



fi

Book of finalists

2022 European Awards on
Entrepreneurship and Engagement
Excellence in Higher Education

01 Institutions

Entrepreneurial University,
Young Entrepreneurial
University, and Engaged
University

02 Individuals

Female Entrepreneurial
Leader, Male Entrepreneurial
Leader, Entrepreneurship
Educator, Fast Forward
Entrepreneurship Educator

03 Initiatives

Innovation & Collaboration Space,
Innovation & Entrepreneurship
Support, Innovation & Entrepre-
neurship Program, Community
Engagement Initiative, Triple Helix
Collaboration

Why is this book called “fi”?

“fi” stands for Finalist and “Fosterers of Impact”. fi defines a community of game changers striving to make Higher Education Institutions more entrepreneurial and engaged. fi represents the belief that universities are the engine of society and we, as part of them, have the privilege and the responsibility to drive change. fi encompasses the efforts, the struggles, the achievements and the lessons learned in the process of institutional transformation and societal impact.

As a book, fi showcases those institutions and individuals who have initiated and implemented change with an outstanding performance; leading the way forward. As a community, fi brings us together to sum actions and to shape the future of HEIs by being role models and igniters of change.

Message from the Award Chair

A warm welcome

The Triple E Awards are back. Two years into the pandemic we feel the urgency to restate the foundations of entrepreneurship and engagement in our institutions: the readiness to foster change, take on risks and thrive under uncertainty, while enhancing the impact and benefits to society. In this scenario, it becomes crucial to recognize and ignite the changes that have been created around the world by our institutions, and promote those universities, individuals and initiatives that are leading the transformation towards more inclusive and impactful universities. That is how the Triple E Awards were born: to bring together a community of game changers. The Triple E Awards are the very first attempt to recognize and celebrate the efforts made of such game changers in the field of higher education. This second version of the Awards focuses on Europe, bringing together more than 50 institutions and leaders. Through a process of evaluation, experts from around the world have carefully selected the entries that show excellence in entrepreneurship and engagement and are inspiring and impactful examples for others. This way, we aim not only to showcase the best initiatives but also to pave the way for others to join the movement. This book features the finalists of the 2022 ACEEU European Triple E Awards on Entrepreneurship and Engagement Excellence in Higher Education. It is a compilation of outstanding institutions, individuals and initiatives who have enhanced the role of universities

in society. The book is organized in 12 sections, each representing a category of the awards. We believe change is complex and multidimensional so we strive to capture as much as possible in those categories. Each finalist is presented on two pages. As we could not present all information in this book, we encourage you to use the QR codes provided to visit the Awards website and learn more about the individual entries. We congratulate all those who have made it to the top 5. Being recognised as a leader also comes with a responsibility: to keep fostering change and enable others to learn from you, in your institution and beyond. It was not an easy selection process as any initiative is worth celebrating. Therefore, we encourage those who are on the transformation process to keep working, learn from others and join the community of game changers. We believe changes towards more impactful universities is possible as long as we make it together.

With kind regards



Thorsten Kliewe
Chair of ACEEU and the Triple E Awards

TABLE OF CONTENTS

Explore the Award finalists

1

Entrepreneurial
University of the Year

13

Young Entrepreneurial
University of the Year

25

Engaged University
of the Year

37

Female Entrepreneurial
Leader of the Year

49

Male Entrepreneurial
Leader of the Year

61

Entrepreneurship
Educator of the Year

73

Fast Forward
Entrepreneurship
Educator of the Year

85

Innovation and
Collaboration
Space of the Year

97

Innovation and
Entrepreneurship
Support of the Year

109

Innovation and
Entrepreneurship
Program of the Year

121

Community Engagement
Initiative of the Year

133

Triple Helix
Collaboration
of the Year



Entrepreneurial
University
of the Year

Finalists

UNIVERSITY OF WALES TRINITY SAINT DAVID

From enterprising roots to a globally connected forest of ideas.



Key statistic

1st in the UK: number of active graduate businesses who have survived 3+ years



University of Wales Trinity Saint David (UWTSD) was set up by entrepreneurs in Wales exactly 200 years ago, so our Triple E submission is an integral part of our celebrations. Embedded in the entrepreneurial learning ecosystem since our formation, we have records of our development of innovative entrepreneurial education over the past 40 years, for example, for over 35 years we have engaged our own entrepreneurial alumni to continuously advise us. Our strategic commitment is not only long standing, it represents who we are. This requires pro-active development with industry partners, government, academia and social groups, and adherence to the world-leading Welsh 'Well-Being of Future Generations (Wales) Act'.

Our discipline-based Academic Champions of Enterprise reach every subject, which we believe, is why data collated by government ranks us: 1st in the UK for the

number of graduate start-ups that have survived at least three years and 2nd in the UK for the number of active graduate firms.

With our University mission of "Transforming education; transforming lives", what began as a local role has evolved into a significant international one, through the creation of our core funded International Institute for Creative Entrepreneurial Development (IICED).

Our leadership profile ranges from ground-breaking UK Quality Assurance Agency Guidance to initiating the European Commission's EntreComp Framework, and from developing policy and practice work at the United Nations, to developing compulsory national entrepreneurial school curriculum in two countries. UWTSD have been cited in the US as leading the field, and are harmonious in moving forward.



Impact Story

In 1822 our founders created the first University in Wales, funded by their own enterprises, led by their ambition to create a strategic hub that would become a cultural anchor in the region. Our education offer now extends to all disciplines and we use alumni feedback as a primary measure of success.

Born through this resolve and entrepreneurial foresight, and despite being a small institution, UWTSD has evolved

into a world leading centre for entrepreneurial learning at all levels, from schooling to post-doctoral, with an impact case that has received significant international acclaim. Whether it be the consistently top government rankings in graduate business start-ups and survival rates, or research that drives innovation through interdisciplinarity, we have always listened to the needs of our entrepreneurial stakeholders before stepping forward to initiate change.

Our expertise has taken us from UK Parliamentary roles to keynote speeches in the European Parliament, and from working with local stakeholders to supervising innovation-based research at

the United Nations Conference on Trade and Development. Initial work informed the development of the UN's Sustainable Development Goals, as our primary aim was 'propoor' when supporting 47 developing economies through the Empretec organisation. In 2018 we reached our goal of 200,000 trainees, and the project continues. As advisors to the OECD, we have impacted at both school and University levels.

In the Covid online environment, we have trained educators in 52 countries as leaders of EntreCompEdu and led educational developments as far afield as Brazil, with over 20,000 registered participants.



5 Triple E Awards



■ ■
**“EHL’S ENTREPRE-
 NEURSHIP STRATE-
 GY HAS RESULTED IN
 COUNTLESS STUDENT
 SUCCESS STORIES,
 BUSINESS PARTNER-
 SHIPS, AND FULL-
 LY-FLEDGED START-
 UPS”**



Triple E Awards 6

36%
 of final year students
 undertake the Entrepreneurship
 Elective taught at EHL incubator

Lessons learned

Our entrepreneurship journey has so far taught us some truly valuable lessons, and we’ve had to be agile and adaptable in the face of the unexpected.

Attracting the best of product-driven start-ups

A considerable surprise during our journey has been the large number of solution- and product-driven tech start-ups that we attracted from outside of the EHL ecosystem, such as fast-growing hospitality tech start-up PrivateDeal. While we had anticipated interest mostly from business-driven start-ups founded by students and alumni, we’re also attractive to a large number of solution-driven businesses who are now firmly part of our entrepreneurial ecosystem.

As a result, we play host to a community of entrepreneurs with diverse networks and operations which enrich the community, provide exciting collaboration opportunities with our students and boost the local economy.

Feeding a growing appetite for student entrepreneurship

Secondly, although we anticipated success among students, we have been delighted by the sheer number of students who are enthusiastic about founding their own start-up, interning in other start-ups in the incubator (including their peers’ start-ups) and carrying out real-life consulting projects for start-ups in our incubator. The resulting community of students and external entrepreneurs has been highly collaborative and mutually enriching.

EHL HOSPITALITY BUSINESS SCHOOL

Breeding the Hospitality Entrepreneurs of Tomorrow.

EHL Hospitality Business School (founded in 1893 as Ecole hôtelière de Lausanne) launched its first incubator in 2009 to create a dedicated resource for the development of new concepts for the greater hospitality industry, F&B, Leisure and Travel- an initiative embraced by students, alumni and industry partners. In 2018, EHL signed an agreement with Ville de Lausanne to develop an innovation ecosystem near the EHL campus and house the ever-growing pool of ideas and innovators that were coming from the school and the industry.

The Innovation Village has two core missions: to support entrepreneurship and to inspire and disrupt the food & hospitality industry.

On our three campuses in Switzerland and Singapore, we are committed to provide students and entrepreneurs with the tools, networks and experiences needed to thrive in business. EHL overarching Innovation strategy includes:

- The Innovation Village
- The Student Entrepreneurial Journey (SEJ)
- The EHL Innovation Foundation

With at least 1/3 of our students interested in an entrepreneurial career, and, following a two-year pilot, EHL launched in 2022 the SEJ which immerses undergraduate students in real-life entrepreneurship. To earn degree credits, students can pitch their business idea and intern in their own start-ups. By taking residence at the incubator of the EHL Innovation Village, they gain access to an entrepreneurship ecosystem and large network of like-minded innovators. The SEJ is a disruptive educational model allowing students to grow their business, pitch for funding through our EHL Innovation Foundation as well as hire EHL interns while studying in parallel.



IESE BUSINESS SCHOOL

A school founded by entrepreneurs for entrepreneurs.



Future plans

We aim to be the top business school in the world for purpose, inspiring leaders for whom everybody matters. By accompanying men and women on their journeys of lifelong learning, we bring a deeper meaning to doing business. We do this through global business programs and thought leadership based on relevant research.

Precisely, on entrepreneurship, the school has ambitious goals for 2030, in line with three of the UN Sustainable Development Goals. Those are:

- Create 50,000 new jobs by supporting 5,000 entrepreneurs in building their startups and in raising at least €500 million in venture investment (UN Goal #8 Decent Work and Economic Growth)
- Impact 2,000 C-suite executives across the globe through IESE research and activities (UN Goal #17 Partnerships to Achieve the Goals)
- Release 200 new publications related to search funds, corporate venturing, technology transfer and angel investment, in order to foster innovation (UN Goal #9 Industry, Innovation and Infrastructure)



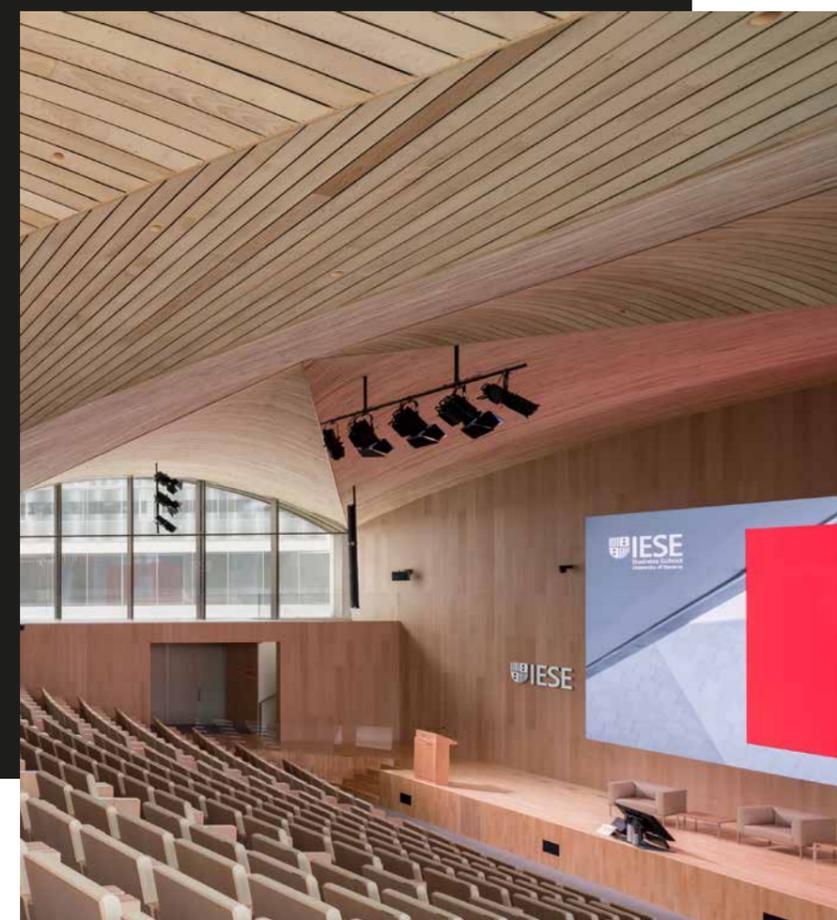
For 60+ years, IESE Business School has been at the forefront of management education, developing and inspiring business leaders who strive to make a deep, positive, and lasting impact in society. Founded for entrepreneurs by entrepreneurs, the school has developed entrepreneurship activity since 1974, which has result in wide impact:

- 70,000 jobs have been created by IESE-trained entrepreneurs in 5 continents
- \$3.6 billion of capital has been raised by IESE-founded companies
- 30% of IESE students have started a business within 5 years of graduation
- \$65 million has been invested in startups by IESE funds and other mechanisms

But IESE's impact goes beyond helping to create thousands of companies, within its alumni community of 50,000+ alumni in 140+ countries. It has also conducted relevant research and held conferences and other events related to entrepreneurship and innovation, to advance knowledge in the field. This impact includes:

- 15 competitive research projects for which IESE has been selected by the European Commission, and governments in Asia and Latin America, for this specific topic
- 20 publications per year over the past two decades, including refereed articles, books, studies and business cases

At IESE, the entrepreneurial mindset is embedded across programs, which prepares all its graduates for the startup world or to innovate within existing firms. In addition, IESE provides research, insights, networks and funding through its weStart/weGrow mentoring for students and alumni founders, Technology Transfer Group, Open Innovation Institute, International Search Funds Center, Finaves venture capital fund, Business Angels Network, among other initiatives.





Universitat Politècnica de València

Future plans

UPV will continue to develop quality training, ensuring that the entire university community acquires entrepreneurial skills through a defined itinerary. The UPV is also working on organizing learning programmes based on learning by challenges, which encourage the generation of multidisciplinary entrepreneurial teams with high capacities.



Transforming ideas into high-impact startups

The Universitat Politècnica de València (UPV) in Spain established IDEASUPV in 1992 as the first service to support and foster university entrepreneurship in a Spanish university. The mission of IDEASUPV is to promote the entrepreneurial culture at the UPV, and to raise awareness and motivate the university community in the creation of new entrepreneurial projects, especially in the creation and development of innovative and technology-based companies. Since 1992, IDEASUPV has advised more than 8,350 entrepreneurs and 6,077 entrepreneurial projects. IDEASUPV has promoted the creation of almost 1000 companies including 28 UPV spinoffs with a global survival rate of 66.4%. Since 2012 more than 200 startups have been incubated in the university campus at the StartUPV ecosystem. In the last 7 years, 11,500 students have been reached with approximately 5,000 hours of entrepreneurial trainings. The UPV startups have raised more than 500M€ in the last 7 years in pri-

Key statistic

66.4% of UPV startups survived (overall survival rate since 1992)



Lessons learned

Building a successful area of entrepreneurship cannot be achieved in a day, but starting with a MVP, universities can also expand their services step by step. The first requirement for an entrepreneurial university is to bet on the talent of its students, graduates, and staff. One of the main success factors for startups is a multidisciplinary team. Team issues are the third main reason for startup mortality. Establishing a balanced founding team considerably increases the chances of success. Technology-based companies need a team composed of CEO, CTO and CMO profiles. For this reason, universities are the ideal place for the creation of high-potential entrepreneurial teams.

A good mentoring service needs mentors with entrepreneurial experience, who take a personal interest, willing to share knowledge and skills exhibiting enthusiasm, and who act as a positive role model providing guidance and constructive feedback. Professors are also key players encouraging entrepreneurship at class. The university must understand that it is not an isolated agent but has a very important role in a much larger entrepreneurial ecosystem.





“UNIVERSITY OF COIMBRA ENTREPRENEURSHIP ECOSYSTEM PRODUCED IT FIRST STARTUP AROUND 1993, AND SINCE THEN, MANY OTHER SPIN-OFFS AND STARTUPS HAVE AROUSED FROM IT.”

UNIVERSITY OF COIMBRA

Transforming innovative ideas into viable, successful and sustainable projects!

For the University of Coimbra, a 732-year-old institution, being entrepreneurial means that we have duty of start new programs, aimed at solving our own necessities, being able to identify and clear settle the way to solve different problems. The technology transfer office of the University of Coimbra - UC Business- is responsible for implementing the entrepreneurship strategy of the whole institution, which includes design and execution of entrepreneurial programs, either directed to students, researchers and administrative staff, reinforcing competencies throughout all university. In order to increase the success of entrepreneurial projects, we have organized working sessions involving all the entrepreneur and innovation teachers, that give classes in more the 37 disciplines, on 6 of the 8 university faculties, preparing several hundreds of students. Furthermore, the university has developed a long-term strategy that includes 5 specialized incubators and 1 business accelerator, where startups and spin-offs can easily be installed and supported by specialized technicians. Furthermore, throughout a national funded project, InovC+, coordinated by University of Coimbra, we aim to increase the technology transfer capacity of all higher edu-

cation public institution of the central regions of Portugal, some of which without a technology transfer office. Thus, it is necessary to share experience and help other institutions, in order to ensure a best regional development. In a different domain, the Rector of University of Coimbra is the 2022 President of the MetaRedX Portugal. This collaborative network promotes the Entrepreneurship Units of Higher Education Institutions, across Portugal, Spain, Brazil, Mexico, Colombia, Peru and Argentina, as a vehicle to startups creation in Academia.



Young
Entrepreneurial
University
of the Year

Finalists



GEA College

Entrepreneurship is the future!

“WE WILL FURTHER INSPIRE AND ENCOURAGE THE YOUNG AND IN PARTICULAR, WOMEN FOR ENTREPRENEURSHIP.”



Impact story

We all know big names like Mark Zuckerberg (Facebook), Bill Gates (Microsoft), Richard Branson (Virgin), Steve Jobs (Apple) in Larry Page (Google) had mentors. We believe in connecting and every year we are witness to exceptional stories in our Mentorship program in cooperation with SBC (Slovenian Business Club). It's designed to connect our students to successful and well-known businessmen, members of SBC. We pick our most entrepreneurial students and enable them to interact with mentors for the purpose of exchanging experiences and knowledge in business.

Every year at the end of June, we organize a closing meeting where we examine the results and gather the opinions of the mentors and students. They develop strong bonds and form new friendships. This project offers excitement, and gives them even more motivation, increasing their innovativeness and courage to do more. Mentors are thrilled to be able to pass their knowledge to young generations and contribute to a better world for all to come. These are the stories written every year and affect the lives of our students, their families, and society.

Everyone involved in projects and programs at GEA College spreads our core values, stimulating an entrepreneurial mindset and innovativeness. We are tremendously proud of the impact we have on our students, and ourselves for providing them a great starting point, providing knowledge and skills for them to leave a mark in this world.

Lessons learned

One must keep in mind we can only teach what we live. The focus of our work is on providing young people with the supportive environment and equipping them with tools, knowledge, and competencies that help them at all levels of their lives, not just professional. The key is offering them wider support, which is something we at GEA College work hard for. What makes us successful is that we align our passion for entrepreneurship with our purpose, and we focus on lasting solutions that have a greater impact on our society.



Every one of us wants to lead a fulfilling and meaningful life. In today's world we have set up very high standards for ourselves and others, and with the new generations coming forward, changes are happening with the speed of light. GEA College is an educational institution, but today offering just an education is not enough. Younger generations need to be empowered. We have to give them direction and knowledge that enables them to live a full life. It is important for society in general. It's not an easy task but it is possible. We believe in it. We believe that having a certain set of values and living them is the keystone of society and advancement. It's not enough that they are written and that we read them out loud every once in a while. We have to live them. Only that leads to younger generations adopting them and passing them forward. We trust in the power of connecting young individuals with seasoned elders. Many of our success stories have confirmed our beliefs. That is the main reason we work hard to connect our students with the economy and successful entrepreneurs, tying the connections here and abroad. We spread values like entrepreneurship, inventiveness, and being different, recognizable, and bold, both in formal and informal education. In all the study programs we offer, theory and practical training are intertwined, and the focus is on connecting with the economy during studies.

