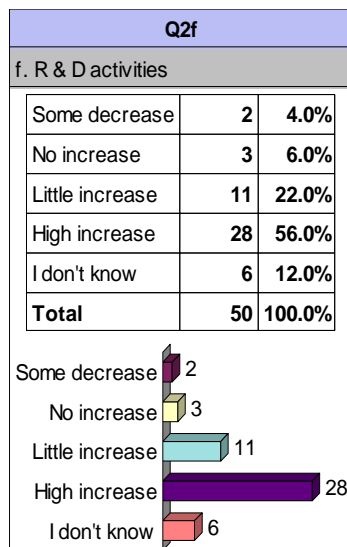
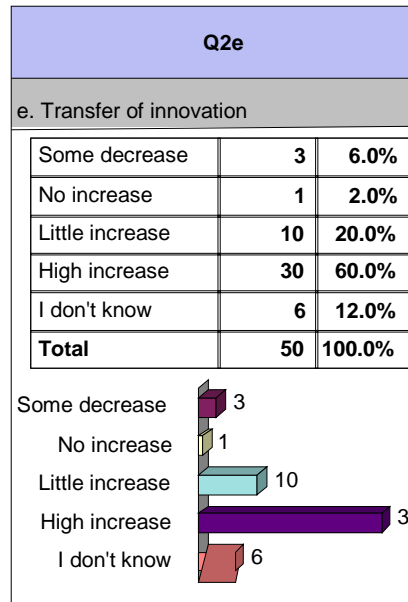
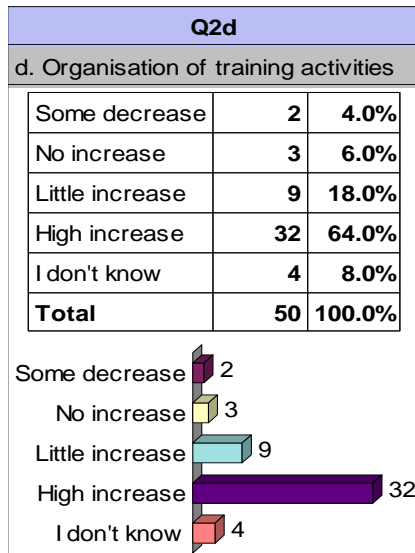
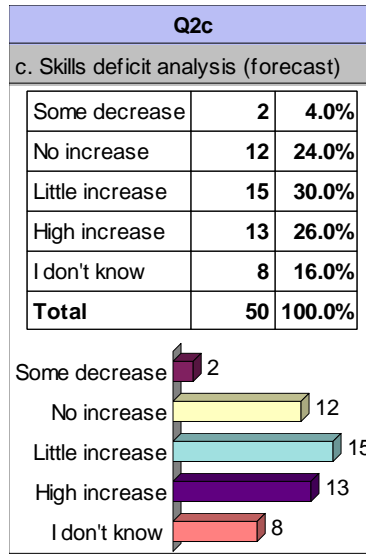
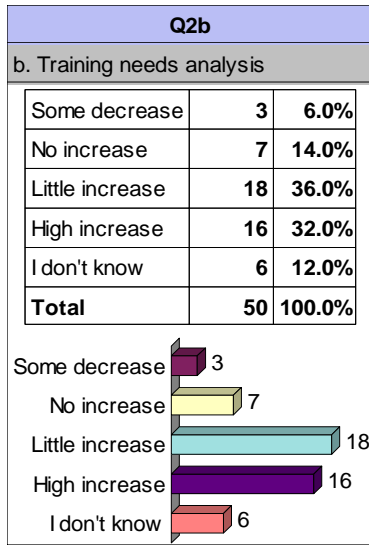
82 % of the respondents consider University-Enterprise co-operation as a major concern of their work which reflects the very essence of the nature of UETPs. These figures show that UETPs still work on a European level as they used to do when financed by the COMETT programme.

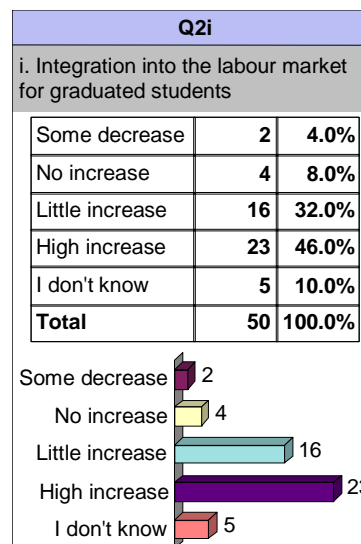
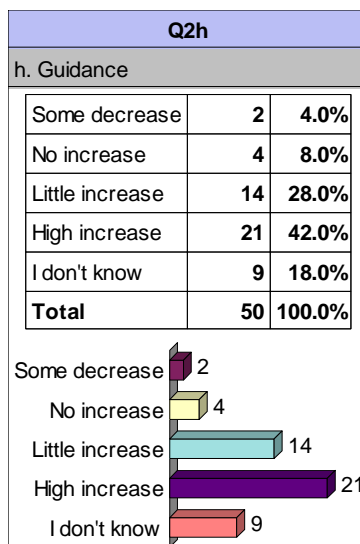
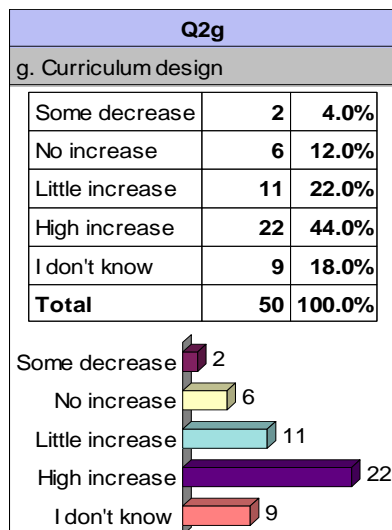
Transnational mobility is still a key area and aspect of University-Enterprise cooperation



As can be seen from the annexed tables, student placements play an increasing role in University-Enterprise relationship. (For this series of questions, some UETPs cannot clearly identify the fields in which the University-Enterprise relations have been effective. Placements for students have contributed to the University-Enterprise cooperation, to a higher degree than placements for graduates. The transnational mobility of graduates usually brings more difficulties caused by administrative barriers as there is no European **graduate**

trainee status (in some countries graduates are considered as full employees and therefore subject to full taxation and social contributions whereas in other countries they are not).





