

**Supporting
University-Industry-
Government
Cooperation in**

Romania

TRAINING WORKSHOPS
17-20 November 2020



*Joint
Research
Centre*

MODULE 4: FOCUS ON BUSINESS AND CLUSTERS



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WORKSHOP CALENDAR

Day 1

17 Nov. 2020

KICK-OFF SESSION

09.00 - 11.00

MODULE 1

Focus on government
(national and regional
authorities)

11.30 - 14.00

Day 2

18 Nov. 2020

MODULE 2

Focus on universities
and public research
institutes

09.00 - 14.00

Day 3

19 Nov. 2020

MODULE 3

Focus on knowledge
transfer professionals

09.00 - 14.00

Day 4

20 Nov. 2020

MODULE 4

Focus on firms and
clusters

09.00 - 12.00

WRAP-UP SESSION

12.30 - 14.00

EXPERTS



Dr. Victoria Galán-Muros



Dr. Todd Davey



Dr. Marina Ranga

MODULE 4: BUSINESS AND CLUSTERS

AIM:

- Understand key features of innovating firms and clusters
- Get a better understanding of industry role in UIG cooperation, benefits and key success factors
- Understand collaboration with universities and PROs for shared value
- Identify barriers, drivers, facilitators & mechanisms supporting cooperation

AGENDA

09.00 - 09.05

Welcome and introduction

09.05 - 09.35

Innovative firms and clusters: why does it matter? - *Marina Ranga*

09.35 - 09.45

Place-based cooperation: present and future prospects- *Victoria Galan-Muros*

09.45 - 10.20

Understanding business' barriers, drivers and facilitators of UIG cooperation and designing action to move forward - *Todd Davey*

10.20 - 10.40

BREAK

10.40 - 11.00

Business approaches & supporting mechanisms to UIG cooperation, incl. the stairway model to strategic partnerships - *Todd Davey*

11.00 - 11.15

Characteristics of Romanian universities and implications for businesses - *Victoria Galan-Muros*

11.15 - 11.45

International good practice case studies of UIG cooperation for business - *Todd Davey*

11.45 - 12.15

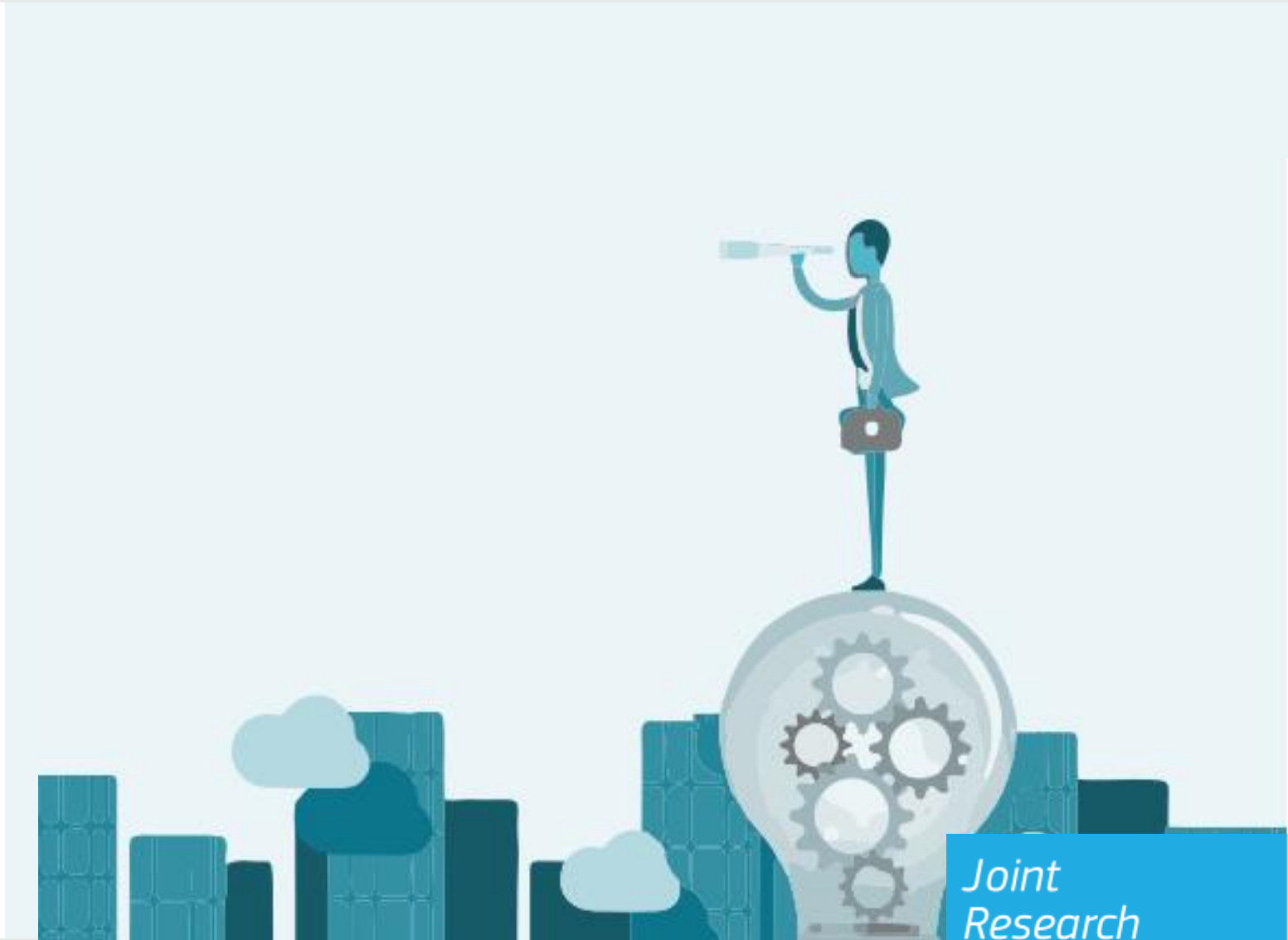
The future of Romanian businesses: a vision towards 2030 - *Victoria Galan-Muros*

12.15 - **12.30**

Conclusions and key success factors

Place-based cooperation: present and future prospects

Victoria Galan-Muros



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Industrial Parks

A photograph of a modern business park building. The building features a large glass facade on the left side, reflecting the sky and surrounding environment. The right side of the building has a grey, textured stone or concrete facade with numerous rectangular windows. The building is situated on a grassy area with some young trees and a clear blue sky in the background. A black lamppost is visible in the foreground on the right.

Business Parks

An aerial photograph of a city park and urban area during sunset. The sun is low on the horizon, casting a warm, golden glow over the scene. In the foreground, there are several large, multi-story brick buildings, some with modern glass facades. A large, green, oval-shaped field, possibly a sports field, is visible in the middle ground. To the left, a river flows through a wooded area with trees showing autumn foliage. A bridge crosses the river in the background. The overall atmosphere is peaceful and scenic.

Technology Parks



Science Parks



Innovation Districts

Ørestad Innovation City, Denmark

Well-connected high-density highly collaborative innovation spaces

Innovative Organizations

Innovative Companies (Large, SMEs, start-ups, spin-offs, entrepreneurs)

HEIs / Ris

Intermediaries

Talented People

Talent attraction / retention

Quality Place

Third spaces

Shared facilities

Mixed Governance

Sustainable Finance

Strategiees

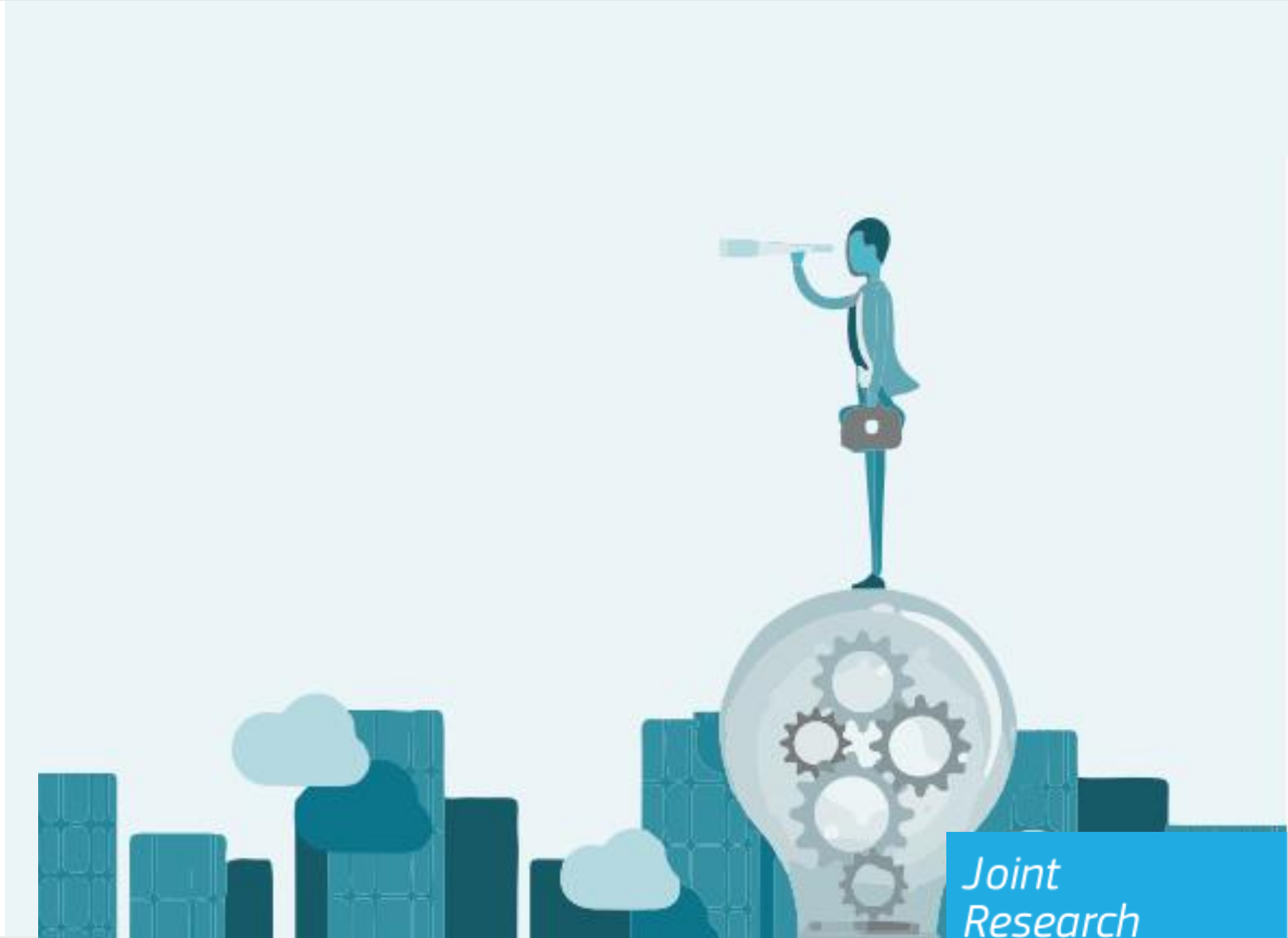
Programming

Relationship with community



Understanding business' barriers, drivers and facilitators of UIG cooperation and designing action to move forward

