sharing
collaboration
cooperation

Mapping of Higher Educational Programmes Embedding Work-based Learning in Coworking Spaces

Report 2019

Erasmus+

PROJECT

Name	SCC (Sharing Collaborating Cooperating)
Coordinator	Cooperatives Europe
Erasmus + project	2018-1-BE01-KA202-038599
Project start	01 September 2018
Duration	32 months
Website	www.scc.coop
E-mail	info@scc.coop

DELIVERABLE

Number	IO 2
Lead partner	Mondragon University, Spain
Authors	Liher Pillado Arbide, Mondragon University Josune Prieto Alonso, Mondragon University Monika Tkacz, Mondragon University
Contributors	Ana Aguirre, TZBZ Florent Bourges, ESS'pace François Dubois, Febecoop Claudia Gandolfi, Condiviso Anouk Guyard, ESS'pace Dario Marmo, Lama Lorenzo Novaro, Cooperatives Europe
Reviewers	François Dubois, Febecoop Claudia Gandolfi, Condiviso Cristiano Ghirlanda, Condiviso

Co-funded by the Erasmus+ Programme of the European Union

Scc project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Introduction

The following document aims to reach the main IO2 objective to provide an overview about existing higher education programmes offering work based learning through coworking spaces. Apart from mapping the existing initiatives, the report aims at providing a typology of existing examples, brief review of educational programmes incorporating work based learning in coworking, overview of pedagogical resources, limitation of existing examples and assessment of transferability potential.

The document is divided into conceptual framework providing latest trends in higher education justifying the need for new learning environments. The second part of the report focuses on mapping out and identifying and analysing the existing population of HEP (Higher Education Programmes) with work-based learning in coworking spaces including all available qualitative data from the secondary sources. The next part of the report summarizes the conducted primary research in the form of an interview with the identified best examples of HEP.

The findings from secondary and primary research allows to make an accurate assessment of existing population and select transferable parts and useful, applicable tools that might be implemented in the development of future HEP with work based learning in coworking spaces.

1. CONCEPTUAL FRAMEWORK: OVERVIEW

According to the latest report of World Economic Forum (2018) skills such as creativity, critical thinking, active learning, reasoning or complex problem solving will be in very high demand in the future. It can be explained by intense digitalization or automotion development and apparently paradoxical search for ´humane centered´skills which cannot be easily performed or replaced by machines (WEF, 2018). In addition ILO (2019), OECD (2019) underline the need of lifelong learning approach, flexibility and teamwork among students and workers as it will give them strength and prepare them for constantly changing labour market and demands for reskilling or upskilling

Moreover, following the European Commission Report (2017) education is being transformed due to some key trends shaping the format of education at any level. The report (European Commission, 2017) has unveiled a strong need for experiential, immersive, interactive learning, participatory

courses, simulation games or labs. There is also a change of the role of teachers that will be more as coaches or mentors. Educators search for competency based, multidisciplinary learning, project based learning or digitally-enables learning with diversification of education providers and training partnerships.

Educational institutions, therefore, need to respond to the education and workforce transformations and prepare future workers that acquire the mentioned above skills in order to be successful on the market. Educational institutions across Europe and worldwide search for new methodologies that would face the demands of the market. Research into effective learning such as that of Gear et al (1994), Eraut et al (2000, 2005), Felstead et al (2005) and Eraut & Hirsh (2007) suggests that the most effective and valuable learning for people is often that which occurs through the medium of work or is prompted in response to specific workplace issues. Therefore, more and more universities move into the "territory" of the workplace (Scott et al 2004) in order to offer work-based learning for its students, which is kind of a programme being negotiated between learner, university and often employer or other stakeholders, with accredited in-company courses using the workplace as a vehicle for subject-specific learning. Some universities, however, search for new learning spaces which are neither university classrooms and neither workplace itself. Currently we can observe an increased interest in informal learning methodologies, which can be defined as learning from other people during social interaction and in less formal learning environments (Eraut, 2004).

These environments should be flexible in a sense of adaptability to both individual and collaborative work and should have a strong emphasis on social and collaborative learning, or advanced technology (McLaughlin & Faulker, 2012) but also project based or challenge based learning, interdisciplinary trainings/activities and collaboration with external education providers such as other hubs or enterprises building education ecosystem (European Commission, 2017). Informal learning environments have been referred to in previous literature using many names, such as creative spaces (Jankowska & Atlay, 2008), third-space learning environments (McLaughlin & Faulker, 2012), custom designed spaces and coworking spaces (Bouncen, 2018).

Embedded in the sharing economy (Richter et al., 2015), coworking-spaces build a new worldwide trend that provides their users with dedicated office space and additionally a social space. The first

ideas about coworking-spaces developed around 2007 in Silicon Valley (see IO1), leading to an increase in the prevalence of coworking-spaces until 2012, increasing dramatically after 2012 (Bouncen, 2018). **Academic research neither focused on university coworking-spaces nor on their potential within universities**. Yet in the real world, universities conceptualise or have established coworking-spaces attached to their campuses. **The first prominent examples are the Blackstone Launchpad formed by a group of mainly US-based universities** (e.g. Cornell University, UCLA, New York University), **the i-Lab in Allson at Harvard University or the start-up Sauna in Helsinki at Aalto University.** Very recently, in 2016, several universities have and started coworking-spaces proving its growing importance (Bouncen, 2018).

Based on literature review (Bouncen, 2018, Bouncen, 2016, Capdevila, 2013) academic coworking has major impact on student engagement, peer interaction within and across year groups, relationships between staff and students, support specific coursework activities - particularly group work and can provide a sense of 'home' within the institution and can lead to a cohesive community of practice and innovation. Apart from that, academic coworking aims at improving local innovation, new venturing and regional and economic performance.

Therefore, the next parts of the report focus on identification of higher education programmes offered in coworking spaces worldwide with an aim to identify best practices or some best ingredients that might encourage other educators or community managers to foster collaborative learning and innovating in an academic environment.

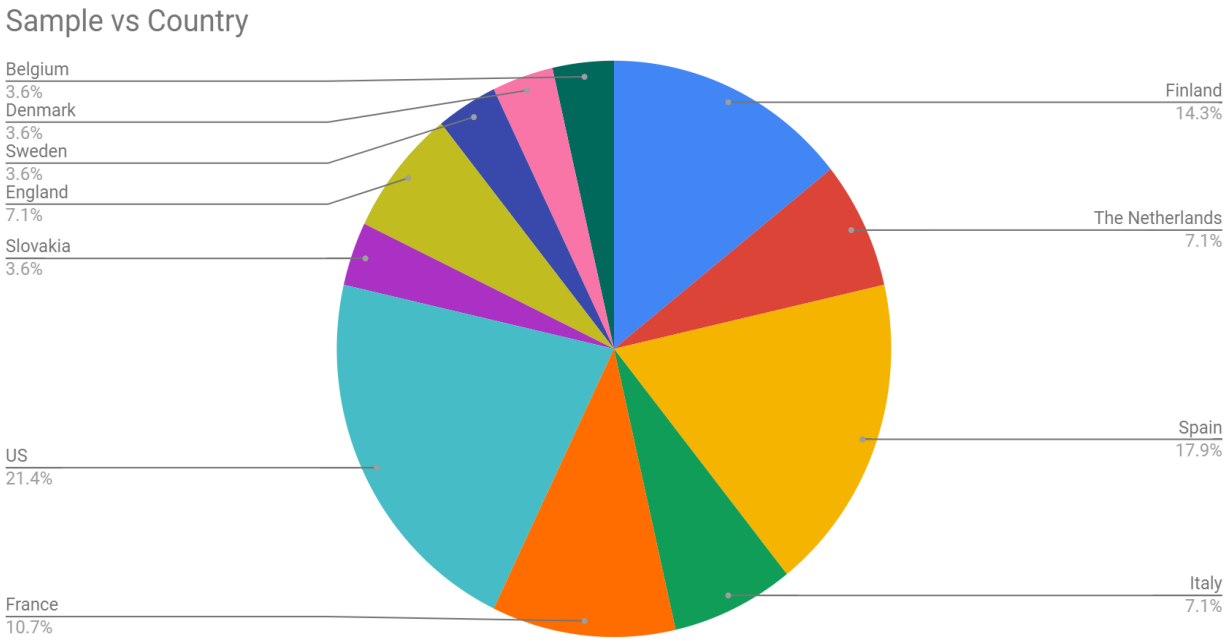
2. MAPPING OUT: IDENTIFYING POPULATION

Mapping of the population of academic coworking with HEP (higher education programmes) has been performed from January 2018, till April 2018. The mapping has been aimed at creating a typology of existing examples and brief review of existing educational programmes and its limitations or transferability potential.

