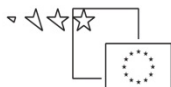


Izzivi pri podpiranju sodelovanja

Arno Meerman

Razvoj kompetenc in kvalifikacij na izbranih
področjih poklicnega in strokovnega
izobraževanja

20th of September 2013



ABOUT THE STUDY: Sample

**Largest study ever into European
Cooperation between Education and
Business**

ACADEMICS

4,123 academics
responded to the
major study

MANAGERS

2,157 from Inst.
Mngt. responded to
the major study

6,280 total responses

METHOD: Countries involved

PARTICIPATING COUNTRIES

Countries that are existing, or candidate members, of the European Union or are partly committed to the EU economy and regulations as member of the European Economic Area (EEA) were targets of the

Involved in study



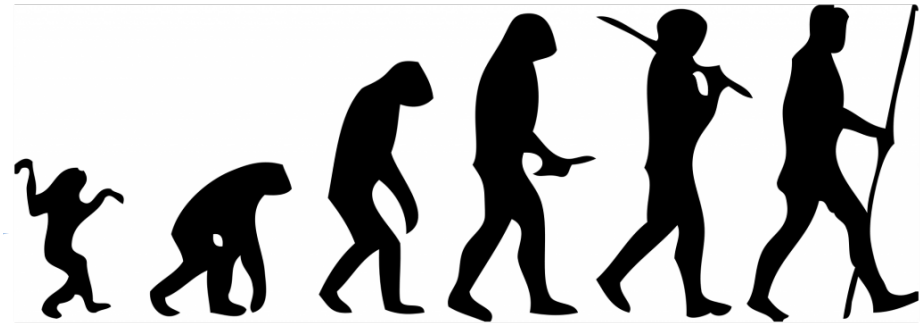
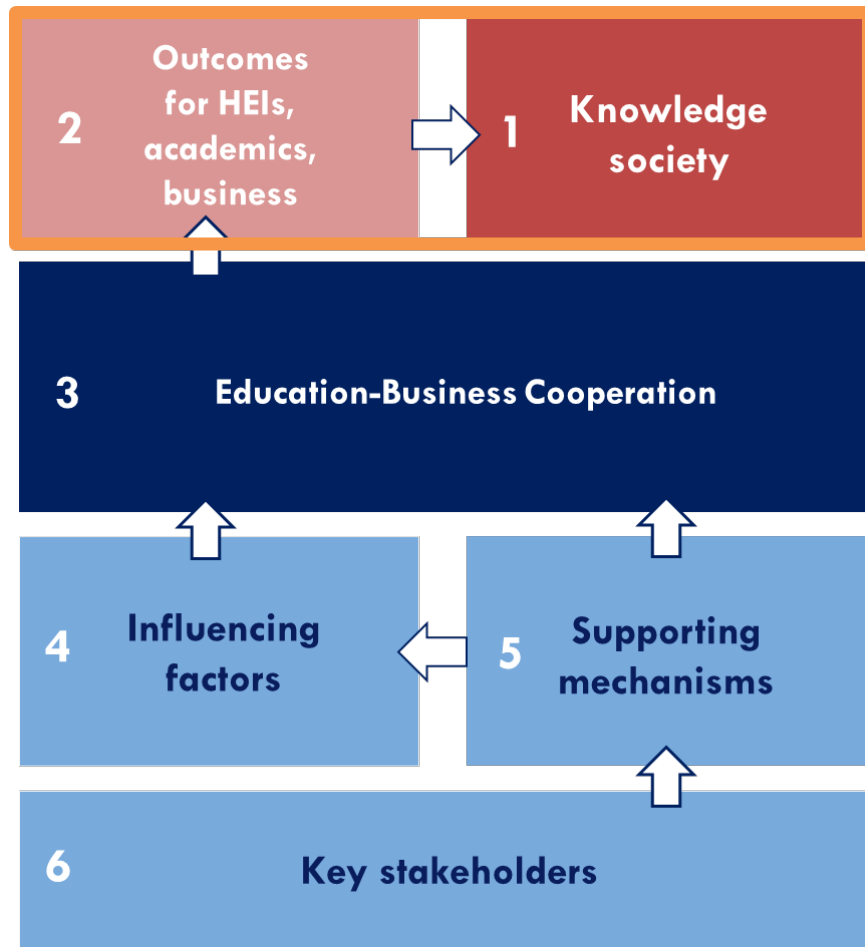
A light gray map of Europe serves as the background for the slide. It shows the outlines of the major landmasses and countries.