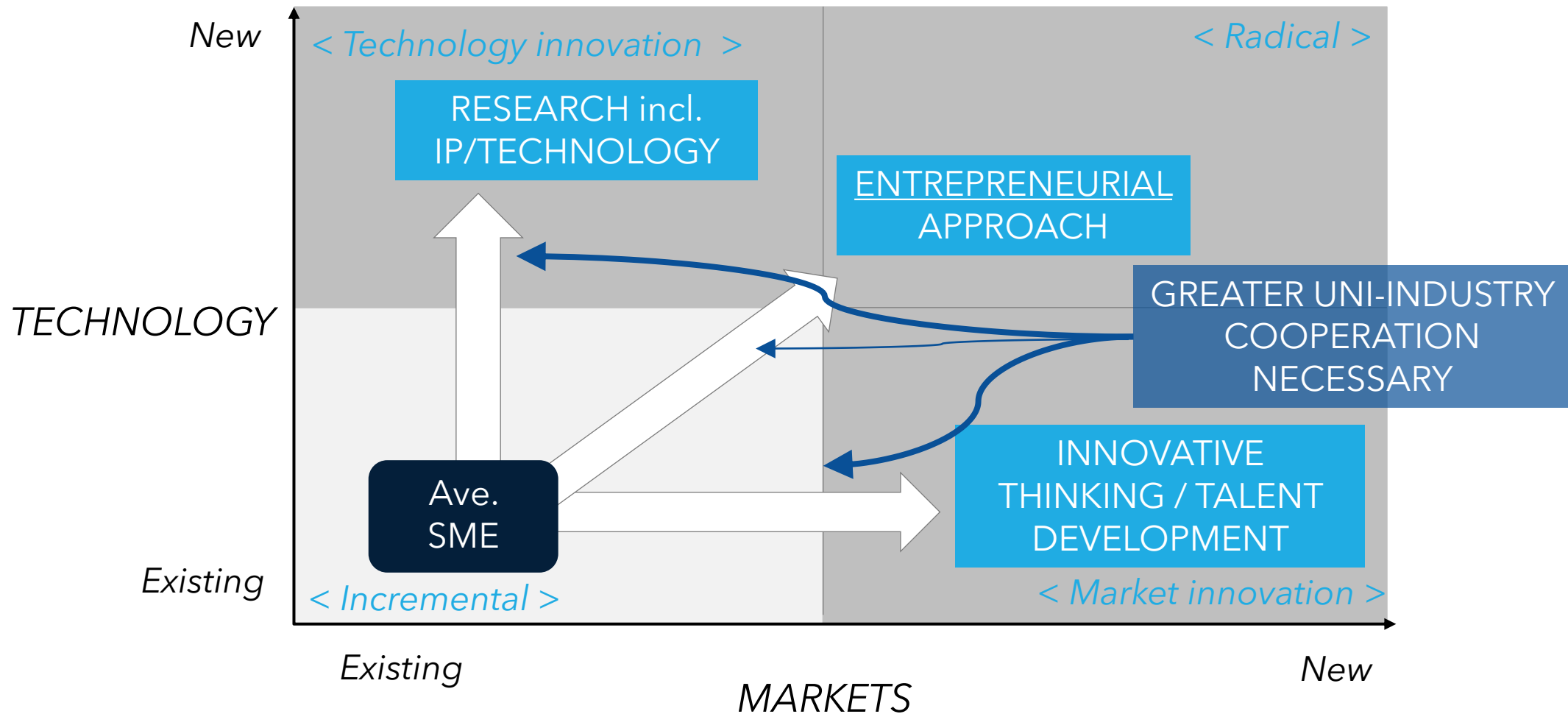
Todd Davey



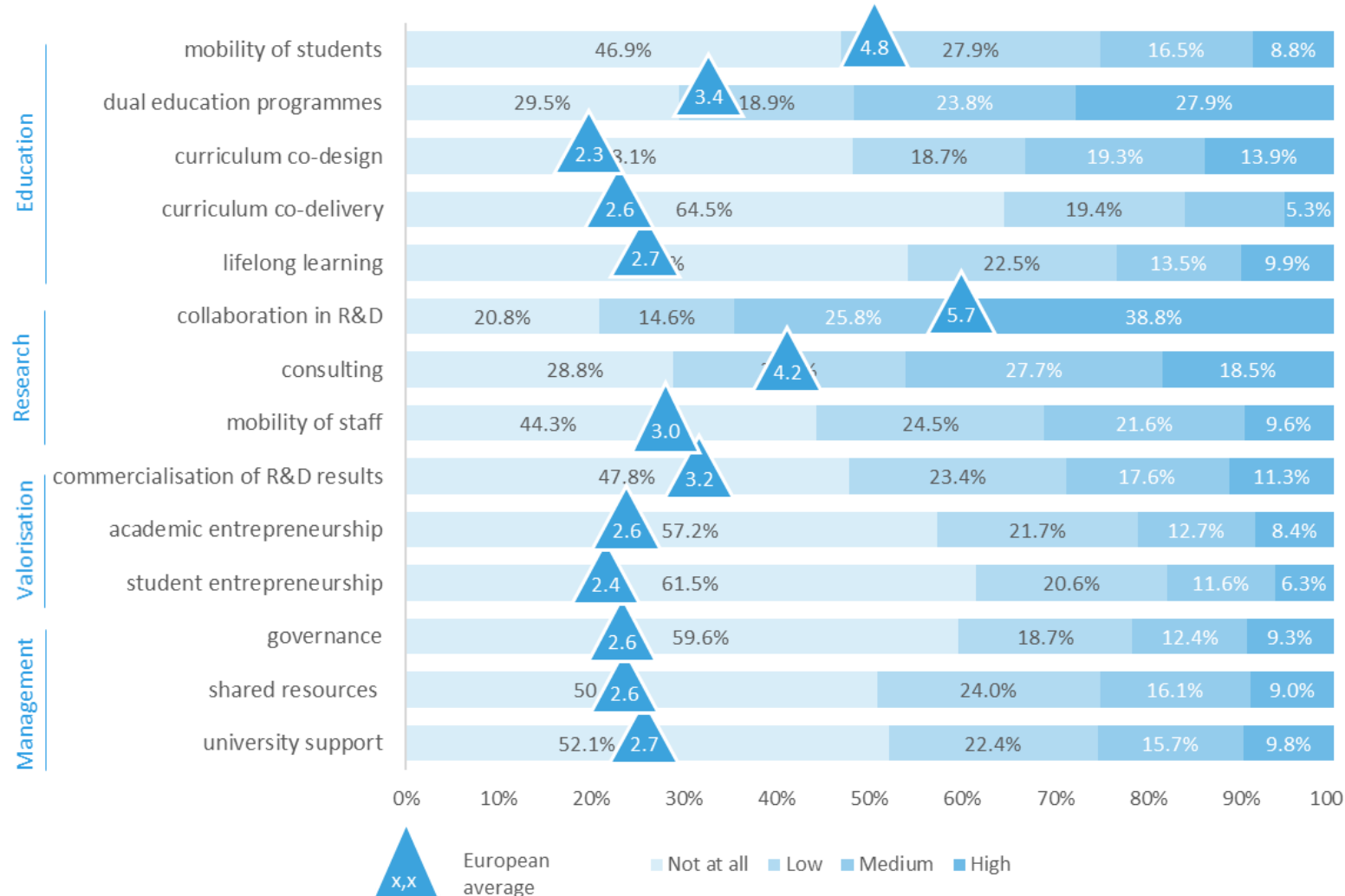
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“ How does a 30 year project involving an entire supply chain of industry contribute €670 million back into the economy? ”

Towards a more competitive place



Most common ways for business collaborate with universities



There are a broad range of activities through which business can collaborate with universities

“

**...but, cooperation between
industry and universities does
not happen naturally**

”

“

There are **barriers** and
inhibiting factors that are
reducing or preventing
university and industry to
cooperate

”

ROMANIAN BARRIERS | Top 3 most relevant



University Management

Lack of government funding for UIC 7.1

FUNDING FOR COOPERATION

Limited resources of SMEs 7.1

Lack of business funding for UIC 7.1

Academics

Lack of government funding UIC 7.2

FUNDING FOR COOPERATION

Limited resources of SMEs 7.1

Lack of business funding for UIC 7.1

Business

Bureaucracy related to UIC in universities 6.3

BUREAUCRACY, CULTURAL DIFFERENCES AND FUNDING

Differences in relations between universities and business 6.1

Lack of government funding for UIC 6.0

Scale: 1 = "Not at all relevant" to 10 = "Extremely relevant"

EUROPEAN BARRIERS | Top 3 most relevant



Non-cooperating business

Differing motivations
between university and
business
**MOTIVATIONS, FINDING
THE RIGHT PARTNER,
INDUSTRIAL
EXPERIENCE**

6.6

Lack of people with
industry experience
within the university

6.3

Cooperating Business

Differing motivations
between university
and business
**CULTURAL
DIFFERENCES,
INDUSTRIAL
EXPERIENCE**

6.0

Lack of people with
industry experience
within the university

6.0

Differing time horizons
between universities
and business

5.9

Scale: 1 = "Not at all relevant" to 10 = "Extremely relevant"

Study result:

“

**Cooperating businesses
perceive lower barriers.**

**Either its true for them
OR**

**Once you start,
the barriers reduce**

”

UIC BARRIERS | DISCUSSION

A black and white photograph of two people, a man and a woman, seen from behind, standing in a meeting room. They are looking at a large wall covered with numerous sticky notes, which are arranged in a structured manner, possibly representing a process flow or a project plan. The room has large windows in the background, and the overall atmosphere is professional and collaborative.

Is this what you experience?
What can we do to address
these cultural barriers in
Romania?

“

**Removed the biggest
barriers... now what?**

”

“

Drivers incorporate both the reason (**motivators**) for cooperating and the factors that underpin or support (**facilitators**) university and industry to cooperate successfully

”

ROMANIAN FACILITATORS | Top 3 most relevant



University Management

Interest of the university in accessing business-sector R&D facilities **8.0**

ACCESS TO FACILITIES, EXISTENCE OF FUNDING, ACCESS TO SCIENTIFIC KNOWLEDGE

Existence of funding to undertake the cooperation **8.0**

Interest of business in accessing scientific knowledge **7.6**

Academics

Existence of funding to undertake the cooperation **8.1**

FUNDING, SHARED GOAL, ACCESS TO FACILITIES

Existence of a shared goal **7.8**

Interest of the university in accessing business-sector R&D facilities **7.8**

Business

Prior relation with the university partner **7.8**

PRIOR RELATION, SHARED GOAL, FUNDING

Existence of shared goal **7.3**

Existence of funding to undertake the cooperation **7.3**

Scale: 1 = "Not at all relevant" to 10 = "Extremely relevant"

“

LESSONS FROM INTERNATIONAL BEST PRACTICE

UIGC is a people's game?

PEOPLE! *Transactions*

Prioritise the development of
long-term relationships

”

ROMANIAN MOTIVATORS | Top 3 most relevant



University Management

Improves graduate employability **8.7**

GRADUATES EMPLOYABILITY, RESEARCH INSIGHTS, FUNDING

Gain new insights for research **8.6**

Obtain funding/financial resources **8.5**

Academics

Improves graduate employability **8.6**

GRADUATES EMPLOYABILITY, TEACHING & RESEARCH INSIGHTS

Gain new insights for research **8.3**

Improves teaching **8.3**

Business

Positively impact society **8.3**

SOCIAL IMPACT, ACCESS TO GRADUATES, INNOVATION

Provides access to better qualified graduates **8.1**

Improve our innovation capacity **8.1**

Scale: 1 = "Not at all relevant" to 10 = "Extremely relevant"

LESSONS FROM INTERNATIONAL BEST PRACTICE



Be really **clear about why you are collaborating** and commit the resources to make it work

Increasingly, cooperating businesses are collaborating as a way to secure the **best talent**



UIC DRIVERS | DISCUSSION

A black and white photograph of two people, a man and a woman, seen from behind, standing in a meeting room. They are looking at a large wall covered with numerous sticky notes, which are arranged in a structured manner, possibly representing a process flow or a project plan. The room has large windows in the background, and the overall atmosphere is professional and collaborative.

How can we **develop relationships** between university, industry and government in Romania?

Organisational capability for cooperating

Our research shows that those business who undertake UBC to a medium / high degree believe the following:

They they are clear about what UBC offers them (vision)

That universities can play a very important role in their innovation efforts

That they have the necessary contacts and knowledge for UBC

That their business has a significantly stronger R&D profile than those that don't collaborate

That they are capable of absorbing that knowledge an technology coming from the cooperation

”

**So can everyone really
benefit from UIGC?**

“

Yes.. an example

A light gray world map with white outlines of countries and continents, serving as a background for the text.