The identified sample includes in total 28 examples plus 1 global network of coworking at Universities or research centers (Design Factory Network- See Table 1). The identified examples are from: Italy (7, 1%), Spain (17,9 %) Belgium (3,6 %), France (10,7 %), UK (7,1%), Finland (14,3%),

Sweden (3,6%), Slovakia (3,6%), the Netherlands (7,1%), Denmark (3,6%) and the US (21,4%). (See Graph 1.)

Graph 1. Mapping by Country



Source: own elaboration

As observed on the graph above (Graph 1.), the majority of identified academic coworking spaces examples have been from the US. It can be justified by the fact that the first initiatives of coworking in the academic or higher education environment has been observed there (Bouncken, 2018). Spain, France and Finland, however, also have a range of interesting initiatives and programmes which will be presented in further parts of the report.

In addition, the mapping has identified examples that might be potentially included in the official mapping but more detailed research is needed (the examples will be presented in Annex A, see below).

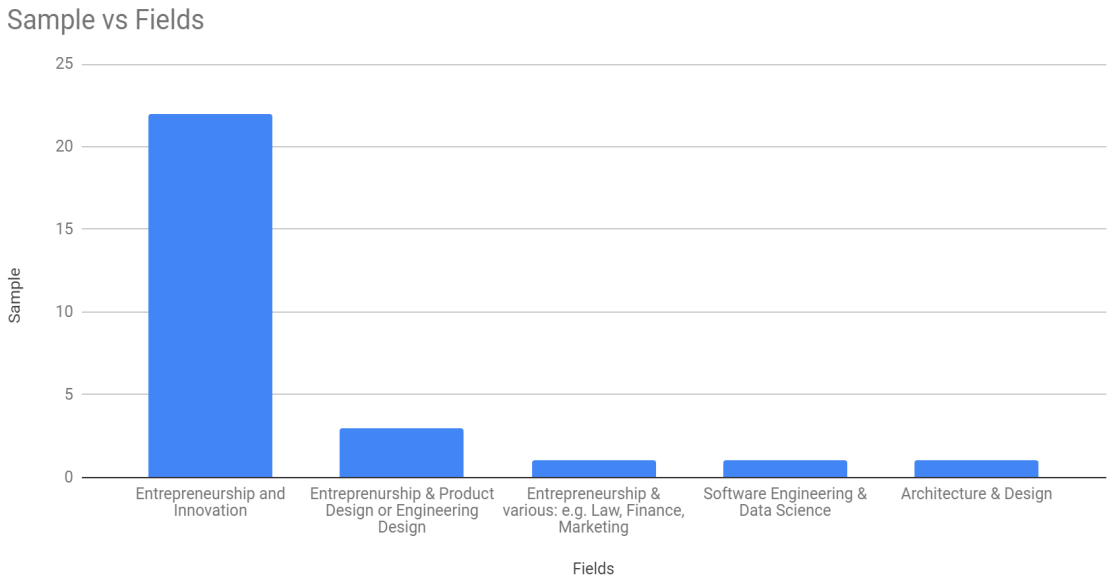
2.1. Methodology

The investigation applied was **qualitative and exploratory.** The search and analysis of the mapped cases has been made on the basis of qualitative and secondary data (such as available data on web pages, articles, social media) and additionally some primary data sources for some deep **case study analysis** (part 3 of the report). The case study analysis is connected with cases identified in IO1 (see IO1, Polifactory and VentureLab).

2.2. Typology of existing examples

Proving the observations in current research of academic coworking spaces, the majority is related to entrepreneurship studies (Bouncken, 2018). That kind of learning environment has appeared to be effective for entrepreneurial studies. More and more university coworking-spaces and the services offered within provide a helpful base for initiating and progressing entrepreneurial activities (Bouncken, 2016). Specifically, coworking spaces allow action-based entrepreneurship education because students are directly and actively involved in idea development and progress. Not surprisingly, the mapped sample also presented a similar tendency of university coworking spaces mainly aimed at entrepreneurship & innovation. (see Graph 2.)

Graph 2. Mapping by Fields of Study



Source: own elaboration

As presented on the Graph 2 majority of the identified academic coworking spaces where related to Entrepreneurship and Innovation (22 examples, such as e.g. UWE Bristol University or DTU Technical University in Denmark or Leiden University in the Netherlands see Table 1). A few (3 examples) to Entrepreneurship and Product Design (such as e.g. Aalto University-Design Factory, see Table 1) and others to Software Engineering, Data Science or Architecture & Design or even Marketing, Law or Finance (such as e.g. IEU Labs at University in Segovia or Madrid, see Table 1). The mapping shows a tendency of academic coworkings aimed at entrepreneurship however it also has unveiled a new pattern of other study fields thought in coworking environments. What is even more, all identified places are not only aimed at students from entrepreneurship but they rather welcome all faculty students from all levels and degrees of studies to foster entrepreneurial skills among all.

Interestingly, not all identified coworking spaces with higher educational programmes are places at University campuses. Some (such as for example Galvanize US, see Table 1) are coworking spaces networked with Universities, however not having a physical space at the campus. That kind of spaces cooperate with Universities by offering certified courses or by welcoming partnering students in their place. Another type can be entirely non-University coworking spaces but with educational targets. Those kinds of places still offer so called higher educational programmes, professional courses, master classes but not in cooperation with Universities but with corporate partners only. It shows a new tendency in education where coworking spaces break the boundaries of programmes mainly delivered by academia.

Following that observation, the report has identified three categories of mapped example:
Category 1. University educational coworking space;
Category 2. Educational coworking spaces networked with university/ies;
Category 3. Non-University coworking space with educational target.

The following Table 1. shows a brief description of all sample and the proper categorization.

Table 1. Mapping by Category

Name	Country	Field	Description	Category
(Aalto University) Aalto Design Factory (ADF)	Aalto, Finland	Entrepreneurship & Product Design	Aalto Design Factory (ADF) is an interdisciplinary product design and learning hub uniting students, teachers, researchers, and industry. They aim to build a new kind of passion-based learning culture for Aalto University.	CATEGORY 1. University educational coworking space
(Aalto University), Startup Sauna	Aalto, Finland	Entrepreneurship	The Startup Sauna co-working space is a focal meeting point at the campus of Aalto University for entrepreneurs and investors alike. It's a 1500 square meter industry hall open for everyone – no membership or previous ties to Startup Sauna are required. It's a regular event space for founder talks, pitching competitions, hackathons and BBQs, hosting nearly 100 events a year related to startups and entrepreneurship.	CATEGORY 1. University educational coworking space
Team Labs	Barcelona, Madrid, Spain	Entrepreneurship & Innovation	Team Labs in Barcelona and Madrid are learning hubs that form part of MTA (Mondragon Team Academy & Mondragon University). It offers radical learning experiences in inspiring basecamps. It promotes learning by doing and team entrepreneurship, The Team labs work based on the concept of teams as a vehicles for growth and learning, working with a methodology especially designed to this end. Inspired by finish education (TimiAcademia). Learning doesn't happen in classrooms that are isolated from the real world but in coworking spaces that welcome hybrid ecosystems with companies, professionals, universities and experts.	CATEGORY 2. Educational coworking networked with University
HubHub	Bratislava Slovakia, also located in other places (Warsaw, London, Budapest, Prague)	Entrepreneurship & Innovation	HubHub isn't a space or place, so much as a state of mind. At HubHub, like-minded talent and a culture of opportunity collide – creating the perfect environment for extraordinary things to happen. It's a meeting of minds, a vibrant collective of energetic and dynamic people, each dedicated to the shared success of thriving network and driving towards the one same goal – to keep on growing. HubHub infuses its environments with a certain alchemy for success. Everything that they do is specifically designed to create and maximise opportunities between members and the wider ecosystem, and for educational programmes to develop and grow talent.	CATEGORY 3. Non-University coworking with educational target