**Why is
cooperation
between
education and**

**research
important?**

1

FINDING 1: Crucial role in knowledge society



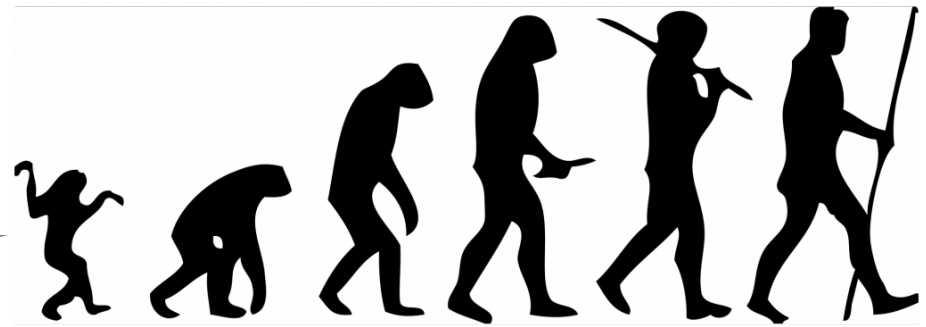
Farming (land)

Industrial age (labour)

Knowledge society

Consisting of:

1. Innovation
 2. Education
 3. ICT
 4. Science & Technology (smart labour, capital and enterprise)
- } Education has a crucial role



Finding 1

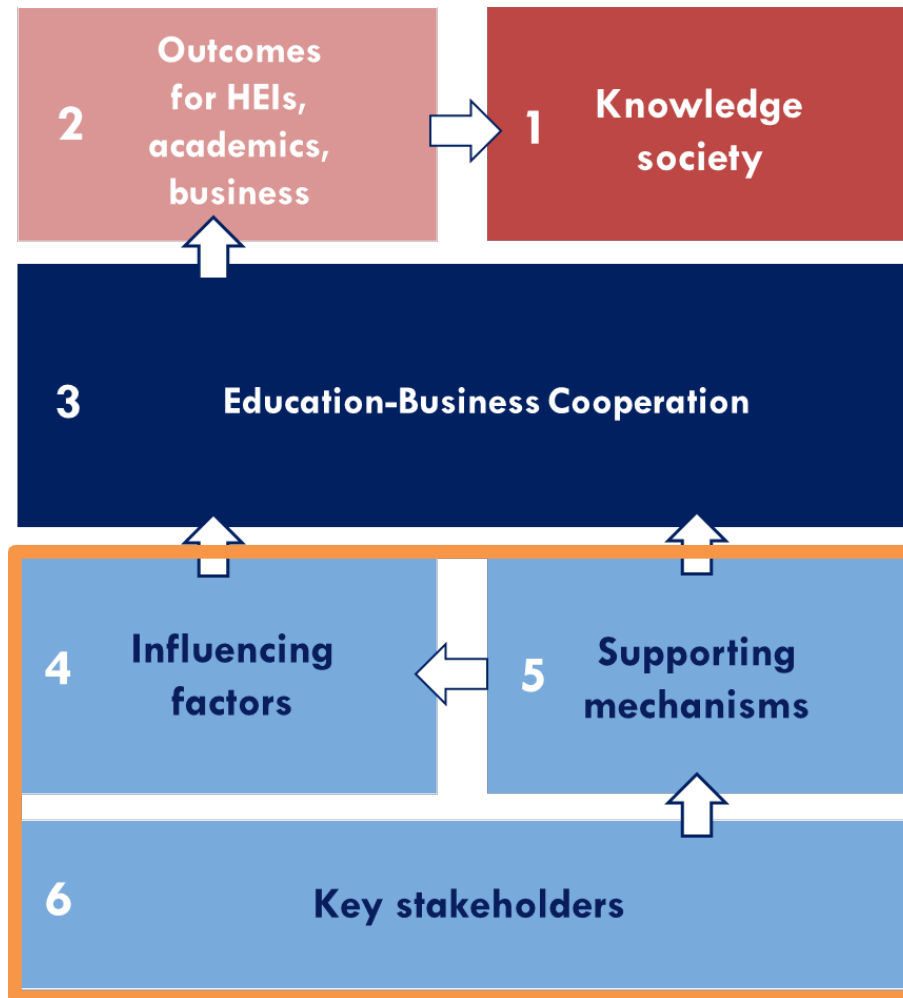
**Cooperation
Between
Education and
Business is a
crucial activity in
the development
of a knowledge
society**



**Which factors
influence the
Education &
Business
environment?**

2

FINDING 2: The ecosystem



Cooperation is influenced by a large number of factors including:

6. Key stakeholders:

- I. Government
- II. Business
- III. Education Institutions
- IV. Intermediaries

5. Mechanisms that support cooperation

- I. Strategies
- II. Structures
- III. Activities
- IV. Framework conditions

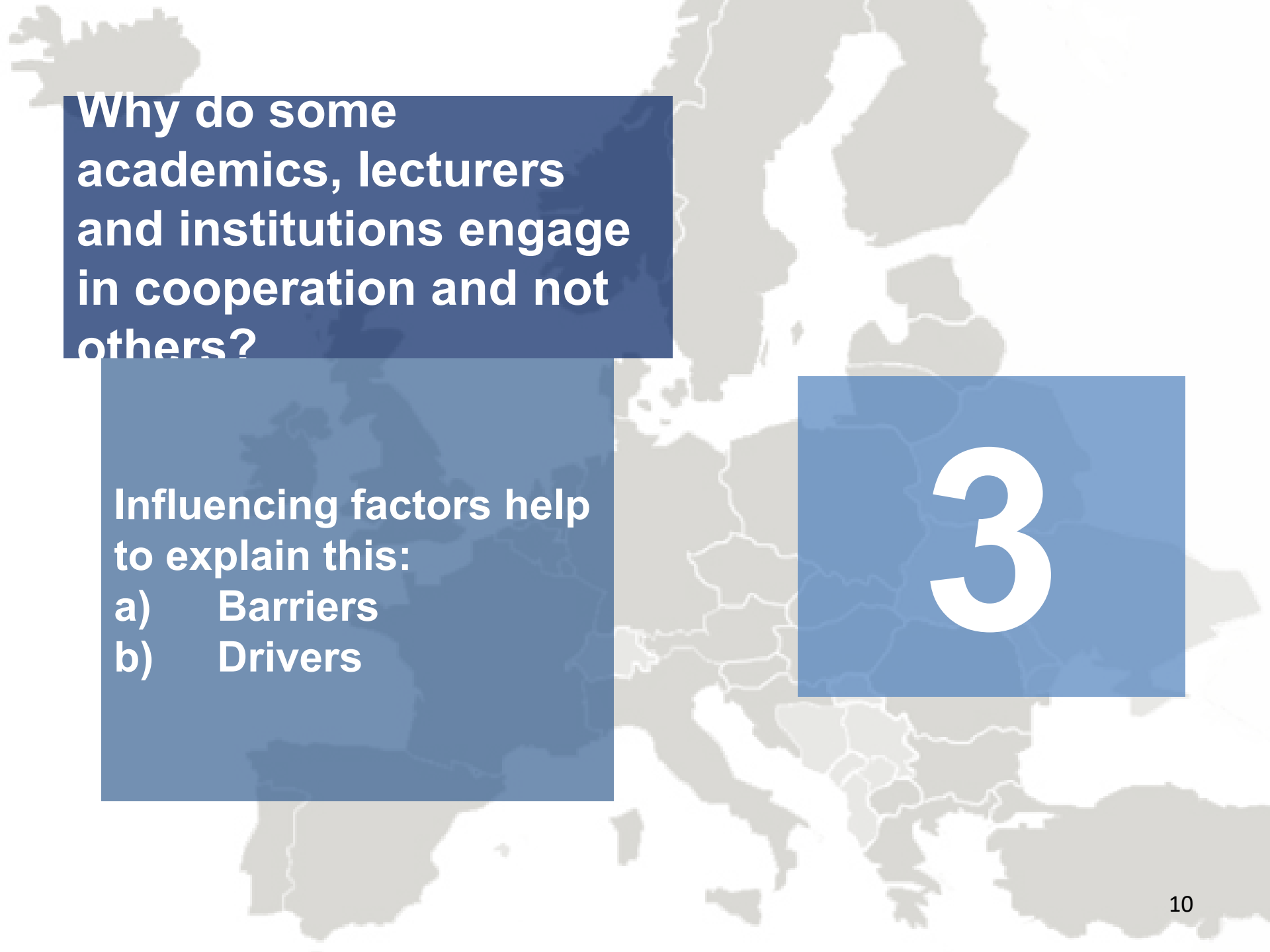
4. Factors that influence cooperation

- I. Situational factors
- II. Barriers and drivers
- III. Perceived benefits

Finding 2

**The ecosystem
is complex and
integrated...**

All variables and their interrelations must be considered and developed simultaneously with a long term focus.