P260

Research projects driving
future talent for the industry
involving the entire mining
and minerals supply chain

Adelaide,
Australia

*Short term
(Problem solving)*

SITE
VISITS

APPLIED
RESEARCH

“BLUE-SKY”
RESEARCH

*Long term
(basic research)*

Recognise motivations & (ideally)
ensure desired stakeholder outcomes

AMIRA P260 SUPPLY CHAIN RESEARCH PARTNERSHIP

- Consortium of large mining / minerals companies
- SME supply chain partners
- Research institutions

Running for over 29 years

Project iterations (3-4 years each)

Co-funded (industry supplemented by government)

RESULTS

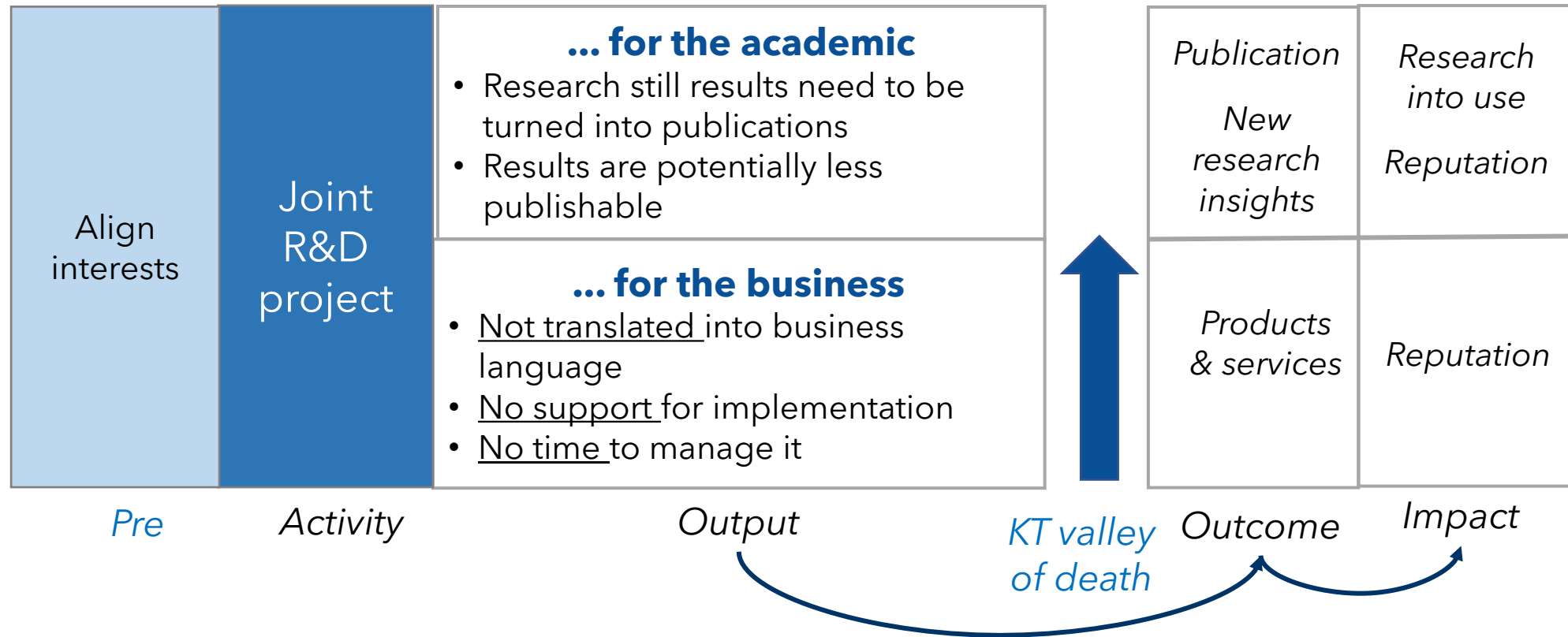
300 refereed research publications

50 PhD students

41 working mining and processing sector

Total benefits: \$1AU billion (€670 Million)

PARTNERSHIPS IN WHICH EVERYONE BENEFITS



SUPPORT OUTPUTS TO GET TURNED INTO OUTCOMES AND IMPACT

Business approaches and supporting mechanisms to UIG cooperation, incl. the stairway model to strategic partnerships





Todd Davey



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Supporting mechanisms are the actions you can take to create and support UIG collaboration

Key supporting mechanisms (for business)

Policies		Regional innovation policies	IP rights legislation for academic research discovery
		Tax incentives for business positively supporting collaboration between university and business	Public seed capital supporting UIC initiatives
Strategies		<u>Finances</u> to support UIC	<u>Personnel</u> to support UIC
		Dedication of <u>time</u> for undertaking UIC	The provision of <u>incentives and recognition</u> to engage in UIC
Structures		Board member or Executive <u>positions</u> responsible for UIC	<u>Adjunct positions</u> for business people
		Knowledge transfer and cooperation <u>agencies</u> dedicated to UIC	Science / Technology Park <u>precincts</u> <u>Co-working spaces</u> accessible by business
Activities		Networks dedicated to UIC (e.g. entrepreneurship network)	<u>Information sessions</u> and forums about UIC
		<u>Promotion</u> of UIC activity and results within the company and in the press	<u>UIC activities</u> facilitating interaction with students/academics (e.g. student projects with business)

SUPPORTING MECHANISMS FOR UIC

Business perspective

Mechanisms supporting UIC

'Do these supporting mechanisms for UIC exist in your environment?'

Takeaway

UIC supporting mechanisms in European industry are far more strategic than in Romanian industry.

How can we get Romanian companies to see UIC more strategically important?

UIC supporting mechanisms in industry

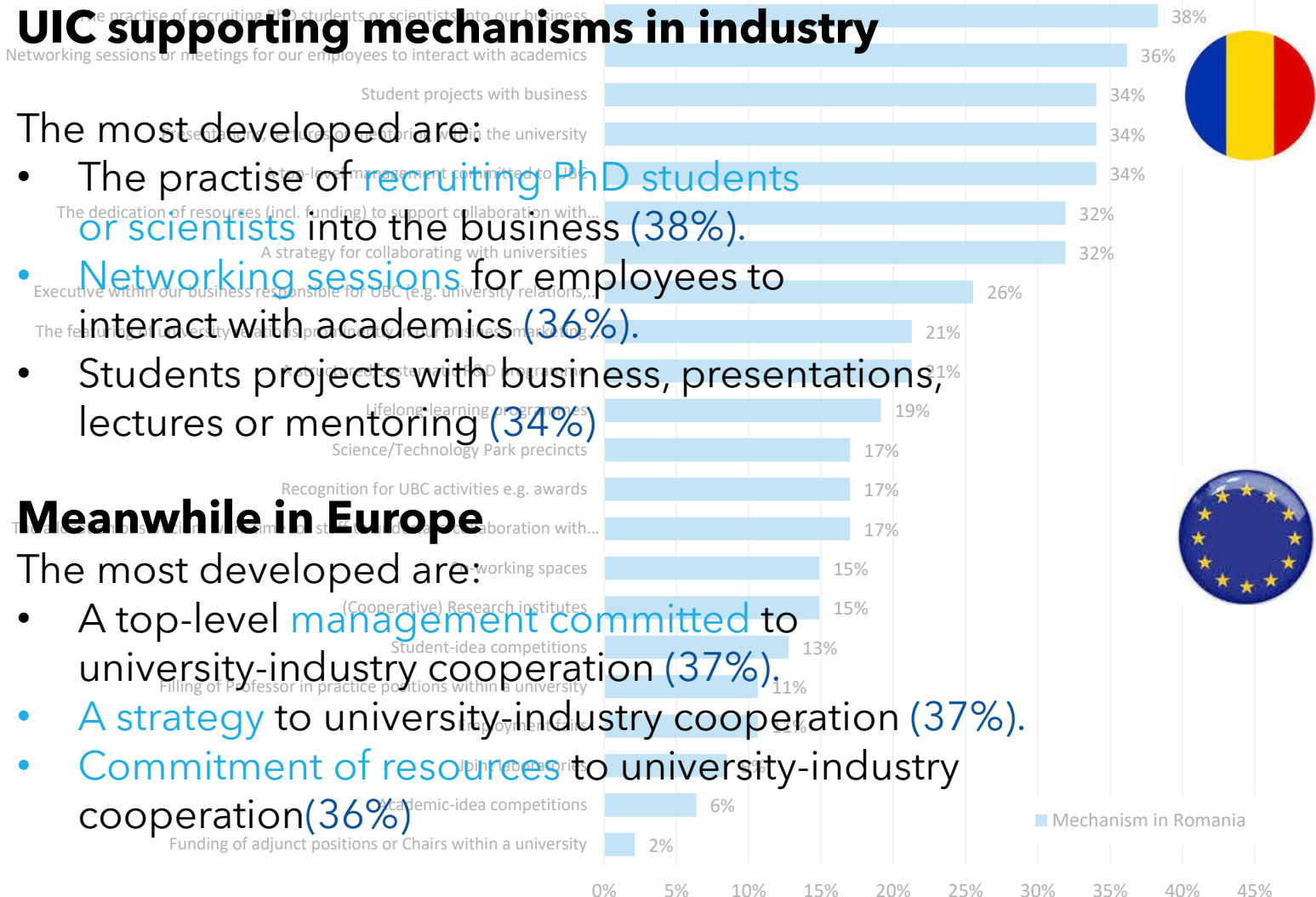
The most developed are:

- The practise of **recruiting PhD students or scientists into the business (38%)**.
- **Networking sessions** for employees to interact with academics **(36%)**.
- Students projects with business, presentations, lectures or mentoring **(34%)**.

Meanwhile in Europe

The most developed are:

- A top-level **management committed to university-industry cooperation (37%)**.
- **A strategy to university-industry cooperation (37%)**.
- **Commitment of resources to university-industry cooperation (36%)**.



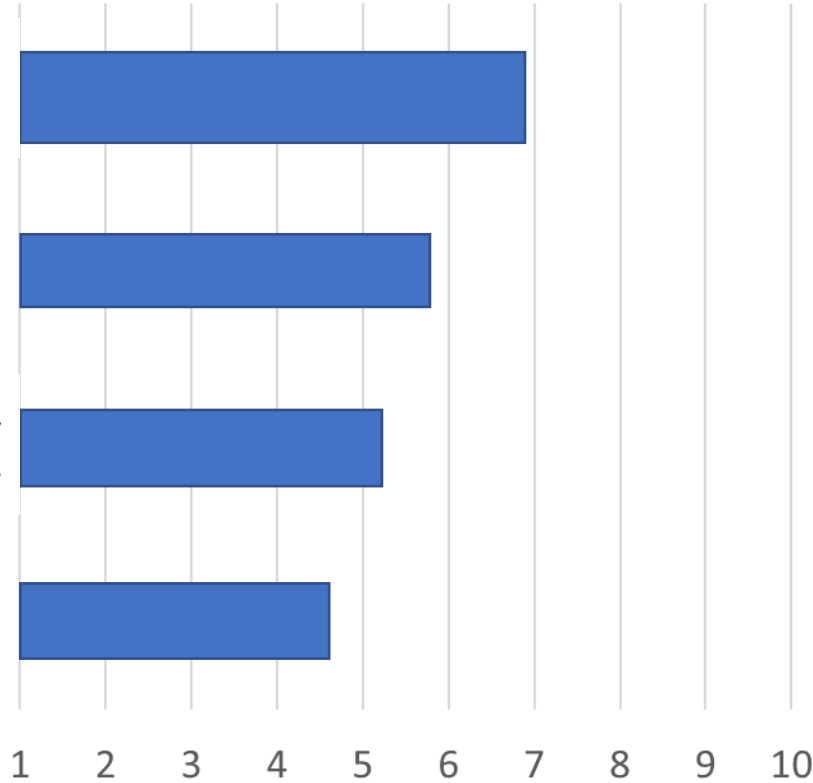
DEVELOPMENT OF *SUPPORTING MECHANISMS* IN HEIs

IMPACT

EXTENT OF UIC DEVELOPMENT

(8%)

Paper strategies for UIC (mission, vision, strategy for UIC)



(18%)

Dedication of resources

(16%)