We are focusing on entrepreneurship and management for small and medium-sized enterprises (SMEs), as well as family businesses that are hidden treasure of inventiveness and audacity. These are the companies that pour their heart into business and are quickly adaptable. These are the companies with huge potential as new generations will lead them. And this is our key role – supporting them so they can showcase their inventiveness and boldness, and teaching them contemporary approaches to managing the company. This is where our future lies.

While GEA College seeks to remain small and agile, it has developed into one of the largest centres of entrepreneurship education in Slovenia. Here we co-create conditions for the development of the global business environment by spreading the entrepreneurial mindset and teaching entrepreneurship and related business sciences. We create new knowledge through research and transfer it into practice, thus connecting science with the economy. We encourage innovation and creativity, which will lead to new business ideas and the identification of business opportunities feasible in practice. Our core values make us entrepreneurial, different, recognizable, innovative and bold.

UNIVERSIDADE NOVA LISBOA

Fostering a knowledge-based and high-impact innovation ecosystem.



NOVA is the youngest public University in the Lisbon area ranking top 9 in QS World University Rankings 2021 among Young European Universities.

NOVA is fully committed, across its 9 Schools, to promote a knowledge-based and high-impact value creation activity by rooting an entrepreneurial culture within its community and through collaborations with industry and society. A fascinating record of accomplishment in terms of innovation and entrepreneurial activities has been achieved. Entrepreneurship is deeply incorporated in NOVA's DNA, but we do not settle for what we have accomplished. We keep developing new programs having in mind one key element: People. It is certainly not by chance that NOVA is a finalist in three different categories at the Triple E Awards: Nova SBE Entrepreneurship Institute aims to empower and prepare all students with an entrepreneurial mindset while building a dynamic community alongside startups and partners, creating a booming environment for impactful ideas. Nova IMS Innovation and Analytics lab works in the interception of people and data to create and take advantage of the new possibilities it enables. At Nova IMS, innovation is about new and positive ways to create meaningful learning opportunities.

At NOVA University and especially at Rector level, we explore the potential of creating multidisciplinary teams and programs. We believe that Innovation and entrepreneurship are essential to solve world's economic and societal challenges. We believe in the power of transferable skills and collaboration, the power of empathy and creativity, the power of visualization and storytelling, of being global and civic!

Lessons learned

Science-based entrepreneurship is at the core of our mission of creating value to the society. However, we do feel that it is always challenging to ensure scientists are motivated and have the conditions to translate their research results to the marketplace. Over the past years, we have been devising new strategies at NOVA to equip scientists with value creation lenses and incentivizing them to create new spin-out companies. We have launched Sciencepreneur, a course designed for scientists seeking to broaden the idea of what innovation is and to know how to create value from their research activities. This course provides PhD students, young scientists and even more senior researchers with proper tools needed to put their research and ideas into a wider context, namely on the valorisation of research results and their benefits to the economy and society at large, and is already benefitting dozens of researchers from NOVA. Moreover, we have launched a regulation to formally recognize companies born from the knowledge produced at NOVA, giving them a set of incentives that include: exclusive licensing of IP developed by the promoters, free of charge until they reach the commercialization stage; facilitated access to equipment and infrastructure; or by reducing teaching time so they can dedicate more time to the development of the startup. We have a TTO following international best practices and have recently revised our IP policy, defining that 50% of revenues go directly to the inventors' pocket. 19 spin-offs were formally recognized since 2019.



ST. PÖLTEN UNIVERSITY OF APPLIED SCIENCES

We contribute to society as an engaged and entrepreneurial university!

St. Pölten University of Applied Sciences (STPUAS) acts as an engaged Platform for Collaborative Innovation. Since this idea was outlined by two faculty members at the UIIN conference and was adopted as an important objective in the university's strategy in 2017, work has been going on intensively and successfully to implement it. As a coordinator of a Euro-

pean University Alliance, St. Pölten UAS is an inspirational source of knowledge transfer and the acquisition of skills for all people who care about contributing to an inclusive and progressive society. STPUAS supports individual learning experiences, promotes innovation and entrepreneurship and in particular contributes to smart and sustainable re-

gions. With only about 3700 students and 367 full time staff member, STPUAS acts as best practice for a small, regionally anchored, but internationally networked engaged and entrepreneurial university.

STPUAS has successfully co-initiated manifold activities to support students, staff and innovation ecosystems on re-

gional, national and European levels, such as E³UDRES², the Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions, the E³UDRES² Entrepreneurship and Innovation Network E.I.N.S., the ILab, SMARTUP, the Digital Makers Hub, the Digital Innovation Hub East, the DIH.work, the Open Innovation Association N'Cyan and collaborates with various stakeholders across the knowledge square.

In addition, STPUAS amongst the leading institutions for applied R&I in Austria, works continuously on various collaborative and contract research for/with business and public administration and is characterized in particular by its interdisciplinary approach.

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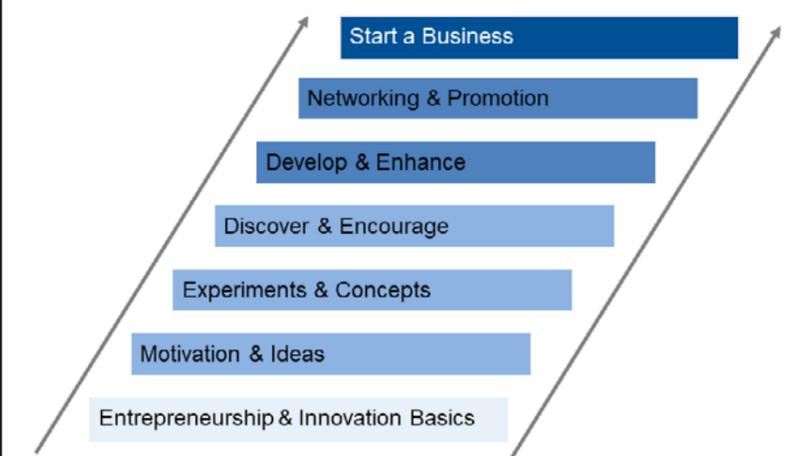
“STPUAS STORY IS THAT OF A REGIONALLY ANCHORED VILLAGE CLUB THAT MADE IT INTO THE EUROPEAN CHAMPIONS LEAGUE WITHIN A COUPLE OF YEARS.”



Lessons learned

The most important learned lessons can be summed up as follows: empower smart individuals rather than enforcing performance through to narrow defined objectives and indicators; enable collaboration across the boundaries of departments as well as across generations, disciplines and branches; establish a diverse set interaction with the industry ranging from informal meetings to strategic long-term partnerships; act along the institutions' own strategy instead of reacting to every upcoming trend; learn from the best institutions and have a close eye on ideas to be developed off the beaten tracks outside or on the brink of common academic ecosystems, study and maybe adopt their structures and concepts, but don't try to copy them.

Promote Student Entrepreneurship: 7 steps to start up





UC LEUVEN-LIMBURG

UCLL, home of the Moving Minds.

■■■
“JUST LIKE ITS STUDENTS, UCLL IS ALWAYS ON THE MOVE AND MOTIVATES STUDENTS, STAFF AND COMMUNITY TO GROW INTO MOVING MINDS.”



Image
DOBLE VIA: STUDENTS DEVELOPED NEW TEACHING PROGRAM AROUND UN SUSTAINABILITY GOALS

The mission statement “Moving Minds” determines the view on teaching, working, and studying at UCLL, where creativity and interdisciplinary entrepreneurship are rooted in all its activities.

Examples that demonstrate UCLL’s commitment to encouraging interdisciplinary entrepreneurship:

- StartMinds: Flagship platform to inspire, coach and connect entrepreneurial students. Students receive personal advice from external experts through StartMinds cheques, have access to physical and digital facilities, and can request a special student-entrepreneur status, which allows for a flexible study program. StartMinds also advises on the development of new curricula on entrepreneurship and drives interdisciplinary cooperation through its umbrella function.
- Pukkelpop: Partnership with a major festival where students promote innovative and sustainable projects. E.g. Milk 'n Boobs bar for breastfeeding mums.
- The Third Way: Curriculum for social entrepreneurship.

- Events with external partners from regional ecosystems, local business organizations, and incubators, such as PitchPlease and Le(j)on.
- POP-UP markets, Hackathons, Transdisciplinary Co-creative course units, elective courses on entrepreneurship, international collaborations around entrepreneurship, and much more.

In addition, UCLL and 5 other Universities take up a leadership role to drive change in the educational field. Together they form E³UDRES²: an Engaged and Entrepreneurial European University as a Driver for European Smart and Sustainable regions and E.I.N.S.: E³UDRES² Entrepreneurship and Innovation Network for Smart and Sustainable European Regions.

Each year the Moving Minds Awards are organized to celebrate the most promising entrepreneurial student projects. By creating Moving Minds with entrepreneurial skills, UCLL is committed to increase human capital in its region and be an active partner in sustainable innovation and social justice.

UCLL is constantly looking for new opportunities to push boundaries within or outside the University. The award of Young Entrepreneurial University would be a recognition of all the efforts made to create an entrepreneurial university that educates Moving Minds and encourages us to continue on this path.

Impact story

An example that illustrates the mission and philosophy of UCLL is Twister Wear.

Twister Wear is a fidget jumper to prevent overstimulation and subtly relax the wearer. Some people with ADHD, Autism, or Down Syndrome need to fidget all the time. To meet this need and have something accessible everywhere (e.g. in classrooms or public places) 2 students from orthopedagogy developed the idea of a jumper with gadgets on it, e.g. a fidget strip on the sleeve or a toy in the pouch.

STUTTGART MEDIA UNIVERSITY

**Vision 100% accomplished:
Entrepreneurship for every single student!**



Key statistic

100% of all HdM students have attended at least one start-up-related course



Promoting entrepreneurship is not a single point of contact, but a funnel. HdM's mission is to bring about a change in mindset towards entrepreneurship and innovation among all its students. It sees itself and all universities as the breeding ground for creativity, innovation and connections. Educators can have an immense impact and shape their students' future careers. Promising guidelines:

1. Expose everyone.
2. Make classes available to every student.
3. Encourage students to take their projects to the next level – even if a startup is not obvious at first.
4. Support promising projects with scholarships, space and funding. Connect them with further support programs.

5. Identify scalable ideas and make the right connections into the startup ecosystems with venture financing and venture clients.

With conjoint projects in strong cooperation with other universities and partners, HdM is also building valuable synergies, creating joint support structures and enabling university-wide knowledge transfer and exchange between students and educators. One of the most promising projects with the greatest potential impact on the whole startup ecosystem is the Gründermotor initiative. It is a cross-university innovation platform in BW, set-up as a private-public partnership.

ASAP BW, the state-wide digital startup program and campus competition, led by HdM is part of it and one of the essential bricks, actively bridging the gap from the universities to the startup ecosystem. Furthermore, HdM has the lead for the educators network BW, supporting them by offering train-the-trainers, teaching materials, organizing events (e.g. IEES) and help building the already strong community.



Impact story



Pim Ampikitpanich came to Germany from Thailand in 2011 and studied advertising at Stuttgart Media University from 2012 to 2016. During her studies, she often took part in Start-up Center workshops. Back then, her business model was convincing in the IDEA workshop and she won first prize. Her idea: a cooking box with all the important ingredients for a Thai main course. Now it was time to stick with it! With her Bachelor's degree in her pocket, Pim worked daily on her start-up and was advised by the Startup Centre. Working out ideas, conducting street surveys, developing prototypes, sending out test products and collecting feedback, contacting suppliers in Germany and Thailand, building a website, writing a business plan. As difficult as it sometimes was, Pim didn't want to compromise on the quality of

the ingredients: "It wasn't easy at all to find a soy sauce without preservatives." And the farmer from whom she gets her rice, "I know him personally". The packaging, which makes the product a bit more expensive, matches this. But here, too, Pim doesn't like to make any concessions. Buying the boxes would support older women in structurally weak areas of Thailand, the small bags are all woven by hand. Her company KONKRUA launched in 2017 with 5,500 cooking boxes - in three months they were all sold out. In the meantime, the boxes have made it into the shelves at big supermarket chains and also impressed the investors on the German edition of "Dragons' Den".

Engaged
University
of the Year

Finalists



SCHOOL OF ENGINEERING, JÖNKÖPING UNIVERSITY

Collaboration that matters.

“Engagement with the surrounding society is in our DNA.”

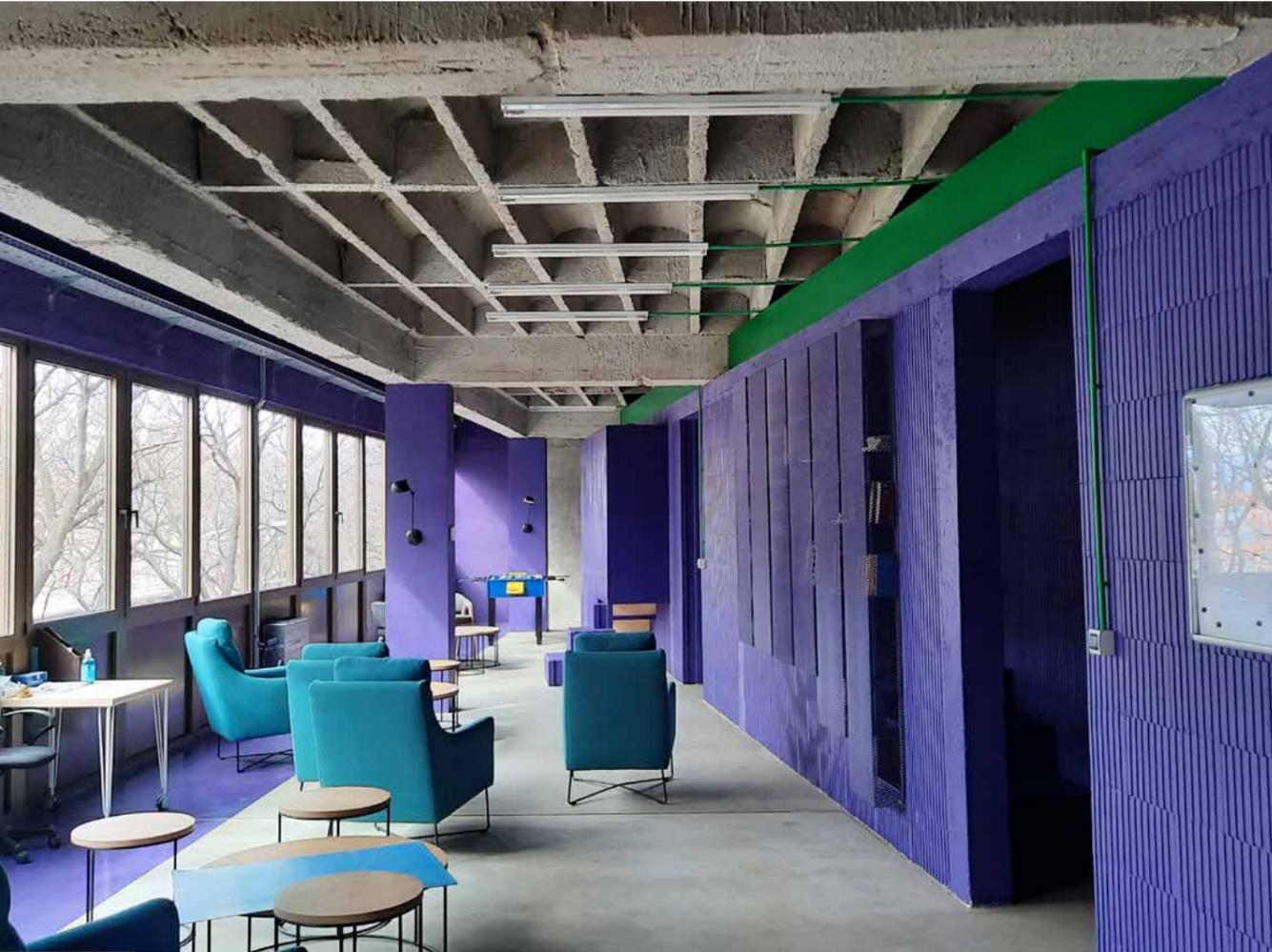
The School of Engineering (JTH) has a long tradition of collaboration with society and believes that education is connected to both theoretical research and industrial practice. This combination supports student attraction and satisfaction and increases future employability. JTH educates students with employable skills and offers life-long learning courses for continuous development of existing personnel.

The educational palette ranges from short individual courses for professionals to shorter vocational programmes, from bachelors and masters of engineering to doctoral education, all of which are conducted in collaboration with industry.

The ‘Education Concept’ at JTH is unique in that all programmes also provide knowledge from topic areas other than technology, such as Leadership and Project Management, Industrial Management, Entrepreneurship and Marketing and Research Methods and Communication and Sustainability. Also, the internship course is mandatory and final theses are done in cooperation with industry in all programmes of JTH since 2013.

The research at JTH is based on industrial challenges in society within the area of knowledge intensive product realisation, co-creating new knowledge in research and education together with partners in industry. Engagement with society and industry is at the core of everything JTH does and is embedded in the culture. Hence all personnel have a collaborative mindset. External relationships increase opportunities for skills provision, continued professional development and for applied research.





“UNIVERSITY’S LEADERSHIP IS CRUCIAL FOR ENSURING THAT COMMUNITY ENGAGEMENT BECOMES EMBEDDED WITHIN THE UNIVERSITY.”



Future plans

Our experts from DeltaLab - Center for Urban Transition, Architecture and Urbanism created new vision of our university campus, and we plan to transform it into a resilient space filled with content relevant for students and citizens.

UNIVERSITY OF RIJEKA

The University that Expands the New Horizons.

University of Rijeka is an open and modern comprehensive European University that extends beyond the walls of institutions, research disciplines, and borders; one that continuously expands the horizons of sustainable development and development of competitive innovation ecosystems, and one that enhances all citizens' quality of life and work while advancing the community's

resilience and well-being in cooperation with local and regional government. To fulfil the mission of engaged university, UNIRI strive to improve four strategic areas: learning and teaching, research, knowledge transfer and internalization. University of Rijeka's engagement is embedded into its curriculum, across all disciplines through community - based learning for students.

University Senate Charter on Formal Recognition of Students' Competences Gained Through Community-Based Engagement ordains the university constituents to redesign their study programmes and to secure that students' competences gained through various community engagement activities can be valued by ECTS points (5 - 10% of the regular study programme).

UNIRI sees itself as a research, science, and education-oriented university that supports social and economic development in the local community, the City of Rijeka, and the wider region. In the terms of the impact, UNIRI initiated development of the curriculum School and community, educational programme for high schools whose goal is to educate students for democratic civic participation in society. UNIRI leadership understand the own responsible role in promoting societal and community engagement and with this understanding UNIRI already made a multifaceted contribution towards achieving SDGs and improving the well-being of society as a whole and it is ranked on THE Impact Rankings.





Universidad Carlos III de Madrid

LEGANÉS CAMPUS
CENTRAL SQUARE
OPEN TO CITIZENS



Impact story

Last year, after an explosion in a school, our University hosted primary school children while their facilities were under repair. The little ones (6 years old) were enthusiastic. Martina said "her cousin was in high school while she was in college", and Fabián liked "the patio near a park ...", and the screen that turns on the wall... the lectern with the computer..." The elder students were impressed because their "classroom looks like the Congress of Deputies" Somehow, the 4th-grade students (9 years old) could express all students gratitude, literally, "for a thousand reasons:

- First of all, for welcoming us with such generosity.
- For offering us a warm and comfortable place to learn with our friends and teachers.
- For being so technological and clean.
- For giving us security after the bad time we had on January 20.
- For having such nice guards who always say hello
- And also because their older students treat us with kindness and affection.
- When we grow up we would like to study in a place like this."

