DeustoSocial Lab

DEUSTO SOCIAL LAB REPORTS

The social impact of the University of Deusto

People who transform themselves to transform society. An entrepreneurship-based overview

Víctor Urcelay, María Lambarri, Elvira Arrondo, José Luis Larrea

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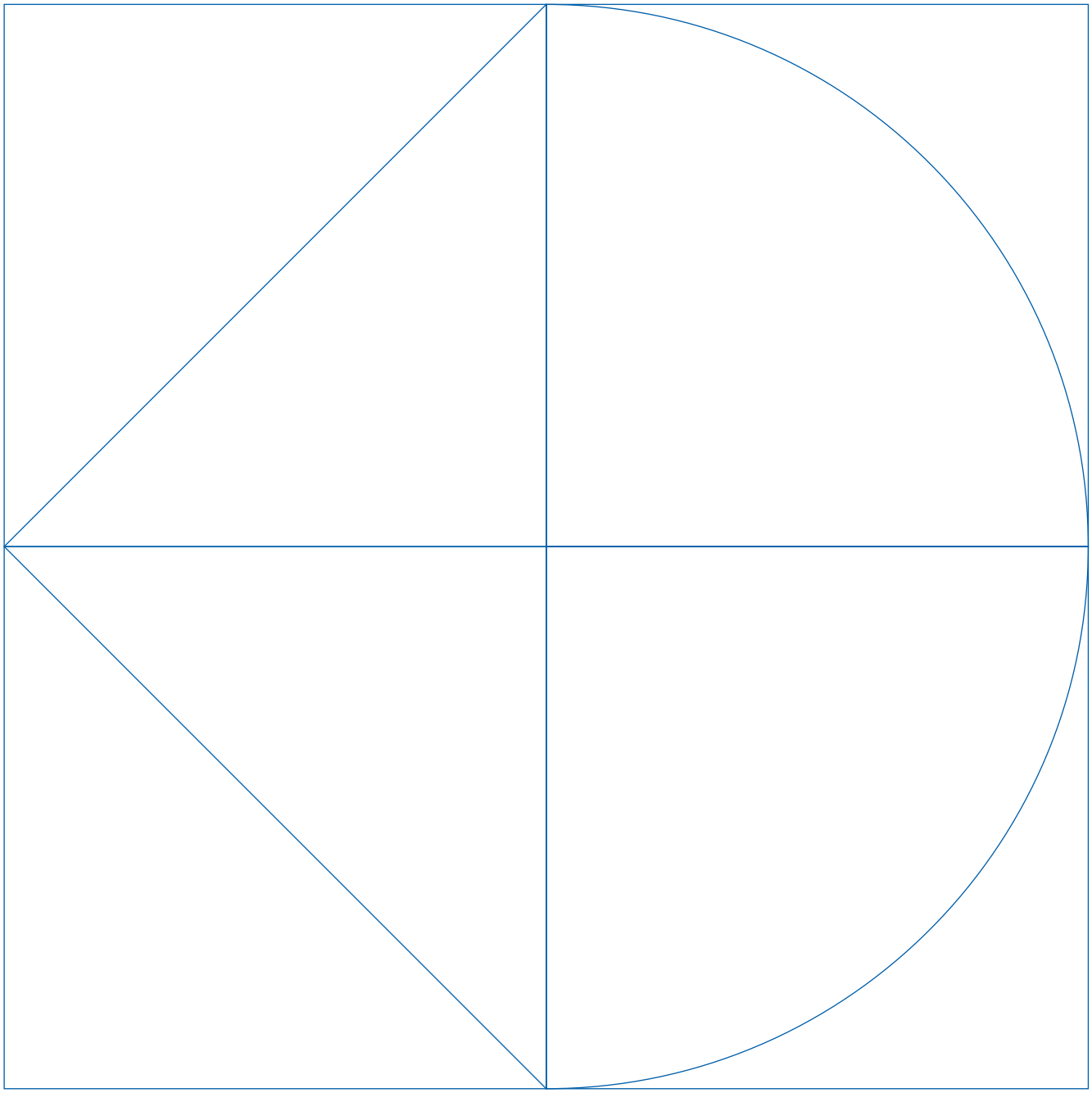

The different projects, studies and pieces of research carried out by Deusto Social Lab every year form the basis for the publication of the so-called *Deusto Social Lab Reports*.