(UWE Bristol University)Team Entrepreneurship Lab	Bristol, UK	Entrepreneurship & Innovation	BA(Hons) Business (Team Entrepreneurship) This radically different degree gives the opportunity to set-up and run own projects and ventures in the UWE Bristol University coworking space. Inspired by the pioneering Finnish 'Team Academy' approach, UWE Bristol was among the first to introduce this course to the UK. In the first few weeks students form a Team Company of up to 20 students, and work on real projects with the potential to earn their own income while gaining entrepreneurial experience.	CATEGORY 1. University educational coworking space
Google Campus	London, UK (other campuses in Madrid, São Paulo, Seoul, Tel Aviv, and Warsaw)	Entrepreneurship	Google Campus in London is a non-University coworking space with educational target for early-stage tech startups to bring them to the next level and connect to the tech ecosystems, mentors and specialists.	CATEGORY 3. Non- University coworking space with educational target
(DTU Technical University) SkyLAB	Copenhagen, Denmark	Entrepreneurship & Innovation	DTU Skylab is the innovation hub located at Lyngby campus at DTU, Technical University of Denmark. DTU Skylab is an open space and community where corporates, students, startups and researchers can work together. Organizations and corporates join the community to participate in events, set challenges in hackathons and innovation sprints, and of course to meet and work with world class students, young researchers and startups who frequent the facility on a daily basis. It focuses on enabling student innovation and entrepreneurship through three focus areas; student innovation, company collaboration and academia.DTU Skylab values diversity, interdisciplinary and cross-cultural collaboration.	CATEGORY 1. University educational coworking space
Galvanize	Denver, Austin, San Francisco, New York, Los Angeles, Seattle, US	Software Engineering & Data Science	Learning Community for Technology; it is more than coworking space, Galvanize is the ultimate technology ecosystem, eight campuses across the country bring together dedicated students, innovative startups, and large enterprises that all benefit from the dynamic and unique learning community. 1000 companies. 9 campuses, 7000+ graduates, 3000+ members, some educational programmes thought in Galvanize are part of Universities programmes (University of New Haven).	CATEGORY 2. Educational coworking networked with University

(Duke University) Duke I&E Hub	Durham, US	Entrepreneurship & Innovation	Duke Innovation & Entrepreneurship works in partnership with students, faculty, staff, and alumni of Duke University to turn ideas into action that can impact lives.I&E serves as a hub and resource center across the Duke innovation system, connecting innovators to education, mentoring, resources, community, and intellectual leadership.	CATEGORY 1. University educational coworking space
Harvard University, i-Lab	US	Entrepreneurship & Innovation	The Harvard i-lab is a resource available to all current students from any Harvard school who is looking to explore innovation and entrepreneurship at any stage. The i-lab provides all the physical and intellectual resources current Harvard students need to develop and grow, including one-to-one advising, office hours with industry experts, workshops, an incubator program, and a competition. Open co-working space is also available for any Harvard student looking to grow as an innovator.	CATEGORY 1. University educational coworking space
Syracuse University, Blackstone LaunchPad Innovation Hub	New York, US	Entrepreneurship & Innovation	The Blackstone LaunchPad is Syracuse University's Innovation Hub -- open to all faculty, staff, students, and alumni who are interested in exploring ideas, creative entrepreneurship, and venture development.	CATEGORY 1. University educational coworking space
(Eindhoven University of Technology) TU/u Innovation Space	Eindhoven, The Netherlands	Entrepreneurship & Engineering design	TU/e innovation Space is a community that develops and facilitates interdisciplinary hands-on challenge-based learning, engineering design and entrepreneurship. It offers a place where students learn to deal with complex societal and industrial challenges, develop innovative projects with researchers, businesses and other stakeholders. Furthermore, it provides a space and support for lecturers that develop and offer hands-on courses and want to contribute to innovation in education.	CATEGORY1. University educational Coworking space
PEPITE FRANCE	France	Entrepreneurship	Pepite France is a French network which helps PF to develop themselves. A PEPITE (Pôles Étudiants Pour l'Innovation, le Transfert et l'Entrepreneuriat) is an organization attached to a university. It has multiples missions: - Train students to help them to develop their own business; - Give students a place to work (a lot of PEPITE have a coworking space); - Develop communication and numeric tools to promote entrepreneurship among students.	CATEGORY 2. Educational coworking networked with University

TAG (TALENT GARDEN)	Genova, Italy	Entrepreneurship & Innovation	Founded in Brescia in 2011, Talent Garden is Europe's largest physical networking and training platform for digital innovation, which now has 23 campuses in 8 countries (Albania, Austria, Denmark, Italy, Ireland, Lithuania, Romania, Spain) and thousands of talents, including startups, freelancers, companies and large companies.	CATEGORY 3. Non-University coworking space with educational target
THINK CORNER	Helsinki, Finland	Entrepreneurship	The Coworking Basement is a relaxed and inspiring coworking space open to all located in the Think Corner basement at the University of Helsinki.The space is open to everyone during Think Corner opening hours. Think Corner offers the latest in research in the heart of the City Centre Campus, surrounded by the passionate young and wise seniors, in the living room of one of the world's top universities. Think Corner offers spaces, services and events to generate new thinking and new creative energy. Doors and ideas are open for everyone.	CATEGORY 1. University educational coworking space
IE School of Architecture and Design, FabLab	Segovia, Spain	Architecture & Design	A Fab Lab or digital fabrication laboratory, is a place to play, to create, to mentor and to invent: a place for learning and innovation. Fab Labs provide access to the environment, the skills, the materials and the advanced technology to allow anyone anywhere to make (almost) anything. IE University joining the network of FabLab creates new opportunities for its students. The Fab Lab IE University was set up as a small workshop with a laser cutter and a 3D printer, growing steadily to include digital and analogue resources that have been made available to students to make models and prototypes. The workshop now has three laser cutters to create 2D and 3D structures, a vinyl cutter for adhesive material to create posters and logos; seven 3D printers to make complex geometric shapes, a large format milling machine (computer numerical control, CNC) for large scale models, structural prototypes and furniture; a high resolution mini milling machine (CNC) for electronic circuit boards and precision parts, vacuum forming thermometer to create plastic replicas, along with a wide range of traditional carpentry tools.	CATEGORY 1. University educational coworking space