A faint, light gray map of Europe serves as the background for the slide. It shows the outlines of the major landmasses and countries.

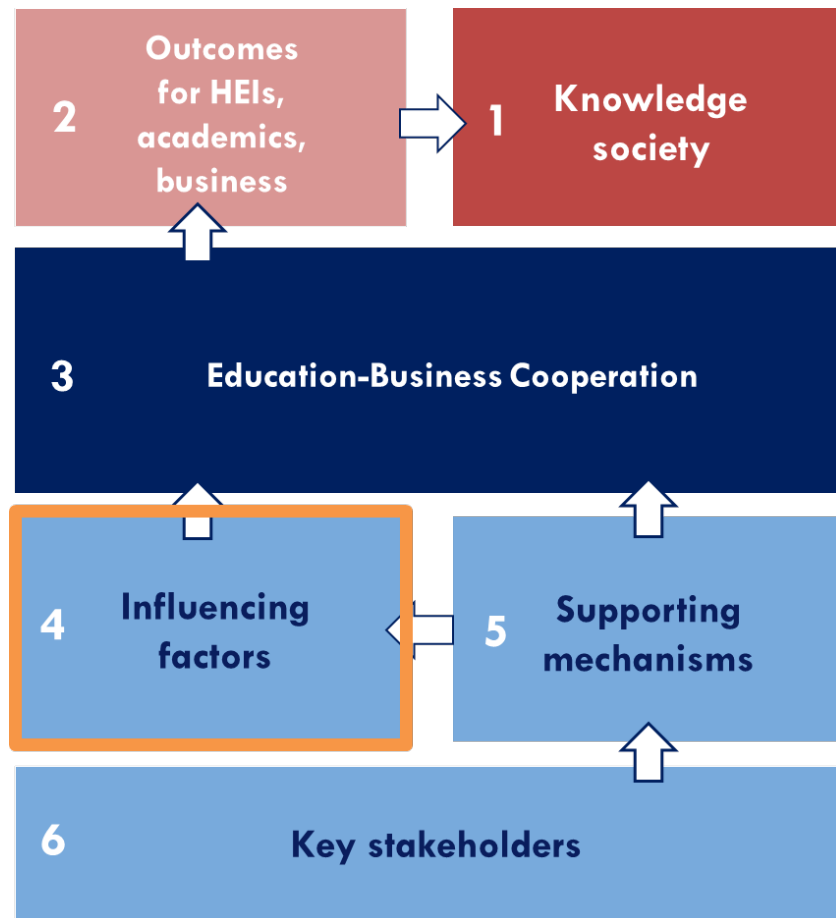
**Why do some
academics, lecturers
and institutions engage
in cooperation and not
others?**

**Influencing factors help
to explain this:**

- a) Barriers**
- b) Drivers**

3

FINDING 3: Barriers



Finding: All academics and all HEI representatives see the same barriers to UBC regardless of their extent of cooperation

Most important barriers for academics

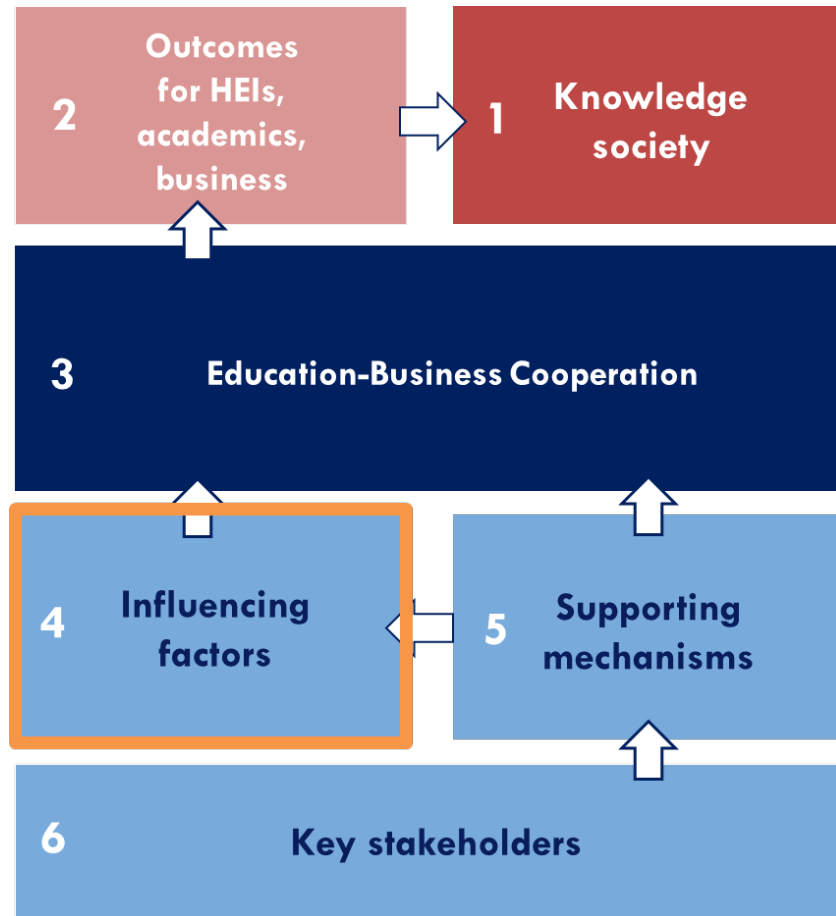
1. Bureaucracy within or external to the HEI (7.3)
2. Lack of HEI funding for UBC (6.9)
3. Lack of external funding for UBC (6.9)