These monographs are aimed at all the economic and social actors that make up the open cooperation ecosystem in which the mission of Deusto Social Lab operates (companies and organisations, public administration, educational institutions, social and cultural bodies, among others) and, ultimately, at society at large. Using non-academic language, these monographs showcase the transformative power of research and enable Deusto's research results to be shared with social actors. This is intended to help them meet the challenges that they face in connection with social transformation by offering them examples of good practice, as well as guidelines and recommendations that can be useful in their work.

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Foreword

Deusto Social Lab has been launched to meet the challenges posed by society in the 21st century. Providing people with the lifelong support they need so that they can be active agents of transformation is at the heart and core of what we do at the University.

This approach involves promoting the development of the person as an agent of change and transformation throughout life, and goes hand in hand with a process of ongoing training and learning. It also considers that the desired transformation must have a purpose: we want people to be agents of change at the service of well-being, we want our society to be characterised by inclusive and sustainable well-being, in which people play a leading role.

Similarly, we recognise that knowledge does not only reside in the university. It is therefore essential to generate an ecosystem for open learning, which links the various areas of knowledge to economic and social actors. In this ecosystem, the relationship model must be based on co-operation, recognising that the worlds of business, government and any type of social organisation must work together to face the challenges that exist within the new context.

Through the Deusto Social Lab Reports, we seek to transfer and share with our entire ecosystem the results of selected projects, initiatives and studies conducted in order to contribute to addressing the new challenges faced in our society.

Víctor Urcelay Yarza
Pro-Vice-Chancellor for Entrepreneurship and Business Relations and Head of the Deusto Social Lab Initiative

Deusto Social Lab aspires to build a space for cooperative learning that fosters the co-generation of knowledge at the service of progress, while transforming the day-to-day work that we do. This learning space is committed to stimulus, discussion, reflection, action, recognition and dissemination, which need to be constantly developed to ensure sustained and sustainable learning processes over time. Processes that are useful and bring recognised value to society in terms of social impact.

In this context, these Reports are intended to be a sound instrument not only for dissemination, but also for stimulating and provoking a type of discussion that leads to reflection, action and the recognition of what we do, turning the process into a creative spiral that unfolds over time.

Stimulation is important in triggering any learning process and achieving cooperation in working at the service of an envisaged common future. An envisaged common future that serves to stimulate us; that lead us to share by engaging dialogue and conversation; and that demands individual and collective reflection and challenges us to take cooperative action. An action that needs to be evaluated and recognised as part of the construction of the common embodied narrative in every learning process. This is aimed at disseminating and socialising shared learning, which is the best way to stimulate a new stage of knowledge generation through learning. It involves working hand in hand with people, who are always at the core of the process.

José Luis Larrea Jiménez de Vicuña
Chairman of the Advisory Board of Deusto Social Lab

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Project conducted by Deusto Social Lab in partnership with the BBK Foundation.Project team:

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University of Deusto.

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Introductory Chapter

1. Introduction

SINCE ITS CREATION IN THE 19TH CENTURY, THE UNIVERSITY OF DEUSTO HAS BEEN MARKEDLY SOCIAL IN NATURE AND HAS REMAINED COMMITTED TO PLACING EDUCATION AND RESEARCH AT THE SERVICE OF PEOPLE AND SOCIETY.

TODAY, THE UNIVERSITY BRINGS THE DEUSTO 2022 INITIATIVE TO THE COMMUNITY. THIS IS A STRATEGIC INSTRUMENT WHICH, AMONG OTHER ASPECTS, SEEKS TO ASSESS THE UNIVERSITY'S SOCIAL IMPACT AND ITS CONTRIBUTION TO SUSTAINABLE DEVELOPMENT.

We live in a time of constant change and transformation, a time that is complex and uncertain, but also full of opportunities. This lack of certainty, of sure and clear knowledge about things, together with the sharp increase in diversity at all levels, has become our faithful travelling companion. This new reality brings undoubted challenges, as there is a rising need for harmonisation and integration between the different expressions of diversity emerging and growing in society. At the University of Deusto, we believe that cooperation between different parties, including people, public and private institutions, educational, social and cultural agents, is a clear avenue for overcoming these challenges. We all play a key role in these times of profound social transformations.

The most important issue in the new relational paradigm towards which we are moving is that it places people at the centre of its gaze. When we talk about a world in transformation, we are really talking about the people who are transforming the world. The world and society are transformed by people who relate to others in a given space, time and context, in order to advance and progress in terms of well-being. Moreover, it should not be forgotten that by engaging in this transformation, the person transforms themselves and their environment. Each person generates context; in this way, the context is both conditioned by and the result of the transformations made by people.