The organisation of European student placements/traineeships into enterprises has mostly increased among the activities mentioned (88% of the respondents), followed by the organisation of training activities (82%) and the transfer of innovation as well as the organisation of placements for graduates (80% each).

The top three areas where respondents see a “high increase” over the last few years are the organisation of training (64%) followed by transfer of innovation (60%) and R%D activities (56%).

One area of activity of UETPs is to analyse skills deficits in order to design appropriate training programmes according to the identified needs of industry.

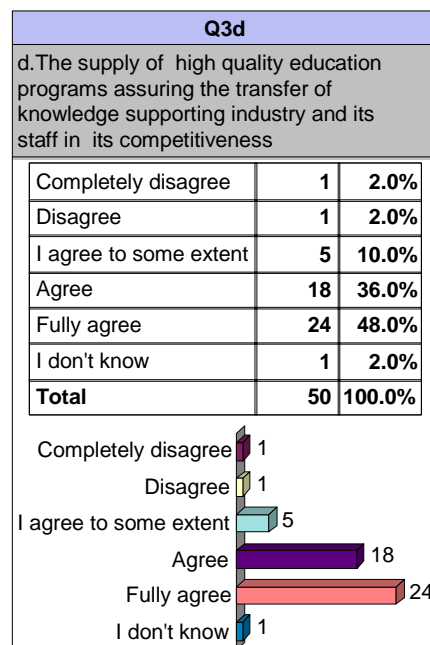
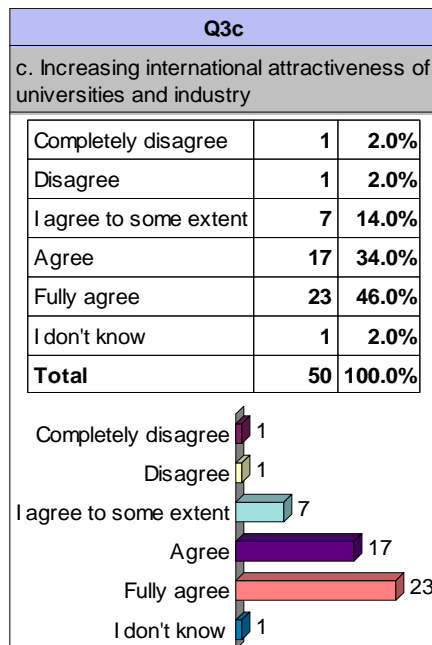
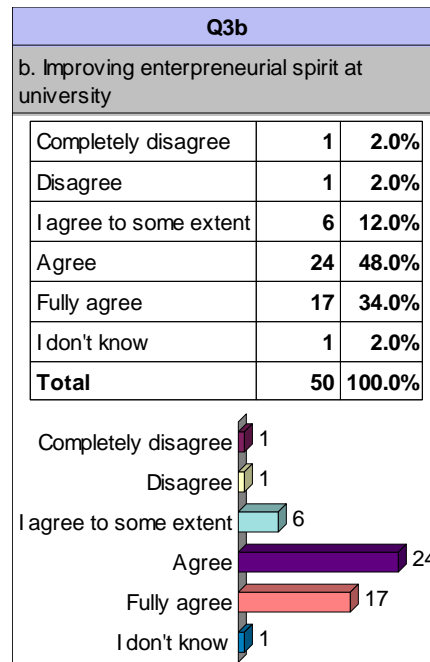
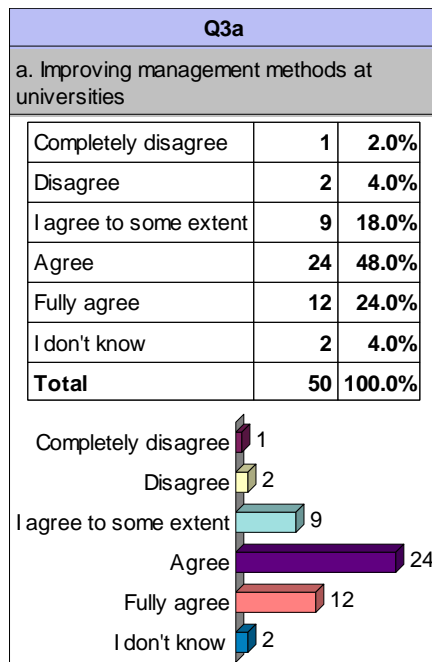
Permanent structures such as UETPs seem to play quite an important role e.g. in the regional development by running activities which meet the needs of the actors concerned (both universities and enterprises).