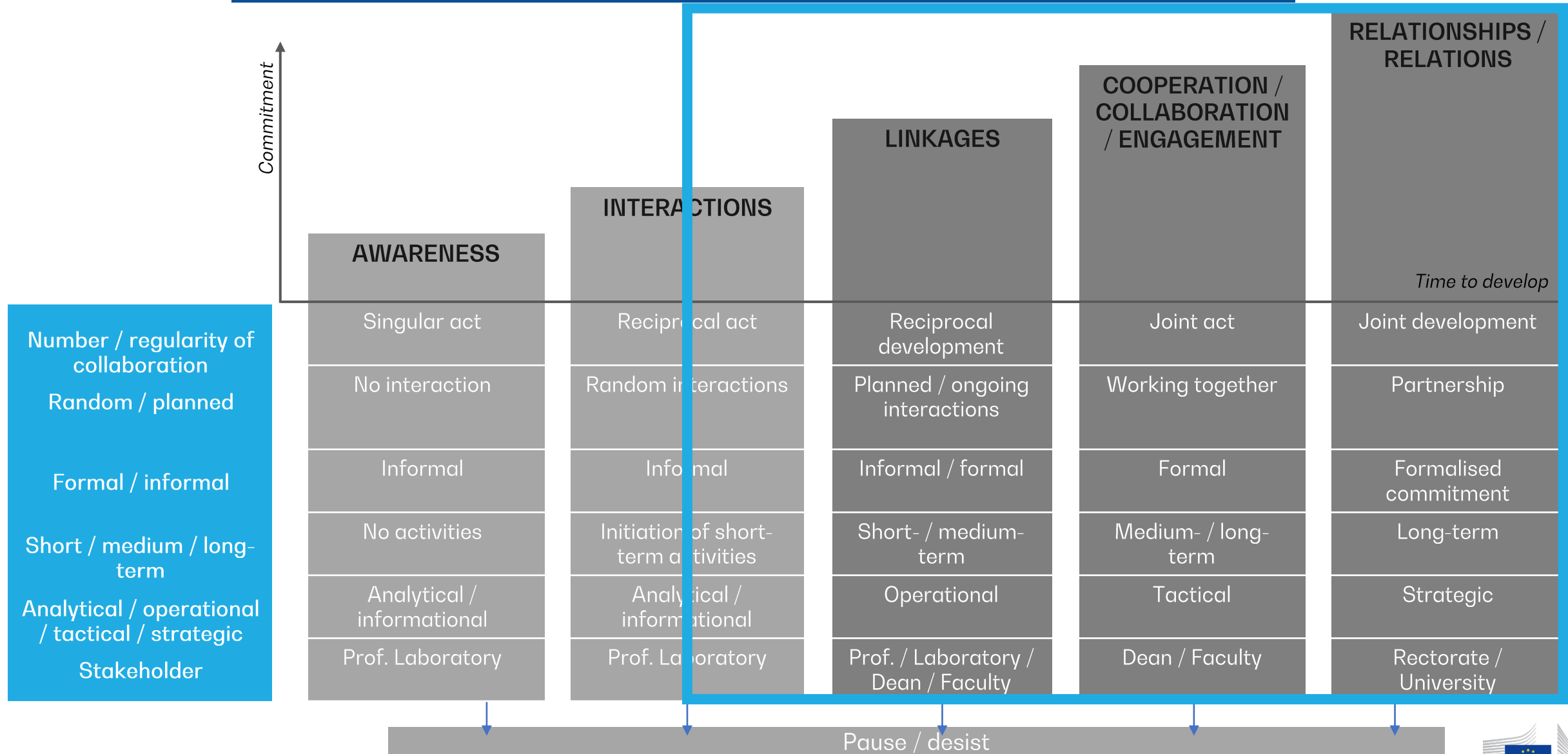
Business experience in the university
Scientific experience in the company

(25%)

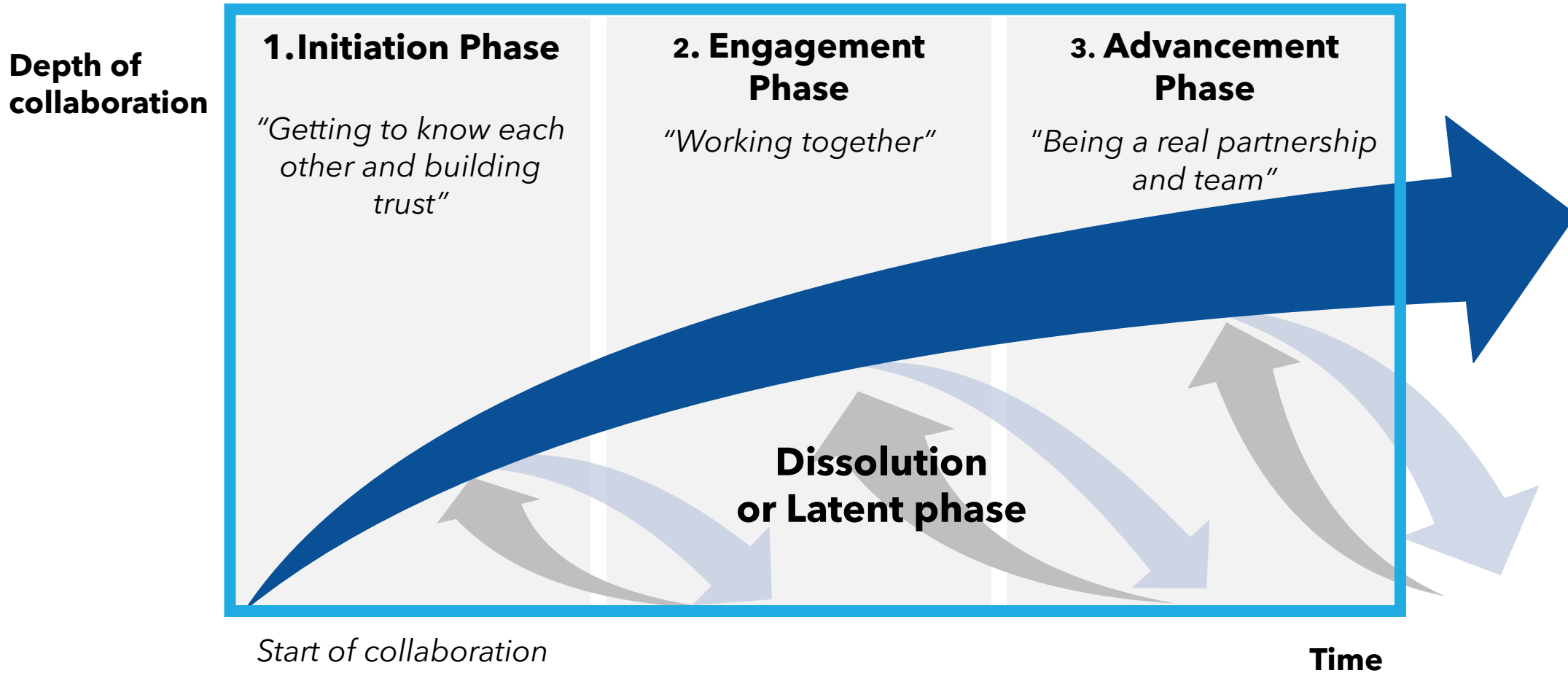
Internal incentives (for academics)

n=1,929

PARTNERSHIP STAIRWAY MODEL



THE DIFFERENT PHASES OF ENGAGING IN UIC



THE DIFFERENT PHASES OF ENGAGING IN UIC

Depth of collaboration	1. Initiation Phase "Getting to know each other and building trust"	2. Engagement Phase "Working together"	3. Advancement Phase "Being a real partnership and team"
<i>Communication</i>	Quality of communication	Bi-directional, open communication	Discussions going beyond project
<i>Understanding</i>	Understanding of partner's needs	Understanding partner & its environment	Acting in an integrated manner
<i>Trust</i>	Trust in reputation and credibility	Trust in the individual	Trust in the relationship
<i>Individual</i>	Synergy, based on similarity	Development of personal relationship	Personal relationship, often friendship

Start of collaboration

Time

Stage of UIC development effects what is important to focus on

Apply strategies for companies depending Their experience with UIC

Characteristics of Romanian universities and implications for businesses

*Victoria Galan-Muros /
Todd Davey*



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LESSONS FROM INTERNATIONAL BEST PRACTICE

A key success factor in UIC is **finding the right people & organisations to work with**

So, how could you **more strategically find potential collaborators** and increase collaboration?

more than
half
initiate their
own cooperation
with business

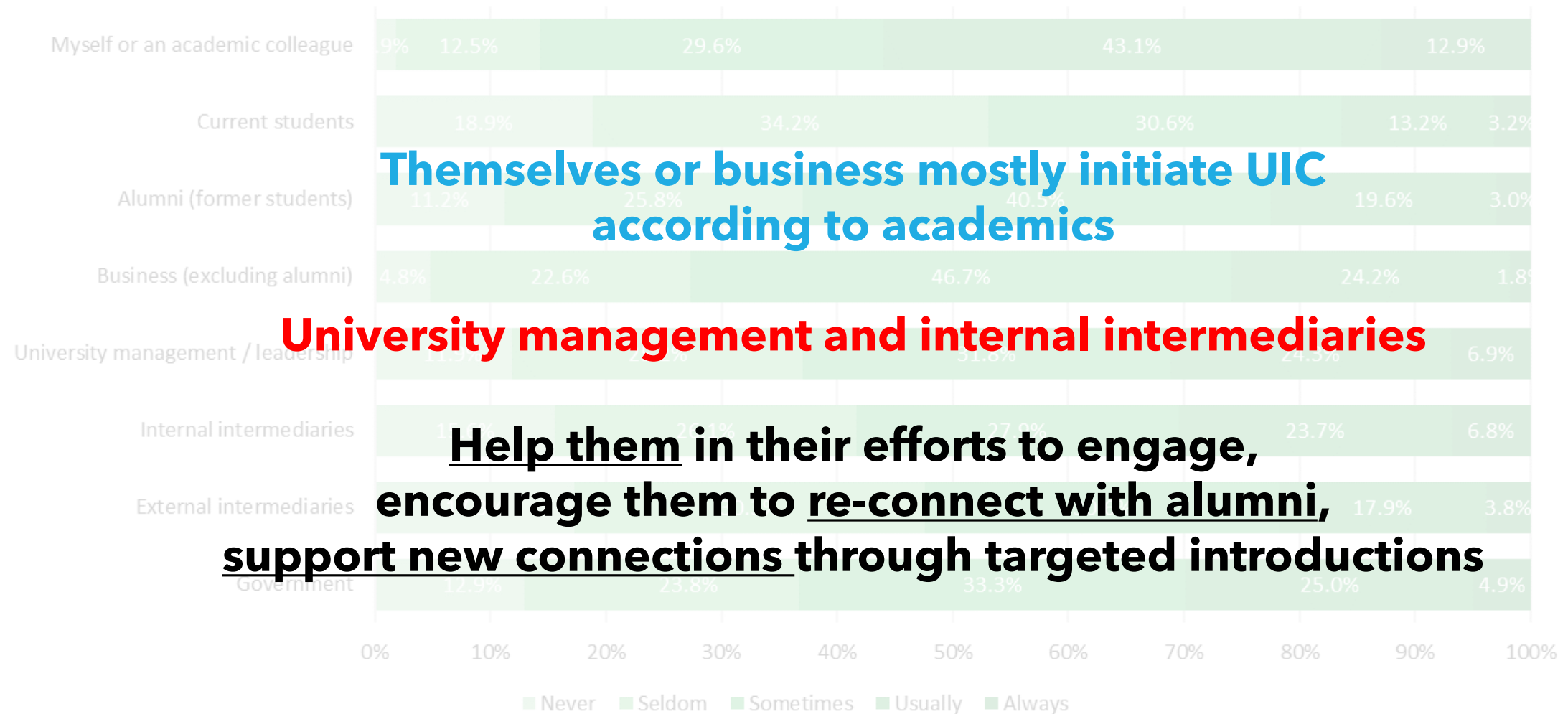
62%
cooperate with
more than
2 businesses

Cooperating academics
Non-cooperating academics

PROFILE OF THE "ACADEMIC COLLABORATOR"

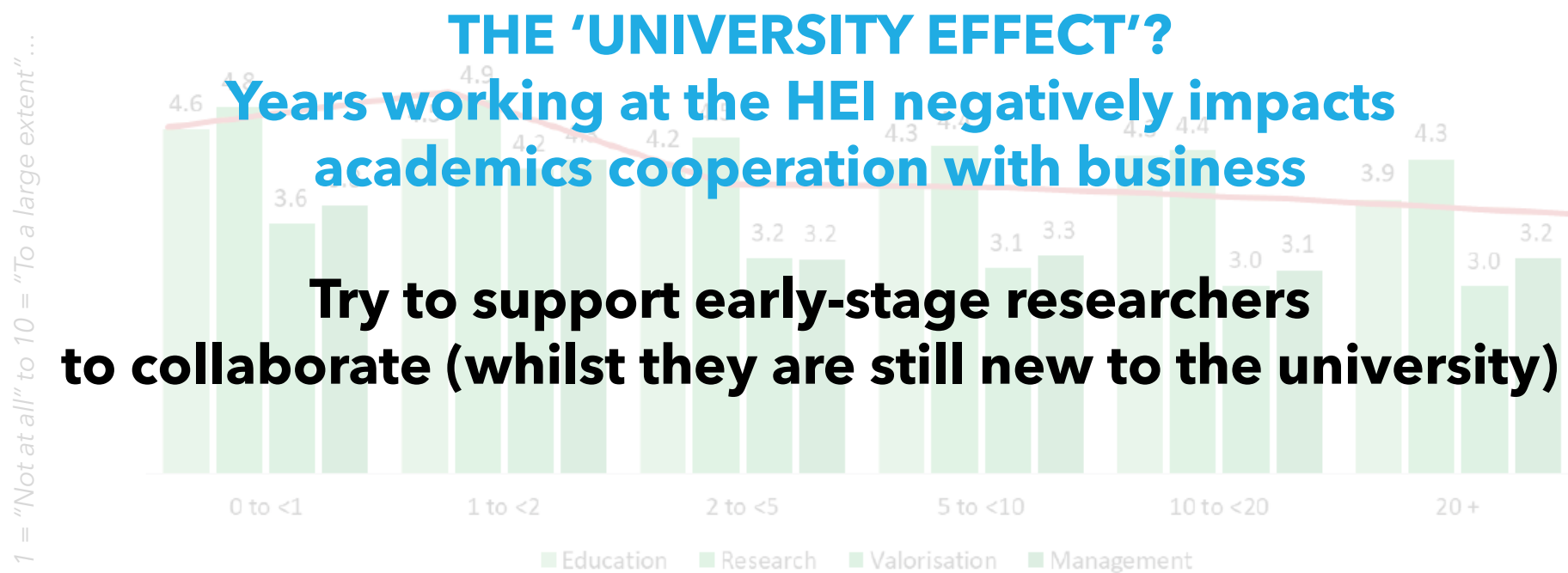


COOPERATING ACADEMICS | WHO INITIATES COOPERATION?