As for many other agents, these changes are acting as catalysts of reflection processes in academic institutions globally; universities are also undertaking processes of reflection aimed at rethinking and redefining their role and the value they provide to their stakeholders, in particular, and to society in general.

As stated at the beginning of the current strategic plan 2022, 'the University (of Deusto) and its community repeatedly ask themselves about their purpose, their action, and their service. The question that emerges is: 'where am I going and what is my goal?' Analysis and reflection are part of the University's work. In a fast-changing world, it is necessary to review the course being followed, and bring a new impetus to it' (Deusto, 2019).

At the heart of this reflection is the mission, purpose and *raison d'être* of the University of Deusto's work. The dimensions of this mission have been traditionally related to education, research and transfer. In recent times, however, a new vision has been developed, often referred to as the University's third mission. This approach highlights the important role played by academia as an active agent of social transformation, and becomes the substantive mission of the university as an institution, which gives it its meaning. In this way, higher education and research are expressions of the processes that generate transformative knowledge, articulated in partnership with economic and social agents, thus giving rise to new ways of dealing with both education and research processes.

It is therefore necessary to find tools to capture and measure the social impact of the activities conducted to achieve the University's mission and project goals. For the University of Deusto, assessing these activities in relation to their social impact is not only a burgeoning and widely expected demand, but also a societal and ethical imperative, particularly considering the pivotal role that the University plays in driving transformation. Thus, Deusto has taken on this challenge, based on a deep awareness of the importance of having a strategic instrument to gauge the global social impact of its activities and its contribution to economic and social progress, and ultimately, to the welfare of our society. It has been reflected as such in the strategic framework governing the coming years of the Institution, 'People who transform the world'.

This is the context that frames the 'University of Deusto's Social Impact Model' project. It is designed to fill strategic line L18 'Assessing the University's social impact and its contribution to sustainable development' of the afore-

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mentioned 2022 Deusto Initiative. The main objective of this project is to develop the University of Deusto's social impact model within a global perspective, and so showcase the University's work and measure its contribution to society and to the economic and social development of the region. By having its own model, it will not only be possible to identify the impact the University of Deusto has had to date but, what is perhaps more important, to plan its future action in order to generate social impact wherever it is considered a priority.

Furthermore, this endeavour extends to all economic and social actors. There is now a global reflection on the need to holistically broaden the vision of an organisation's contribution to society, to its people, to their economic and social progress, and ultimately, to well-being beyond traditional measures and frameworks. The University of Deusto is working to develop a model that makes a true contribution, in partnership with the economic and social agents involved, engaging in a shared process of reflection with people and between people.

Specifically, the process to work on this strategic line has been designed on the basis of several basic premises. These are:

- The project has been conceived and is carried out using an action-research or transformative research approach. This means the conceptual model can be validated and corrected if necessary. It also generates joint learning among the different participants in the project, which involves the co-generation of knowledge.

- The research project is therefore a space for the generation of knowledge shared with institutional, economic and social actors. Identifying them and involving them at the right time is thus important to ensure a successful process.

- The project uses different combined quantitative and qualitative methodologies, which are applied on the basis of analyses of different existing methodologies and models on social impact. The most appropriate for each case are selected and proposed.

- The research project will not seek to merely derive value from its assessment, nor will it seek to monetise all contributions.

This document is an example of how this process has taken shape in its first year of development. As described in its various segments, it has broadly become apparent that the impact of the University of Deusto is inherently intertwined with its essence, the fulfilment of its mission. An impact is also made by the individuals whom the University supports in their educational journeys, through the knowledge it generates in partnership with other stakeholders which results from Deusto's commitment to society. All these impacts take shape and converge at a single, essential point: people. People who form a relationship with the University of Deusto may do so at different times in their lives, and are guided by different motivations to transform themselves in order to bring transformation to their environment. They take on an active, conscious, critical and committed role in society. In the words of Pedro Arrupe (Superior General of the Society of Jesus, SJ), they become people for others (Kolvenbach, 2001).

In this context, the University is also an agent that is in turn transformed as a result of the multiple relationships established. Therefore, the impact has two directions: as people are transformed, the institution itself is transformed. The University is an active social agent that aims to contribute by finding answers to the social challenges that arise. It does so both directly, by using its capabilities, and, above all, by making these available to people.

This document presents an initial approach to the University of Deusto's impact model. It is based on the development of a process of internal and external co-generation that is subsequently applied to the specific entrepreneurship activities conducted by the university. It is structured into five chapters and twelve sections. The reflections produced during the internal dialogue held with the university community are presented in a box format throughout the text.