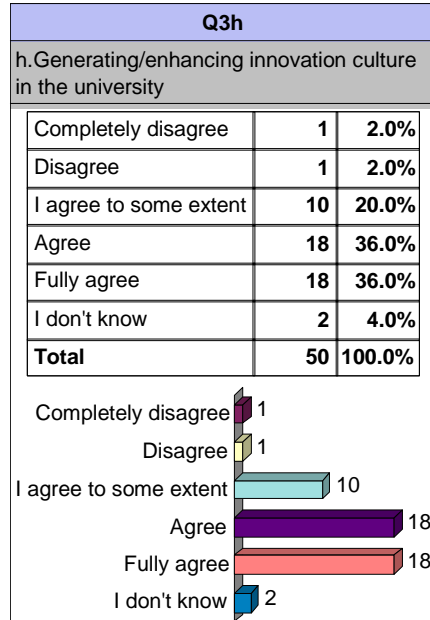
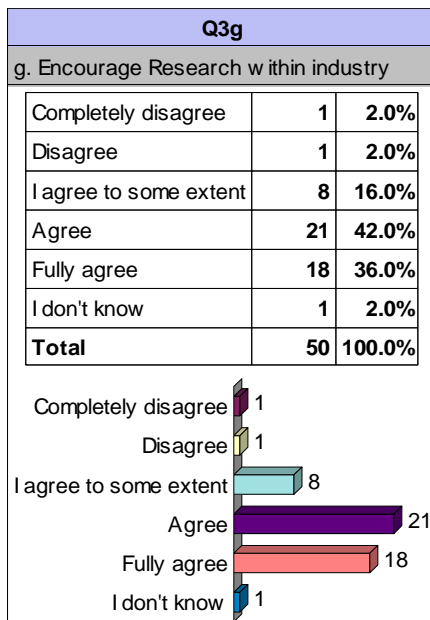
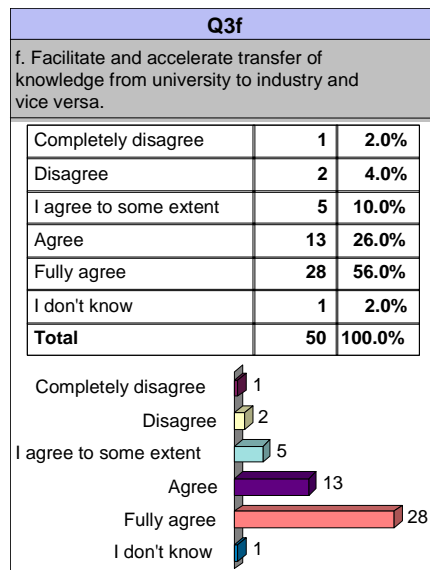
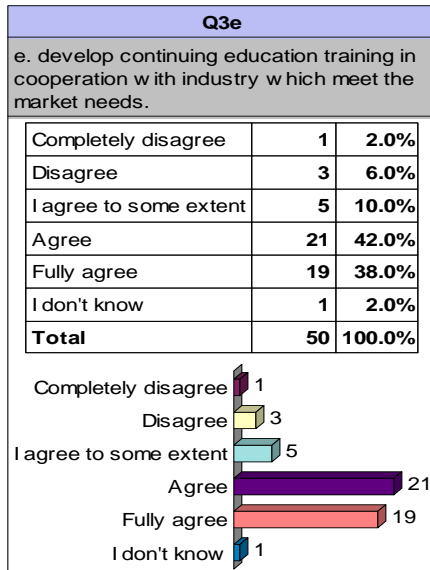
The majority of UETPs answering to the survey form in fact an integral part of universities. Apart from R&D and technology transfer, one could think that the aim of a cooperation with enterprises for a university would be mainly in the areas of curriculum design and integration of future graduates in the labour market. However, only 44 % of the respondents say that curriculum design has “highly increased” over the past few years as a University-Enterprise activity. Concerning the integration of graduates into the labour market the perceived “high increase” is stated around the same percentage of respondents (46%).

B2 The need for a closer cooperation between universities and enterprises

Q3 University Enterprise cooperation will have a positive impact in the following situations

Most positive impact on high quality education programs, improving entrepreneurial spirit and facilitating transfer of knowledge