ACADEMICS | YEARS WORKING IN HEI vs. AMOUNT OF COOPERATION

The 'university influence'? – The greater the number of years that an academic works at an HEI the less they tend to cooperate with business



ACADEMICS | YEARS WORKING IN INDUSTRY vs. AMOUNT OF COOPERATION

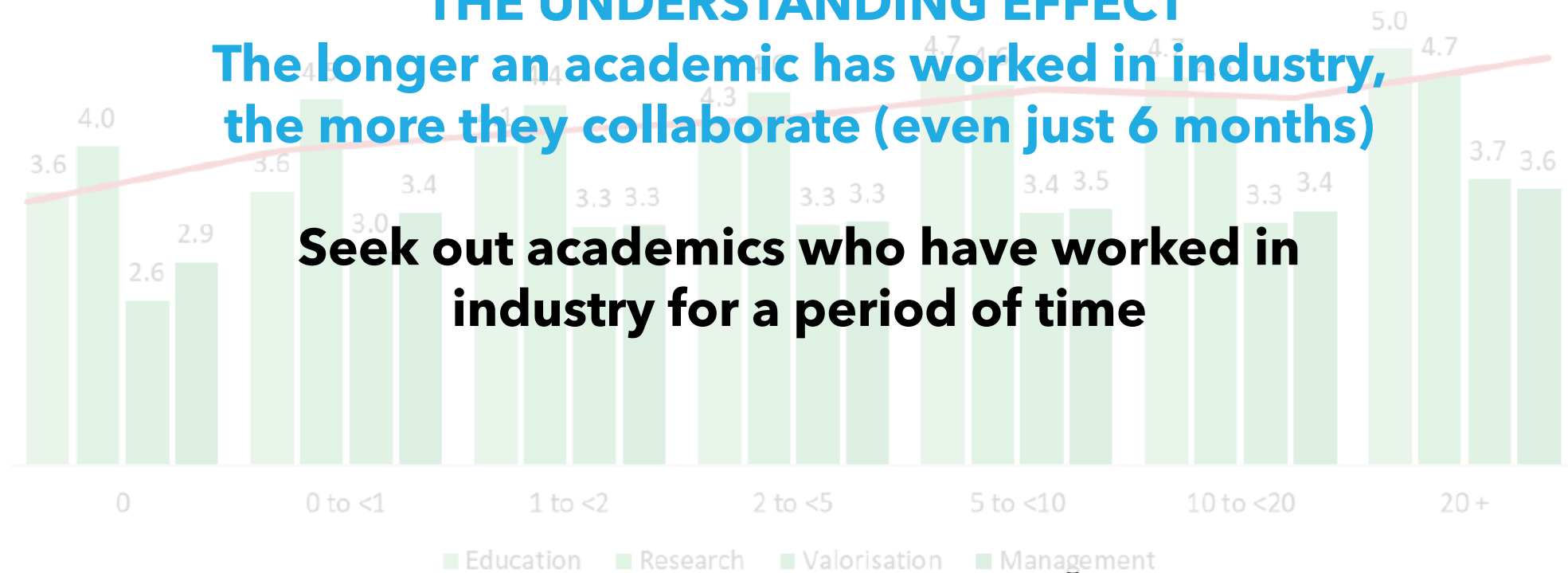
1 = "Not at all" to 10 = "To a large extent" ...

The 'understanding effect'? – The greater the number of years that an academic works in business the more they tend to cooperate with business

"THE UNDERSTANDING EFFECT"

The longer an academic has worked in industry, the more they collaborate (even just 6 months)

Seek out academics who have worked in industry for a period of time

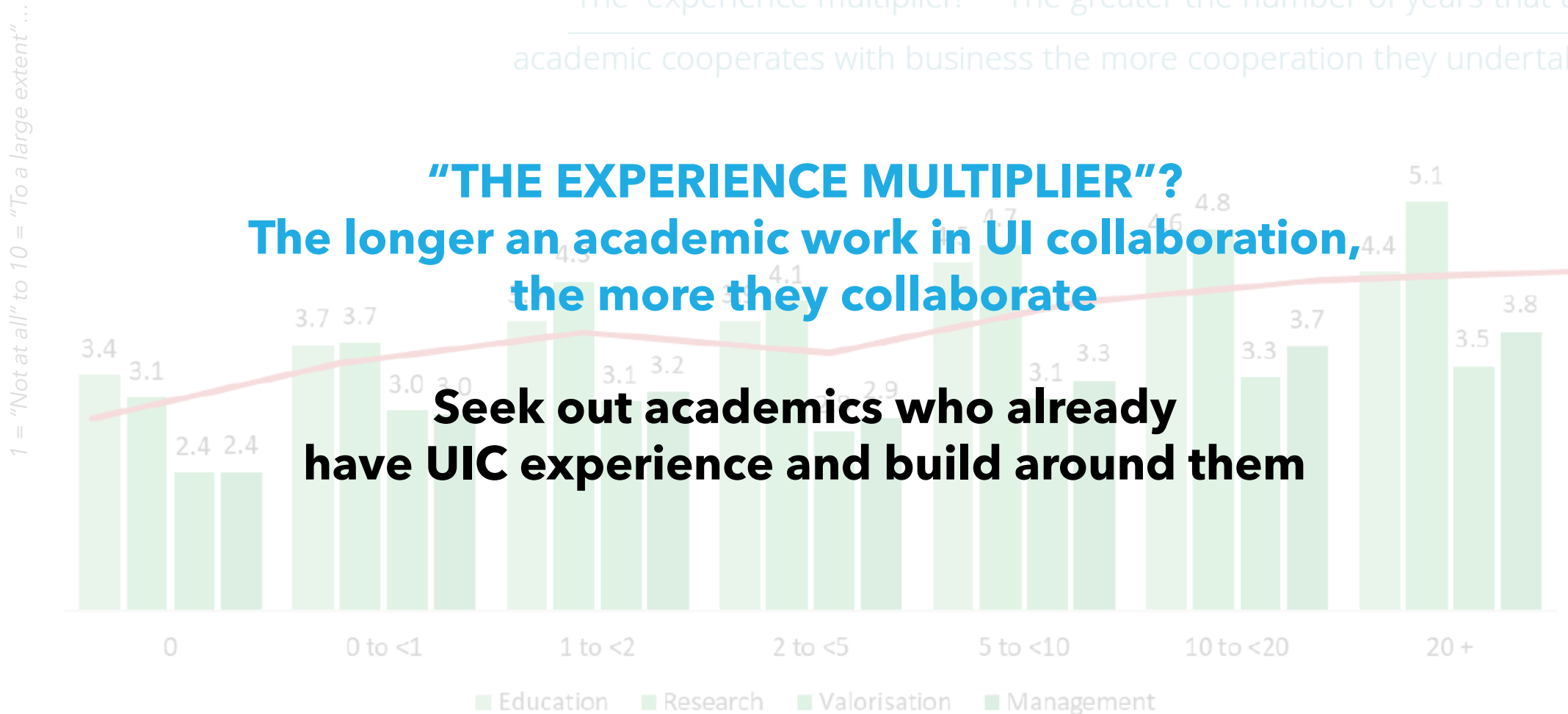


ACADEMICS | YEARS WORKING IN UIC vs. AMOUNT OF COOPERATION

The 'experience multiplier? – The greater the number of years that an academic cooperates with business the more cooperation they undertake

"THE EXPERIENCE MULTIPLIER"?
The longer an academic work in UI collaboration,
the more they collaborate

**Seek out academics who already
have UIC experience and build around them**



COOPERATING ACADEMICS | DIFFERENT TYPES OF COOPERATION

Academics who collaborate,
do so in multiple activities

Support them to cooperate
in multiple ways

Legend: dark green/blue = high correlation: .5 to 1.0, medium green/blue = medium correlation: .3 to .5

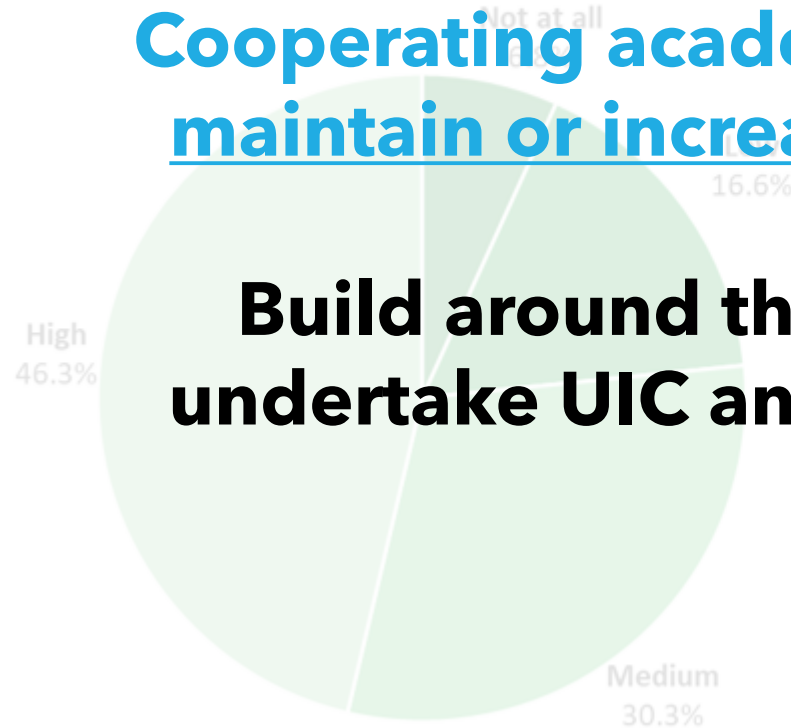
COOPERATING ACADEMICS | DESIRE TO CONTINUE COLLABORATING

UBC indicators answered by cooperating academics

How likely is it that you would recommend to an academic colleague to engage in UBC for education?

How likely is it that you would recommend to an academic colleague to engage in UBC for research?

Cooperating academics overwhelmingly want to maintain or increase cooperation with industry



Build around those academics who already undertake UIC and engage them as champions



POTENTIAL COLLABORATORS

nature

Subscribe

CAREER BRIEF • 26 MARCH 2018

More than one-third of graduate students report being depressed

PhD students are presently underutilised

PhD holders highly sought after in the job market

Focus on PhD students?