Most important barriers for HEIs

1. Lack of external funding for UBC (7.0)
2. Lack of financial resources of the business (6.9)
3. Business lack awareness of HEI activities (6.9)

Scale: 1 = No importance, - 10 = high importance

FINDING 3: Drivers



Most important drivers for academics

1. Existence of mutual trust (7.4)
2. Existence of mutual commitment (7.0)
3. Having a shared goal (7.0)

Most important drivers for HEIs


1. Existence of mutual trust (7.5)
2. Existence of mutual commitment (7.1)
3. Having a shared goal (7.1)

Scale: 1 = No importance, - 10 = high importance

Finding 3

Lack of funding and excess of bureaucracy at all levels are the highest barriers to cooperating with business.

**Whereas, personal relationships drive cooperation.
It's a people game!**

A faint, light gray map of Europe serves as the background for the slide. It shows the outlines of the major landmasses of the continent, including the British Isles, Scandinavia, and the Mediterranean region.

If influencing factors are only part of the explanation for UBC activity,

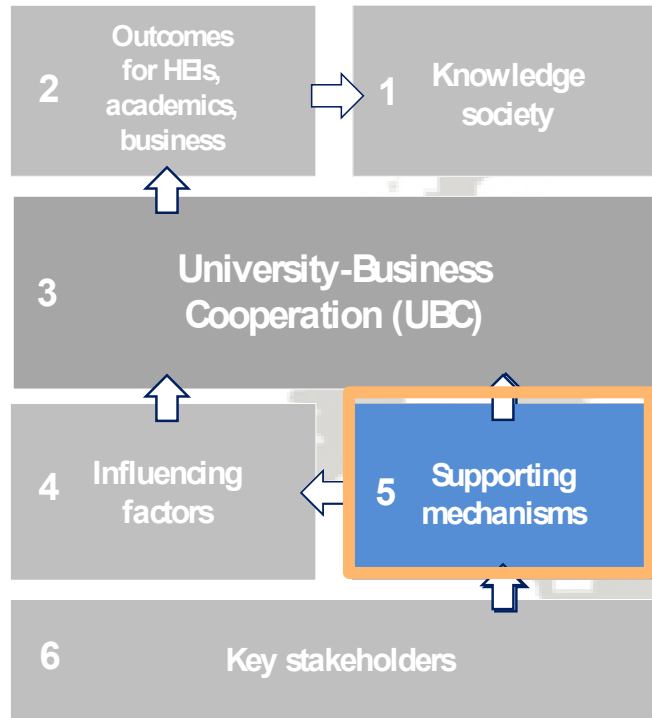
what else can help to
explain the cooperation?

The existence of supporting mechanisms for UBC

1. Strategies
2. Structures and approaches
3. Operational activities, and
4. Framework conditions

4

FINDING 4: Supporting mechanisms



ACTION A greater focus on strategies (especially implementation strategies) is required

DEVELOPMENT

The development of the *4 Pillars* (supporting mechanisms) from the most developed to least is:

1. *Operational activities* (5.4),
2. *Structures and approaches* (5.1),
3. *Strategies* (4.9), and
4. *Framework conditions* (4.5).

IMPACT

The impact on cooperation from the *supporting mechanisms* from the highest to lowest is:

1. *Strategies* (58%)
(especially implementation strategies)
2. *Operational activities* (53%),
3. *Structures and approaches* (52%),

Finding 4

The creation and development of supporting mechanisms are critical

The supporting mechanisms that are easier to implement, are much more developed than those that are more difficult to implement

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