In the words of Mr. Jesús González-Caballero (alumnus): "The motto of our University is Seneca's quote: "Homo homini sacra res" (Man is a sacred thing for man), and that maxim of social engagement still guides my professional life as an urban planning lawyer nowadays. The UC3M encouraged me to give back to others the knowledge and values I was given. A great part of the gratitude that I get, undoubtedly, corresponds to the education received from the UC3M."

Future plans

Building upon international recognition of success and fostering Community Engaged Research and Innovation (CERI), Universidad Carlos III de Madrid is implementing the "NEW RITMO" Project, New Research, Innovation & Knowledge Transfer Model, improving and scaling engagement.



Acts "glocal" through leadership and excellence in education and research.

Universidad Carlos III de Madrid is a public university founded in 1989 under the leadership of Prof. Gregorio Peces Barba, one of the 10 "fathers of the Spanish Constitution". The University was founded to contribute to economic development and social cohesion in Madrid. The selection of the location responded to social government policy for reversing patterns that tended to widen the gap between the north and south of the region.

Born engaged, nowadays, it is embedded in the regional environment through its strong community, its involvement in the innovation ecosystem, and its commitment to social challenges in the region where the regular collaboration with the regional government and municipalities brings mutual benefit and deep responsibility to the University.

The University has also a very active role at the na-

tional and international levels. At the national level, each year, almost 50% of the applications of the new student cohort are from all over Spain. At the international level, it is relevant to mention that it is a member of the YUFE ALLIANCE sharing the vision of the European University of the future: inclusive, diverse, innovative and committed to Europeans' values.

Under the strong leadership of Prof. Juan Romo, Rector of our university and recently elected as President of the Spanish Conference of Universities' Rectors, citizen resilience and engagement, inclusivity and a specific 2030 SDGs UC3M agenda are drivers for pursuing excellence in education and research.





FIRST MEETING OF THE 'NEW DAWN' INITIATIVE



KOZMINSKI UNIVERSITY

A New School for a New World!

Kozminski University (KU) aims to provide its students with the knowledge and tools prerequisite to make a lasting sustainable change both in business and in society. We are a relatively young business school with a 29-year focus on ethical conduct and real impact.

Our entry is based on one of the most important, most moving, but also most spontaneous actions of the KU



24/7 SUPPORT POINT IN WARSAW AT KOZMINSKI UNIVERSITY (FEBRUARY 2022)

community. The crisis caused by the war in Ukraine has affected us not only as residents of a country neighbouring Ukraine but also as a community directly related to Ukrainians. Among our students, staff, alumni, and friends there are many representatives of the Ukrainian nation who have been affected by a personal tragedy on 24 February 2022. Unable to remain indifferent to one of the greatest humanitarian crises we have experienced in the 21st century and since the founding of our school, we supported the bottom-up initiative of our staff by providing a space within which aid could be delivered. The effect was immediate and showed what a strong, united community we have built over these 29 years. The Solidarity with Ukraine campaign was preceded by numerous other activities which could not have happened without our wonderful community, including fundraising for the rehabilitation of our graduate who suffered the fire, and auctions for the Great Orchestra of Christmas Charity Foundation.

Impact story

As early as the second day of the Russian invasion of Ukraine, a group of our employees volunteered to provide 24/7 support to civilian refugees arriving at the Medyka border crossing. One of the volunteers, Professor Paweł Krzyworzeka, emphasizes, „The help point for people crossing the border was coordinated by our friend from the Department, Anna Kovbasiuk. A question was asked in the forum of our team if someone can go because the situation is difficult (...) In the first days the walking queue from Ukraine was very long, and some people, most often families with children, would stay for three hours before crossing the border and reaching our point and before that, just getting to the border sometimes required walking tens of kilometres. It snowed, the temperatures were below zero and those fleeing Ukraine were not prepared to spend several days outside. When they reached us, they were extremely exhausted (...) It may sound trivial, but in those conditions, it (i.e., warm clothes and boiling water to prepare hot drinks) was a life-saver for people on the verge of hypothermia”.

Moreover, the help provided by the members of our community included organizing overnight transportation to nearby Przemysl, giving information to lost refugees, assisting in the search for missing family members and support in contacting the Border Guard. Representatives of our community were in Medyka until the first week of March. According to figures from the Border Guard, over 922,000 people had arrived in Poland from Ukraine by March 6th.

“IT’S WORTH TRUSTING YOUR COMMUNITY AND SUPPORTING HEARTFELT GRASS-ROOTS INITIATIVES THAT CAN BRING THOUSANDS OF PEOPLE TOGETHER WITH A COMMON GOAL.”



MANCHESTER METROPOLITAN UNIVERSITY



AWARD WINNING APPRENTICES



A new kind of partnership: co-designed, co-delivered, co-assessed and co-evaluated.

This innovative activity represents engagement and deep partnerships with more than 500 leading employers, public and private sector and the UK government, for the benefit of more than 3,000 Degree Apprentices nationwide, to date. Manchester Metropolitan University is not only the leading provider of these qualifications in Great Britain but also sits at the heart of national networks of other universities, supporting their engagement in this agenda, and founded the first in-

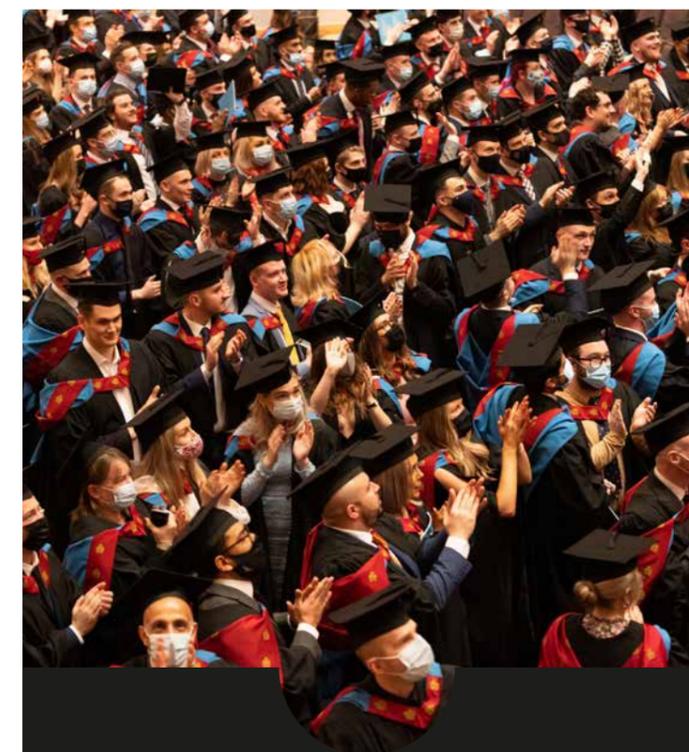
ternational network for the creation of Degree Apprenticeship models around the globe.

Degree Apprenticeships are innovative new programmes where the student is employed full time but given 20% of their working work to study a unique degree programme built around their job roles and career success, co-designed, co-delivered, co-assessed and co-evaluated with their employers.

At Manchester Met this means deep engagement with employers such as: Accenture, Adidas, Akzonobel, Amazon, Arup, ASDA, AstraZeneca, Aviva, BAE System, Balfour Beatty, Barclays Bank,

BASF, the BBC, Bentley Motors, Boohoo, BP, BUPA, Coca-Cola EP, Dunelm, DuPont, EDF Energy, Experian, Fujitsu, GSK, Hermes, the Hut Group, IBM, JD Sports, KPMG, Lloyds Bank, Manchester City Football Club, Marks and Spencer, Matalan, MBDA, McDonald's, Michelin, the National Nuclear Laboratory, Nestle, Network Rail, Odeon, Pearson, Pizza Hut, Royal London, Siemens, Sky, Talk Talk, Thales, Unilever, the Very Group, Virgin Media and Warburtons.

We have also been selected as the national management apprenticeship partner for the NHS Leadership Academy.



Lessons learned



1. Successful engagement means designing the university approach from the outside in, rather than the inside out – start with what the partners' want and need not with existing structures, processes or silos
2. Senior support is vital – trying to do things differently in a university can be tricky and senior support is a key ingredient in overcoming those barriers
3. Honest feedback should be welcomed – business partners are our greatest advocates but also aren't shy about letting us know when things go wrong!
4. If you are going to do it, do it properly – design what's right for your strategy and your partners, not what's easy or what you've done before

Future plans

Over the next four years, we aim to build on our role as a leading university for Degree Apprenticeships in the UK, to grow our numbers by 50% and to leverage our position to do more good for our sector, stakeholders, employees, communities, the broader public and our planet.

Our vision for Degree Apprenticeships is one of: "Inclusive growth, enhanced quality: By 2026 our university will have leveraged and maintained its position as the leading provider of Degree Apprenticeships in the UK, embedded watertight quality systems as a foundation for future growth, and enhanced its triple bottom line impact on the economy, social mobility and sustainability."

Female
Entrepreneurial
Leader
of the Year

Finalists



KATJA KRAŠKOVIC

GEA COLLEGE

Entrepreneurship is the future!

Every one of us wants to lead a fulfilling and meaningful life. In today's world we have set up very high standards for ourselves and others, and with the new generations coming forward, changes are happening with the speed of light. GEA College is an educational institution, but today offering just an education is not enough. Younger generations need to be empowered, we have to give them direction and knowledge that enables them to live a full life. It is important for society in general. It's not an easy task but it is possible. We believe in it. We believe that having a certain set of values and living them is the keystone of society and advancement. It's not enough that they are written and that we read them out loud every once in a while. We have to live them. Only that leads to younger generations adopting them and passing them forward. We trust in the power of connecting young individuals with seasoned elders. Many of our success stories have confirmed our beliefs. That is the main reason we work hard to connect our students with the economy and successful entrepreneurs, tying the connections here and abroad. We spread values like entrepreneurship, inventiveness, and being different, recognizable, and bold, both in formal and informal education. In all the study programs we offer, theory and practical training are intertwined, and the focus is on connecting with the economy during studies.

We are focusing on entrepreneurship and management for small and medium-sized enterprises (SMEs), as well as family businesses that are hidden treasure of inventiveness and audacity. These are the companies that pour their heart into business and are quickly adaptable. These are the companies with huge potential as new generations will lead them. And this is our key role – supporting them so they can showcase their inventiveness and boldness, and teaching them contemporary approaches to managing the company. This is where our future lies.

While GEA College seeks to remain small and agile, it has developed into one of the largest centres of entrepreneurship education in Slovenia. Here we co-create conditions for the development of the global business environment by spreading the entrepreneurial mindset and teaching entrepreneurship and related business sciences.



KATJA KRAŠKOVIC, DIRECTOR AND
DEAN AT GEA COLLEGE AT SUMMIT 100
PARTICIPATING AS A SPEAKER

Lessons learned

One must keep in mind we can only teach what we live. The focus of our work is on providing young people with the supportive environment and equipping them with tools, knowledge, and competencies that help them at all levels of their lives, not just professional. The key is offering them wider support, which is something we at GEA College work hard for. What makes us successful is that we align our passion for entrepreneurship with our purpose, and we focus on lasting solutions that have a greater impact on our society. We demonstrate a growth mindset and desire for learning and advancement. We inspire greatness and sponsor collaboration on all levels. We strive for continuous improvement. It is a diligent work that has to be done in order to advance as a society. We respect diversity and accept the differences in new generations. They teach us a lot, and we are proud of our openness. We cooperate, we communicate, and make sure everyone's being heard. We live our core values and inspire our students to also be as entrepreneurial, different, recognizable, bold and innovative as we are.





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“TRAINING IN ENVIRONMENTAL EDUCATION AND SUSTAINABILITY WILL BE ONE OF THE BASIC TOOLS TO TRAIN FUTURE HEALTH PROFESSIONALS.”

MONTSERRAT ANTONIN

GIMBERNAT UNIVERSITY SCHOOLS

Disruption as a philosophy. Intrapreneurship as a value.

Nursing, as such, is a young discipline with only 45 years of immersion in the University. This immersion has been handled by traditional technical and biomedical paradigms. His conceptual framework and scientific corpus have shown that there may be a different way of conceiving the profession, from the autonomy that his own role gives him and that, traditionally, he has not developed as firmly as he has done in other fields. considered “traditional” as nursing procedures and techniques. On the other hand, the University is an institution committed to society that fully understands that in order to achieve this goal it must promote its innovative culture and generate knowledge with “market” value and knowledge transfer. Creativity, motivation and the will to start a business are part of a university model geared towards innovation and entrepreneurship.

So why not take a look at nursing studies that deconstructs the traditional paradigm of the discipline and fosters an innovative culture aimed at creating entrepreneurial DNA in future professionals?

The training itineraries called “Nursing, innovation and digital health” and “Leadership, innovation and advanced practice nursing” that share the subject “In-



Lessons learned

F.Adrià, one of the best chefs in the world, pronounced a phrase that I have made my own: “the first commandment of innovation is that they don’t understand you”. This phrase helped me to believe even more in my projects and persevere to achieve them. Nursing education traditionally has been developed under a biomedical paradigm and the proposals to transform the curriculum were not initially understood by the university. I had to do a lot of pedagogy for them to understand why it was necessary to train future nurses under a new paradigm that would break with the strictly technical vision of the profession.

When we implement the OT Program the institutions dedicated to promoting entrepreneurship did not understand why it was necessary to train nursing students in a field strictly aimed at entrepreneurs, freelancers and engineers. Now nobody disputes the need for this training for any discipline.

However the most important and surprising is to see how nursing students generate from the observation they make during their practices, ideas that they transform into health projects and how that entrepreneurial spirit is generated in them. The satisfaction they show, their reflections and the change in perception of what a nurse really is and can be, together with the enormous possibilities of working in emerging fields that they discover at the end of the course, is what really makes sense to continue promoting disruption, innovation and entrepreneurship in the undergraduate studies of our degree.

My advice? Believe, work hard and persevere.

novation and Entrepreneurship in Nursing”, and the activities presented are designed to respond to new needs of the profession and society. This training is unique within the university studies of nursing degree and unpublished in Europe and highlights that the transformation of the traditional paradigm is possible and that it is possible to carry out a training “thinking out of the box” more important than ever in this society.



GORDANA NIKOLIĆ

PAR UNIVERSITY COLLEGE

A leader is worth as much as the people who follow him/her

Gordana Nikolić, PhD is the Dean and founder of PAR University College in Croatia. She is still the only woman in Croatia who is the owner of private higher education institution. For her work she received a several awards, out of which the most important one is for the Women entrepreneur of the year in Croatia in 2014. She also award in 2015, for outstanding international achievements in promoting science, education and entrepreneurship of women in the countries of the region. For extraordinary contribution in the field of higher education and entrepreneurship in her city she received the special award in 2016.

Fifteen years ago she had a clear vision and founded PAR as a Business Academy Rijeka. After years of hard work and determination, PAR became an University College. When Gordana first founded PAR, it only had a few students and employees, today PAR is an institution with five study programs, five hundred students, two hundred alumni students and a lot of awards and acknowledgments for being the leading private University in the Adriatic Coast. With her leadership and

positive energy Gordana has created an institution where creativity meets knowledge, an institution that not only teaches and forms young people but that also has a positive impact on society. Through tuition funds PAR helps many young people that don't have the possibilities to fund their education. PAR also organizes many events that support female entrepreneurship and helps young women to develop their business ideas like Gordana did.

Through being responsible, creative, innovative and always ahead of time, Gordana is an example to all young people. She motivates everyone around her and is always there for her students and employees. She always likes to say that her greatest success is the success of her students and employees, and that makes her an amazing leader and a person that positively changes our society.

She has been included in the book 100 Croatian Leaders where she reflected on important events that she considered crucial for her success.

Lessons learned

You can't be a leader if you don't believe in people and if you don't have people who follow you, but to be followed you need to be a motivator. You have to have a clear goal to be a proper leader. It's also very important to be determined because as a leader you make the most important decisions.

It's also important not to be afraid. If you follow a goal but you make a mistake and "fall", don't give up, learn from your mistake, rise above it and continue forward even stronger.

You have to remember to be human, to be compassionate, socially responsible and to be there for your team. I always like to say that a leader is worth as much as people who follow him.



MARIA SAIZ-SANTOS

BASQUE ENTREPRENEURSHIP
OBSERVATORY EEB-OVE

ENTREPRENEURIAL ACTIVISM

I am ENTREPRENEURIAL ACTIVISM.

My vocation for entrepreneurship has a very clear orientation:

THE INNOVATIVE ENTREPRENEUR IS ALWAYS IN THE CENTER OF THE MODEL.

Key entrepreneurial competencies:

1. Transformational leadership: Tech to market transfer
2. Energy and vehemence
3. Rigorous: tenacity and courageous
4. Capacity to create bonds and communicate
5. Commitment/Activism: I believe in what I do

I represent the full drive for an entrepreneurial ecosystem at the University: 2 Bachelor degree, 8 Master degree and Doctoral degree; Entrepreneurship research in the international reference project: GEM; and a determined drive to transfer the results of scientific research to the creation of new spin offs (up-down and Botton-up).

LR of GEM Basque Country, Global Entrepreneurship Monitor Management Committee in GEM España. Chair of Basque Entrepreneurship Observatory EEB-OVE. Director of Entrepreneurship MBA: MBAe3 University of the Basque Country UPV/EHU.

LR. Research Group ECYS.14, Promoting the Circular and Sustainable Economy based on Innovation and Entrepreneurship.

Researcher ERASMUS + Reinventing Mentoring in Arts Management and ERASMUS + VI-TRAIN-Crafts Mentor in Youth Business Spain/Laboral Kutxa

Academic committee of Startinova (Entrepreneurship Program in secondary).

Outstanding mention Spanning Boundaries (UJIN)

Accreditation evaluator of ACEEU D. External Relationship UPV/EHU (2007-2014). D. and founder of the Spin off programme ZITEK. Management of 4 incubators for technology-based spin offs. Definition of policies and programs to promote entrepreneurship.

I holds 60 scholarship articles, books, book's chapters and monographs.



■■■■

“YOU HAVE TO KNOW HOW TO FAIL AS A LEADER. TRY TO THINK THAT IT IS NOT A FAILURE; IT IS JUST PATIENCE AND PERSEVERANCE.”



■ ■

“I have learned many lessons over the last 25 years of my career - specifically the importance of continuous improvement, innovation and evolution.”



KATHRYN CORMICAN

NATIONAL UNIVERSITY OF IRELAND, GALWAY

I think I can, I think I can, I know I can, I know I can: Building self-efficacy in engineering.

Imagine trying to rewire a deeply ingrained mindset. My work focuses on a leader's journey that attempts to enable people to shift away from a typical engineering perspective that focuses on devices and technology towards a more user-centred, entrepreneurial approach. To do this, my team and I collaborate closely with industry leaders and communities to understand real-world

challenges and co-create viable solutions that meet users' needs. This approach demands effective cross-functional collaboration. Researchers and students must work together to optimise individual competencies, cross-fertilise ideas and bridge silos to generate meaningful solutions that work for people. A three-pronged approach is used to build entrepreneurial mindsets and embed this concept.

First, I established the Enterprise Research Centre. This comprises a large multidisciplinary research team that focuses on the design, development and analysis of entrepreneurial systems. I have fostered and enabled the research team to engage in ground-breaking, significant and relevant research and we have delivered many high-impact outputs.

Second, I set up an award-winning MSc programme in Enterprise Systems specifically designed to equip graduates with entrepreneurial skills. The programme adopts a challenge-based approach and our students work with innovators, charities and organisations to design innovative solutions to solve real-world problems. It is informed by our research and provides learners with a structured collaborative process, supported by methods and tools.

Third, I developed innovative modules in the area of Technology Innovation and Entrepreneurship that are integrated and embedded into other MSc programmes thus expanding our reach. They expose graduates to an entrepreneurial philosophy and equip learners with the skills, competencies and self-efficacy required to innovate.