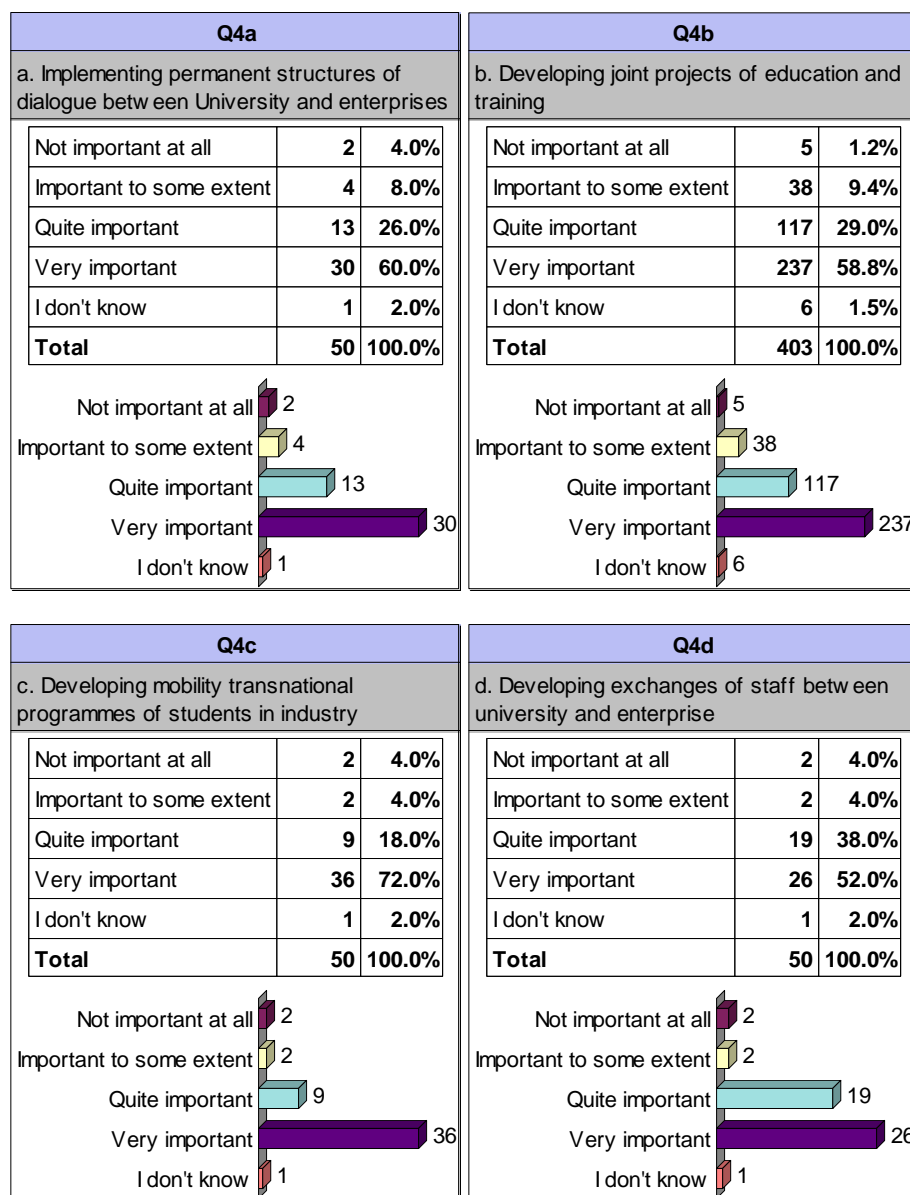




According to the above results, University-Enterprise cooperation has firstly a positive impact on the supply of high quality education (84% agree fully or agree) followed by an impact on improving entrepreneurial spirit at university (82% agree fully or agree) and facilitating transfer of knowledge from university to industry and vice versa (82% in both cases). 80% agree or fully agree to the fact that the cooperation with the other partner (university or enterprise) will increase the international attractiveness of the respective institution; the same percentage considers that U-E cooperation helps in developing continuing education meeting the demands of the market

Q4 The types of cooperation which could be developed

UETPS see transnational mobility and transfer of know and permanent dialogue structures still correspond as the most important areas of University-Enterprise cooperation



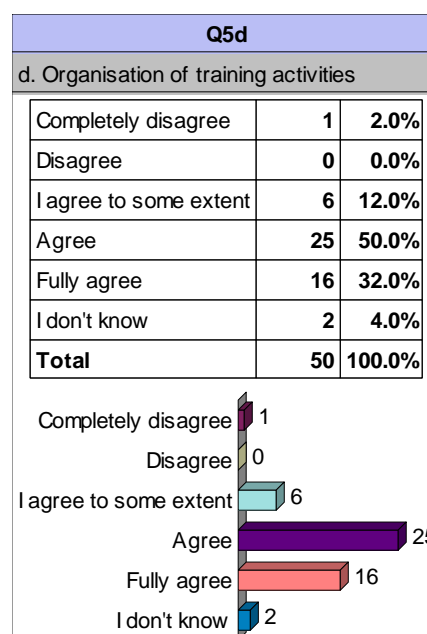
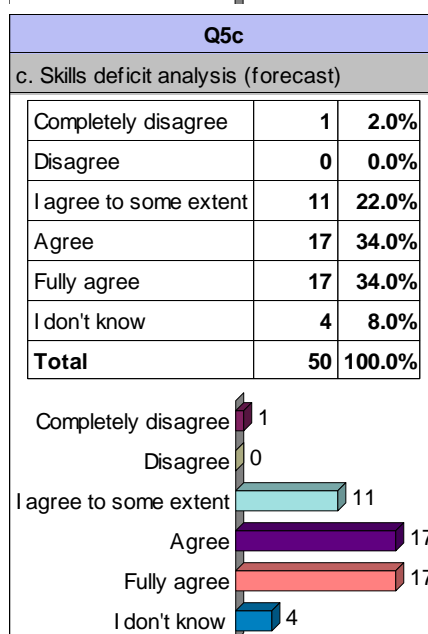
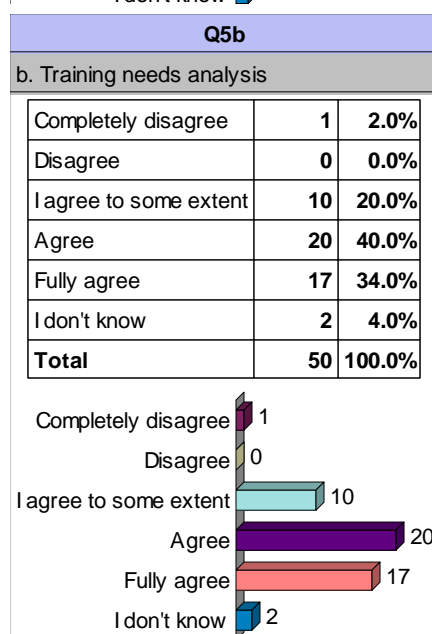
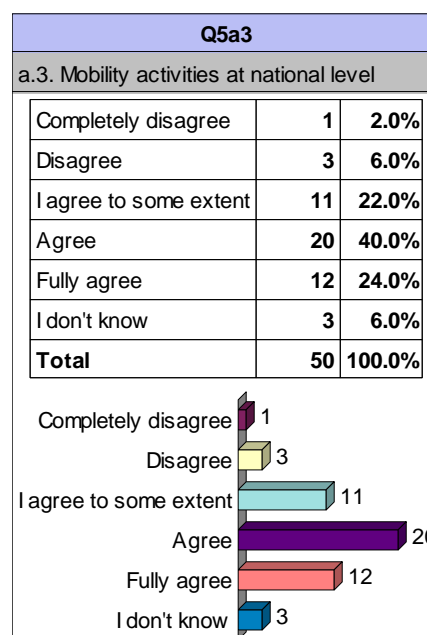
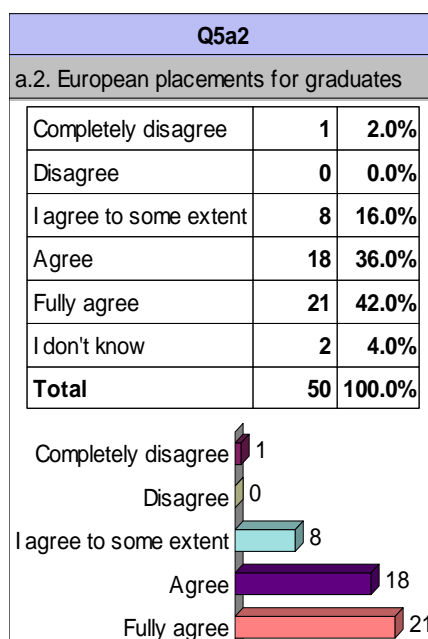
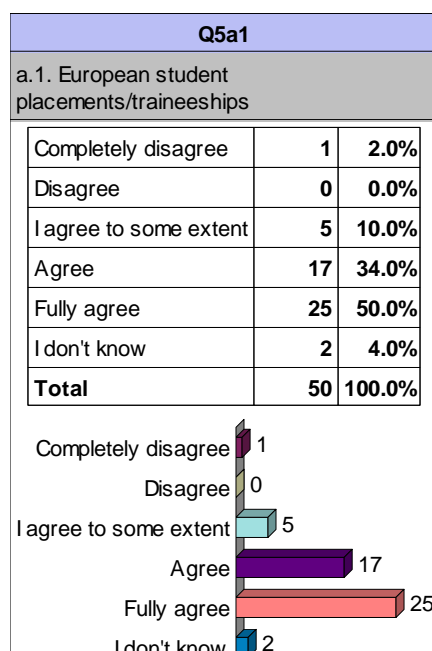
According to the majority of respondents developing mobility programmes for students into industry/placements in enterprises could be developed as type of cooperation (90%) as well as staff exchange between enterprises and universities (90%) followed by joint projects (87.8%) and implementing permanent structures of dialogue (86%).