Mondragon University, MONDRAGON TEAM ACADEMY (MTA)	Irun, Bilbao, Onati, Basque Country, Spain	Entrepreneurship & Innovation	Based on TiimiAcademia methodology, learning by doing, team entrepreneurship; MTA is radical learning experiences where the concept of teams are vehicles for growth and learning, Inspired by finish education (TimiAcademia). Learning doesn't happen in classrooms that are isolated from the real world. Educational accompanied by experts and coaches. Lab in Bilbao (BBF) aims to bring together in one place, under one integrated project, educational and innovative business initiatives in order to create conditions for learning, creativity and collaboration, promoting the development of new innovative business initiatives in strategic sectors for the city. New initiative Change Maker Lab brings together students from different faculties to innovate and solve challenges in interdisciplinary teams	CATEGORY 1. University educational coworking space
JAMK (Jyväskylä) University of Applied Sciences, Tiimiakatemia	Finland	Entrepreneurship	Tiimiakatemia was founded in 1993 by Johannes Partanen. During 17 years, the number of students increased from 24 to approximately 180 learners in 10 teams. All of them will graduate as Bachelors of Business. All teams operate as independent cooperative companies. Students have to do real-life projects, which they have to find themselves, to cover all the expenses of the company. Projects function both as learning environments (for studies and developing the individual's competence) and as ways of doing business (for team companies). Learning is a process that is not divided into modules or subjects like marketing or leadership.	CATEGORY 1. University educational coworking space
PLNT Leiden Center for Innovation and Entrepreneurship	Leiden, the Netherlands	Entrepreneurship	PLNT is an innovation hub that offers an activation program focused on developing yourself as a professional and/or entrepreneur aimed at actually creating impactful projects and/or companies in Leiden. In cooperation with Leiden University and Center for Innovation in Leiden. Open for students entrepreneurs from Leiden University	CATEGORY 2. Educational coworking networked with University

VENTURE LAB	Liège, Belgium	Entrepreneurship	VentureLab is designed as a supportive ecosystem to encourage entrepreneurship in students and young graduates from the Liege-Luxembourg academic hub. The Venture Lab is an incubator for student entrepreneurs developed by the business school of Liège University (Belgium) in 2016. The idea comes from the observation of a lack of support structures for entrepreneurship among young people on the Belgian market. The founder, Bernard Surlemont, professor of entrepreneurship at the business school HEC Liège has identified, based on studies, three specific brakes to the entrepreneurial act of young people: - The lack of experience; - The lack of address book; - The lack of self-confidence/ 80 companies created since the foundation x 2 founders on average. 100 projects incubated on average carried by two students, a total of 200 people incubated continuously.	CATEGORY 1. University educational coworking space
POLI FACTORY	Milan, Italy	Entrepreneurship & Product Design	The Polifactory project was officially born between the end of 2013 and the beginning of 2014, at the Politecnico di Milano. Polifactory is an interdepartmental research laboratory of the Politecnico di Milano, and also makerspace and Fablab of the Politecnico. It aims to develop research and experimentation activities exploring the relationship between design and new production models. The space is aimed at a scientific community, a students community for the pre-incubation of their talents, and finally also at the world of makers. with a particular interest in the dynamics of the city where the university Fablab resides. It interacts with both e urban community, citizens, stakeholders and local actors, the Fablab network and international ecosystem, the research and students communities of the Politecnico.	CATEGORY 1. University coworking space
Innovation Lab/PSL University Paris	Paris, France	Entrepreneurship	PSL Innovation Lab are to support the education of student entrepreneurs and give designers room to experiment, to provide dedicated space for PSL's start-up launchers and to host professionals, PSL offers 9 spaces for work, experimentation, and collaboration devoted to innovation techniques.	CATEGORY 1. University educational coworking space

Schoolab	Paris, France	Entrepreneurship & Innovation	Schoolab Paris is the biggest hub dedicated to innovation located in the heart of Le Sentier, the Paris Tech District. More than just a space for innovation, an outstanding ecosystem to design and deliver great innovations to market. Schoolab mixes students from top engineering, business, design, medicine, and communication schools in order to learn about innovation and entrepreneurship. It offers 1,800 m^2 Innovation Studio, mixing students, startups and large corporations. For Students: Intrapreneurial internships, Innovation programs, Entrepreneurship programs; For Startups: Startup accelerator, Offices – coworking, Private events; For Corporations: Project accelerator, Corporate innovation, Executive education.	CATEGORY 2. Educational coworking space networked with University
IEU LABS	Segovia & Madrid, Spain	Various: Entrepreneurship Law, Marketing Social Entrepreneurship Finance	Our IEU Labs are a unique, innovative alternative to traditional education. By participating in this program, first and second year students gain real-world, professional experience while working with top companies. There are 10 Labs to choose from (such as Communication Lab, Law, Lab, Start-Up Lab etc.) each offering specific projects to work on and valuable insights into the realities of a number of different sectors. Students work alongside managers and directors at leading global organizations, allowing them to grow a formidable professional network. Students work in the chosen lab combining it with normal studies.	CATEGORY 1. University educational coworking space
STANFORD VENTURE STUDIO	Stanford, US	Entrepreneurship	The Stanford Venture Studio is a program for Stanford graduate student teams exploring new venture ideas. It connects students to entrepreneurial expertise, resources and a community of like-minded peers and alumni. The Stanford Venture Studio supports students at any stage of their venture — from early brainstorming through early launch and fundraising. The program is open to graduate students from all disciplines and from any Stanford school. We welcome interdisciplinary teams of one or more. The Stanford Venture Studio is self-directed and unstructured, offering students a trusted network of mentors, advisors, peers, and alumni to guide them in the process of developing a new business idea while exploring entrepreneurship as a career path.	CATEGORY 1. University educational coworking space

OpenLab	Stockholm Sweden	Entrepreneurship & Innovation	Openlab is a challenge-driven innovation community providing courses for professionals and master's students, co-working space, innovation projects and a conference center. Together with their founding partners they are experts in transforming innovation for the public sector through design methods and digital innovation platforms. Cooperation with Stockholm University.	CATEGORY 2. Educational coworking network with university
University of Granada, BREAKER	Granada, Spain	Entrepreneurship	BREAKER is a novel 'spark gap' equipped with two classrooms, a living coworking and events, various offices for startups incubation of the UGR, and rooms for mentoring entrepreneurial projects by professionals and experts. These facilities also include the technicians and specialists UGREmprendedora, from where all activities of promotion and development of entrepreneurial initiatives at the University of Granada are coordinated.	CATEGORY 1. University educational coworking space
JMU Labs	Virginia, US	Entrepreneurship	At James Madison University, the JMU X-Labs offers free, non-credit workshops to help faculty, students and community members learn new skills. Faculty and students also use JMU X-Labs as maker spaces and facilities to teach courses, with a future goal of offering 24-hour access to the campus community. In November, Fellows and faculty also hosted a University Innovation Fellows Regional Meetup in the X-Labs space, where attendees participated in design challenges and explored projects Fellows are implementing across the country.	CATEGORY 1. University educational coworking space
DESIGN FACTORY GLOBAL NETWORK *	Warsaw, New York, Santiago, Helsinki, Shanghai, Melbourne, Geneva, Porto, Seoul, Riga, Bogota, Philadelphia, Ankara, Valencia, São Paulo, Cali, Hamilton, Barcelona, worldwide	Entrepreneurship & Innovation	Design Factory Global Network (DFGN) is a network of innovation hubs in universities and research organisations in five continents of the world. DFGN is on a mission to create change in the world of learning and research through passion-based culture and effective problem solving. Shared understanding and common ways of working enable Design Factories in the network to collaborate efficiently across cultures, time zones and organisational boundaries fostering radical innovations.	CATEGORY 1. University educational coworking space