Lessons learned

First and foremost, I believe that it is essential for all leaders to be credible, trustworthy and authentic. I have learned that these values are essential to nurturing and sustaining long-term working relationships and they have enabled me to build a reputation for excellence in leadership.

Remember that "Knowledge is not intended to fill minds. It is intended to open them". Therefore, I would encourage colleagues to work hard to inspire, motivate and build confidence in the people that work with them. Set challenging expectations and encourage people to achieve extraordinary outcomes. They can and they will.

Over the years, I have realised the importance of empathy in leadership. Many students have had to overcome difficult challenges that life has presented. We don't know what is happening in other people's lives. Therefore, I would humbly suggest that you don't underestimate the importance of listening carefully and being sensitive to individuals' needs. Work hard to create a supportive, engaging space that enables people to achieve their personal goals. Foster a welcoming and inclusive atmosphere that empowers people's capacity to take independent and autonomous decisions.

Lead by example - invest the time, energy and effort required to achieve superior results. Be persistent and don't be afraid of failure. Also, have the confidence to give people the time and space needed to experiment and realise their full potential. Remember, a good gardener doesn't plant seeds and dig them up every few minutes to see if they have grown....!

Finally, don't be afraid to speak the unspeakable, have courage and be kind.

Male
Entrepreneurial
Leader
of the Year

Finalists

SIMONE FERRIANI

UNIVERSITY OF BOLOGNA &
CITY, UNIVERSITY OF LONDON

Tell me, and I will listen; Teach me, and I'll remember; Involve me, and I will learn.



"True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own". These words from writer Nikos Kazantzakis resonate deeply with me and inspire my everyday effort toward nurturing students' confidence in themselves and awakening their joy in creative expression.



Over the years I have translated this principle into practice through many original initiatives aimed at empowering students in their learning journey. For instance, I designed from scratch the Entrepreneurship concentration of the University of Bologna MSc in Management, now one of the most successful and most coveted MSc in Italy.

In collaboration with MIT Sloan and HEC, I co-founded the Medici Summer School in Management Studies, one of the world's leading doctoral training initiatives in Management – aimed at contributing to the development of exemplary scholarly-based practices in the management of organizations. After 13 years since its launch, we have 300 Medici alumni scattered throughout the world.

I founded UNIBO LaunchPad (subsequently named "ReActor"), the first Italian entrepreneurial education programme targeting young scientists with ideas rooted in their research. The initiative had vast resonance becoming the country's premier science-based entrepreneurship education platform.

I designed from scratch and led for several years the Green Energy and Sustainable Business MBA of Bologna Business School, now one of the flagship streams of the School's Global MBA Programme of the School. Seeing my students become positive change agents is an endless source of joy.



PETER SCHMIEDER

DEGGENDORF INSTITUTE OF TECHNOLOGY

The Best of Both Worlds - German Invention and Silicon Valley Mindset.

Prof. Dipl. Theol. Univ. Peter Schmieder has proven his outstanding leadership skills for a period of more than ten years by creating, developing, and enhancing the high-quality Silicon Valley Venture Development Program at Deggendorf Institute of Technology. The program increases the entrepreneurial skill set of regional economics, management and matrix teams by providing a scientifically based, constant and mentored process over a period of at least nine months. An invention is fed with a qualified market entry and development strategy, a relevant and high-class ecosystem of qualified mentors, customers, investors. As excellent networker Peter drives successful venture planning and development. He brings both of two worlds together: German invention and Silicon Valley mindset. The greatest challenge for technical inventions and services is the successful transformation into the market. Especially in Germany, the country of excellent en-

gineers, inventions often fail because of the wrong market strategy for non-segmented markets, wrong timing, and missing customer focus. Peter is the most important driver in achieving the Free State of Bavaria promoting the Silicon Valley Program and further extending it into a DIT entrepreneur campus called "Bavarian Innovation Transformation Center" in Oberschneiding. He managed to bring a top-class team of international professors and top global mentors to the campus, with whom the entire circle of venture scaling and acceleration can be mapped. This ensures a wide extension of the program in 2022.

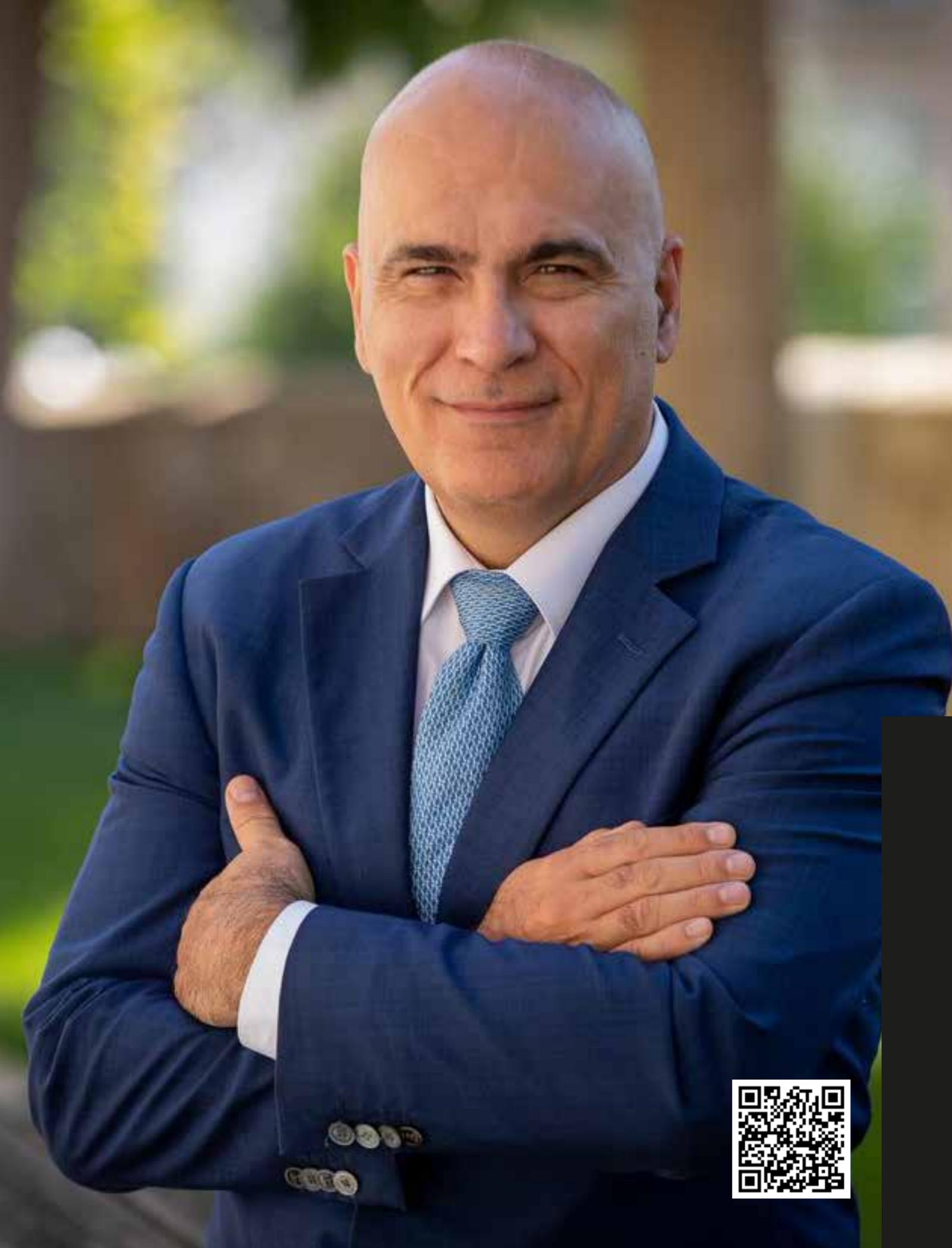
Peter Schmieder's students always value him for his excellent teaching in business management and entrepreneurship. A large number of awards proves that.

Lessons learned

In 12 years of Silicon Valley Program, teams have learned a lot - often the hard way. So here is the Top 10 list for successful ventures:

1. Success happens on the street
2. Fail quick and learn fast
3. Your team is everything
4. No one throws money at you – you have to earn it
5. Aim for excellence
6. Trust science – it is the only thing to rely on
7. Check your Ego at the front door
8. Learn from customers
9. Money is not the best you can get – honest feedback is the best you can get
10. Successful Entrepreneurs are Destroyers and Transformers





JOSEP PIQUE

RAMON LLULL UNIVERSITY

Supporting the development of Ecosystems of Innovation around the World.

EDUCATION AND PROMOTION OF ENTREPRENEURSHIP AT THE HEART OF LA SALLE

Dr. Pique created La Salle Technova Barcelona, the Innovation Park of La Salle - Ramon Llull University, in the year 2000. After 20 Years, more than 700 Start Ups have been created and 46 Million Euros have been invested. Dr. Pique have trained professors and managers of universities, Science Parks and OTLs for transferring research to the market thorough new technology based companies. Every year La Salle organizes Start Ups Forums, like Techdemoday in order to the best start Ups in front Venture Capital Firms and Corporate Investors.

ORCHESTRATION OF INNOVATION DISTRICTS

Dr. Pique was the CEO of 22@Barcelona, the Innovation District of Barcelona. A Global reference of urban regeneration of 200 Hectares using the Triple Helix Agents (University, Industry and Government)

in the urban, economic, social and governance transformation. During his mandate 22@Barcelona achieved more than 8000 companies and 92.000 Jobs. Dr. Pique have written several papers and books. <http://orcid.org/0000-0002-0215-0139>

LEADING A REGIONAL, NATIONAL AND GLOBAL NETWORK OF ECOSYSTEMS OF INNOVATION

In the Regional Level, Dr. Pique founded the XPCAT, the Catalan Network of Science Parks in 2003. In the National Level, Dr. Pique is Vicepresident of APTE, the Spanish Association of Science Parks, leading the International Commission. In the International level was the XVII President of IASP (International Association of Science Parks and Areas of Innovation). During his mandate was leading the network with 350 parks members in 78 countries with more than 115.000 companies.

Future plans

One of my goals, as President of the Triple Helix Association, is transforming the Triple Helix Model as a Global Reference for Scholars, Practitioners and Policy Makers in the Research and Development of the Interaction between University-Industry-Government.

For this reason, we were planning a Strategy Plan in 3 axes: (1) Development of Publications like the Triple Helix Journal, (2) Organization of Events like the Triple Helix Conference and (3) Managing the Community, with Chapters around the world, in a virtuous circle that every axis enriches the rest of the axes.



BRIAN P. RÜEGER

ZURICH UNIVERSITY OF APPLIED SCIENCES

Where science and business create value and many new jobs.

As Head of the Institute I have implemented and proven my entrepreneurial competencies and leadership across all my university activities, as well as throughout external activities by leading by example and enabling companies, students, employees, scientists, start-ups and entrepreneurs to develop strong entrepreneurial competencies and leadership.

Over the past 10 years I have grown the institute from a handful of employees to a light-house organisation within the ZHAW. Today the institute is a very healthy, highly profitable, modern and dynamic scientific organisation having a very strong impact on realizing science to business transfer but also working in the other direction from business to science. The vision of the Zurich University of Applied Sciences is to become the "Entrepreneurial University of Switzerland". I have implemented this vision in the most radical way by not just talking about entrepreneurship but by doing and by proving entrepreneurial success in multiple cases. The leadership approach used is strongly guided by the principles of servant leadership. This results in the fact that the institute of marketing management is set-up and run like a start-up company, students are supported to have an entrepreneurial impact, start-ups are supported with innovation cheques (instrument from the Swiss government for the promotion of economic development, Innosuisse), employees are supported to generating new ideas and launching spin-offs and finally seven labs are used as platforms for co-creation and dialogue between science and business, resulting in value being generated on both sides, unleashing the potential in connecting science and business.

"AMAZING WHAT CAN HAPPEN, WHEN YOU PUT TRUST INSTEAD OF CONTROL, MAXIMISE BOTTOM-UP AND MINIMIZE TOP-DOWN, ALLOW MORE OUTSIDE IN THAN INSIDE OUT, DEMONSTRATE PASSION TO HELP, EMPOWER YOUR EMPLOYEES, TRUST IN WHAT THEY COULD BECOME AND DEVELOP A STRONG PURPOSE TOGETHER WITH THE EMPLOYEES FOR THE WHOLE ORGANIZATION."

The Institute: diverse team, high level of innovation, complementary capabilities, high involent and having a lot of fun working together



AHMED ONSY

UNIVERSITY OF CENTRAL
LANCASHIRE

Multifaceted Entrepreneurial Leadership in Higher Education (MELHE)

The MELHE is a holistic approach that includes multisided developments in higher education which has grown at UCLan under my leadership since 2014 to support people's future; staff, students, research, industry, and the community at several levels including the institutional level, the national and international levels. The MELHE combines the visionary and coaching approaches to impact and support young leaders and people. I'm using the visionary approach with long-term vision goals so the school team members engage with it at different levels with different roles, while the coaching approach is used to create a positive environment in the school with devoted time to support staff in achieving the school KPIs using three key entrepreneurial competencies that characterise me, business vision, creativity, and communication. The MELHE resulted in outstanding impacts. I have worked with the school stakeholders to put forward a business vision including a 5-year growth plan for MIM Engineering at UCLan including goals and KPIs that contribute to the school's strategic thinking and formed a key component of the school growth plan and supported the business case that ultimately resulted in securing the EIC investment. I'm using creativity to work with the school team to develop new degree courses, labs & equipment provision, research goals, engineering clubs, engineering academy and CPD programmes, the 'EAZE' Zone, and build collaborations with industry and HE sector nationally and internationally. I'm using my communication skills to work with colleagues across the school and UCLan to achieve these goals.



Key statistic

1000 students/year from Egypt to enrol on UCLan's programmes

■ ■
“SUPPORTING STUDENTS (FUTURE LEADERS) IS AT THE HEART OF MY LEADERSHIP GOALS USING THE MELHE APPROACH.”

AASTMT INDUSTRIAL ADVISORY BOARD



Lessons learned

The success of any organisation relay on several factors, however, people and leadership remain the main factors. In the current world environment, entrepreneurial leadership is essential for any institution not only to drive the success of the institution but also to develop sustainable people's future. Entrepreneurial leadership in academia is vital as it could play an important role in developing the future of humanity. The achievement of the multi strands presented here is based on the Multifaceted Entrepreneurial Leadership in Higher Education (MELHE) model as a holistic approach that shows multisided developments in higher education and could grow using the entrepreneurial leadership to support people's future; staff, students, research, industry, and community at several levels including the institutional level, the national and international levels. MELHE is a sustainable entrepreneurial leadership model that could be developed at other higher education institutions allowing one development to be expanded beyond the national and international levels. It is all about people and the MELHE approach has proven that successful leadership could be achieved by working with the aim of people's future.



Entrepreneurial
Educator
of the Year

Finalists

OSCARINA CONCEIÇÃO

POLYTECHNIC INSTITUTE OF CAVADO AND AVE

Creating value through “funny” education!



In a VUCA world the Higher Education Institutions have been taking on different missions and “rethinking” their academic curricula. The strong emphasis on economic success and job creation has indeed propelled entrepreneurial education to a prominent position on higher education level. The Entrepreneurship Teaching presents several challenges such as the necessary interaction of students, an environment conducive to creativity, teamwork and students’ enhanced engagement.



Faced with the extra challenge of teaching a class of ERASMUS students composed of different nationalities/cultures and different scientific areas, I decided to adopt a game-based learning strategy for my classes.

According to literature, the game-based learning can improve students’ performance; commit and take responsibility for learning; achieve and sustain engagement; promote transformational mindsets; and open the mind to creative thinking and innovation.

Facing these multiple and complex challenges, I divided the syllabus into modules and developed/adapted games to explain and consolidate concepts. This creative work of adapting the games to the syllabus was sustained by a lot of research and called forth a high “risk margin” - the students’ reactions were initially an unknown variable.

When implementing this game-based-learning approach, I realized that the students were motivated and that the learning process was successful. But what is the perception of students?

In a voxvote conducted on June 3rd, 2022 to my current Master class, 26 students displayed a 6.67 average of concurrence, on a 7-point Likert scale, that the use of “games” effectively benefited the learning process. This buoyant feedback made it all worthwhile!!



BLAISE CRETTOL

HES-SO VALAIS/WALLIS

Business eXperience, nobody's perfect but a team can be!

The 4 main points that make this program unique are the following ones:

This entrepreneurial program is proposed to the last-year bachelor students from the management schools and the engineering schools of the University of Applied Sciences in Western Switzerland, which represents not less than 5 degree programs, from Systems Engineering to Business Administration, going through Business IT, Tourism and Life Technologies.

The teams are constituted with the objective to have as diversified members as possible, in terms of backgrounds, competences, genders and strengths to be brought into them. For this last point, the Belbin process is led, which helps to identify the strengths that anyone can bring within a team, and this is used to create teams who have strengths in all skills.

As the program is firstly based on experimentation, each team must run during the year a "project pilot", which leads it to go on the market, including the management of the supply chain, the finances, the project management, the HR and soft skills, and of course to meet its customers and realize a sale act during a life-size iteration.

To get more flexibility in managing seed money for the teams, an association with the same name was created, in which all the alumni become members. They are involved in the program in several ways, such as being one-time sparring partners for the new school ventures, or becoming mentors and/or co-financers for them. By operating in this way, the network becomes particularly efficient.



Lessons learned

During the early years, we allowed our students to create the teams based on project interests and individual affinities. If this was regularly successful for the first teams, it was unfortunately no longer the case for the remaining students, who were faced with a double problem: they could not always find a common project that motivated them, nor partners with whom the cohesion was al-

ways good. After several experiments, it appeared that the optimal way to constitute the groups, in terms of motivation and balance within and between teams, was to use the method mentioned in the first chapter of this document, including the identification of the strengths of each person according to the Belbin method.



“WE ALWAYS FAVOURED A GREAT DEAL OF FREEDOM FOR OUR STUDENTS AND FOR THE DIFFERENT TEAMS, BASED ON THE IDEA THAT EVERY MISTAKE WAS ALSO AN IMPORTANT LEARNING EXPERIENCE”



SIMON BEST

MIDDLESEX UNIVERSITY

Developing the Enterprising, Entrepreneurial and Innovative character of our students.

As an entrepreneur before becoming an academic, I realised that there are four critical skills you need; Technological Knowledge, you need a certain amount of technical knowledge about your product or service; Numbers, you need to be able to do more than the financial numbers, you also need to understand things like time and space; Sales, if you cannot convince people to give you money for your product or service you do not have business. The fourth is the most important, the ability to coordinate the first three. With this in mind I began to develop the learning process I use today to train students to become entrepreneurs. The focus of everything I do is to develop and build the character of each student to be come more enterprising, entrepreneurial and

innovative. What is different about what I do is that I believe that entrepreneurship is not a personal characteristic, but a behaviour. Therefore, I need to help the students become more confident, more professional and more ambitious.



Impact story

My focus on developing the character of the person wishing to become an entrepreneur means that fundamentally I need to change the way someone thinks. The consequences of changing their character are significant. Mahsa first came to see me in 2019 wanting to run her own business. However, her approach was typical of many students in that believing that she just needed a good product and every one would come to her business. Yet, having a good product alone will not secure a successful business. By working with and mentoring Mahsa, she was able to start a nano-business selling jewellery in a small market once a week with just £200 and in the first week turned over £180. Within 7 or 8 months she was generating enough money to invest in better quality stock that could be sold for a greater profit margin and invested in a web site. Within 12 months, Mahsa had secured a permanent indoor space in a busy local and tourist market. Now just over two years later she took out a small loan and is about to open a second retail outlet. Mahsa has also gained the confidence to begin making connections with more upmarket jewellery wholesalers with a view of moving into a more profitable market. Over the period of trading her turnover has increased by over 1,000% to over £1200 a week.





“To cultivate self-directed and interdisciplinary learning, it is essential to encourage students to reflect upon their learning journey using a diary, formal or informal reports.”