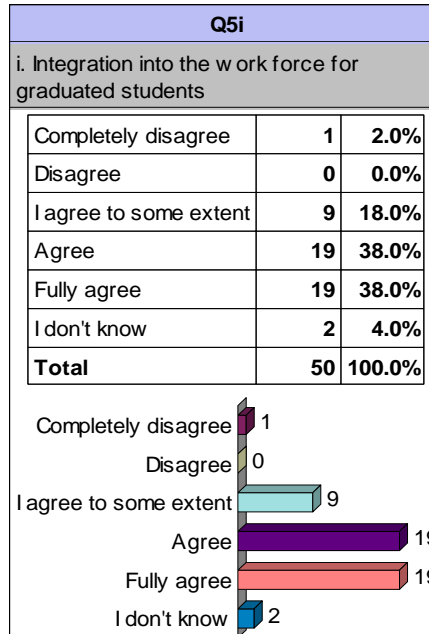
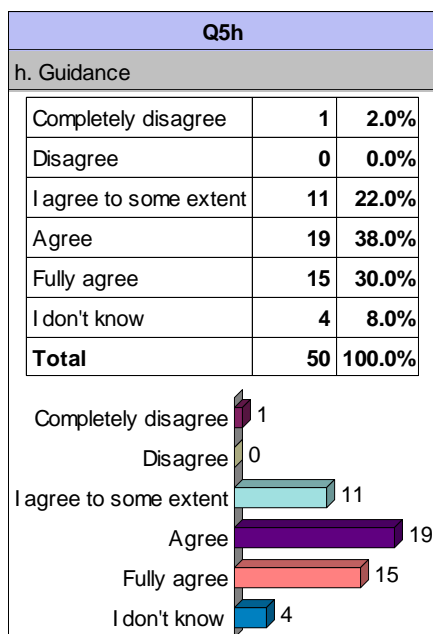
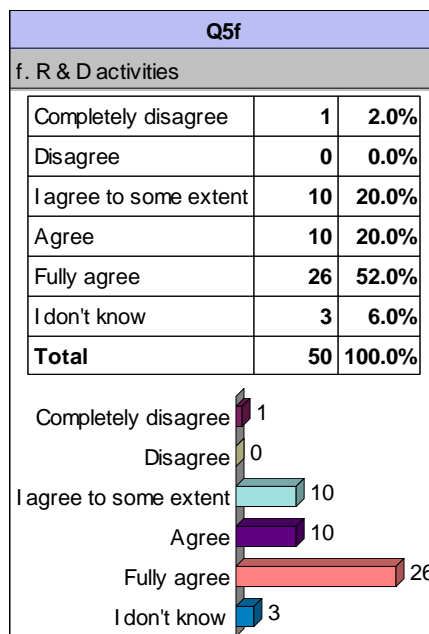
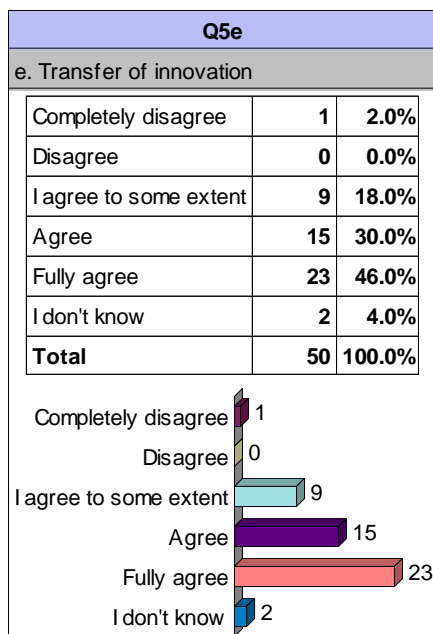
Transnational (student) placements were the most successful activity under the COMETT programme; this activity was continued under the LEONARDO programme and as the findings show there is an obvious need for further development of this activity.