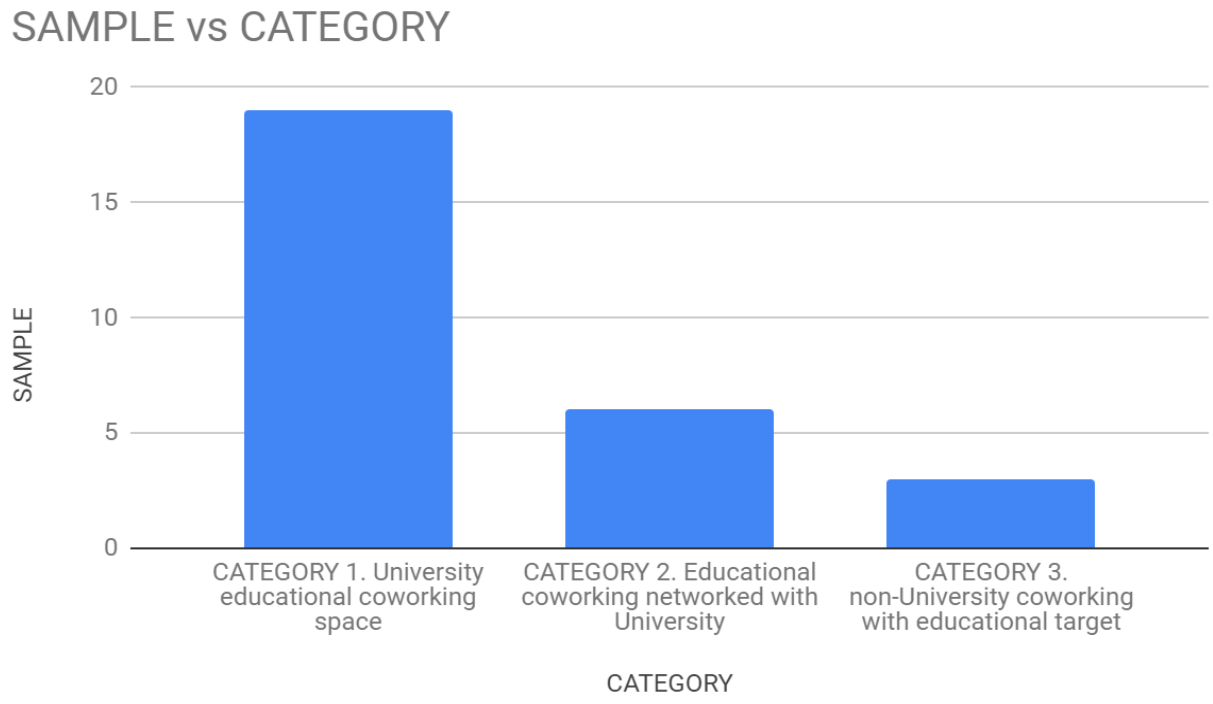
Source: own elaboration

To sum up, the sample includes varieties of university coworking spaces or non-university coworking spaces (with educational target) ranging from Team Labs in Barcelona or Madrid to iLab in Harvard University or Polifactory in Italy or HubHub in Slovakia.

* The last example of Design Factory does not relate to any specific example but it describes the Global Network of existing universities and research centers around the globe that introduce innovation hubs in its campuses to create new learning environments for innovation.

The following Graph 3 visualises the categorization of the mapping sample (by comparison).

Graph 3. Mapping by Category (comparison)



Source: own elaboration

The above graph (Graph 3.) presents that the majority of mapped examples (19 examples) are university educational coworking spaces with the proper space at the campuses. The rest 6 (OpenLab in Sweden, SchoolLab in France, Pepite in France, PLNT in Leiden in the Netherlands, Team Labs in Spain and Galvanize in the US) are coworking spaces that are networked with universities to

codesign the educational offer but does not have a space at the University itself and the last 3 are non-University coworking with educational target (Hub Hub in Slovakia and Google Campus in the UK and Talent Garden in Italy).

2.3. Brief review of educational & pedagogical resources

The educational offers of the mapped examples are very broad. Some relate to master programmes/courses to bachelor, some are only extracurricular and some are curricular in academic programmes. The analysis of the mapped sample has unveiled some interesting programmes.

Such as for example:

(1)

OpenLab	**Level: Master's course Challenges for Emerging Cities (15 or 7,5 Credits)** is an interdisciplinary project course based on challenge driven innovation. **Work in teams with students from different universities, disciplines and backgrounds.** It is a hands-on course that **teaches design methods, project management and teamwork skills.** Creation of solutions with the potential societal development in the fields of **sustainable urban development, health, education and the ageing population.** The challenges in the course are submitted by Stockholm City, County Council and County Administrative Board Study Pace: Part time, 50%, Tuesday + Thursday, Language: English; Qualification: 180 credits	**Methodology**: master degree level, curricular, team based, interdisciplinary, challenge based/driven with user center methods, mainly Design Thinking and SCRUM to develop solutions and innovations to a given societal challenge, on behalf of an external public sector client

(2)

Aalto Design Factory	There are annually ca. 40 different courses from all schools of Aalto University arranged at ADF. Majority of them are credited with ETCS programmes. **PRODUCT DEVELOPMENT PROJECT** is aimed at students interested in developing new products, solutions or consumer goods. The problems are given and sponsored by both domestic and foreign industrial companies, who are searching for innovative cooperation with the next generation of product developers. **GLOBAL TEAM-BASED DESIGN INNOVATION**: Through learning-by-doing, students are solving real-life innovation problems with corporate partners, all while surrounded and supported by a close-knit group of course mates, teaching staff, coaches and 310 alumni. **INTERNATIONAL DESIGN BUSINESS MANAGEMENT** is educating global producers and leaders of innovation in new product, service and business development. The program builds on the premise that new wealth, meaningful	**Methodology**: curricular or extracurricular, any degree level, interdisciplinarity, project-based, problem based learning, educational offer co-designed with domestic and foreign industrial companies, solving real life innovation problems

	social innovation and solutions are increasingly created in the spaces between disciplines and thus there is a need to educate interdisciplinary professionals. **AALTONAUT** is a new Bachelor's Degree Minor Studies Programme in Interdisciplinary Product Development. Aaltonaut courses rely on problem-based learning as well as interdisciplinary teamwork in hands-on projects. Aaltonaut aims to educate its students on different aspects of product development, reinforcing an entrepreneurial attitude, and improving working life skills. **Pack-Age** is an intensive 15 ECTS packaging design course uniting design, business and engineering thinking to sustainability and project-based learning. Students work in interdisciplinary teams with real projects from the industry. The project work is supported by a wide range of theme lectures. **Rat Relay** is a three-day design thinking hackathon organized by the Design Factory Global Network. Each Design Factory brings a sponsored challenge that is rotated around the world in five 6-hour slots – tasks are shared and split between teams working together near and far. The Rat Relay is open to everyone (although advance registration is required), and participants choose how many slots they wish to take part in.	

(3)

Innovation Lab/PSL University Paris	Various specialisation courses within coworking spaces: **Paris-Dauphine incubator,** for students and graduates with business idea,: 12 months programme with financial and expert assistance for students and graduates (programme for students from Paris but also one programme for students from Londor-6 month programme with help to access french market with the British students business ideas; **Coworking MINES** is for students from entrepreneurship that within their specialisation have 15 days to develop specific entrepreneurial project, the coworking spaces is their working lab; **LUTIN UserLab** is for scientists, researchers and PhD students, its is a form of Live Lab devoted to create scientific ecosystem between universities in France: Paris VIII, Paris VI, UTC, EPHE; the LutinLab allows scientific collaboration in the areas such as cognitive psychology, neuroscience or artificial intelligence, the space has been created in 2008 in order to foster innovation in education and science. **Beaux-Art-Digital**: Lab devoted to students in digital arts, giving them access to tools such as ·3D printers, advances cameras, lasers, tools to make videos, workshops, photo laboratory, access to experts: **FabLAB** available for students that want to transform their product idea into real object; space with all necessary tools 3D printers, lasers etc. available for students of entrepreneurship, marketing, design **PSL-LAB:** aimed at students entrepreneurs that want to develop their start-ups: The programmes within the labs are not obligatory curricular activities but rather additional activities fostering collaboration and innovation in various fields ranging from marketing, entrepreneurship to digital art	**Methodology**: extracurricular, any level (bachelor, master) team based with access to experts in the labs/coworking spaces, workshops, access to advanced tools and mentorships. codesigned with corporate experts and academic experts

(4)