Impact story

QMSVF cultivates entrepreneurial knowledge and mindsets from an investor's perspective and enhances graduate employability. Take an example of a female undergraduate student whom I encouraged to apply for the programme. Although she was interested in entrepreneurship, she never thought of entrepreneurship and investment as a career path. Her active participation in the programme paid off. It was during the high time of the Covid pandemic. She reached out to many social ventures via emails, social media, online conferences etc., and successfully identified Biophilica – one of our investees. The start-up founder was impressed with her entrepreneurial attitude and offered her an internship over the summer. Further, her engagement with QMSVF significantly boosted her confidence and provided many examples to showcase her entrepreneurial knowledge and skills in her job interview. She mentioned that she got a 100% success rate in her job applications thanks to her QMSVF experience. The student reflected, “QMSVF was the best experience I could have had during my BSc (Hons) Business Management degree. Most of the time, I felt that classes lacked practical activities, and at times they could be even a bit monotonous. In contrast, with QMSVF, I could apply the learnings from most of my favourite topics (i.e., strategy, technology) in authentic activities that would benefit a student-led social start-up.. The QMSVF also provided a safe environment to make mistakes. It enhanced my chances of success in my future graduate position because I received a lot of guidance from this experiential programme.”

JOANNE ZHANG

QUEEN MARY UNIVERSITY OF LONDON

Empowering student social entrepreneurs and investors from diverse backgrounds.

I launched Queen Mary Social Venture Fund (QMSVF) at QMUL in 2020. Adopting the authentic learning approach, the year-long extracurricular programme simulates a real-life social impact venture fund. The fund is led by students and invests in student-led 'start-ups for good', the first of such kind of fund in the UK, bringing three main impacts.

First, Education. Students have reported that the programme has significantly enhanced their entrepreneurial knowledge and skills, particularly in areas most challenging to achieve in traditional classrooms.

Second, diversity and inclusion – QMSVF empowers students and recent graduates from diverse backgrounds to tackle some of the biggest challenges facing society today. Diversity and inclusion remain barriers to success in the start-up world. At QMSVF, 77% of our student investors are from ethnic minorities and 38% are female. Students have reached out to over 200 social ventures and organisations and provided investment and support to four social ventures, all led by female founders.

Third, tackling social challenges – The investments made by QMSVF empower more students and recent graduates to become social change agents. One of our investees Biophilica, turning green waste into leather-like materials - won the Manufacturing Futures Innovation 2021 and has recently raised £1.2m seed round funding.



NIKOLAUS FRANKE

WU VIENNA

Making the Schumpeter country an entrepreneurial society again

Only two decades ago, entrepreneurship played hardly any role at WU Vienna and in Austria in general. The Austrian mentality seemed to have lost sight of its once impressive entrepreneurial tradition incarnated by iconic figures such as Joseph Schumpeter or Peter Drucker. Values and norms such as opportunity-seeking, risk-taking, and the need for independence only played a minor role in education, media, and generally in society. Thus, when I started as a Professor here, I faced a prototypical start-up situation. I saw the potential and had a vision, but resources were scarce, scepticism was strong, and the challenge appeared unsurmountable.

However, having experienced the almost miraculous effects of unleashed entrepreneurial power during my guest professorship at MIT, I started my own entrepreneurial journey with a small and highly

motivated team here at WU. Key to the success was our applied problem-solving approach in teaching, where we collaborate with start-ups and innovative companies. Through highly attractive courses and successful projects, we have attracted talent among students and created a strong momentum as also more and more partners would collaborate with us. We launched many additional initiatives and innovated wildly. This allowed us to grow fast and foster entrepreneurship at our university into "the" hot topic. Our fantastic entrepreneurial students and alumni have helped creating a lively and fast growing entrepreneurship ecosystem in Vienna and Austria in general. My role is to keep this entrepreneurial spirit in order to recognize and exploit further opportunities!

Lessons learned

Many people think that the ideal entrepreneurship professor should engage in starting a (commercial) start-up in order to be able to experience what he or she is preaching. While I agree that own practise is invaluable and ivory tower "theoretical" entrepreneurship educators are somewhat similar to theoretical swimmers, I have devoted my creativity, energy, and time rather on starting-up academic institutions, such as the E&I Institute, the Entrepreneurship Center, the Entrepreneurship Center Network, and many other initiatives. The challenge is more or less the same as with commercial start-ups – recognizing an opportunity (in my case: related to entrepreneurship education), raising resources necessary (in my case: funds, people, and university support), developing an innovative offering (in my case: courses, projects, initiatives etc.) that meets the preferences of customers (in my case: students, company partners, faculty etc.) in a fast, iterative and lean way, shaping and leading a team (in my case: faculty or admin staff), dealing with competition and resistance (in my case: internal from other institutes and departments and external from other institutions), diffusing it in the market and further adapting it to the strategy – or the strategy to the offering. I can just say that in my case, the result was a similar learning experience, and the leverage was probably much greater.



■ ■ ■
“AN IMPORTANT AREA [OF DEVELOPMENT] WILL BE THE EXPANSION OF OUR DIGITAL (ONLINE) OFFERINGS.”

Fast Forward
Entrepreneurship
Educator
of the Year

Finalists



LISA RYAN

ATLANTIC
TECHNOLOGICAL
UNIVERSITY,
GALWAY CITY

Educate to Innovate Growing and Sustain- ing Agri-Food Entre- preneurship.

In order to enhance and develop sustainable food systems for food production, educators need to consider novel methodologies that will support and nurture innovative thinking amongst their Agri-Food learners. Implementing strategies to promote innovation and entrepreneurship in this sector has been a priority for me and for the key personnel at the Atlantic Technological University. In 2016, I successfully applied for national funding to develop a programme that was designed to specifically meet the training needs of Agri-Food entrepreneurs. After securing funding for a number of Erasmus+ projects supporting the growth of entrepreneurship in the sector, the project teams and I introduced this novel type of training to over 30,000 Agri-Food stakeholders across several European countries. This has led to increased awareness of the need to support and grow entrepreneurs in this sector. The programme is unique as it is developed and delivered by academics, industry stakeholders and food entrepreneurs. This collaborative approach has enabled the team to develop a programme informed by industry, that is truly fit for purpose. Additionally, the programme has introduced a novel peer led training methodology (food entrepreneurs teaching food entrepreneurs). It moves away from the traditional style of classroom-based learning and promotes work-based learning, which focuses on the practical application of learning. This is embedded in the programme through several real-life industry challenges encouraging learners to put theory into practice i.e. "learning by doing". It enables the learner to navigate the challenges of becoming a food entrepreneur in a very safe and supportive environment.



Lessons learned

One of the key learnings from developing this programme is the clear need for more collaboration between academia and industry. Contributions from food entrepreneurs and industry were invaluable when developing the programme. They provided industry insights and knowledge that we, as academics, did not have access to. This resulted in us developing a programme that was fit for purpose with the learners' training needs at its core. Introducing peer-led training by involving food entrepreneurs in the delivery of the programme makes the training highly unique and innovative. Learner feedback has indicated this is hugely successful as food entrepreneurs are more likely to engage and learn from other food entrepreneurs. Their mentoring is inspiring to learners. It provides learners with access to a network and collaborative opportunities.

Customer discovery is also vital. Through engaging with the learners, stakeholders and graduates we have become more aware of the very specific challenges facing this sector across Europe. The current Covid19 pandemic brought further challenges and saw rural food producers suffer great loss as many lacked the knowledge and skills to take their food business online. Through feedback sessions, networking and project events we are continuously discovering our learners' needs and listening to what they want from training. We refine and develop the programme based on what they tell us they need and not what we think they want. This type of education has created a collaborative community of like-minded people that have a shared goal of achieving a secure and fair food system.

JENS HAARMANN

ZHAW SCHOOL OF MANAGEMENT & LAW

From surgery observations to investor pitches in 2.5 weeks

In 2021, ZHAW university offered the first Swiss Biodesign Summer School. It offered a 2.5-week entrepreneurial sprint that effectively mimics the real-life challenges of developing disruptive medical technology and digital health innovation. The course design focused on a hands-on approach to interdisciplinary teamwork, clinical immersion in the hospital and international market orientation.

We specifically recruited for interdisciplinary project teams whose four members would cover the three key competences needed in a healthcare start-up: medical, technical, and business expertise. With an intensive six months promotion campaign in four different departments of our university, we were able to attract and interview for the desired diversity, skills, and motivation. The different backgrounds and terminologies created communication hurdles at the beginning but were much appreciated by the

students for fostering impressive levels of analyses, creativity, and technical solutions.

A major ingredient and highlight of the course were a 1.5 day 'clinical immersion' at two partnering hospitals. All teams shadowed patients, physicians, and nurses to identify 30 unmet customer needs in gastrointestinal and respiratory diseases. Out of these, the market potential had to be systematically and internationally validated through eight compulsory interviews with medical experts and patients. Finally, further international perspectives were provided by presentations by the cofounder of Stanford's Biodesign program as well as successful health care start-ups, such as AvaWomen, Zeit Medical, Hey Patient and Sequana Medical. Their insights into the US, EU, and Swiss markets as well as latest venture capital requirements provided exclusive insights into the start-up and investor world.

Future plans

For future cohorts of the Swiss Biodesign Summer School, we plan to have a closer collaboration with local start-up accelerator programs. By inviting their representatives and business angels as Jury members, promising student teams will get a better exposure to potential mentors from the start-up community. While we do not expect immediate start-up spin-offs during their Master programs, we want to provide students with the innovation tools, entrepreneurial insights, and network to board the entrepreneurial journey in the years following graduation. Beyond Health Technology entrepreneurship, the Swiss Biodesign Summer School also served as a successful pilot for an interdisciplinary summer school on a student- and faculty-level. As part of a broader 'Entrepreneurial University Initiative' at ZHAW University, an extension of the concept is planned to other technology fields. CleanTech, FinTech and LegalTech are only some of the innovation fields, where a broadened summer school can expand into and create the next generation of technology entrepreneurs.



■ ■ ■
**“START WITH
 FINDING MOTIVATED
 CO-TRAINERS.”**

SAHRA SCHNEKKER

UNIVERSITY OF APPLIED SCIENCES
WIENER NEUSTADT

Soft skills make strong Entrepreneurs & Intrapreneurs.

The realization of two new course modules has allowed us to concentrate on students' soft skill development as a suitable method for fostering their entrepreneurial sense, thinking and acting. Self-reflection and group learning were especially promoted through the exchange of experiences and opinions on failure and failure culture. Gamification e.g. business modelling in creative work settings led to highly active, involved students. Critical thinking was facilitated, revealing different perspectives in the interdisciplinary field of entrepreneurship. A workshop setting as the lecture format of choice addressed students' soft skills development and this hands-on learning approach engaged them more thoroughly in entrepreneurial issues. To empower students, the teacher became a facilitator, stimulating an intensive exchange of experiences among the students themselves, and offering sufficient room for their self-expression.

Specific contemporary topics, such as the influence of digitalisation and sustainability on entrepreneur-

ship, were outsourced to lecturers and specialists from practice. Guest speakers (entrepreneurs) were invited, as role models, to share their experience. Additional support to students was provided through informal conversations and by involving in-house infrastructure (e.g. the Startup Center) provided for entrepreneurs. As the feedback shows, the combination of self-reflection, critical thinking, group learning and gamification resulted in tremendous course satisfaction and deep learning delivery for students.

I did not expect to be selected as a winner because as a young teacher I have tended not to adhere to commonly used teaching methods. Rather, I intuitively designed the courses by drawing on my personal experience of workshops and life as a student. The win feels like being given an Oscar. I am pleased to share and reflect the University's best teaching practice, but know that it can still be improved on.

Impact story

At the beginning of our "Entrepreneurial Spirit" course, we ask students if they are here to start their own business or if they plan to fill a C-level position in an existing company. One middle-aged student in the front row, graduated from two other majors, expressed the opinion at the beginning that he would definitely pursue a corporate career, as he thought little of self-employment and did not have enough courage to commit to it. About 8 weeks after this statement, at the end of the course, the student, together with his wife, started his own project with full conviction and motivation.



■■■
“A CHILDLIKE CURIOSITY ABOUT EXPERIMENTATION IS ESSENTIAL FOR CREATIVE UP-AND-COMING ENTREPRENEURS AND INTRAPRENEURS.”



FRANCISCO-JOSE MOLINA-CASTILLO

UNIVERSITY OF MURCIA

EUREKA!. An entrepreneurial methodology for product innovation.



The EUREKA methodology combines three key elements:

1. An interactive e-book on new product-development,
2. A podcast on innovation and entrepreneurship, and
3. A technique to create new products in the classroom autonomously by students.



EUREKA has allowed changing the way of teaching about innovation and entrepreneurship. With this methodology, students create and patent innovations that can later be the seed to create a new company. In this way, the teaching/learning process is transformed as the student and their new product is at the centre of the whole process. The one-way communication from teacher to student is transformed into a threedimensional axis between the teacher, the student, and the new product. The interactive e-book allows students to interact with the content, evaluate their progress with quiz questions and discover the theory of innovation through a novel that tells the story of a student who starts working in a company. This book tells a story (relationships with co-workers, former university classmates, relationship with successful products, etc.); it is not a list of concepts of a traditional book. The story interweaves theoretical aspects with the reality of a company. The podcast tells real examples of products that have left their mark on the history of innovation. In addition, interviews and company visits allow the content to be taken outside the classroom. The EUREKA methodology is unique and revolutionary, just like the more than 300 new products that my students have created over 12 years and that have allowed them to become entrepreneurs.



■■■■

“HERO IS DEFINED AS ‘ONE WHO SHOWS GREAT COURAGE’. FLOURISH IS AN INVITATION TO CROSS THE THRESHOLD, EMBARK ON THE HERO’S JOURNEY, TRANSFORMING BEYOND IMAGINATION.”

Paulo Freire believed education to be “the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world”. As teacher educator, it is critical to empower students to adopt creative and innovative approaches in an increasingly intensified and complex world. Nurturing wellbeing is fundamental to ensuring we nurture creativity and innovation within education. The Flourish initiative creates safe space to nurture and support educator/student wellbeing by building community, fostering creativity and leading education in an age of increasing challenges (such as climate change, war, migration) and opportunities (such as technology, collaboration, student voice). Flourish is underpinned by 4 core values - compassion, care, curiosity and creativity. Uniquely in Higher Education, Flourish intentionally holds space for students to come together in community to focus on wellbeing, to be creative in practice and to lead change across our education system. The intention is the power of the ripple impact – students are invited to use the resources with their own students in schools to create spaces to integrate wellbeing and creativity into classroom pedagogical practices. Integrating such a creative, innovative and compassionate approach into classroom pedagogical practices proffers limitless transformational possibilities for students, teachers, schools and our wider society. As Bell Hooks argues “to teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin”.



DEIRDRE MCGILlicuddy

UNIVERSITY COLLEGE DUBLIN

Flourish – Nurturing Community, Wellbeing, Creativity & Leadership in Education



Innovation and
Collaboration
Space of the Year

Finalists



INNOVATION & ANALYTICS LAB

NOVA INFORMATION MANAGEMENT SCHOOL

A ROOM AFFECTING WHAT WE DO AND HOW WE FEEL

The development of innovation spaces that enable collaborative learning and promote wellbeing involves complex constructs. Innovation spaces on campus have traditionally followed a formula-based approach that is often driven by pre-conceived design principles with solutions transferred from other universities,

or backward-looking needs of departments that favour single-use spaces. The creation of the Innovation & Analytics Lab demonstrates that innovation is an iterative learning process and not a magic formula. In this project, we have studied the relation between purpose-built learning environments and wellbeing. In

what way the design of such spaces fosters new and collaborative ways of learning, thinking and working together? We have conducted qualitative research using a design thinking method to better understand how to conceptualize a spatial approach that has wellbeing at its core. Using a checklist based on a behavioural science



“DON'T WAIT TO HAVE ALL THE PERFECT IDEAS AND THE ADEQUATE RESOURCES IN PLACE. JUST START AND LEARN ALONG THE JOURNEY”



Lessons learned

Evidence-based space design: the set-up of the space allowed the spontaneous formation of a new research strand within the university regarding pedagogical innovation and learning analytics, that should inform and support future space design opportunities.

framework (SALIENT), throughout our two design-thinking workshops both students and faculty were able to propose and develop design ideas that reflect the challenges of implementing each dimension: Sound, Air, Light, Image, Ergonomics, Nature and Tint. Engaged in the prototype and set-up of solutions participants shared their feedback in subsequent sessions. This co-creation process (with a low budget “fail fast” approach) taught us lessons that led to relevant conclusions, beyond the framework of ‘innovation space design’: from rethinking pedagogical methods to the creation of new research strands, from the development of partnerships to the redesign of procurement processes. As evidenced by our study, the outcomes of the Project were unexpected and extraordinarily positive.





IMM Labs

ZHAW SCHOOL OF MANAGEMENT & LAW

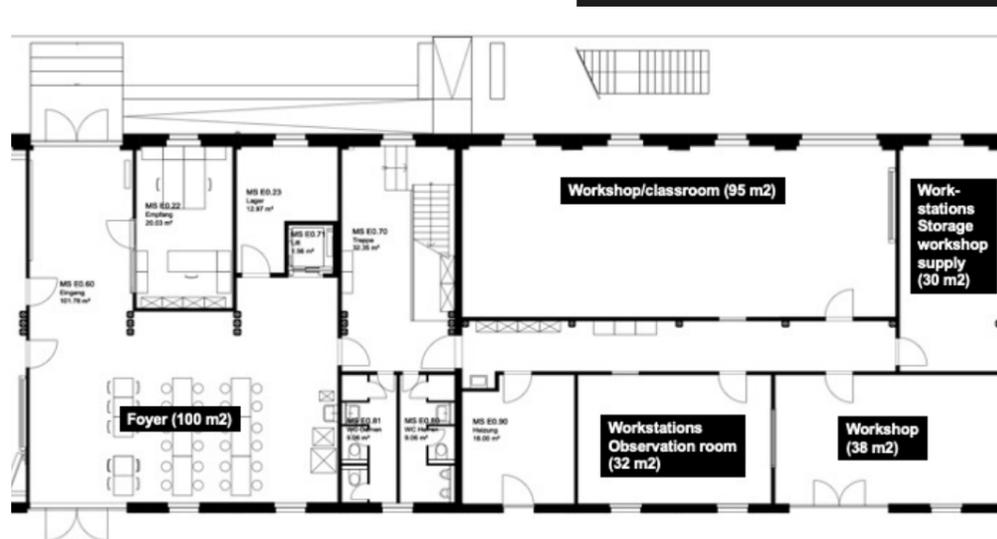


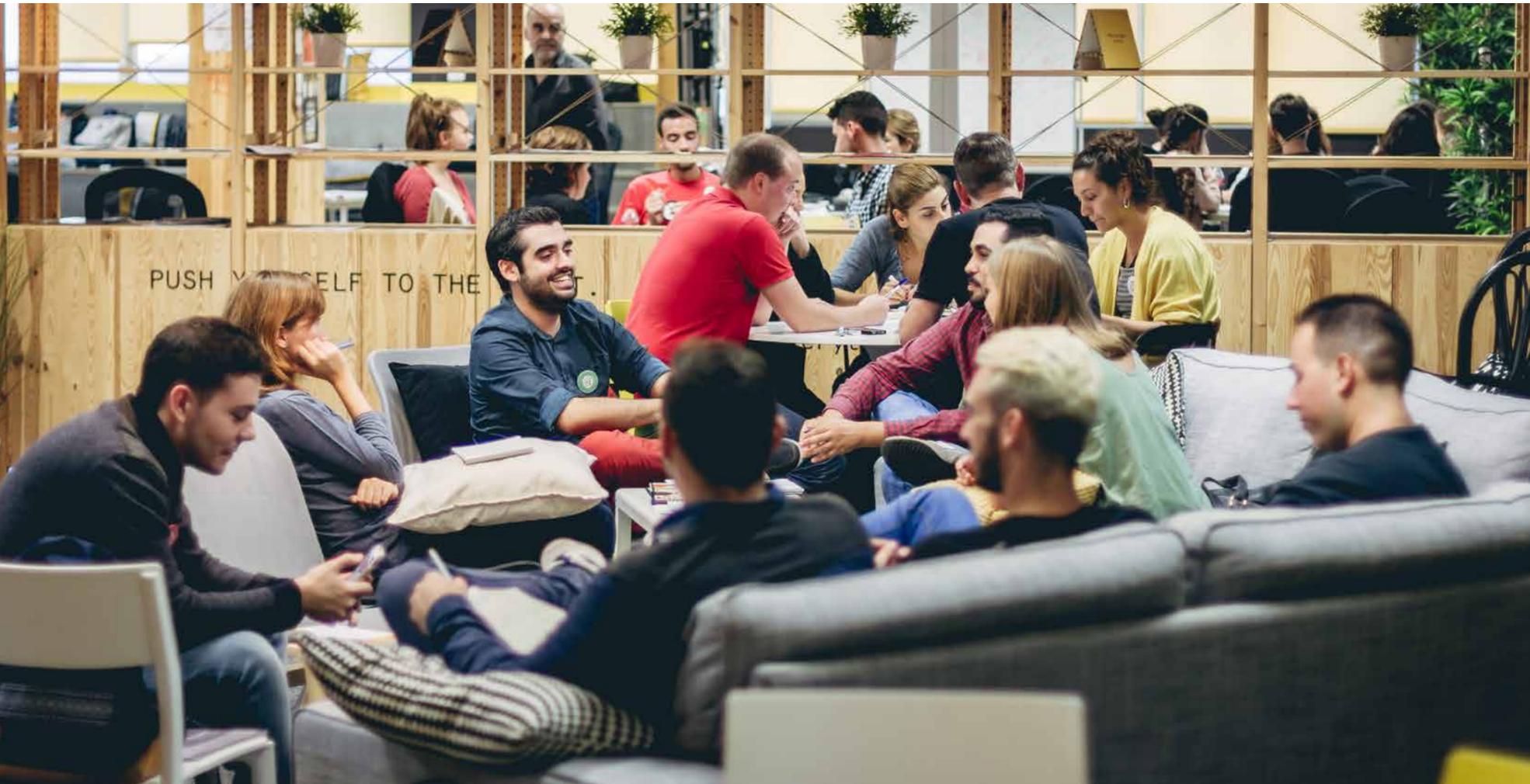
Closing the gap between science and business