INTRODUCTORY CHAPTER

This chapter consists of a single section aimed at contextualising the main rationales for and objectives pursued in the development of the University of Deusto's own social impact model.

1. *Introduction*

CHAPTER TWO: LAYING THE FOUNDATIONS

These sections are intended to provide a detailed overview of all those aspects that ultimately affect and determine the design of the model.

2. *The global context: Trends and challenges*
   It is necessary to provide context for reflections such as the one outlined in this project. This brings a suitable framework for the analysis, observations and considerations that should be derived from it. In order to assess the social impact of the University of Deusto, a major starting point is to identify and examine the prevailing worldwide trends, both at present and anticipated for the future. It is essential to understand the variables that will affect our society in the medium and long term (using 2050 as a horizon) and the challenges they pose. This chapter provides an overview of

these trends (without attempting to be exhaustive) and analyses their challenges, with a specific reflection on the impact they are expected to have on academic institutions.

3. *Towards inclusive and sustainable well-being*
   Today's society is undergoing a profound transformation, not least because of the speed at which changes are taking place. These processes prompt debate and reflection about the purpose of economic development and progress, and an increasing number of voices are advocating that it be considered an 'instrument' at the service of people's well-being. Thus, both from a social and individual perspective, the social agents are addressing this challenge by offering diverse perspectives and approaches, furthering the notion of a society's well-being and proposing different ways of measuring it. Considering and deliberating on the type of well-being that we want as a society is important when engaging in reflections on social impact, as this is directly related to Deusto's project, which aims for people (...) to commit themselves (...) to the transformation of society.

   Therefore, considering how the University contributes to the well-being of society necessarily means reflecting on the very concept of well-being. This involves understanding its various dimensions, envisaging and showcasing those on which the University of Deusto, as a Jesuit academic institution, aspires to have a sustained and sustainable impact.

4. *The contribution of universities and the debate on measuring their impact*
   Teaching, research and transfer have traditionally been the three components of the mission of academic institutions. However, in recent years, this paradigm has begun to be questioned, based on the understanding that the university can and must direct its teaching and research activities towards searching for solutions to both regional and global problems of society, and establishing two-way communication with social agents. Thus, the traditional transfer mission has evolved into what has been called the 'third mission', which ultimately refers to aspects related to a university's commitment to society, and to its economic and social progress. However, while it is unclear how to move from a third mission that entails knowledge transfer to drive economic development, to a third mission understood as a holistic contribution to inclusive and sustainable well-being, a number of global trends are calling for the measurement of their social impact. Herein lies one of the main challenges of this reflection.

   This section is divided into two parts. The first section reflects on the need for universities to play a more strategic and proactive role in achieving inclusive and sustainable well-being in the regions where they are located. One of the main conclusions is that universities need to engage in internal and external reflection processes that help them identify their strengths and weaknesses in order to play a proactive role. The second section presents the main points to the debate on the measurement of the university's social impact. This debate is part of a growing awareness of the need to discover, measure and manage the social impact generated, which in turn involves a strategic reflection on the ultimate aim or purpose pursued. This section contains a description of the current state of the art of the analysis and understanding of impact as a discipline, in order to identify, assess and gain further knowledge about new models, tools and methodologies of impact measurement, and to develop a common language.

5. *Reflections to build the model*
   This section summarises the main conclusions and lessons learnt from the second chapter, which should be taken into account in the conceptualisation of the University of Deusto's impact model.

CHAPTER THREE: THE CONCEPTUAL MODEL OF THE SOCIAL IMPACT OF THE UNIVERSITY OF DEUSTO

This chapter discusses the conceptual impact model proposed to measure and evaluate the contribution of the University of Deusto to the well-being of society. Its two sections detail the proposed model, including an outline of the global conceptual model. The following chapter will show how it can be specifically applied to the case of entrepreneurial activities.

6. *Starting point: Our purpose as a University*
   Since its creation in the 19th century, the University of Deusto has been markedly social in nature and has remained permanently committed to placing education and research at the service of people and society. This follows naturally from the fact that it is a Jesuit institution and therefore serves the mission of the Society of Jesus. This in turn means that it is a repository of great potential for institutional development, as it is part of a worldwide university network.

   This historical commitment of the University to serve people and society faces a constantly evolving and changing environment that poses increasingly greater challenges to be addressed by fulfilling its mission. This section summarises the University of Deusto's journey over the years, starting from its identity and mission, and outlines its future goals. It serves as the foundation for the development of its social impact model within the context and purpose of the university project.