TAG (TALENT GARDEN)	Talent Garden itself is a coworking space incorporating freelancers, start-ups and companies. Apart from coworking space it offers Innovation School. The TAG innovation school offers: 5 full and part time **Master Classes** (e.g. Master in Content Design & Creation, Digital Law, Digital Business Strategy, Master in Coding or Data Scientist in majority cases 12 weeks); It offers masterclasses for graduate students and professionals. The professors in majority cases are company experts. (**offers academic courses but not in cooperation with Universities but with company experts**); Events and networking activities to celebrate innovation, learn about new tech trends, meet potential partners and boost your business connections.	**Methodology**: non-university educational programme, master level or graduate students or professionals, mainly 12 weeks masterclasses programmes, co-design of educational offer with corporate partners and experts

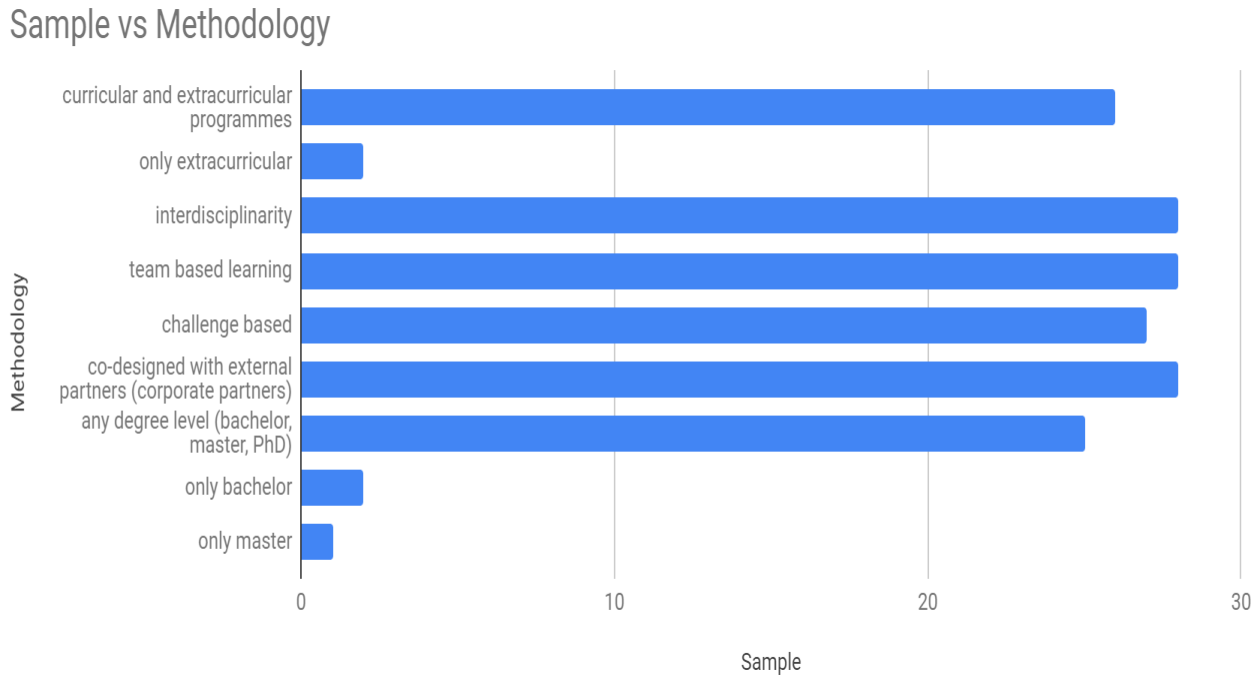
The mentioned 4 examples of educational programmes perfectly present the wide range of programmes, ranging from interesting activities such as **Rat Raley (in Aalto Design Factory, Finland)** extracurricular activities for innovation, to **AALTONAUT** as a new Bachelor's Degree Minor Studies Programme in Interdisciplinary Product Development with problem-based learning as well as interdisciplinary teamwork in hands-on projects, **FabLAB** available for students that want to transform their product idea into real object; space with all necessary tools 3D printers, lasers etc., **Global Team Based Design Innovation or Interdisciplinary Master Course** through learning-by-doing, where students are solving real-life innovation problems with corporate partners, or real life challenges for emerging cities together with corporate or public partners or **Pack-Age** as an intensive 15 ECTS packaging design course (in Aalto Design Factory) uniting design, business and engineering thinking to sustainability and project-based learning. Students work in interdisciplinary teams with real projects from the industry. The project work is supported by a wide range of theme lectures or **Paris-Dauphine incubation programme** for students and graduates with business idea: 12 months programme with financial and expert assistance for students and graduates.

The mentioned above programmes (together with the whole sample) present similar characteristics of HEP in coworking spaces:

- Mix of curricular or extracurricular activities/programmes which connect students, researchers, teachers and companies together (through projects, challenges);
- Master courses, full degrees or just temporal courses within specific degrees (such as for example PackAge);
- Full time or part time programmes (2 weeks programmes, 12 weeks, 6 months programmes to 1 year Master Courses to 4 years Bachelor Studies);
- Master Level, Bachelor level and very often any degree level mixing all degree students in one lab;
- Team based learning (majority of activities require team performance);
- Interdisciplinarity, teams are based on all faculty students or all background members or even mix of students from different Universities (e.g. OpenLab);
- Project based learning (majority of activities are in a format of projects but mainly real projects from industry, from corporate partners);
- Challenge based (mainly real life challenges to be solved for companies or for local public institutions);
- Mentorship and coaching on a daily basis;
- Educational programme in a form of incubation programme for all degree students to boost entrepreneurial skills among all students from all fields;
- Access to business advisors or company representants (on a daily or regular basis);
- Access to advanced equipment and tools (for example prototyping tools), some Universities offer a format of FabLabs or makery spaces which are technical coworking spaces with advanced tools for design and product development;
- Educational offer co-designed with domestic and foreign companies, corporate partners, public sector partners and academic experts.

The following Graph (see Graph 4.) present a brief summary of the sample in relation to the key characteristics of educational programmes in coworking environments

Graph 4. Mapping by Methodology



Source: own elaboration

2.4. Identification of best practices, limitation of existing examples and assessment of transferability potential.

a. The following part relates to identification of the best examples. **According to** (Bouncken, 2018) there are three key elements that need to be taken into consideration: (1) **Space**: Facility management, rooms, meeting places, labs, conference rooms, machine facilities, 3D printers, office space and social space, technical spaces, interior design; (2) **Course Structure**: open to all or just for one faculty students, curricular activities or rather extracurricular, workshops, advisoring, coaching, mentoring, codesigned with academic or corporate experts etc.; (3) **External linkages**: connections with external partners (firms, incubators, public institutions) either for codesign of educational offer or rather for renting a place in the academic coworking space to create a close ecosystem On the basis of analysis with usage of secondary date the following examples have been identified as the best: **Mondragon Team Academy** (Mondragon University), Aalto Design Factory, **UWE Bristol Team Entrepreneurship**

Hub, OpenLab, **Polifactory, VentureLab (see Table 1 for description and section 2.3 for a description of the courses in Aalto Design Factory and OpenLab)** 3 of the identified examples will be more broadly described in the form of case studies in part 3 of the report (see below).

b. **Limitations of examples:**

- Majority of the examples relate to entrepreneurship which might not be applicable if needed for other fields of study
- Majority of the examples have local partnerships that codesign the challenge based education. In other countries the potential of local partnerships might not be replicable

c. Transferability potential of identified best examples

The following assessment is an initial transferability assessment. The key element plays the fact if the coworking has already been expanded to other countries or not.

The scale used (1-5) for the three variables (Transferability of Space, Course Structure and External Linkages (networks).