B3 An analysis regarding the future challenges of University–Enterprise cooperation in education and training.

Q5 In the future, the following elements of the University-Enterprise cooperation might be the key challenges

Transnational mobility and training activities seen as key challenges in the area of U-E cooperation



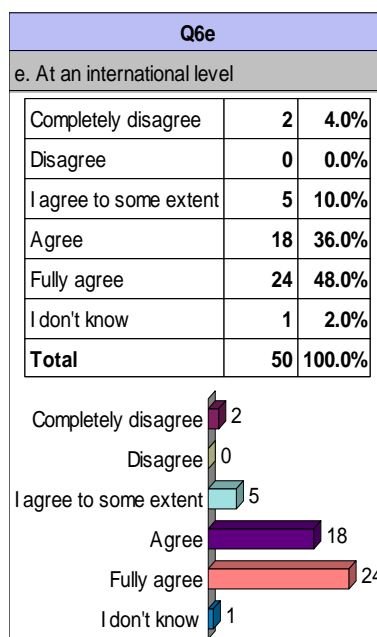
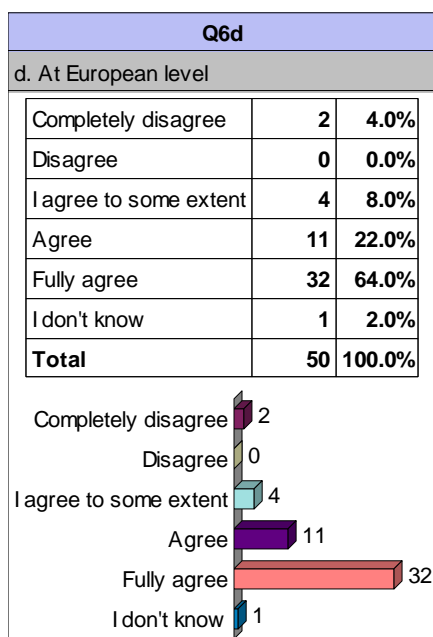
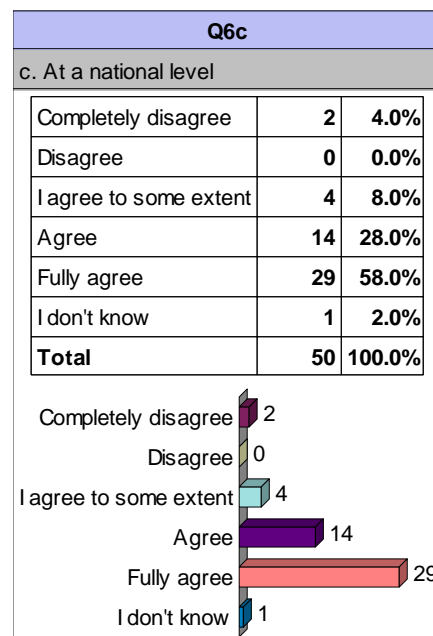
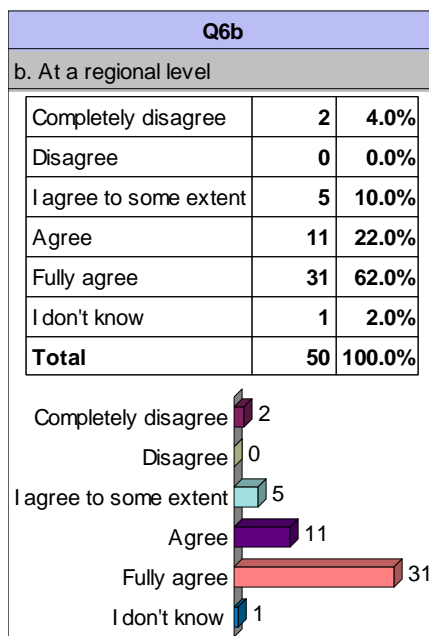
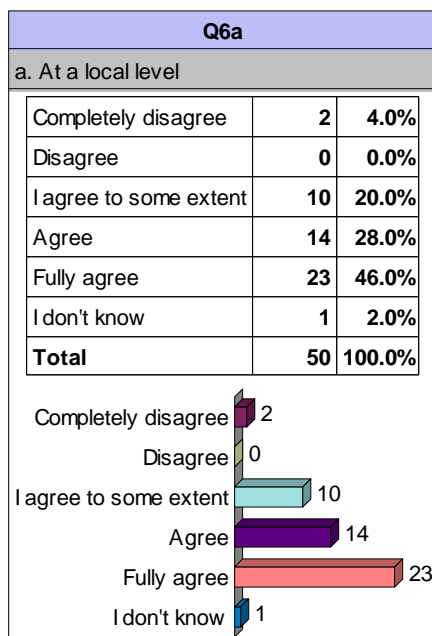


Analysing the ten tables above, one can see that there are three main challenges UETPs see are **transnational student mobility activities/European student placements into enterprises** (84% agree or fully agree) followed by the **organisation of training activities** (82% agree or fully agree) and **European placements for graduates** (78% agree or fully agree).