Embrace and support them and get them engaged

From student to startup
PhD can boost budding businesses

(Industry or entrepreneurship PhDs)

October 26, 2015 7:14pm GMT

Academia and business can learn from each other. Shutterstock

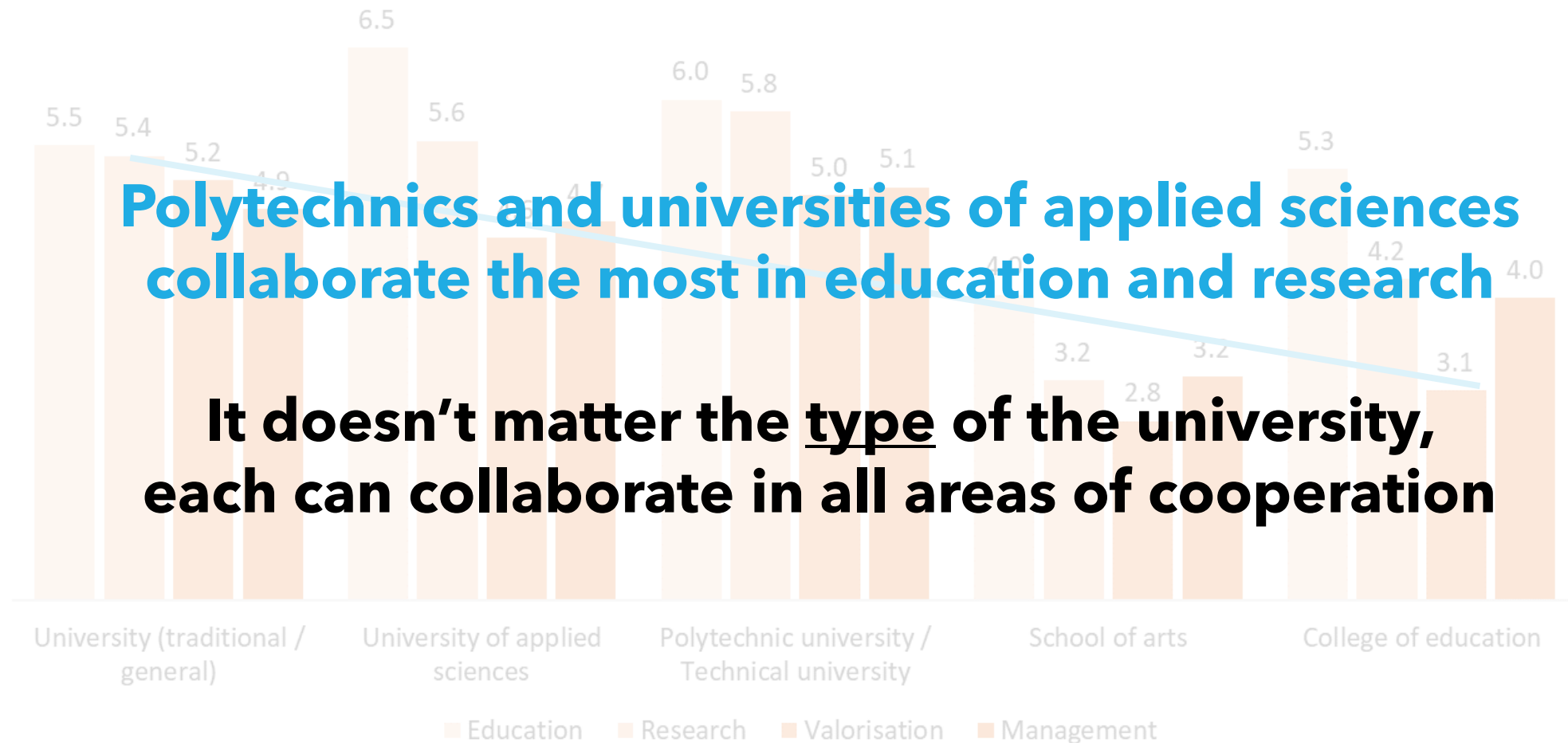
What should an undergraduate student who's inspired to change the world do? Should they continue their education in a PhD or found a startup? I have recently done both – at the same time – and my experience suggests the combination is better than you might expect.

"One thing many PhD students have in common is dissatisfaction. Some describe their work as "slave labour".

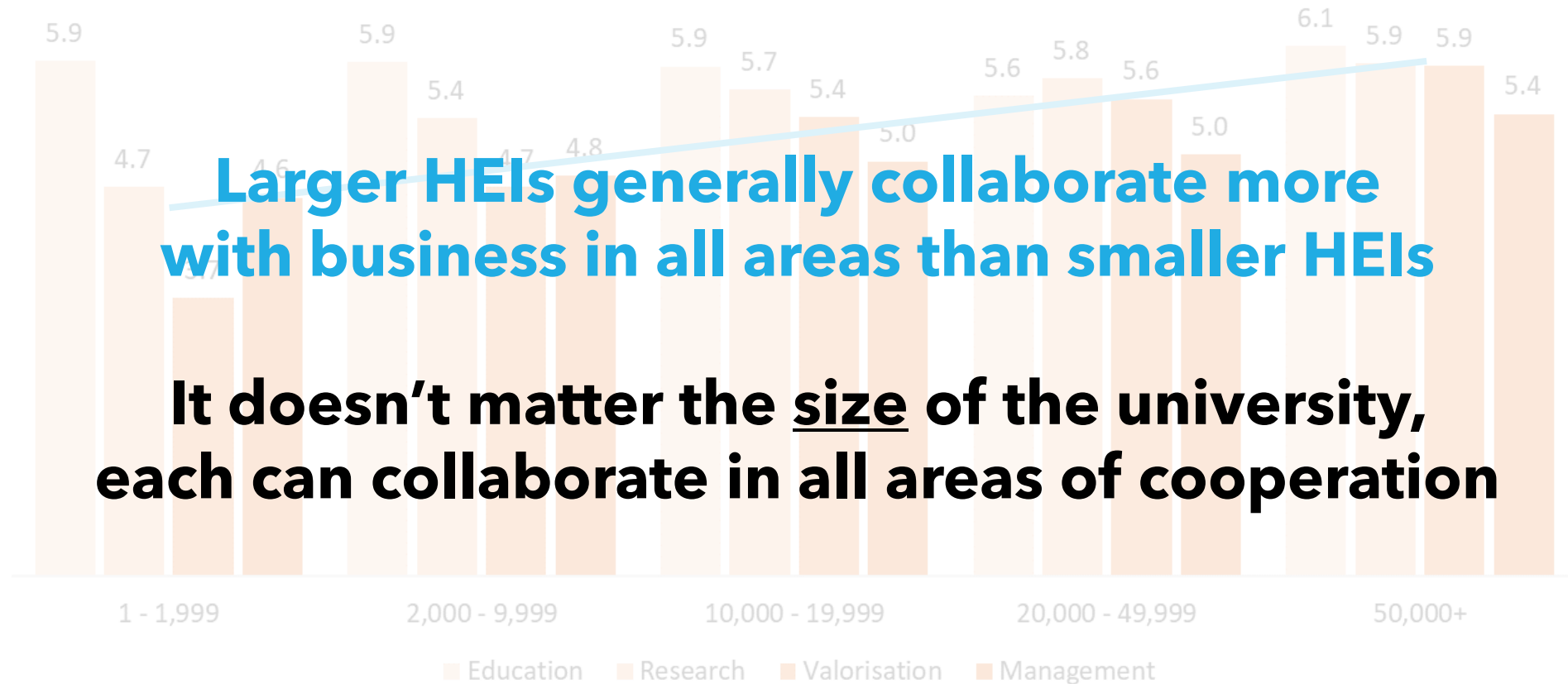
There is an oversupply of PhDs. Although a doctorate is designed as training for a job in academia, the number of PhD positions is unrelated to the number of job openings. Meanwhile, business leaders complain about shortages of high-level skills, suggesting PhDs are not teaching the right things. The fiercest criticism goes from research doctorates to Ponzi or pyramid schemes."

- The Economist

SIZE OF UNIVERSITY | AREAS OF COOPERATION



SIZE OF UNIVERSITY | AREAS OF COOPERATION



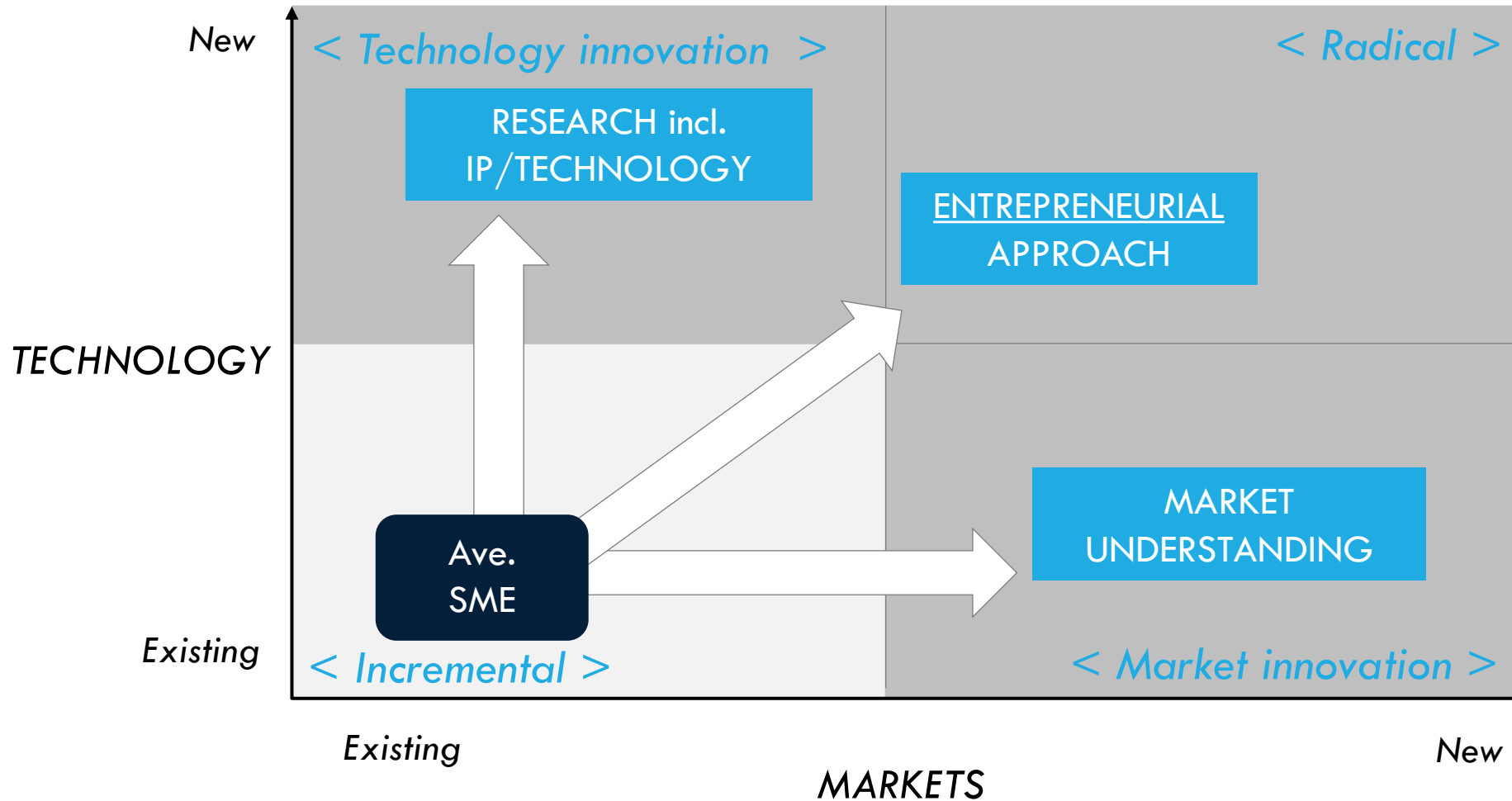
International good practice case studies of UIG cooperation for business