The Institute for Marketing Management (IMM) of the Zurich University of Applied Sciences ZHAW pursues a value network approach. The institute's performance derives from a motivated and interdisciplinary group of highly qualified expert researchers and lecturers that are driven to create value for students, industry partners, the research community, and society - identifying practical and entrepreneurial challenges and connecting these challenges to research- and teaching approaches. In 2014 the IMM Service Lab was founded as an innovation and collaboration platform to close the gap between science and business. In projects for more than 100 companies, the Service Lab served as a collaboration and co-creation space to bring science to business and open access for enterprises to applied scientific research. With the move to more suitable facilities in 2021/2022, the Service Lab has been developed further into Service Lab X and has been extended by six other labs (Product Management Lab, Content Lab, e-Commerce Lab, Behavioral Insights Lab, Martech Lab, and Sustainability Lab). These Labs embrace the most innovative and fastest developing topics in marketing. The IMM Labs are not purely a physical space but hybrid platforms that encompass the virtual world. This hybrid approach enables IMM Labs to increase its impact and cooperate internationally with universities, companies, researchers, or professional service firms. The IMM labs enable employees, students, scientists, companies, and start-ups to develop entrepreneurial competencies and become leaders in their areas of activity.

Impact story

The story of the IMM Labs started with a last-minute opportunity to apply for strategic funds at the ZHAW School of Management and Law. Sandro Graf, responsible for establishing the first lab, the Service Lab, recalls the initial situation: "We didn't have a detailed plan for starting the first collaboration platform, but we had a shared vision and a solution-oriented culture at our institute. We wanted to build a bridge between applied science researchers and practitioners. We were committed to offering companies an opportunity to work cooperatively with us to create new services with added value for customers, employees, and society. Important to us was the thought that it must be a two-way street, hence, a mutual, bidirectional relationship. Further, we had a common understanding that we needed to show evidence that our approach was working and make our vision tangible to our sponsor and, more importantly, our team at the institute, our students, and industry partners. After successfully establishing the first lab, we were eager to scale our approach and expand the access for companies thematically. All our expertise is now well represented in six more labs: Product Management Lab, Content Lab, e-Commerce Lab, Behavioral Insights Lab, Martech Lab, and Sustainability Lab. We are thrilled to see the multiplying impact of the labs' activities and meshing with the business community. A recent workshop generated numerous new business and spin-off ideas."





“WE HAVE NOT LOST THE CAPACITY TO SURPRISE DURING THIS TIME AND WE WILL CONTINUE ON THAT PATH.”



projects can mature, and a research center focused on entrepreneurship. The entire offer of activities, programs and services has been created thanks to an open innovation model taking into account a great diversity of partners. In this sense, linkers are everyone who adds value to the project.

The Hub provides a unique collaborative environment where training activities and social events take place, allowing the interaction between students, researchers, companies, investors, entrepreneurs, public agencies, consultants and mentors. The University of Malaga plays a mediating role in the entrepreneurial ecosystem developing a suitable context to the participation of external actors to foster innovation at the campus. The results of the implemented model have meant that the University has considered entrepreneurship as a strategic axis and a relevant element in the institutional identity.

LINK BY UMA

UNIVERSITY OF MALAGA

The connecting space between university talent and the entrepreneurial ecosystem.

Link by UMA is the Hub for Innovation and Entrepreneurship of the University of Malaga (Spain) and was set up in 2015 with the aim of becoming a connector between the University and the entrepreneurial ecosystem. The University conceives the hub with the mission of generating entre-

preneurial human capital and promoting behaviors oriented towards innovation, intrapreneurship and entrepreneurship in the university community.

Link by UMA supports entrepreneurs in each step of their journey, differentiating three

main phases: Ideation, Maturation and Incubation. The goal is reached through being an innovation and entrepreneurship school, the place where new entrepreneurial initiatives arise, a meeting point between students, academics and other actors, an incubation space where new





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“NEXT TO FOCUSING ON IMPLEMENTING CHANGE, WE WILL WORK ON THE DESIGN OF THE UNIVERSITY OF THE FUTURE.”



700+

Students working in 52 different extracurricular student technology development teams

Lessons learned

At TU/e innovation Space, we focus on learning and always aim for innovating its facilitation. A key learning is that there is huge value in combining education and innovation activities of students. By facilitating hundreds of curricular and extra-curricular CBL activities, thousands of students develop towards the “engineers of the future”. By facilitating and supporting student technology development teams, dozens of them engage in commercial business development in a program for incubated student teams, with some eventually producing truly impactful start-ups (e.g., Light-year, DENS, Eleo, Amber, Aristotle, Speeco). We see that all these different programs of activities need particular facilitation, and that the interfaces between the programs are particularly critical. We believe that only as an organizational system can one consistently develop engineers of the future in large numbers, produce impactful innovation, and (at times) remarkable start-up companies.

Meanwhile, designing deep content linkages (e.g., co-developing a battery pack for a race-car) of students and external parties are paramount across all the layers. Hundreds of companies and societal organisations are involved in this way developing talent for the region. Students learn in an interdisciplinary and authentic setting about content, as well as their future possible employers, radically boosting their professionalization and self-awareness. Overall, TU/e can attract and retain talent in the Brainport Eindhoven region, and TU/e education, research and impact creation have become more intertwined than ever. As such, TiS represents a strong mechanism to a new type of learning and to talent development for the region.

TU/E INNOVATION SPACE EINDHOVEN UNIVERSITY OF TECHNOLOGY

Leading in learning innovation: from dream to demo to impact

TU/e innovation Space (TiS) is the innovative learning hub at Eindhoven University of Technology (TU/e), where future engineering education models are developed, validated, and disseminated in an open interdisciplinary community (from dream to demo to impact). Via an innovative type of learning, called Challenge-Based Learning (CBL), students developing towards engineers of the future learn to collaborate in interdisciplinary teams, have an entrepreneurial mindset, and think on the systems level, next to deepening their knowledge. Together with researchers, industry, and societal organizations they exchange knowledge and develop responsible solutions to real world challenges. TiS facilitates CBL at course (over 40 courses) and program level and by being an umbrella for all student technology development teams (over 50 extra-curricular student teams) that self-challenge to tackle some of the complex challenges of the world together with over 500 external organizations. In total more than 3500 students are facilitated in their learning by TiS every year. A culture of experimentation and quick validation is supported with many facilities and coaching for hands-on prototyping. TiS is unique in its combination and integration of curricular and extra-curricular activities, engineering design and hands-on entrepreneurship, and the interdisciplinary and authentic setting available for



**SOLAR TEAM
EINDHOVEN**

all TU/e students. TiS is highly valued nationally, and, increasingly, internationally. In 2021, TiS won the first Dutch Higher Education Award of 1.2 million EUR for scaling up CBL facilitation at TU/e and validating it for large scale higher education use.



VIRTUAL INNOVATION & COLLABORATION SPACE

FALMOUTH UNIVERSITY

Better together: The benefits of co-creating in an innovative and collaborative space.

We are Dr. Sue Langford, Academic Partnership Manager, School of Entrepreneurship, Falmouth University Cornwall, UK and Blaise DePaolo MFA, Associate Professor of Sculpture, Morgan State University, Baltimore, Maryland, USA. We

created and team taught a virtual international exchange that brought Morgan community art students and Falmouth social action students together in cyber space for four weeks in the summer of 2021. When the pandemic

forced academia to pivot to online education a whole new realm of possibilities opened up for student interaction across borders. Without the expense of travel, and with state-of-the-art video conferencing, Morgan State Uni-

versity, an HBCU (Historically Black College or University) and Falmouth University, a TWI (Traditionally White Institution) students came together to work in teams to develop either a social enterprise proposal or a public service announcement. Our collaboration brought science, science fiction, art, sustainability, social justice, and social entrepreneurship together, all while widening the aperture of the national lens to the international lens for our students.



“WHAT MADE THE COLLABORATION SUCH A SUCCESS WAS THE TECHNOLOGY.”



Innovation and
Entrepreneurship
Support
of the Year

Finalists



“SMALL BUSINESSES OFTEN HAVE PERCEPTION BARRIERS IN WORKING WITH UNIVERSITIES – FIND THE RIGHT WAYS TO MEET THEM ON THEIR OWN TURF.”



sustainable. CfE opens the door for SMEs to evolve with sustainable trends, embrace digital technologies and adopt the latest growth techniques. Our growing network and community showcases the desire for inspiring SMEs to evolve and indicates the importance of businesses accessing and utilising university support to drive government initiatives.

THE CENTRE FOR ENTERPRISE

MANCHESTER METROPOLITAN UNIVERSITY

Small Businesses – Big Impact!

At the Centre for Enterprise (CfE), everything we do aims to transform lives, businesses, and communities across the region. Sitting within the triple accredited Manchester Metropolitan University Business School, we transform academic research into practical toolkits and programmes to empower SMEs to develop, innovate and grow.

Leveraging more than £40M to benefit small enterprises, who are the backbone of the UK economy, our unique scale, structure and mission has helped address the key challenges in the underperformance of innovation adoption in the region. The strength of SMEs has been vital in bouncing back from COVID-19 and re-building our economy. The

dedication from our team and the embedded approach taken by CfE as a gateway to the wider ecosystem of support across the region, has seen the business community not just survive but succeed.

We have directly supported at least 2,161 small businesses to grow, to be more productive, to innovate and to be more



SOME OF OUR SME LEARNERS GRADUATING



Haddad Entrepreneurship Institute

NOVA SCHOOL OF BUSINESS AND ECONOMICS

“IT’S AMAZING TO DEVELOP WORK IN AN AREA WHERE ONE CAN DEAL WITH PEOPLE THAT ARE A BAROMETER OF THE TRENDS FOR THE FUTURE.”



Future plans

The Institute recently launched a dedicated 300 m2 space, which enable the promotion of workshops, thematic sessions, and conferences about relevant topics to our community of startups and entrepreneurs. We aim to have a strong and fruitful dynamic of initiatives in our space, bringing together students, entrepreneurs, startups, academia, and ecosystem players, to connect and find here a common ground for partnering and networking. We are also committed to grow our community of entrepreneurs and startups, and to align a strategy to address diversity within this workspace. This comes along with a fortified intervention at the academic sphere, with an enhanced alignment between it and the institute. In the upcoming years there is the will of creating a Research centre within the Institute for data analysis regarding the performance of the startup ecosystem both at a national and international level. We also intend to write case studies illustrating not only the success stories but also the biggest failures of startups worldwide.

Key statistic

200+ startups have engaged in startup programs promoted by the institute

Embedding entrepreneurship in the DNA of the new Generation.

The Haddad Entrepreneurship Institute (HEI) is part of Nova School of Business and Economics (Nova SBE), one of the top leading business schools in Europe. The Institute is the result of a partnership between Nova SBE and the Haddad Foundation, having the goal to further develop education, research, and support the entrepreneurial ecosystem from Nova SBE, Portugal and abroad. We aim to empower students with an entrepreneurial mindset and help them navigate the different resources available. We do this by 1) designing a focused learning experience, 2) developing complementary hands-on programs, 3) working closely with startups and the entrepreneurial ecosystem, and 4) building a wide entrepreneurial community around Nova SBE.

The institute exists since 2018 and it already impacted +900 students and +200 startups that participated in events and programs led by the HEI. Our initiatives range from an academic perspective intervention (entrepreneurship area of expertise, entrepreneurship workprojects and workshops), support to students (internship program with startups, community of early-stage student entrepreneurs), support to entrepreneurs and startups (incubation and mentoring program) and an overall interaction with the broad entrepreneurial and startup ecosystem (startups acceleration and open innovation programs). We are closely integrated with Nova SBE academia, knowledge centres and student clubs, potentiating their initiatives and impact through our institute and actions with entrepreneurs and startups. Furthermore, we promote joint initiatives with external ecosystem players (incubators, hubs, accelerators), as well as with corporates (private sector) and the public sector, with some of our programs being developed within the triple helix approach.





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“THE UNIQUENESS AND SUCCESS [...] LIES IN INTEGRATING ENTREPRENEURIALISM FROM THE KNOWLEDGE PHASE AND GRADUALLY BUILDS TOWARDS APPLICATION IN THE WAY OF START-UPS AND SPINOUTS.”



ICTE & CUSE

COVENTRY UNIVERSITY

Creating better futures for all

At Coventry University Innovation and Entrepreneurship support is promoted in a coordinated and integrated manner by two units namely the International Centre for Transformational Entrepreneurship (ICTE) and Coventry University Social Enterprise (CUSE). A clear and formal conceptual model guides the activities of these two units that

report to one person which again make sure that all activities are harmonized. The model starts off with knowledge transfer to promote entrepreneurship in both a narrow (e.g., specialist venture creation degree) and a broad basis (e.g., stimulating entrepreneurialism among students and staff through dedicated modules in entrepreneurship).

Based on this knowledge, CUSE assists potential entrepreneurs further on their journey with dedicated start-up and spinout support for enterprises and social enterprises. These two units have consistently performed successfully over the past years and succeeded in innovating their own activities on a continuous basis.



Lessons learned

Key learnings in the process of Innovation and Entrepreneurship support include, inter alia, the importance of a sound knowledge basis of enterprise and entrepreneurship, the necessity of champions in all areas of the university and the need to coordinate and utilise resources regarding entrepreneurial activities more optimally. The latter has given rise to the first conceptual model for a Coventry University ecosystem. This model acted as a focal point for various activities undertaken by Coventry University such as bidding activities, revisiting the entrepreneurship curriculum and supporting student entrepreneurs financially through the Student Enterprise Fund (SEF). Due to new challenges (such as Covid19), it is accepted that a new form of promoting Innovation and Entrepreneurship should be created. Therefore, it is essential that the way universities support Innovation and Entrepreneurship is not a static process but regarded as a journey into creating better futures for all.

Key statistic

£5.2m combined turnover – ICTE and CUSE



■■■
“THE COLLECTIVE POWER OF THIS ECOSYSTEM IS COMPELLING TO ENTREPRENEURS, INVESTORS, AND FUNDERS.”



science, or technology - the opportunity to 'get out of the lab' and validate the market for their innovation. This 'revolving door' concept eg taking the research out of the campus to establish a commercial market has proven to be a critical springboard in helping commercially promising UK research flourish. 400+ teams have taken part and it has helped create 150+ new spin-out companies which have gone on to create 500+ jobs.

Established in 2018, SETsquared's Scale-Up Programme provides support to innovative SMEs to collaborate on research, development, and innovation with its six partner universities and raise public and private investment to fund their research & development. To date, it has helped its growing membership of 350+ innovative, scaling companies, unlock £96.5m investment in R&D.

SETSQUARED

SETSQUARED PARTNERSHIP

Transforming research and ideas into thriving business through world-leading support

SETsquared is the enterprise partnership of six leading research-led UK universities of Bath, Bristol, Cardiff, Exeter, Southampton, and Surrey. Ranked as the Global No.1 University Business Incubator by UBI Global, it provides a wide range of support programmes to help turn ideas and research

into thriving businesses. From students and academic researchers to start-up tech founders and growth company leaders – SETsquared's programmes support university-connected ventures across the full lifecycle. Since its inception in 2002, SETsquared has supported 6,000+ entre-

preneurs to raise over £2.72bn investment. Award-winning, flagship programmes include Innovation to Commercialisation of University Research (ICURe) and the Scale-Up Programme. ICURe, funded by Innovate UK, enables early career researchers with commercially promising research,





The Programme was a complete revelation. It gave us the time and the tools to completely re-focus our business, so we can offer a transparent service to our clients that is results focussed. Of course, it hasn't been without its challenges – change can be tough – but the framework and action plan that has been created from it provided us with a clarity of purpose. The whole leadership team attended the Programme and its impact has been truly transformational. I would highly recommend SMEs to apply for the Innovation Sprint Programme.

Tony Garner
Managing Director – Viva PR

A total re-focus has driven great results:

- Clarity of customer base and needs
- Internal development of the roles of individuals to prepare for growth
- Development of new marketing messages and content
- Launch of new impact-focussed website
- Increase in market share



This project is part-funded by the European Regional Development Fund.



SME PRODUCTIVITY & INNOVATION CENTRE

EDGE HILL UNIVERSITY

Driving performance, growth and innovation in established SMEs

The SME Productivity & Innovation Centre (SME PIC) is Edge Hill University's new strategic gateway for scale-up potential Small and Medium sized Enterprises (SME) to access knowledge, skills, and resources for product, service and/or business model innovation and workforce development. The Innovation Sprint (IS) is the primary entry point for SMEs. IS, is an intensive,

1-2-1, digitally facilitated programme which embeds transformative practices within the SMEs whilst also engendering a growth mind-set within its leadership team.

IS has a pioneering practice-led approach to business model strategy development. The unique features include:

- Embedding of academic and professional services expertise in the model
- Direct engagement methods to identify and attract 'hard-to-reach' SMEs, with typically lower levels of productivity literacy
- Methodology developed to identify the characteristics of 'high growth potential' SMEs

“BEYOND 2022, SME SUPPORT WILL BE OFFERED BEYOND THE EXISTING GEOGRAPHIC AREAS (LANCASHIRE AND THE LIVERPOOL CITY REGION), WIDENING ACCESS TO AN ECO-SYSTEM OF SUPPORT FOR SMES ACROSS THE NORTH-WEST.”



1-2-1 DIGITAL FACILITATION OF THE INNOVATION SPRINT PROGRAMME



Lessons learned

The adoption and implementation of a highly effective engagement strategy. Underpinned by a fully integrated Customer Relationship Management (CRM) system, the team have built a comprehensive profile of the target market and sectors in which the SMEs operate. Fully understanding and anticipating the business needs has allowed the SME PIC team to offer scale-up potential SMEs a value proposition that resonates with their pain-points and addresses their business challenges.

