2.7. Participation in the sustainable economic model (Area G)
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There has been an increase in recent years in the role played by universities in the socio-economic development of the territory in which they are based.

The so-called “third mission” –knowledge transfer– required by universities is the main reason for this increased role, which is not to say that their traditional missions of advanced teaching and scientific research have been neglected.

The University-Company-Society relation diagram best represents how the universities that make up this partnership contribute, through their activities, to the development of an economic and knowledge pole — unique in respect to its size, inclusive nature and inter-regional cooperation.

The role of the universities is essential in converting the current economic model into one that is sustainable and knowledge-based.

The universities are well aware of the social and economic situation in which they find themselves. At this time of high unemployment and continuing negative GDP growth, the Spanish Government has launched a package of anti-crisis measures to be implemented in the short term and has also approved the Sustainable Economy Law, thus laying the foundations for a new economic model.

The purpose of this law is to introduce into the legal system the necessary structural reforms to create conditions that favour economically-sustainable development.

For the purpose of this Law, the term sustainable economy means a pattern of growth that reconciles economic, social and environmental development with a productive and competitive economy; that promotes quality employment, equal opportunities and social cohesion, and that guarantees respect for the environment and responsible use of natural resources, enabling the needs of this generation to be met without compromising the needs of future generations.

The Law establishes eight basic principles on which all measures and tools for its implementation are based.
These basic principles are:

1. **Increased competitiveness.** A drive to increase business competitiveness through a regulatory framework that: promotes competition and efficiency in the goods and services markets; facilitates the allocation of productive resources and increased productivity, especially through training, innovation and application of new technologies; and increases the ability to compete in international markets.

2. **Stability of public finances.**

3. **Promotion of the innovative capacity of companies.** Innovation support that favours entrepreneurial companies and industries and the renewal of traditional sectors, as a means of boosting competitiveness.

4. **Energy saving and efficiency.** Commitment to sustainability, resulting in reduced costs, less dependence on energy and preservation of natural resources.

5. **Promotion of clean energy, reduction of emissions and effective treatment of waste.**

6. **Rationalisation of residential construction.**

7. **Extension and improvement in the quality of education and promotion of lifelong learning.**

8. **Strengthening and guaranteeing a welfare state.**
The role of universities in this context is to achieve enhanced interaction between higher education and research and innovation in order to educate entrepreneurial and competent individuals with the specialised knowledge necessary for the functioning of a sustainable and competitive economy that can create more, and better quality, jobs.

In this context, Iberus ICE’s contribution to the sustainable economy model centres around five axes that are expressed through the objectives and actions of the Campus and which are directly linked to the spirit of the Act and to the abovementioned principles.

These axes of Iberus ICE’s sustainable economy model are:

1. **The scientific challenges that pave the way for leading businesses in the challenges of the millennium.**

These challenges will be met through the building of partnerships with companies and through innovation and scientific dissemination. The activities corresponding to this axis are described in the actions set out in Area B of this report (Scientific improvement).

The universities that make up the Iberus Campus dedicate a large part of their financial resources (€57,770,862*) to promoting science and technological innovation, thus achieving a positive...
indirect effect, giving rise to an increase and improvement in economic development, particularly in society’s overall quality of life and with regard to the territory.

The average R&D&I contribution of universities to their respective autonomous communities amounts to 22.5%.

This indicates that the universities are important agents in the innovation and research ecosystem.

The inter-relationships achieved between the universities and the various autonomous governments means this R&D&I spend can be increased over the next few years, as well as the level of knowledge transfer from the Campus to the business society.

2. **Social responsibility.** Linked to the actions of objective C.2. To promote social responsibility, broken down into the areas of gender equality (C.2.1. and C.2.2.), occupational risk prevention, work safety, ergonomics and “healthy heart campuses” (C.2.3), promotion of volunteerism and development cooperation (C.2.4.) and **C.3. To improve campus accessibility and INTRA/INTER Campus mobility,** broken down into the areas of adaptations for disability (C.3.1), accessibility of information (C.3.2) and campus mobility plan (C.3.3).

3. **Sustainability and energy efficiency.** Linked to the actions of objective C.4. To drive sustainability and energy efficiency objectives, broken down into the areas of sustainability and energy efficiency (C.4.1), waste management (C.4.2) and creation of a Campus ‘green’ office (C.4.3).

4. **Contribution to the urban landscape and development of the Campus’ socio-cultural activities.** Linked to the actions of objective C.5 To develop campuses that are open to the surrounding environment, enabling them to become centres for urban social life, broken down into the areas of urban planning (C.5.1), socio-cultural environment (C.5.2) and improvement of the urban environment (C.5.3).
5. Employability and professional career.

Linked to the actions of objective A.9

Cooperation with secondary schools and professional training - broken down into the area of professional training (A.9.1 and A.9.2).

B.1. Excellence in research - broken down into the areas of attracting and training researchers (B.1.3 and B.1.4).

C.1. The university as driving agent of the socio-economic environment - broken down into the areas of employability and professional development (C.1.3 and C.1.4) and B.4. To improve the company-Campus interaction model, by promoting the transfer and exploitation of research results - broken down into the areas of creation of innovation and entrepreneurship centres (B.4.3), and joint research centres with businesses (B.4.4).