Todd Davey

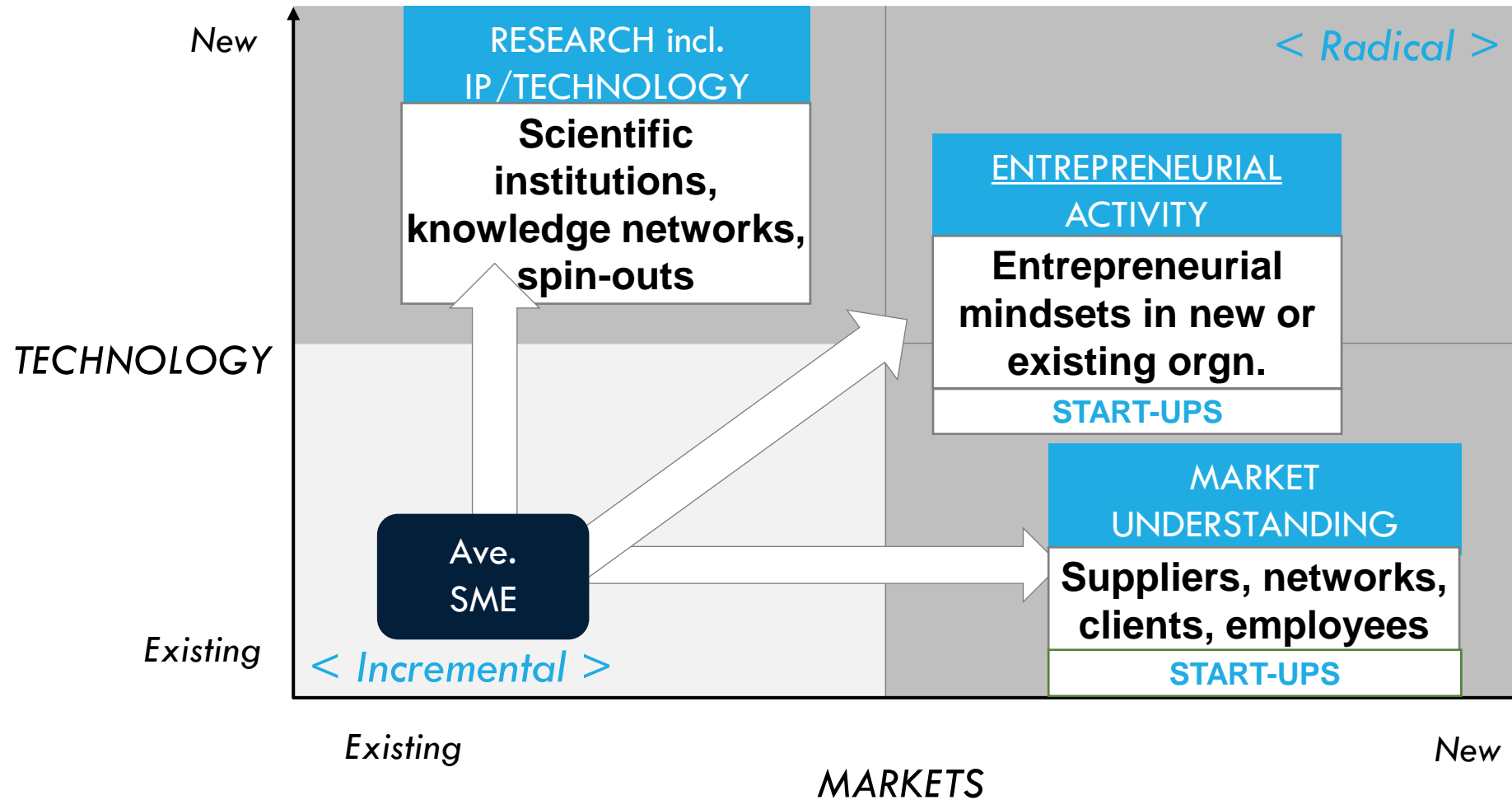


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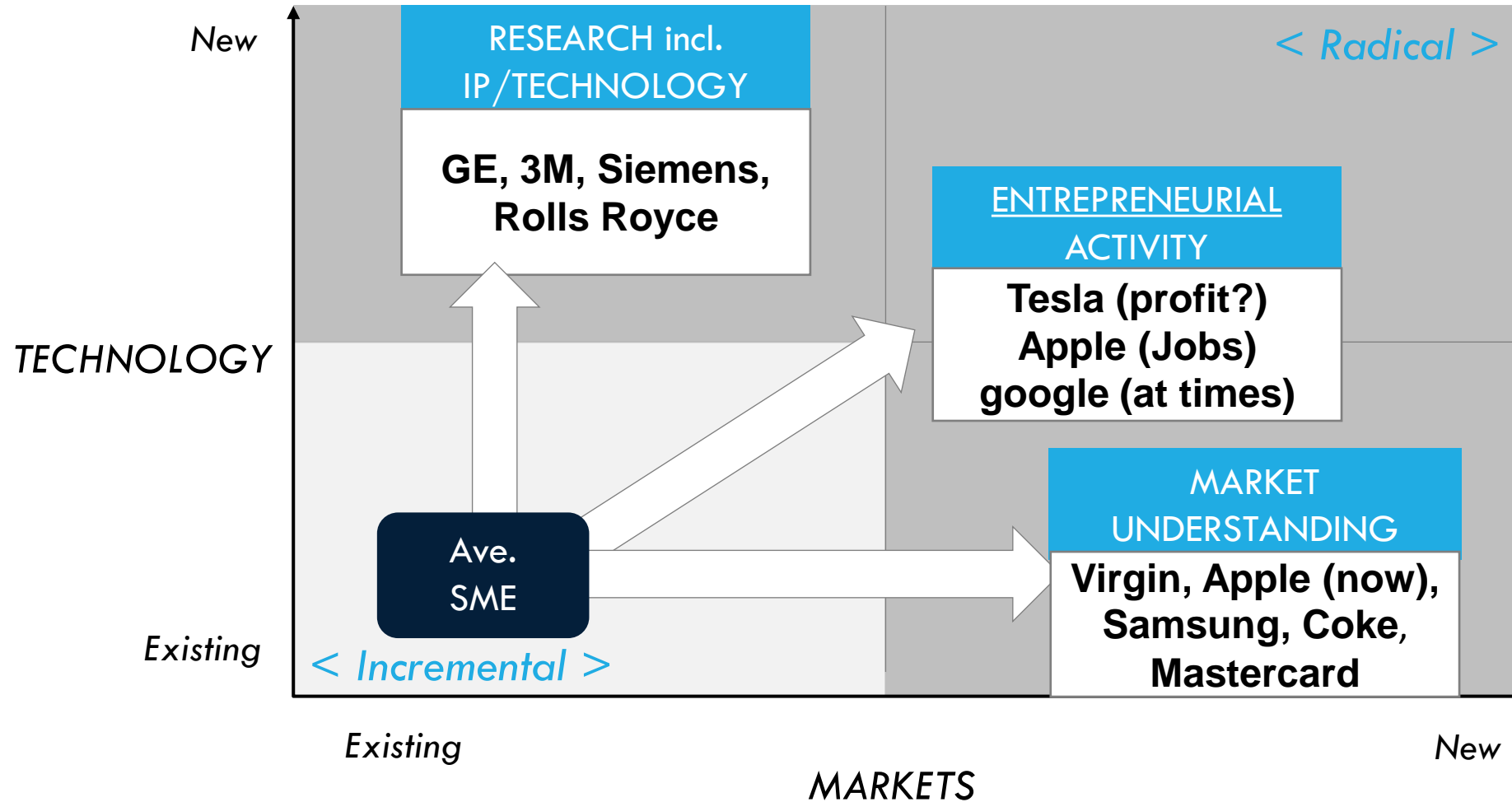
Towards a better place



... how?



... for example



Dual study programmes

Baden-Württemberg Cooperative State University, Germany

An emerging **hybrid form of higher education**, which offers the participant the opportunity to complete a:

1. A **degree programme** at a higher education institution
2. A **certification of practical vocational training** or **work experience in a company**.

In Germany:

- **70%** of these courses are related to the **engineering field** and to **economics and business studies**.
- The remaining **30%** is made up by computing, social sciences and others.

**Baden-Württemberg Cooperative
State University (DHBW)**

VOLKSWAGEN & BADEN-WÜRTTEMBERG COOPERATIVE STATE UNIVERSITY (DHBW)

The Volkswagen (VW) Group has a long history of involvement in Bachelor dual study programmes (Duales Studium) through its brands in Germany (VW, Audi, MAN, Porsche etc.).

About VW's dual study programmes:

- lasts **8 semesters** on average.
- students **to earn whilst they learn** through a **monthly payment**
- ultimately leads to a **job at VW**.
- can be undertaken in a **range of topics** including: information technology, mechanical engineering, electrical engineering etc.

Key Success Factors

- **Content linkage** - link between the contents of the study and the practical work for the student
- **Time linkage** - having focussed practical and academic time
- **Structural linkage** - regular exchange
- between representatives of the company and the HEI.

Dairy Crest

- Dairy Crest (DC), a leading British dairy company
- Looked to develop capability in foodtech and food security
- Started cooperating in joint research and development R&D projects with a local university, **Harper Adams University** in Shropshire (England)
- DC also provided additional education input to the design and delivery of curricula

- Set up a £4m (€4.8m) innovation centre on the campus of Harper Adams University
- Aims to deliver 10% of year-on-year growth through new product development; with **scientific research, technology and product development** at the core of this objective
- The partnership has been awarded the 'Most Innovative Contribution to Business-University Collaboration' category in the Times Higher Education (THE) Awards 2016

SMR Automotive

Re-Timer

- SMR Automotive, a medium-sized Australian contract manufacturer
- They supply the automotive sector as well as other consumer and medical components
- Wanted to grow and diversify.
- Competencies in lighting and injection moulding
- Partnered with a (university) incubator
- University **recruited an entrepreneur** to develop the **academic spin-out** within the **university incubator**.
- University provides the **patent license** and **incubation** and takes a **share in the enterprise**

RE-TIMER™

Change your sleep rhythm to suit your lifestyle



What is a Circadian Rhythm?

Delayed Sleep Phase

Advanced Sleep Phase

Winter Blues

Shift Workers

Jet Lag

Buy Re-Timer

You have an internal clock

Your body's natural sleep rhythm is governed by an internal clock that sleep psychologists call a circadian rhythm

Disruptions can occur

This circadian rhythm can become disrupted resulting in difficulty falling asleep

A scientific solution

Re-Timer is based on 25 years of science from world renowned sleep psychologists at Flinders University in Australia

Wear Re-Timer

Re-Timer gives you the freedom to fall asleep and wake up when you choose

Developing effective HEI-employer relationships in Sweden

- **The regional embeddedness of Linköping University**
- Linköping University (Sweden) leads an **HEI-driven regional innovation system**
- The University has a **strategic relationship with Saab**
- Saab managers also work as **adjunct professors** (20% of their time is spent at the University). They:
 - Sit on university **boards**,
 - **Teach** in courses,
 - **Supervise** theses,
 - **Mentor** researchers and students
- **Industrial PhDs** (who spend **50% of their time in Saab's workplace** and half at the university department), collaborative projects and co-publications are further avenues of cooperation
- **Students** become more **employable** (even directly)
- **SAAB** becomes a **more engaging place to work** and so improves their staff recruitment and retention.



Clemson University International Center for Automotive Research

An exemplary automotive-sector public-private cooperation in research and education

Deep orange

- Vehicle prototype 24-month program where students, multi-disciplinary faculty, and participating industry partners work together to produce a new vehicle prototype each year.
- Hands-on learning experience in multi-disciplinary teams.
- Sponsored by major automotive industries of Toyota, Mazda, General Motors and BMW.

“It’s the only program of its kind where students begin with nothing more than ideas and finish with a vehicle”



Deep Orange Vehicle
Prototyping Program
is an extraordinary
initiative that gives
students the opportunity
to create a prototype
vehicle in two years

URBAN MOBILITY FOR GENERATION Y & Z

DEEP ORANGE 5



Airbus Group

AIRBUS
GROUP



Highlights of 2017



Partnership
signing ceremony
for **5 universities**

250+ students involved
in **20+ activities** at
Airbus Innovation Space 

Airbus' strategic needs!



300k students reached

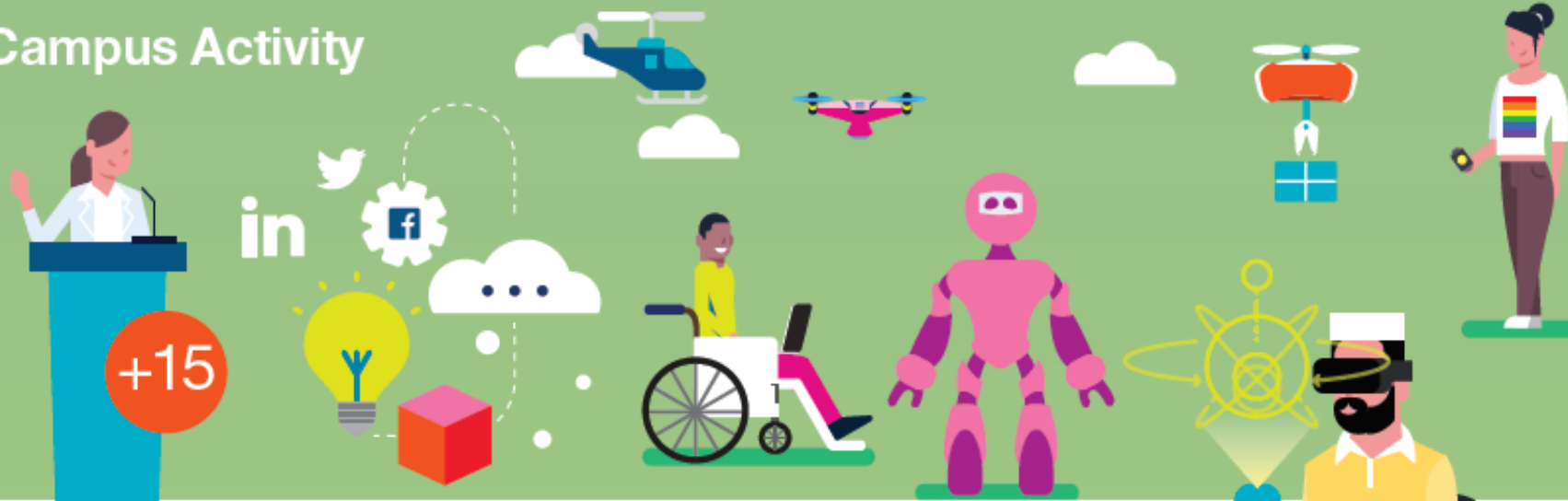


30% international
students

Airbus Group

... and engage and attract the diverse workforce of tomorrow.