These top three challenges differ from the top three ones mentioned in the overall survey (section C.2.5 p.51ff) where the **transfer of innovation**, **integration of graduates into the labour market** and **student mobility** were quoted as being the three future key challenges in U-E cooperation. On the basis of these findings, one could assume that professional intermediary structures such as UETPS see their future role increasingly as service provider for training and education activities (rather than research and technology transfer). This could also confirm the fact that two third of the UETPs are departments of higher education institutions with activities more embedded in a university culture than in an industrial one (cf.C.2.1 p.50).

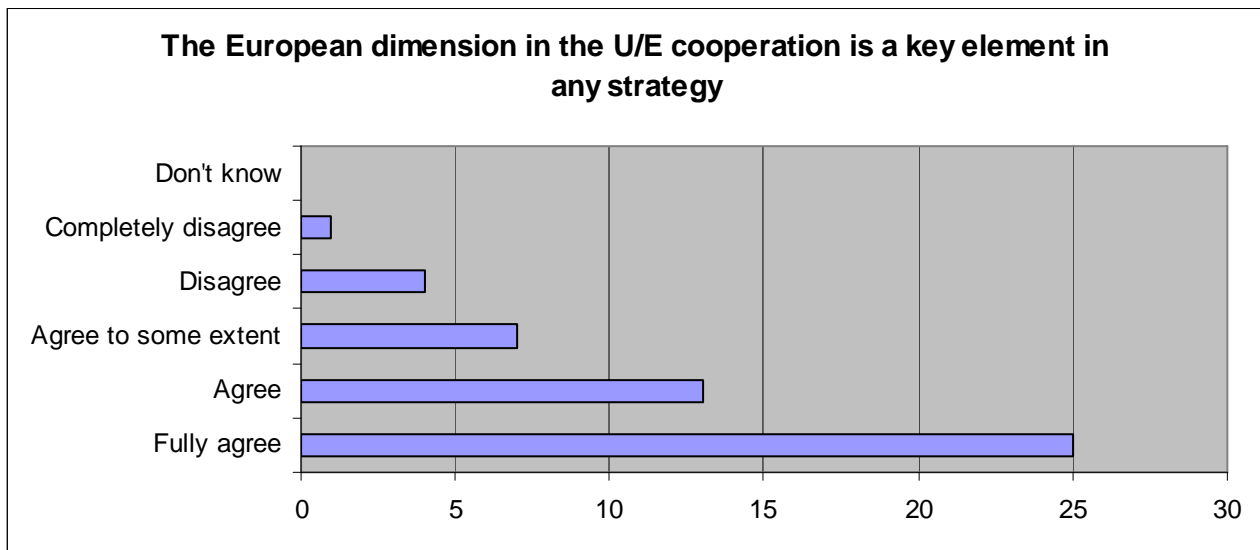
Q6 University-Enterprise cooperation is an activity which should be seen as a priority

The European, national and regional level are seen as a priority for University-Enterprise cooperation



The majority of the respondents agree as to working on national (86%) and European level (86%) as well as regional level (84%) and to a lesser extent the local level (74%) should be seen as priority for University-Enterprise cooperation.

Q7 The European dimension in the U-E cooperation is a key element in any strategy which will be developed



As shown in the table above, almost half of the respondents think that the European dimension of the University-Enterprise cooperation is a key element that should be developed. This supports the results of question 6 and shows a perceived need for actions funded by the European Commission in the fields listed (cf.e.g Question 2).

Q.8 Can you specify the three main changes universities have to do regarding the development of long lasting policies in terms of U-E cooperation in education and training ?

A need for a permanent dialogue structure between universities and enterprises

The statements made by the respondents on necessary changes deal with the following issues: the most frequently mentioned (16 out of 50) was the need to develop permanent dialogue structures and to enhance University-Enterprise cooperation at regional and European level. These structures are supposed to be engaging in the following activities:

- organising networks of promoters for the cooperation to ensure their sustainability
- providing suitable information about University-Enterprise cooperation in the region
- providing money and staff for cooperation
- simplify access to European funds for small universities (e.g implementing LEONARDO projects was said to be too complicated and too resource intensive for them)
- organising and support joint seminars for both universities and enterprises
- liaising with career and technology transfer services at a regional and European level.

Many suggestions on how universities can improve the cooperation with enterprises relate to university management and strategy issues e.g. define goals and mission statements, develop consultancy services, have an external communication policy and develop strategic partnerships, develop lifelong

learning activities, favour more active involvement of enterprise representatives in curriculum development as well as develop career services.

Additionally, some suggestions are made about the academic processes of universities as to making curricula more transparent and comparable, to create an e-campus, to organise co-tutoring for Ph.D. courses, to integrating both theoretical and practical elements into the study programmes, as well as to hiring more teachers with an enterprise/industry experience.

Q9 Can you specify the three main changes enterprises have to do regarding the development of long lasting policies in terms of U-E cooperation in education and training ?