Aalto Design Factory

Space (3) (quite costly)	Course Structure (5)	External Linkages (4) help from Global Network)	Already expanded? Yes	4+1 = **5** (additional point for "already expanded")

UWE Bristol Team Entrepreneurship Hub

Space (4)	Course Structure (5)	External Linkages (3) MTA Network	Already expanded? Yes	4+1=**5** (additional point for "already expanded")

MTA

Space (4)	Course Structure (5)	External Linkages (3) MTA Network	Already expanded? Yes	4+1=**5** (additional point for "already expanded")

OpenLab

Space (4)	Course Structure (5)	External Linkages (2)	Already expanded? No	**3,7**

Polifactory

Space (4) S	Course Structure (4)	External Linkages (2)	Already expanded? No	**3,3**

VentureLab

Space (4)	Course Structure (4)	External Linkages (2)	Already expanded? No	**3,3**

Aalto Design Factory, UWE Bristol Team Entrepreneurship and MTA have been considered as those examples with the highest transferability potential. Mainly due to previous transferability experiences which gives more reliability. In terms of OpenLab, lack of broad international network might be an issue plus lack of previous expansion experiences. In terms of VentureLab or Polifactory the course structures are in local languages plus lack of international network and transferability experiences.

The initial analysis, however, requires additional research to assess in broader terms the potential of the identified examples. The case study analysis might become helpful in terms of further assessment.

3. QUALITATIVE RESEARCH

In this part, three of the main interesting initiatives of the mapping have been picked up for qualitative research. According to past research with a case study approach, three to five in-depth case studies are an acceptable number for adequate results (Eisenhardt, 1989).

Table 2. Analysis of best cases of the mapping

Name	Description	Programmes or services	Methodology
POLIFACTORY	The Polifactory project was officially born between the end of 2013 and the beginning of 2014, at the Politecnico di Milano. Polifactory is **an interdepartmental research laboratory of the Politecnico di Milano, and also makerspace and Fablab of the Politecnico.** It aims to develop research and experimentation activities exploring the relationship between design and new production models. The space is aimed at a scientific community, a students community for the pre-incubation of their talents, and finally also at the world of makers. with a particular interest in the dynamics of the city where the university Fablab resides. It interacts with both urban community, citizens, stakeholders and local actors, the Fablab network and international ecosystem, the research and students communities of the Politecnico. The Polifactory is a community of communities, an enabling platform for interaction between different communities with the Politecnico di Milano and its components.	Polifactory is an interdepartmental research laboratory. Although it is not part of the educational laboratories, Polifactory opens its doors to students who wish to actively participate in the community through various "**talent incubation programs"**. The Polifactory also has the **Talents in Residence program** that hosts 40 students each year, mainly but not exclusively from the Politecnico di Milano. The Open Call x Talents in Residence is a free opportunity that Polifactory offers to students of the Bachelor's Degree, Master's Degree and Design Doctorate, Mechanical Engineering, Electronics, Information Technology and Bioengineering, with the aim of developing a project - individual or group - in connection with a laboratory, a course of study or related to their thesis project.	Entering Polifactory as Talent in Residence means conducting an immersive experience that is characterized by these aspects: • becoming part of a multidisciplinary community, knowing and collaborating on an equal basis with students, professors and researchers from various disciplines • learn how to attend a makerspace and a co-working space, with its operational, social and collaborative dynamics • know firsthand the logic and practices of making and of digital manufacturing • participate and collaborate in the organization of planning, cultural and experimental activities. The Talent in Residence are hosted in the makerspace for a minimum period of three months (three weeks is the minimum period for students of the bachelor degree course) during which students can develop their projects in a multidisciplinary and collaborative environment. This means having the support of the Polifactory community and the agreed access to the

			tools and machines present in the laboratory. However, the space is also open to outsiders: hackers, makers, programmers, computer, electronics and physical computing enthusiasts from the Politecnico di Milano can collaborate freely to experiment with projects that arise from combinations of different interests and passions. To learn and have fun together.
VENTURELAB	VentureLab is designed as **a supportive ecosystem to encourage entrepreneurship** in students and young graduates from the Liege-Luxembourg **academic hub.** The Venture Lab is an incubator for student entrepreneurs developed by the business school of Liège University (Belgium) in 2016. By "student-entrepreneur" it means any student carrying a business project or any former graduate student for a maximum of two years (30% of incubated), with a maximum age of 30 (consistency with the three brakes specified in the methodology section). The idea comes from the observation of a lack of support structures for entrepreneurship among young people on the Belgian market. The founder, Bernard Surlemont, professor of entrepreneurship at the business school HEC Liège identified, based on studies, three specific brakes to the entrepreneurial act of young people: - The lack of experience - The lack of address book - The lack of self-confidence	Three services are offered: - Coaching by experienced entrepreneurs (appeal product, which works best at the moment). - Coworking space - Access to a community of experts (via a system of "expert vouchers" - each expert gives 20 hours of his time to the VL - "expertise sponsorship"). 19 months of incubation on average.	The coworking space aims to help entrepreneurs gain self-confidence: − more legitimate image to welcome its customers, guarantee of professionalism − professional equipment (photocopier, meeting room, etc.) − Encouraging collective dynamics − the place is very open: it is also a gateway to a network (with other incubated entrepreneurs, confirmed entrepreneurs "in residence" and their own network) Permanent presence of coaches - Resident entrepreneurs (18 confirmed entrepreneurs) who mix with the incubated community (during meals, working on their own projects, etc.). This presence favors informal exchange practices, opening up to a wider network (some entrepreneurs in residence receive their own clients in coworking). Incubator that wants to be flexible and facilitator: entries throughout the year, very light application file, admission criteria mainly focused on the

	The methodology of the Venture Lab has been developed around these three brakes. In total, incubated and ex-incubated community is approaching 400 people 80 companies created since the foundation x 2 founders on average. 100 projects incubated on average carried by two students, a total of 200 people incubated continuously.		motivation to launch his project and the availability of the candidate. The community formed by the VentureLab is organized in a concentric pattern: - In the center: incubated student-entrepreneurs. - Around student entrepreneurs: 17 entrepreneurs in residence who coach the students (it is more about "mentoring"), share their address book, etc. The entrepreneur in residence considers coworking as his office (or one of these offices because they are themselves entrepreneurs and have other activities). The coaches are "generalists" and are in synergy with the other coaches according to their experiences, specialties, networks. - Venture Lab team whose mission is to create tools, organize workshops, ensure that the needs of the incubations are met with the expertise of the coaches (from the application). - Community of experts, sponsors, partners. The whole community is involved at all the key moments that mark the path of the student-entrepreneur. Various juries are actually organized and decide on the options to be taken for its activity.