Direct engagement approach accelerated the desired conversion rates to ensure project targets reached. A cyclical number of SMEs contacted using precise messaging that focussed on clear identifiable need; using the CRM to build a cohesive campaign framework to provide the yield (8,000 SMEs contacted per year) of SMEs engaged onto Innovation Sprint.

A highly skilled team recruited and trained to reach, engage and deliver the business model strategy development programme. Embedding academic and professional services expertise provides a holistic, practice-led approach, proving a highly effective feature in the model.

Digital delivery of the support offered, has notably intensified an SME's willingness to engage. Online, 1-2-1 delivery with no travel time makes participation in the 50hr intensive intervention for senior management teams highly accessible. The new digital platform introduced during Covid-19, allowed the team to deliver at scale, a differentiated offer, that was able to increase the number of SMEs supported per month from 4 to 10.

- Novel approaches to the application of design-led visual thinking for business model innovation and strategy development
- Unique MI (Management Information) data analysis and visual thinking tools

The SME PIC has had an outstanding economic impact on the region and on the SMEs who have participated. SMEs demonstrate on average: 29% growth and a minimum of 2 new jobs created. The SME PIC has enriched the student experience since its establishment, supporting: a 22% increase in highly skilled employment opportunities; a 38% increase in curriculum enrichment projects. SMEs have access to additional support programmes that provide further opportunities to help SMEs deliver their growth strategy. The benefits and impact of the comprehensive range of support extends to students, research & knowledge exchange, the university, and the economy.

Innovation and
Entrepreneurship
Program
of the Year

Finalists



STUDENT INC. PARTICIPANTS
DA SILLY HEADS WITH DEE
FORBES

“OUR VISION IS THAT ALL THIRD LEVEL STUDENTS, ACROSS THE ISLAND OF IRELAND WILL HAVE THE OPPORTUNITY TO APPLY FOR AND COMPLETE THE STUDENT INC. PROGRAMME.”



STUDENT INC FINAL SHOWCASE
(PARTICIPANTS AND STUDENT INC. TEAM)



STUDENT INC. MUNSTER TECHNOLOGICAL UNIVERSITY

A universal student accelerator programme where magic happens

Student Inc. enables third level students to assess the feasibility of their business ideas and take them to the next stage of development including launching or expansion. What started as a programme delivered in a single location on one campus Student Inc. is now offered across 5 different universities on 15 different campuses.

Student Inc is a full-time 13-week immersive programme. Students work for the summer period assessing the feasibility of their business idea, building prototypes and learning all aspects of getting a business up and running, including customer discovery, market validation, finance etc. Throughout the programme there are 30 training sessions as well as 25 mentoring sessions, both one

to one and group. They also receive €4,000 in seed funding.

External support for Student Inc., both financial and non-financial is provided by other stakeholders including the public organisations responsible for increasing the number of Ireland's start-ups, i.e. Enterprise Ireland and Local Enterprise Offices.



Lessons learned

Employing students to promote the programme to their fellow students has been a very effective tactic to recruit potential programme applicants. In Munster Technological University the Student Enterprise Interns spend 18 hours per week promoting entrepreneurship, including the Student Inc. programme, to students across all campuses.

Building awareness of the programme in the partners as they joined the consortium was challenging. However targeted and well timed social-media campaigns helped to get the message out to the potential applicants.

A key success factor of the programme is getting the right students on the programme. This is achieved through a rigorous recruitment process, clear guidelines outlining the demands of the programme and structured reviews throughout the programme to monitor progress.

The programme is open to any third level student in partner universities regardless of year of study or academic domain. Student Inc. provides potential entrepreneurs the opportunity to "learn-by-doing" in a safe and supportive environment. Students who do not continue with their business idea on completion of the programme will be armed with a set of skills and the confidence to investigate future opportunities. Developing the entrepreneurial mindset of the programme participants is as important as the number of start-up businesses that emerge as a result of the programme.



“THIS APPROACH TO ENTREPRENEURSHIP ALLOWS STUDENTS TO EXERCISE THEIR “KNOW-HOW” AND HELPS THEM TO TRANSFORM KNOWLEDGE INTO SKILLS.”



versity's Third Mission performance, with both direct and indirect outcomes. Such challenges stimulate the increasing of the entrepreneurial culture and related soft skills in students; the flourishing of the innovation ecosystem by fostering the hiring of creative talents within the companies launching the challenge; the creation of innovative start-ups; nevertheless, the creation of a new generation of academics conscious of the impact of their research in the economic and social environment.

Based on these results, Challenge@Polito prove to be a win-win game therefore worth winning.

CHALLENGE@POLITO

POLITECNICO DI TORINO

Entrepreneurship grows here

Since the end of the 20th century, universities have introduced the so called “Third Mission”, which was devised to responding to the world’s economic and societal challenges and opportunities. The collaboration between universities and companies is considered a key factor in this sense therefore Politecnico di Torino (Polito) has developed a new approach, the Challenge@Polito program.

Challenges are learning activities aiming to foster contamination among state-of-the-art research, students’ innovative ideas and companies’ needs. Each year Polito selects real challenges proposed by companies which have encountered them in their product or process development meanwhile identifies 2 challenges with reference to the most up-to date “hot topics” in technology and innovation (e.g. AI, climate

change, etc.) and proposes them to its master’s degree students. Students are divided into multidisciplinary teams with different backgrounds (Engineering, Architecture, Design), and work for developing prototypes or demonstrators to find technology-based solutions to cope with the assigned task.

The strategic goal pursued by Polito is to strengthen the Uni-



CHALLENGE BY ADIDAS



ELI HARARI AWARD PROGRAMME- THE TROPHY



ELI HARARI AWARD PROGRAMME

THE UNIVERSITY OF MANCHESTER

Entrepreneurship 2D – innovating through the properties and potential of graphene.



ELI HARARI AND WINNERS

The Eli Harari Award empowers students, postdoctoral researchers, and graduates at The University of Manchester to establish new companies involving graphene and 2D materials. Significant prizes are awarded to individuals or teams who can best demonstrate how their technology relating to graphene could be applied to a viable commercial opportunity. Applications are judged on the strength of their business plan to develop a new graphene-related business.

The award seed funding allows the candidate to take the first steps towards realising their plan. It recognises the role that flexible early-stage financial and business support plays in the successful development of a business targeting the full commercialisation of a product or technology related to research. An additional prize is given for the best sustainable development idea aligned with the UN SDG's.

Over nine years it has evolved to bring together the synergies of the university entrepreneurship education and technology transfer offices, graphene experts, senior alumni, the city region, Nobel researchers, students, and gradu-

ates as well as government, UK and EU and private funding sources, angel and VC and intellectual property lawyers.

This unique synergy of entrepreneurial education, peer led hackathons and information sessions led across a range of partner inputs promoting competition visibility provides an accelerated pathway delivered by experts to synthesise the opportunity and talent. Access to significant awards and wraparound support for a year after winning including links to private and public sector funds and state of the art co-creation facilities and global exposure is usually beyond a start-up's capability.

Impact story

Female founder Dr Beenish Siddique had just graduated with a PhD when she entered the Eli Harari Awards. Her technology aims to provide eco-friendly hydrogels to farmers that, not only increase crop production but the potential to grow crops in infertile and water stressed lands, with minimum use of water and fertilisers. Beenish's pitch was based on personal experience "Many farmers, especially in third world countries with warmer climates, will benefit from my solution that offers higher crop yield with less water and fertiliser usage, less greenhouse gases emission and a much cleaner environment."

Through the Eli Harari Award support Beenish won the Sustainable FoodTech section of the 2022 CogX awards. They saw her pioneering technology will reduce the use of fresh water in agriculture and enable nations like the UK to grow a wider range of indigenous foods reducing "food miles" – while enabling better yields for farmers in developing nations, where poor quality soils and limited rainfall put pressure on water supply and productivity.

Her business AEH recently secured a funding agreement worth £3.5million with Canada-based biotech investor Terra Sana to develop its vertical farming system.

■■■
"BEING PATIENT IS CRITICALLY IMPORTANT AS MANY IDEAS MUST BE MANAGED ALONGSIDE ACADEMIC STUDY AND THE NEEDS AND DEMANDS OF RESEARCH POSITIONS"



RCSI STUDENT INNOVATION CHALLENGE

RCSI

Empowering students to develop solutions to real life healthcare problems.



Key statistic

100% of the students said the programme improved their problem solving and team work skills



Innovative translational health research can provide better patient outcomes and ultimately improve human health. Healthcare students are increasingly eager to apply their learning to address real-life challenges that impact the lives of patients. Keen to foster this entrepreneurial spirit and to ensure that we translate our research to provide better patient outcomes, RCSI launched the annual Student Innovation Challenge in 2017. The Student Innovation Challenge gives students the opportunity to develop their innovation and ideation skills, team work and pitching skills, and encourages them to have some fun along the way. It is a great opportunity for students to equip themselves with the skills needed to better understand the importance of innovation in addressing health and research problems as well as understanding the process of research commercialisation and knowledge trans-

fer. Our graduates are employed worldwide across many different healthcare environments and this experience gives them a legacy of entrepreneurial knowledge and skillsets, and the confidence to continue innovating in their future careers.

The RCSI Student Innovation Challenge is unique in that the healthcare challenges presented to the students are devised by research active clinicians from our partner hospitals, who have an in-depth insight into the needs of patients and the healthcare system. Working in teams, the students are provided with mentorship from the challenge leaders and supported by training in key aspects of needs led innovation including market research, intellectual property and research commercialisation, to develop innovations that have the potential solve challenges in healthcare.



Lessons learned

The participants of this programme, be they students, challenge leaders, judges or guest speakers all give generously of their time and thoroughly enjoy being involved.

Our challenge leaders really enjoy the opportunity to share their skills and knowledge with students and all agree that if they had had the opportunity to participate in a program like this when they were training that they would have jumped at it.

"I can't recommend becoming a challenge leader highly enough. Patients can really benefit from enthusiastic students exploring in-

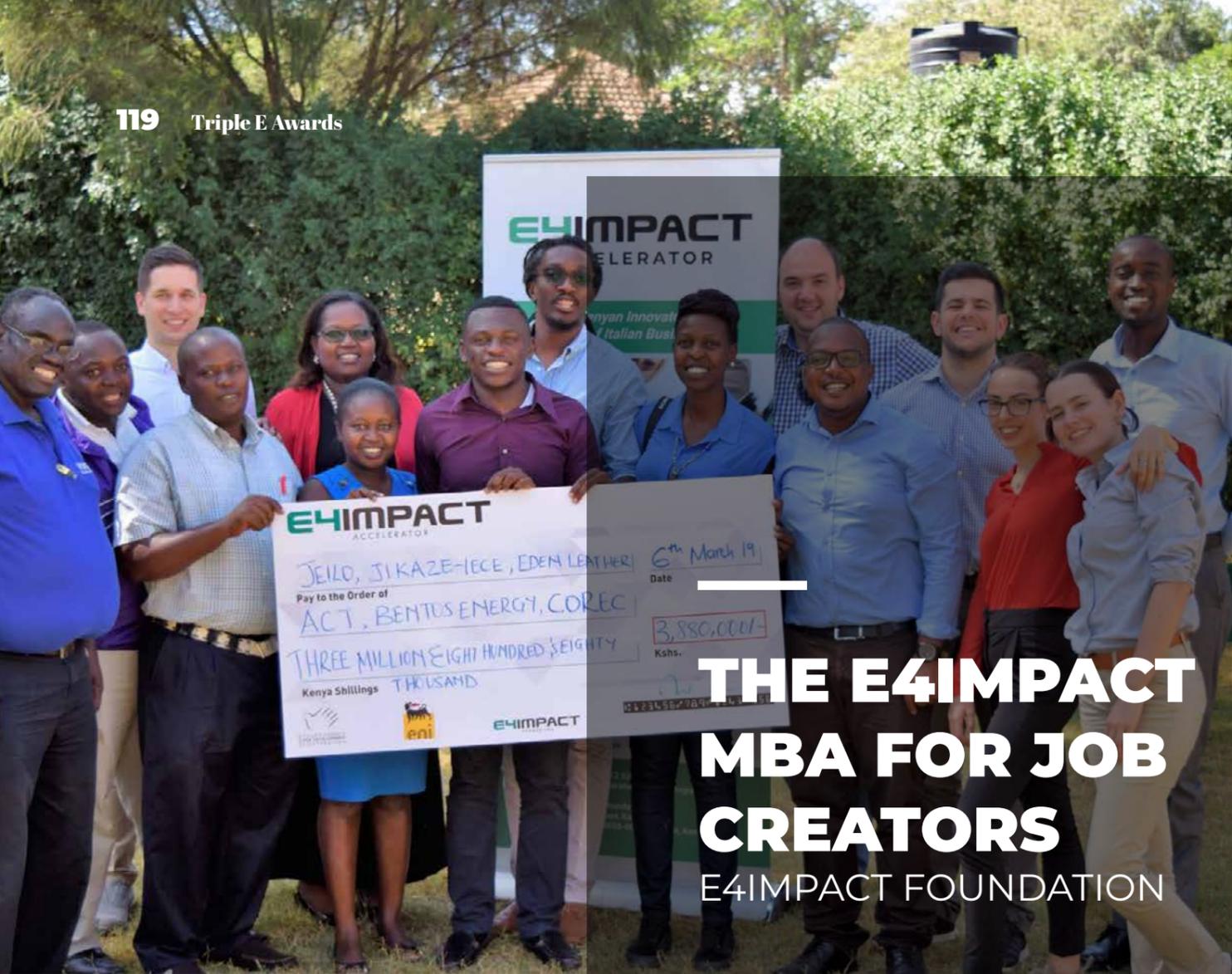
novative solutions to medical problems. It gives students an additional dimension when it comes to solving problems they may encounter in their future career" Susan Byrne Challenge leader 2019 and 2021 and Consultant Paediatric Neurologist.

For busy clinicians, finding time for such an initiative is a not insignificant time investment, but an experience they find overwhelmingly enjoyable and ultimately of benefit to their patients and field, evidenced by repeated involvement year on year. Fostering collaborative skill development and partnership between leading healthcare professionals and students working together on challenges with substantial outputs provides an enriching experience for all those involved.

The clinical leadership in setting these challenges first included in the 2018 SIC is key to getting the students engaged, it makes the challenges relevant and tangible to healthcare students – rather than challenges set by lab based researchers. Patient centric solution are key to success and the clinician leaders have been able to facilitate patient access and a real clinical experience for the teams.



"IT WAS A GREAT WAY TO GET INSIGHT INTO A CURRENT PROBLEM THAT WE DIDN'T KNOW ABOUT. AND A GREAT CHANCE FOR ME TO MEET NEW PEOPLE, WE NEVER KNEW WE COULD DO IT UNTIL WE FINALLY DID."



THE E4IMPACT MBA FOR JOB CREATORS

E4IMPACT FOUNDATION



An MBA for job creators, not for job seekers.

E4Impact is a young and dynamic organization that was born in 2010 as an initiative of ALTIS, the Graduate School Business and Society of the Catholic University of Milan. In 2015 it was spun off to set up a Foundation dedicated exclusively to training entrepreneurs in Africa with the aim of creating a new generation of impact entrepreneurs offering sustainable and decent jobs.

Faithful to its motto "We do not teach entrepreneurship, we train impact entrepreneurs", E4Impact places itself at the service of start-up companies in Africa with its unique Global MBA in Impact Entrepreneurship. The program's innovative approach stands on its partnership model based on the involvement of African Universities that brought in 2019 to the establishment of the E4Impact University Alliance. There is no other European organization that gathers so many African Univer-



Key statistic

1.321 entrepreneurs trained through the E4Impact's MBA



Impact story

Thanks the entrepreneurial competences developed along the MBA, our participants are able to improve their business performance, create new jobs and consequently generate a positive social and environmental impact on their communities.

Good examples of this impact chain are Alice Emasu and Joseph Nkandu.

Alice participated in our MBA in Uganda. She is the founder of Terrewode, a non-government organization that has led the campaign to eliminate obstetric fistula condition in Uganda. During the MBA she analysed how to take her business to the next level and connect it to a medical service. She made it in 2019, when she opened the first hospital in Uganda (and the third in Africa) dedicated to women suffering from the tragic birth injury. Terrewode Community Women's Hospital, treats over 600 women per year and have already reintegrated 15,000 women affected by this problem, who are heavily stigmatized by the society.

Joseph participated in our MBA in Kenya. He is the founder of NUCAFE (National Union of Coffee Agribusinesses and Farm Enterprises), a sustainable market-driven system of coffee farmer organizations, which improves household incomes in 19 districts of Uganda and operates across the entire coffee value chain. During the MBA he contributed to influence the development of the first National Coffee Policy of Uganda and to improve gender relations among coffee farming household. After the MBA he was named Ashoka Fellow and Africa Agricultural Role Model. Today NUCAFE counts 213 member associations and cooperatives, 215,120 family owned farms and 1,512,210 individual farmers.

sities with the aim of enhancing the capabilities of the local faculties on sustainability and entrepreneurship issues and offering a course that embeds academic rigor and a process of acceleration for the enterprises.

Another key element of the MBA concerns its target, as it is not addressed to job seekers but to jobs creators. E4Impact supports business owners or potential entrepreneurs in transforming a business idea into a successful business model and plan; developing the skills necessary to lead a new business or grow an existing one and in joining a network of partners and investors.

To date the Foundation has generated a significant impact on the lives of nearly 6,000 entrepreneurs across Africa.

Community
Engagement
Initiative
of the Year

Finalists

VU THEMATIC INITIATIVE

VU UNIVERSITY

A Thematic Approach to Address Complex Societal Problems: A-Win-Win-Win Situation!



“IN ORDER TO ADDRESS THE INCREASINGLY COMPLEX SOCIETAL PROBLEMS OUR SOCIETIES ARE FACING TODAY, INTER- AND TRANS-DISCIPLINARY APPROACHES WHICH ALLOW FOR THE INCLUSION OF A VARIETY OF PERSPECTIVES ARE REQUIRED.”

The Community Service Learning (CSL) team of the VU Amsterdam has adopted an innovative initiative we refer to as the 'thematic approach' where multiple existing courses and internships from a variety of programs offered by various faculties are clustered to address one complex societal issue. The topic of the thematic approach was built entirely around the needs of the local community as it resulted from a "Meet & Match" event in the local area of Amsterdam New-West which included residents as well as Local Civil Society Organizations (CSOs) and representatives of the Municipality of Amsterdam. These 'externals' were in charge of agenda setting and loneliness arose as an important topic to consider. Within previous studies considering multi- or interdisciplinary CSL, the collaborations oftentimes start with courses (Falk, 2012; Norton et al., 2018) or campus initiated programmes (Harrison et al., 2013) making our community centered theme based CSL approach perhaps unique. Following an action research approach (Lewin, 1946), the CSL team continuously linked both the specific issues that emerged from the Meet & Match event and new ideas and knowledge generated during ongoing community-based activities to other courses and internships, resulting in a wide variety of programs offered by various faculties within higher education institutes that are clustered to address the complex issue of loneliness in the local area of Amsterdam New-West. This approach thereby facilitates an ongoing process of knowledge co-creation to address the complex issues.





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“IN A SERVICE-LEARNING INITIATIVE, THE QUALITY OF THE PARTNERSHIP IS KEY.”



Key statistic

135 realized projects with associations, co-operatives, NGOs, or companies

Impact story



IngénieuxSud invites everyone to be engaged with-in his/her community to make a difference. Among more than 1,000 students who participated to IngénieuxSud, Grégoire was in the third bachelor of the Engineering School of Louvain at UCLouvain in 2016, and joined Noa, Diane, and Danaé, three students in bioengineering at UCLouvain, and Gaudens, Elsa and Andil, three students in engineering at the University of Abomey-Calavi in Benin, to work together on the transformation process of the cassava. The project was defined with 15 cooperatives located in the Mono region in Benin. During a full academic year, all the students interacted remotely with the responsible people of the cooperatives, academics, scientists, and field experts to imagine together solutions. In Summer 2016, all the stakeholders met in Mono region to implement the appropriate co-constructed technical solution. The outcomes were a drastic reduction of the hardship of work for more than 170 workers by improving the tools to peel the cassava and the valorisation of the dried peelings to food supplement for small rodents. Rich of that experience, Grégoire decided to engage himself in several meaningful concrete projects where he could apply a holistic approach in science. He started a PhD thesis in 2018 on the development of affordable water quality sensors for vulnerable population. In 2020, with several researchers he put in place a doctoral school on sustainable Information and Communication Technologies (ICT) and also developed an open source respirator for the South (Breath4Life) during the Covid pandemic. Grégoire became an engaged engineer!