Towards a strategic approach to promote transnational mobility

Various UETPs suggested to integrate mobility periods into the curriculum thus making placements or studies abroad a compulsory course element, involving a large number of students across Europe in transnational mobility. Linked to this was the need to assure and increase the quality of mobility periods (including the intercultural and linguistic preparation of students as well as the monitoring of student placements). Transnational mobility, it was claimed, should become a key part in the internationalisation strategy of each university across Europe. Regarding the enterprises as host organisations, it was said that more confidence and awareness on both sides was needed as well as mutual recognition of the challenges concerning mobility. One example are many companies which are not actively involved in offering student placements and/or contributing to the success of the placements by contributing financially and by preparing and mentoring the trainee properly as well as designing a training agreement with learning outcomes and objectives ex ante. Several respondents also focus on the need for a European database comprise companies willing to offer placements as well as to establish permanent structures as professional facilitators to help implementing transnational mobility; those structures could give support to enterprises in organising incoming mobility and/or provide them with suitable partnerships e.g. for technology transfer and R&D.

Q10 Can you specify the three main obstacles universities will have to leviate ?

Overcoming rigidity in the management

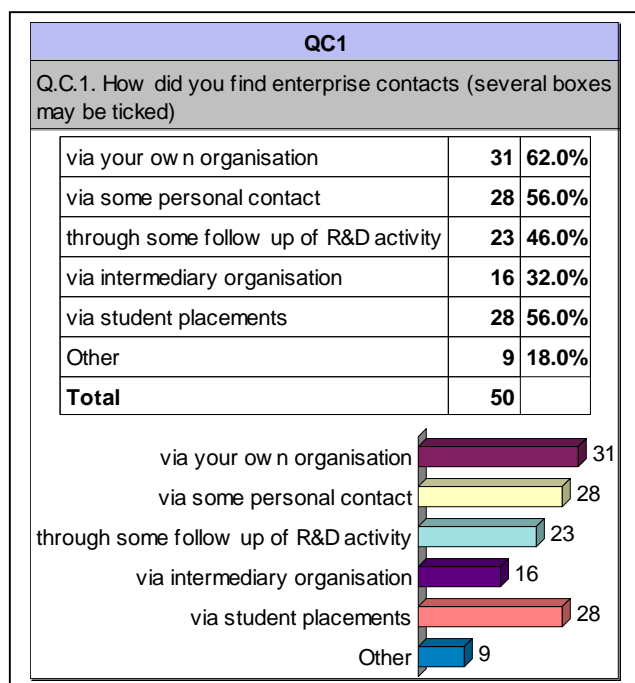
Most obstacles quoted by the respondents in establishing sustainable University-Enterprise cooperation include organisational issues inside universities such as lack of time for teaching staff to organise non teaching activities, lack of budget, high level of rigidity in the structures and the mentalities, bureaucratic problems, lack of efficiency, no strategy for mobility or for U/E cooperation. Many UETPs also think that the relationship with companies are not of permanent nature due to a lack of a strategy on both sides. Some of the respondents also think that many universities do not know the needs of enterprises. For administrative reasons they often do not succeed in recruiting university staff with industry experience.

Q11 Can you specify the three main obstacles enterprises will have to overcome ?

Encouraging mutual understanding of different organisational cultures

Answers to this question refer to different cultures of enterprises and universities. The need for enterprises to have a professional mediator/“interlocutors” acting at the interface between universities and enterprises and therefore knowing the needs and interests of the two actors was stressed. Particularly with regard to small and medium enterprises easier access to university contacts seem to be one important way of promoting University-Enterprise cooperation.

3. ADDITIONAL QUESTIONS



UETPS connect to enterprises through various channels and activities as can be seen on the graph to the left. The top three are via their own (often university) contacts (62%), followed through student placement activities (56%) and third via some personal contacts (56%).

QC.2 How are you sustaining your partnership with enterprises ?

All respondents are UETPs . The way they work on their relationship with enterprises is typical for such type of institutions. They organise joint projects as well as students’ mobility on a European level. According to their answers, this is an efficient way of creating permanent relationships. They also offer services to enterprises (consultancy, R&D, newsletters, cooperation opportunity databases, networking). Occasionally they organise activities to develop mutual knowledge and analyse training needs with companies.

D. Some first concluding comments

As mentioned in the introduction, the main objective of this survey was to get an overall representative picture regarding some current developments in the field of University-enterprise cooperation. Therefore, this activity is to be seen more as a snapshot survey presenting current issues pertaining to university enterprise cooperation. The overall aim was establish a platform to discuss with relevant stakeholders as well as to develop recommendations as to how University-Enterprise cooperation can be enhanced.

The results obtained of this survey can be summarised as follows:

- There is a growing concern for University-Enterprise cooperation within universities.
- Transnational mobility activities still remain a priority in the agenda of Universities (*building on new challenges from past experience*)
- The modernisation agenda of universities and the Bologna Process can be seen as catalysts for a perceived need to make University-Enterprise cooperation a strategic component of the development of the university (including the European and international dimension).
- Consequently, there is a progressive change of paradigms which can be perceived on one hand and an openly pronounced dilemma or misperception even concerning «activities versus strategy » in the field of University-Enterprise cooperation, on the other.
- The establishment of appropriate structures/platforms with appropriate resources allocated to University-Enterprise cooperation is fervently advocated by a large number of respondents.

With University-Enterprise cooperation having become one of the priorities on the EU policy agenda, one of the objectives of the new Lifelong Learning Programme (2007-2013) of the EU is the promotion of University-Enterprise cooperation. Consequently, the new programme foresees a new separate action line to promote University-Enterprise cooperation.

For professional intermediary structures such as University Enterprise Training Partnerships (UETPs), industrial liaison officers or other professional structures such as career services, technology transfer departments inside universities there seems to be now a window of opportunity to bring in their expertise and know, supporting universities in making full use of their potential by combining individual initiatives and actions with institutional strategies in the area of University-Enterprise cooperation