MONDRAGON TEAM ACADEMY (Mondragon University)	Based on TiimiAcademia methodology, **learning by doing**, **team entrepreneurship** and although world-wide spread rooted in the Basque Country (Spain). Mondragon Team Academy (MTA) is an **international community of changemaker entrepreneurs** by implementing an educational model adapted to the new way society is organized that encourages teampreneurship through experimentation. The learning model focuses on a **Learning by Creating methodology**, in which the students are not taught about entrepreneurship, but are given the tools and opportunities to set up their own ventures. It is a **radical learning experience** where the concept of the team is the vehicle for growth and learning, Inspired by finish education (TimiAcademia). Learning doesn't happen in classrooms that are isolated from the real world. Educational accompanied by experts and coaches. Currently MTA is a living international community made up of +1500 entrepreneurs in teams, with +80 team companies created and 13 MTA labs operating in 3 continents: Europe (Irun, Oñate, Madrid, Bilbao, Valencia, Barcelona), Asia (Shanghai, Seoul, Pune…) and America (Queretaro, Puebla, Seattle), and this year, in 2020, will celebrate the 12th anniversary since MTA was created and started running LEINN. MTA World is successfully expanding in both local and international spheres and is turning into a model for	- **LEINN**: First European Official Bachelor Degree on "Entrepreneurial Leadership and Innovation" created in 2009. -**LEINN INTERNATIONAL**: First Nomad & International European Official Bachelor Degree on "Entrepreneurial Leadership and Innovation" created in 2016. - **MINN**: First European International Master on Intrapreneurship and Open Innovation - **TEAMINN**: An internal train of trainers program to certificate MTA & Tiimiakatemia Team Coaches. - **Change Maker Lab**: A multidisciplinary non curricular multi-faculty (Mondragon University) 6 months program on teampreneurship and team learning by creating. - **Africa Basque Challenge**: it is a non curricular course aiming to promote new socio-business realities co-created by young people who collaborate on an intercultural level	The main cornerstone of the methodology is team learning, where the students become teampreneurs (team entrepreneurs) and protagonist of their own learning process. In LEINN they commit to create real companies throughout the 4-year academic process and take responsibility for their participation, complementing other members' abilities and personal skills. The key to MTA lies in connecting the teampreneurs' passions with their learning process, and doing so as a team, rather than individually, in which you only succeed if your teammate succeeds as well. Throughout the degree's four years, the students are encouraged to "unlearn" everything they know and are taught to become team players. From day one the students create a "team learning cooperative" (legally presented as an association) based on their interests and personal abilities, and year by year they even give more professional status to their company, while the fourth year is dedicated at scaling and expanding the business's outreach. Throughout the 4-year process, the students (or "LEINNers") go on Learning Journeys, with expenses covered by the revenues generated from their own companies. The trips include Finland, to understand the roots and experiment the innovative education system, San Francisco (Silicon Valley) and Seattle, to discover the cradle of entrepreneurship; India, to connect with a radically different social, cultural and economic context and social entrepreneurship;

	entrepreneurship and teamwork all around the world through its 5 first programmes.		and finally China, in which they are encouraged to scale up their business projects addressing one of the biggest emerging economy and find new potential business partners. As well as providing a global experience far different from their own environment, these journeys have a strong social component, ensuring that the students are aware of the intrinsic social nature that all enterprises must include. At MTA 50% of graduates take on entrepreneurial activities, compared to 1-2% of alumni from traditional studies, while 97% of students manage to find a job, at a time when the youth unemployment rate in Europe is more than 20%, reaching 50% in countries such as Spain or Greece.

4. GENERAL CONCLUSIONS

Higher Educational programmes more often appear in coworking environments at the Universities or at coworking spaces networked with Universities or even at non-university coworkings who have educational target. Those kinds of environments allow different types of education through interdisciplinary team learning, real life projects or challenges where lectures are just accompanying the programmes. Coworking environments open up education programmes to the ecosystem of learning where academic exerts, students, and corporate, company exerts all work together in codesign of the education offer and its outcomes.

Resources

Bouncen, R. B., 2018, University coworking spaces: mechanism,examples and suggestions for entrepreneurial universities, Technology Management, 77(1/2/3):38 DOI: 10.1504/IJTM.2018.091709

Bouncken, R.B. and Reuschl, A.J., 2016, "Coworking-spaces: how a phenomenon of the sharing economy builds a novel trend for the workplace and for entrepreneurship", Review of

Managerial Science, pp.1–18

Capdevila, I., 2013, "Typologies of localized spaces of collaborative innovation", Available at SSRN 2414402, pp.1–28

Eisenhardt, K.M. (1989). Building theories from case study research. Academy of Management Review, 14(4), 532-550

Eraut, M., J. Alderton, G. Cole, and P. Senker. 2000. Development of knowledge and skills at work. In Differing visions of a learning society, ed. F. Coffield. Bristol: Policy Press

Eraut, M., and W. Hirsh. 2007. The significance of workplace learning for individuals, groups and organisations. Oxford: University of Oxford (SKOPE Monograph 6)

Eraut, M., S. Steadman, F. Maillardet, C. Miller, A. Ali, C. Blackman, J. Furner, and C. Caballero. 2005. Learning during the first three years of postgraduate employment. Swindon: Economic and Social Research Council (Project LINEA)

European Commission Report, 2017, 10 trends transforming Education, European Political Strategy Center
Retrieved from https://ec.europa.eu/epsc/sites/epsc/files/epsc_-_10_trends_transforming_education_as_we_know_it.pdf

Felstead, A., A. Fuller, L. Unwin, D. Ashton, P. Butler, and T. Lee. 2005. Surveying the scene: Learning metaphors, survey design and the workplace context. Journal of Education and Work 18, no. 4: 359–83

Gear, J., A. McIntosh, and G. Squires. 1994. Informal learning in the professions. Kingstonupon-Hull: University of Hull Department of Adult Education

International Labour Organization, 2019, Work for a Brighter Future, Global Commission on the Future of Work
Retrieved from https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/publication/wcms_662410.pdf

McLaughlin, P. and Faulkner, J. 2012, "Flexible spaces and what students expect from university facilities", in *Journal of Facilities Management*, Emerald Group Publishing Limited, United Kingdom, vol. 10, no. 2, pp. 140-149 ISSN: 1472-5967

OECD, 2019, Employment Outlook
Retrieved from https://www.oecd.org/employment/Employment-Outlook-2019-Highlight-EN.pdf

Richter, C., Kraus, S. and Syrjä, P. (2015) "The shareconomy as a precursor for digital entrepreneurship business models", International Journal of Entrepreneurship and Small

Business, Vol. 25, No. 1, pp.18–35

Scott, D., A. Brown, I. Lunt, and L. Thorne. 2004. Professional doctorates: Integrating professional and academic knowledge. Buckingham: Open University Press

World Economic Forum, 2018, The Future of Jobs
Retrieved from http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf

Annex 1

Erasmus+

FUTURE STUDIES: future cases to be analysed in order to get more data for potential mapping

Pontificia Universidad Javeriana Colombia	Bogota, Colombia	Entrepreneurship & innovation	to be continued
Team Labs, Korea	Korea		to be continued
Center For Innovation, Leiden University	Leiden University, Schouwburgstraat 2 2511 VA The Hague the Netherlands	Research & Innovation	CFI accelerates innovation by exploring the cutting edge of our increasingly digital future, and paying attention to people and context. Our long-term partnerships include Leiden University faculties and the public & private sectors. Together, we act on technological, social and innovation challenges, exploring how these impact the way we live, work and learn. CFI researches, develops, and delivers products, methods and solutions, for a host of governmental, non-governmental, commercial, and academic partners.
Startups, Universidad Politecnica Salesiana	Ecuador	Entrepreneurship	Community formed for students, professors and entrepreneurs at the Universidad Politécnica Salesiana
Yachay Tech, Yachay University	Ecuador	Entrepreneurship & Innovation	Yachay University works based on a triple helix innovation model that involves government, academy and industry. This model leads to the creation of innovative entrepreneurship that promotes patents, contributes to the development and ends up being part of the national economy. Start-ups and entrepreneurship are in the Special Zone of Economic Development because of its contribution to the ecosystem. The process begins with a seed capital given by Yachay, a private sector or other partner. Teachers and students work together in order to create Start-ups within this vision, in an innovation ecosystem that articulates the three actors: Government, Academia and Industry. Yachay Tech focuses on Start-ups with products that generate technological transfer, intellectual property, patents with a broader goal of establishing a technological park. In order to achieve this goal, Yachay works through Technology Transfer Offices, Incubators and Entrepreneurship centres to promote the entrepreneurial spirit in scientific, researches, students and citizens in general
ANIMAFAC	Paris, France	Entrepreneurship	ANIMAFAC is a network for student's association. They develop since 2013 a place called "L'Asenal" which want to help students to create their own associations or NGOs
Aalto University, Energy Garage	Aalto, Finland	Energy Science	Energy Garage is a new learning and innovation platform and space at Aalto University for students, faculty and companies interested in energy subjects. Energy Garage, or shortly EG, is open to all students at Aalto U. The space is located in K4 (Sähkömiehentie 4) F-hall.

scc.coop