INGÉNIEUXSUD

UNIVERSITÉ CATHOLIQUE DE LOUVAIN

Northern-Southern students acting together for a sustainable and fair world.

The access to water and food, health care, sustainable energy, education, efficient communication, etc. is still a major issue for more than half of the world population in the 21st century. The academic education programs in science and technology in our universities prepare the young generation of scientists mainly to outperform in their own discipline for better serving the techno-liberal society in which they live. For a growing number of students, their academic learning lacks meaning. University must be engaged with his community to build up new paradigms. IngénieuxSud is a Service-Learning

course where the students from Belgium and Southern countries work together to bring appropriate and sustainable solutions to concrete issues formulated by vulnerable economic and social actors, mainly located in sub-Saharan Africa, South America and East Asia. The intense collaboration between Northern and Southern students forming multidisciplinary and multicultural academic groups is quite unique in a Service-Learning program. The students do not work for but with all the stakeholders, from the design of a solution to its implementation in the field. IngénieuxSud contributes to training

Belgian and Southern students to become enlightened professionals aware of current global challenges and to provide solutions that go beyond technical efficiency and economic profitability while serving vulnerable populations. This community engagement course brings improved living conditions to people in need, holistic view and critical mind to scientists, confidence and self-esteem to all the parties, new perspectives for the North-South collaboration in order to tackle global challenges today and tomorrow.



SAS STEP INITIATIVE

UNIVERSITY OF BRADFORD AND SAS

RE-SKILLING FOR EMPLOYMENT IN THE POST-PANDEMIC WORLD

The University of Bradford (UoB), in collaboration with SAS, introduced the SAS STEP initiative in the city of Bradford to train and re-skill recent graduates and employees who were furloughed during the Covid-19 pandemic in data analytics skills. The collaborative university-industry part-

nership between Bradford and SAS and the socio-economic and demographic backdrop to the city of Bradford provided the setting for SAS, one of the largest data analytics software providers in the world, to pilot the SAS STEP initiative. The aim of the pilot programme was threefold: i) to support

recent graduates who were unemployed through free training and certification in data analytics, ii) to support those who were furloughed during covid-19 back into employment through new digital skills, and iii) to support post-pandemic economic recovery by contributing to

bridge the STEM, Analytics, Artificial Intelligence and Data Science skills gaps that presently exist in the market. The initiative's overarching aim was to provide unemployed graduates and professionals with data analytics skills, employment opportunities, and work-placements. Access to learning resources and supporting SAS software was provided free together with the time of senior professorial staff at the university and senior board level staff and training-educators at SAS. The main impacts of the SAS STEP initiative can be summarised as follows: supporting the move to a digital jobs-economy, SAS STEP programme adopted on a global basis by other SAS country offices as best practice for corporate social responsibility / jobseeker reskilling programmes; exemplifying academia-industry partnership to deliver an award-winning philanthropic programme.



“FOCUS ON THE OUTCOMES AND THE SOLUTIONS WILL FOLLOW”



Impact story

How SAS STEP Changed Lives: The Story of James Lancashire

Before the COVID-19 pandemic struck the UK in March 2021, 47-year-old James Lancashire from Cumbria (in the North of the UK) already had more than 20 years of work under his belt in a career promoting the outdoors working for The Outward-Bound Trust, a charity which aims to unlock the potential of young people through discovery and adventure in the wild.

As a senior instructor, he was qualified in the majority of popular outdoor activities and specialised in delivering high adventure, high impact learning journeys for young people and apprentices. His job sadly came to an end during the COVID-19 pandemic when he was made redundant. However, he soon saw SAS-STEP as an opportunity for a career change.

James discovered the SAS STEP Programme, and with it the opportunity to learn basic data literacy skills for free. He already had some experience of using data from his university degree course in Cartography & Geography. After completing the Data Literacy course, he decided to embark on the more advanced Data Analyst course, available for free to job seekers through the SAS-STEP programme. Parallely, James actively sought employment opportunities and successfully secured a senior executive role as a data management consultant at Butterfly Data, a company specialising in data science, which is based in the UK and Canada. James commented: “Simply put, I would not have got this job without the SAS STEP Programme. I found myself unemployed in the midst of the pandemic”.



Applied Curricula in Technology for East Africa

AP UNIVERSITY OF APPLIED SCIENCES AND ARTS

Key statistic

200+ academic staff trained



Lessons learned

In pre-proposal phase: believe in your project, do not write projects for the sake of the budget. These projects are challenging as it is. If the implementation does not interested you, better not do it.

When the project starts, build your coordination scheme. We opted for a tandem with an African and European coordinator, which ensured direct communication. In your own institution, you need someone to intensively interact with, for instance your direct superior. You should build your network first. We invited the ambassadors in Antwerp, we arranged meetings in the target countries with the ministry, embassy, business leaders, funding and sectorial organizations. This gave often the project new direction or smoothed implementation. You should build your administration first. Engineers would like to start developing, implementing and building, the fun stuff, so to say. But administration of these huge projects is not easy. A good system should allow easy reporting, easy copy-paste of the data and be digital. During the project, you should be a leader, know the project, know how to solve the individual tasks, know the funding rules. Make sure you are recognized, do not be afraid to demand the attention of the management of the institutions involved. You should be genuine and friendly. People will open up to you, and you avoid intercultural conflicts. You should give opportunities to the right people, the ones who implement the project, the staff that would benefit from training. And finally, never be afraid to ask for help, communicate a lot.

Applied industrial engineering for increased local employability

From the conception phase in East Africa, it became apparent that there was the need to start a practical, competence-based curriculum in technology, if the countries involved would be able to fulfill their industrialization agenda. In the long run, the African continent should evolve from deliverer of raw materials and natural resources to a producer of half-fabricates and end-products, and reap the benefits from the riches of the continent. At the same time, this transition should be sustainable and green, without making the former mistakes of more matured industrialized countries.

The ACTEA project aims to fulfil the specific needs in engineering, provide better skills matching, deliver course material in 2 specializations, Computer Aided Manufacturing Technology and Electrical



Engineering & Automation and establish industrial laboratories, made mobile to access remote locations, establish learning tools, and give academic staff additional training. To increase the outreach to the local industry and community, the Business Integration Bureaus were established, to keep the cooperation relevant and going. The Technology Roadshows were performed for teaching technology in distant locations, for skilling people with lesser opportunities, like refugees or IDPs, in an inclusive approach.

When rewarding this project, you reward the hard work of 12 universities in Africa and the EU, under difficult circumstances. You also reward all others involved for their engagement to make a significant difference in East Africa. And you share the hopes and ambitions that through academic cooperation we can improve the world we live in.

CORK LEARNING NEIGHBOURHOODS

UNIVERSITY COLLEGE CORK

Empowering communities through lifelong learning.



Key statistic

Over 400 people attended the recent Lifelong Learning Expo



The Cork Learning Neighbourhoods initiative aims to benefit communities across Cork City by taking the UNESCO UIL Learning City concept to the neighbourhood level. The programme aims to assist local networks and organisations to showcase and develop lifelong learning opportunities. It offers an incentive to local organisations to develop learning opportunities and recognises their efforts and good practice. The programme involves many activities including raising awareness of opportunities for learning, developing new initiatives, supporting promotional activities, offering support and guidance to sustain activities of the learning neighbourhood.

The Cork Learning Neighbourhoods programme was established by partners across the city including Cork City Council, Cork Education and Training Board, University College Cork and Munster Techno-

logical University. These partners support the Learning Neighbourhoods through a steering committee.

There are currently six Learning Neighbourhoods in Cork City. All of these neighbourhoods face educational disadvantage as the populations have lower levels of third level qualifications in contrast to other areas in the city. Through the learning neighbourhoods programme, local neighbourhoods form their own coordination groups that celebrate existing learning as well as providing new learning opportunities for their communities. The coordination groups work with local residents, organisations and businesses in the area to provide fun and diverse learning opportunities in the local area.

The Cork Learning Neighbourhoods programme has created a framework to allow a symbiotic relationship between multiple stakeholders at multiple levels where a shared vision and approach to learning through celebration, recognition and validation of existing learning and new learning is central.



Impact story



"The Learning Neighbourhood has given me a sense of my true self and with the help of the courses I have been given the tools to follow many of my own dreams". Community respondent (E. Nash, 2020).

The above statement, taken from the research report, 'Cork Learning Neighbourhoods: Documenting the Impact on communities and Organisations in Cork City and Exploring Current and Sustainable Models of Practice', by Eamon Nash, undertaken in 2020 highlights the impact of the Learning Neighbourhoods on communities in Cork. This community respondent detailed the impacts of lifelong learning in the Learning Neighbourhood on their personal life, a touching narrative which is echoed throughout our learning neighbourhood communities. The report findings emphasises that participants engaged with the Learning Neighbourhoods experienced a variety of positive impacts including social capital, identity, cultural human capital and mental health impact.

In April 2022, The Glen Learning Neighbourhood hosted the 'Faces of Learning' portrait campaign which celebrates wonderful learners of all ages in the neighbourhoods and encourages people to engage in lifelong learning through a photographic exhibition. A local learner, Stephen Hayes who participated in the exhibition described the significant impact of the Learning Neighbourhoods in his life "The Learning Neighbourhoods has been the awakening of my mind to knowledge at my own pace, the benefits from these programs can't be measured in time, because everyone is different in life, but for me going forward it has opened doors and for that I am for ever grateful, Thank you."

Triple Helix
Collaboration
of the Year

Finalists



■ ■

“WE HAVE SEEN THAT THERE EXIST MANY GOOD IDEAS AT SMES IN FOREST AND WOOD INDUSTRY WHICH CAN BE TRANSLATED INTO INDUSTRIAL STUDENT PROJECTS SUCH AS THESIS WORK OR INTERNSHIPS”



Key statistic

650 students impacted by the initiative



KVIST

JÖNKÖPING UNIVERSITY, SCHOOL OF ENGINEERING

Linking academia and SMEs in the forest and wood industry

The project KVIST was jointly initiated by Träcentrum (intermediary organisation), Linnaeus University and Jönköping University to increase the competence- and knowledge exchanges between small and medium-sized enterprises (SMEs) in the forest and wood industry and in academia. KVIST in Swedish means 'TWIG' in English, the Swedish abbreviation of "Competence Shift In the Forest and Wood industry". The objective of KVIST is to develop and establish a longlasting structure for collaboration between SMEs and academia using an intermediary organi-

sation. The project is funded by three county councils in south Sweden and the European Regional Development Fund. We are in close dialogue with the funders to secure social and economic impact in the region. The project started in 2020 and so far, we have reached 90 organisations and 831 people from industry, universities, and the government. The outcome so far is 23 new collaborations between SMEs and 42 students from the two partner universities. We have also initiated 3 research project ideas based on companies' needs.

Traditionally, knowledge is transferred from academia to companies which can be illustrated by academia informing companies about their offer in terms of education and research. In this initiative, however, we go beyond knowledge transfer and work with knowledge translation. SMEs needs are translated into academia's offer and vice versa. This novel way of working collaboratively creates common meaning to share and access knowledge by using a bottom-up approach.

Lessons learned

To increase collaboration with SMEs, it is essential to build a long-term relation and have a dialogue. Using an intermediary organisation has been a success factor as they not only transfer knowledge, but translate academia offers to company needs and vice versa. They also provide a large network of companies, in our case about 400 companies in Sweden. SMEs are positive to collaborate with the universities, especially with the students. If the companies have not collaborated with universities before, we begin by initiating a student project or thesis at the company. This has so far been successful, and we see a progress that companies ask for more students at different programs than the traditional program related to forest and wood industry. Most of the students we meet have no ex-

perience or knowledge of forest and wood industry nor of SMEs. Therefore, the first major challenge has been to match a student with the company's industrial projects. However, to our surprise this has changed and now it is much easier to match students with companies. How did this happen? There are two reasons: one is that coaches from Träcentrum present the industry for lecturers and students from different programs at the two universities and the other reason is our participation at student career days. Now we get requests almost every week from students who are interested in conducting a student project in the forest or wood industry.

CL995: INDUSTRIAL DESIGN AND CONSTRUCTION

UNIVERSITY OF STRATHCLYDE, EXPLEARN LIMITED, BAM NUTTALL AND NHL STENDEN UNIVERSITY OF APPLIED SCIENCES (NL), EMMEN

**Building Future Engineers:
Not Just the Structures They Create.**



This three year project was a solution to a real time problem: offering opportunities for participating masters students to experience a workplace environment when previous opportunities were no longer available due to changes in the legal requirements to work within a foreign country. This project and the solution that it delivered far exceeded any of the collaborating partners expectations. Not only did this project allow the participating masters students to experience a real site activity it allowed them to fully take ownership of a live project and turn their theory into practice as they developed their concept through to finished structure. Throughout the full project collaboration was present between academia and industry and in the third year there was also representation from the Glasgow Local Authority who had responsibility for the Clyde Tunnel, they were interested in the outputs our students had derived. We also had three lev-

els of education, Higher, Further and Secondary School working together during the five day onsite experience. During the eight week program the students not only found their engineering knowledge challenged but their transversal skills, the essence of what makes them more employable upon completion of their Masters. All the participating students have stated in their reflective evaluation that this experience has been "life changing" and the data gathered by NHLStenden University of Applied Science substantiates this as each student's individual journey was monitored and reviewed. It was the collaboration between, initially University of Strathclyde Engineering and ExpLearn Limited, that brought this project to life and then as other collaborating partners became involved it brought context to the student experience like no other.



Lessons learned



It is important to remember that every student is an individual and that their 'journey' will be personal to them and dependant on their own experiences before and during the project. The end structure becomes almost irrelevant as it is this individual journey that becomes most important. To develop such a strong experiential learning activity, it is important to:

1. Give context to the learning activity.
2. Deliver a mixture of industry specific and employability / softer skills presentations.
3. Challenge the participants to immerse themselves in the learning environment.
4. Take the participants out of their comfort zones by having external leads on the project / program.
5. Ensure you engage with motivated industrial partners.

Key statistic

10 multinational Triple Helix collaborating partners



“THE GLASGOW COUNCIL MANAGER OF THE CLYDE TUNNEL [...] WAS IMPRESSED WITH SOME OF THE PROPOSALS RELATING TO RENEWABLE ENERGY SUPPLYING POWER TO THE EXISTING TUNNEL.”

GRUENDERMOTOR

UNIVERSITÄT STUTT GART

Next Generation Mittelstand



The gruendermotor is a Public-Private Partnership with a hybrid governance model, in order to capture Value for both the academic as well as the corporate world. With this the platform model can serve and understand the different stakeholders to connect them around the Start-up's which are always at the Centre of all activities. The uniqueness lies within the decentralized ecosystem approach. Unlike the classic Start-up Lighthouses such as the Silicon Valley, Shenzhen, Berlin, Paris or Munich, the gruendermotor takes on the challenge to create a win-win dynamic in a fragmented ecosystem. Such ecosystems are more difficult to coordinate but in the long-term offer more diversity and a greater potential. Therefore, the gruendermotor strengthens local initiatives, supports over regional collaboration and uses modern semi-automated data fusion approaches to make Baden-Württemberg to a new kind of start-up ecosystem.

Impact story

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As a senior instructor, he was qualified in the majority of popular outdoor activities and specialised in delivering high adventure, high impact learning journeys for young people and apprentices. His job sadly came to an end during the COVID-19 pandemic when he was made redundant. However, he soon saw SAS-STEP as an opportunity for a career change.

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Start for Future

Program

“THE INITIATIVE STARTED WITH A WELL-DEFINED VISION WHICH GATHERED 10 UNIVERSITIES ON BOARD WITH NO FINANCING INVOLVED.”



Lessons learned

1. Create a shared vision among the partners and governance, which gives all partners ownership.
2. Synergize the activities in such a manner that 1+1 becomes more than 2 and that administrative matters do not become greater than the vision and content of the initiative
3. Streamline the activities so that HR resources do not become strained
4. Start thinking and acting on how to ensure motivation of drivers and content sustainability from the day one.

START FOR FUTURE

STRASCHEG CENTER FOR ENTREPRENEURSHIP

Start your Future, Your Way!

Start for Future (SFF) is an open and fast-growing international initiative of entrepreneurial HEIs and their ecosystem partners that fosters systemic innovation and drives the New Deal of Innovation in Europe. Since 2020, SFF brought under its umbrella five existing international projects under a joint vision – creating a leading open entrepreneurial initiative in Europe. Towards the end of 2021, the synergetic approach was finalized, transforming the activities into four main pillars of SFF: SFF Academy, SFF Open Incubation Program (LEARN, MATCH&START,

DEVELOP & CO-CREATE), SFF Open Incubator, SFF Ecosystem Integrator. Until now, the initiative enabled 22 HEIs and their incubators and regional ecosystem partners to actively participate in the program increasing their internal innovation capacities and developing new co-creation projects internationally. The program's uniqueness is its open and easy-to-implement character that fosters HEIs capacities in entrepreneurship through doing. Since 2022, the initiative has developed its platform, new branding, and a joint business model with a

legal framework that ensures its continuity and growth beyond the project end. Finally, the initiative has raised visibility across the EIT HEI initiative and onboarded two EIT KICs (Mobility and Manufacturing) with an ambition to include all remaining KICs and challenge areas by 2025. The testimony to its impact can be seen in the number of students, academic and non-academic staff trained, the number of regional hubs created, and the number of start-ups that have, due to SFF, been developed and introduced their innovation to the market.





EIT Climate-KIC Hub Malta & EIT Urban Mobility RIS HUB Malta MCAST



Co-creating the Future in Quadruple Helix Innovation Systems: A Community College for All

MCAST through the EIT RIS Hubs fosters the quadruple helix innovation model as it bridges industry, academy and government together with the civil society to work towards sustainable development goals. This is being achieved in the design and implementation of projects and strategies that aim to support the transition to a zero-carbon and resilient Malta. MCAST, being a vocational educational institution is often approached by Ministries to design training with the intention of upskilling current mobility professionals, in alignment with national strategies. This close collaboration with government institutions, and the constant feedback being received from industry is key to boost further innovation in the sectors of mobility and clean technology. Alongside this, we have made it our mission to ingrain an entrepreneurial mindset within the local community and higher education

Key statistic

200+ entrepreneurs
trained and mentored



Lessons learned

After two years of countless encounters and meetings with stakeholders, without managing to properly engage or achieve tangible and measurable outcomes, this year we are starting to reap the benefits. As they say, 'good things come to those who wait'. Nowadays, we are being recognized, and specifically approached for collaboration. This is because we have established a position and stakeholders reach out to us for the expertise and for our extensive international network. This was not achieved overnight. On the contrary, a lot of groundwork was conducted to have reached this status. We achieved this, not solely by mapping our stakeholders, but by listening to and understanding their barriers, their needs, and their distinguishing factor. We tried to re-imagine governance, aligning and shifting to a community governance model to allow the proper engagement of all stakeholders and capacity building between all involved. This included developing new avenues of outreach for further community participation and engagement whilst thinking strategically and managing expectations.



institutions. We believe in the importance of 'systems thinking' and 'challenge-led learning' as a mindset in order to better understand the interrelations in complex contexts and to develop problem-solving skills in our society especially in our youth – our future leaders. Through our strategic programmes and network, local start-ups, educators and students are challenged to come up with innovative ideas to tackle climate issues head-on. We hand-hold them, supporting them and providing them with mentorship and funding throughout. In a nutshell, we are spearheading the creation of a local innovation ecosystem by gathering quadruple helix elements under MCAST's roof, with the hopes of boosting our green economy, contribute to the creation of green jobs and fostering just communities.