Campus Activity



15 new
Campus
Ambassadors

3000+ students
participated in
100+ activities on
campus

Bilateral activities

- Drone Dash
- virtual classrooms
- Airbus Day
- workshops
- job fairs
- hackathon
- etc.

Leading strategic oriented research with Airbus

- Quantum Technologies Innovation
Centre - Bristol
- Aerospace Integrated Research
Centre - Cranfield
- Joint Centre for Aeronautic Systems
Integration - Carlos III Madrid
- ...and many more

REDARC

Example

An Australian based company originally only 8 employees in 1997, now 200 people.

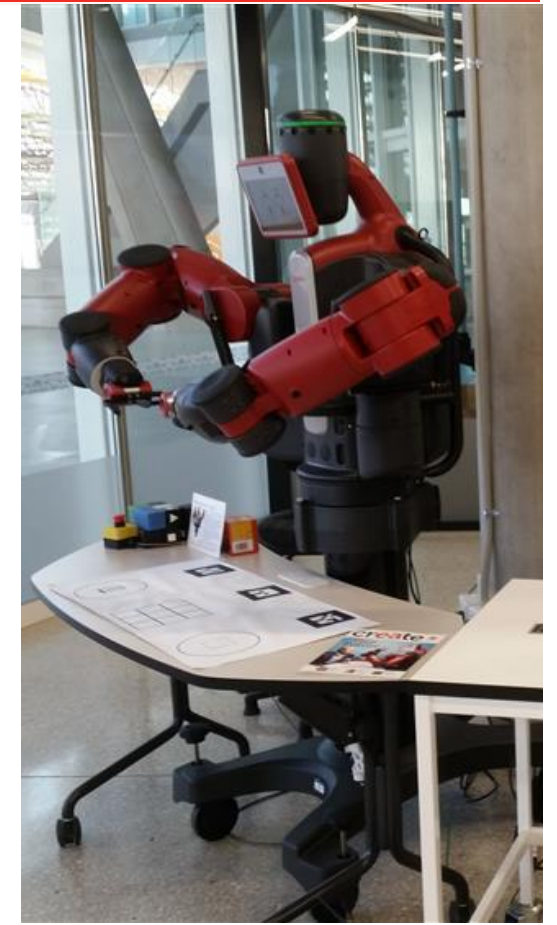
A world-class, advanced electronics manufacturer: specialises in electronic voltage converters, inverters, power supplies and battery chargers.

Built reputation in innovation through:

- Internal investment in R&D
- Entrepreneurial CEO developed and innovation culture
- Winning awards for their product development
- Supplemented with state R&D funds
- Partnered with local universities
- Patent protection
- Acquisitions

THE POWER OF

REDARC



SIEMENS

Siemens university-industry interaction approach is based on various stages, from one-time collaboration, to framework contracts to a strategic partnership

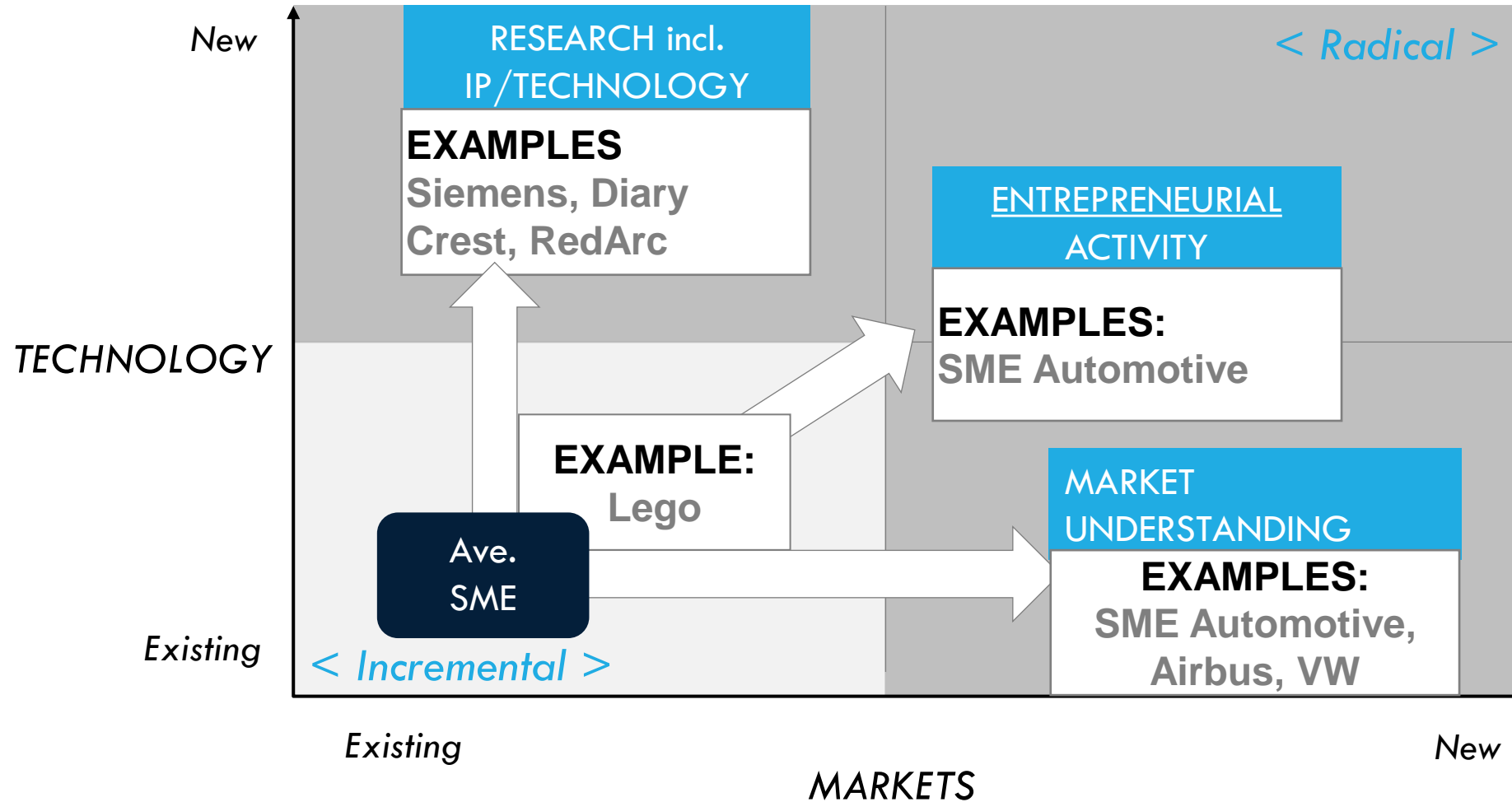
A photograph of a modern Siemens building with a blue and red facade. The word 'SIEMENS' is prominently displayed in large white letters on the blue upper section. The building has a curved design and many windows, some of which are lit up.

SIEMENS

Key success factors:

- 1. Long-term commitment e.g. CKI programme*
- 2. Relationship management e.g. Siemens CKI Managers resident within universities.*
- 3. Aligning research and innovation to talent acquisition*

Summary... for example



Characteristics of Romanian universities and implications for businesses

Victoria Galan-Muros



*Joint
Research
Centre*

UIC ACTIVITIES IN ROMANIA

		Academics	Business
<u>Education</u>	Mobility of students	3.2	5.3
	Dual education programmes	2.4	4.4
	Curriculum co-design	2.6	2.5
	Curriculum co-delivery	2.5	3.0
	Lifelong learning	2.3	3.7
<u>Research</u>	Collaboration in R&D	2.8	5.2
	Consulting	2.6	4.5
	Mobility of staff	2.3	3.4
<u>Valorisation</u>	Commercialisation of R&D	2.0	3.6
	Academic entrepreneurship	2.2	2.8
	Student entrepreneurship	2.2	2.6
<u>Management</u>	Governance	2.1	3.4
	Shared resources	2.4	3.8
	Industry support	2.4	3.8

Legend

		Most developed
		2nd most
		3rd most
		Least

Be the 1st to spot the talent



A black and white profile photograph of a young boy with short dark hair, shouting or singing with his mouth wide open. He is facing left towards the microphone.

**Have a say on the
curricula**



Communicate your future skills needs



**Share your knowledge
directly with the students**



open

YOUR DOORS

**to students and researchers for
high quality practical experiences**

A woman with long dark hair, wearing a white t-shirt and jeans, stands in the center of a modern office, pointing at a wall covered in colorful sticky notes. She is addressing a group of people seated around a white table. In the foreground, a man with a beard and a woman are visible, looking towards the presenter. The table is equipped with laptops, notebooks, and pens. The background features a white brick wall and large windows, creating a bright and collaborative atmosphere.

**Keep the skills of your
staff updated...and use
the university for this**



**Technical consultancy?
The university might
be your place**



**Most radical innovations come
from science...just saying!**

A 3D rendering of a Stormtrooper and R2-D2 against a light blue background. The Stormtrooper is in the center-left, holding a blaster, with numerous US dollar bills floating around it. R2-D2 is in the bottom right corner. The text 'Be the first client of those innovative start-ups and spin-offs' is overlaid on the left side in a blue sans-serif font.

**Be the first client of those
innovative start-ups and spin-
offs**



**Looking for a place for your next
office/lab/factory?
What about a university campus?**

A high-angle, top-down photograph of a person standing on a large white arrow painted on a paved surface. The person is wearing blue jeans, brown shoes, and a dark backpack. The arrow points directly towards the bottom of the frame. The pavement is a mix of grey and brown tones with some white lane markings. The text 'GO BACK' is overlaid in a white box on the right side of the arrow.

GO BACK

**to your university
and explore
opportunities**

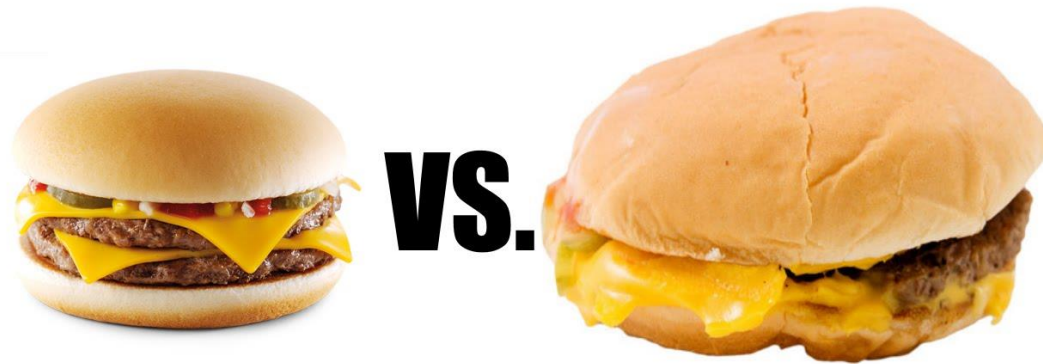
Give strategic advice





**Patience, science
in progress**

**Be aware of what the
other party wants and
expect**



A photograph of a child standing on a wide set of stone steps. The steps are made of large, rectangular stone blocks and lead up to a wall of similar stone blocks. The child is wearing a cap and overalls. A sharp shadow of the wall is cast onto the steps and the ground. The text 'Start small' is overlaid in the upper right corner.

Start small

The future of Romanian businesses: a vision towards 2030

Victoria Galan-Muros



*Joint
Research
Centre*

TALENT PARTNER



SKILLS DEVELOPER





INNOVATION ENGINE

HOME BASE





CORPORATE VENTURING

“ The trouble is, if you don’t
risk you risk even more ”

Erika Jong

**Supporting
University-Industry-
Government
Cooperation in**

Romania

TRAINING WORKSHOPS
17-20 November 2020



*Joint
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