7. *The University of Deusto's Social Impact Model*
   This section describes in full the ad-hoc model designed to measure and assess the social impact of the University of Deusto. Based on the principles of Jesuit

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universities in general, and of the University of Deusto in particular, we suggest a conceptual model. This model is rooted in the University's strategic plan and helps illustrate how people who interact with the University of Deusto undergo various forms of transformation throughout their lives.

The impact model also considers that the commitment to transformation has different dimensions (local, regional, global - hence the importance of context). It is based on the understanding that the social transformations to which we aspire are the consequence of a systemic process, constantly developing over time, which makes a valuable contribution to society. Viewing transformation as a process, the model makes it possible to identify and gather information on the impacts occurring at different stages over time. Therefore, this process will ultimately yield relevant outcomes about the University of Deusto's impact on societal transformation.

CHAPTER FOUR: A CONCEPTUAL MODEL FOCUSED ON ENTREPRENEURSHIP

The conceptual model set out in the previous chapter should be focused and specified further to cover the different areas in which the University of Deusto works. In this chapter the focus is placed on the entrepreneurial activities that the University is engaged in (specifically, those performed within the Innovation and Entrepreneurship Unit of Deusto Social Lab). The first section details the specific entrepreneurship strategy used by the University (to foster understanding of the purpose and aim of these activities), and then moves on to describe the social impact model derived from these activities.

8. *The Deusto Entrepreneurship Model: H4C3R*

The University of Deusto has its own entrepreneurship model, namely, H4C3R. This was created in alignment with the 2022 Deusto Initiative aimed at ensuring that Deusto becomes a leading university in entrepreneurship. This goal is consistent with the university's mission of serving society and helping individuals in their personal and professional growth throughout their lives.

This section summarises the key aspects of the H4C3R model and provides a basis for appropriately focusing the social impact resulting from its innovation and entrepreneurship activities.

9. *The social impact model of entrepreneurship activities*
   The previous chapter provided a general approach to conceptualising and visually understanding the University of Deusto's social impact model from a broad perspective. In this section, we apply the model's principles to the various entrepreneurial activities the University supports, especially those led by the University of Deusto's Entrepreneurship and Innovation Unit. In this way, a focused, narrower perspective is applied to test the applicability of the model and construct its own impact narratives associated with the different activities carried out by the University.

   The modelling of the UD's impact on these activities led to identifying six specific transformations which were used to propose a structure for capturing, measuring and managing the social impact.

CHAPTER FIVE. APPLICATION OF THE MODEL. WE KNOW OUR IMPACT

Based on the model, this chapter makes a specific assessment of the impact of the University of Deusto's entrepreneurial endeavours (specifically those taking place within its Innovation and Entrepreneurship Unit) for a specific set of criteria within the geographical area of the Autonomous Region of the Basque Country during 2015-2018.

The initial outcomes detailing the University of Deusto's specific impact are presented here, with the aim of expanding and enhancing this analysis once the measures enabling the systematic assessment of impact are implemented.

10. *The context in which we operate: Our focus is on the Basque Country*
    This section aims to provide a specific context, focusing on the Basque Country, to gain a better understanding of the results obtained from the application of the social impact model. It was deemed important to outline the key factors that characterise Basque society in terms of its population, social aspects and business landscape. This also includes a descriptive summary of the Basque University System of which the University of Deusto is a part. Finally, given that this work is focused on the area of entrepreneurship and innovation, some interesting data are reported to describe the situation of the Basque Country as an entrepreneurial region.

11. *The impact of the University of Deusto's entrepreneurship activities in the 2015-2018 period.*
    This section describes a partial implementation of the model to the entrepreneurship activities that the UD carried out and implemented in partnership with other stakeholders between 2015 and 2018. The data needed to discern the impact came from both internal sources and two fieldwork procedures, involving two of the most significant groups for the University of Deusto: individuals who have participated in specific training programmes on innovation and entrepreneurship, and entrepreneurs who have developed their initiatives within the university's two incubation centres, situated on its Bilbao and San Sebastian campuses.

12. *Future lines of entrepreneurship work*
    The first application of the impact model covered in these chapters has showcased the need to implement different actions aimed at improving systematic procedures for the collection, use and analysis of the data to be appropriately incorporated into the model for the future. This section summarises the main lines of work proposed to extend and expand the proposed model in the coming years.

ANNEXES

Additional, complementary materials are provided on both the transformative research process conducted in 2019 and on establishing a common language and other relevant methodological information. These resources expand and enhance the analyses contained in the main document.

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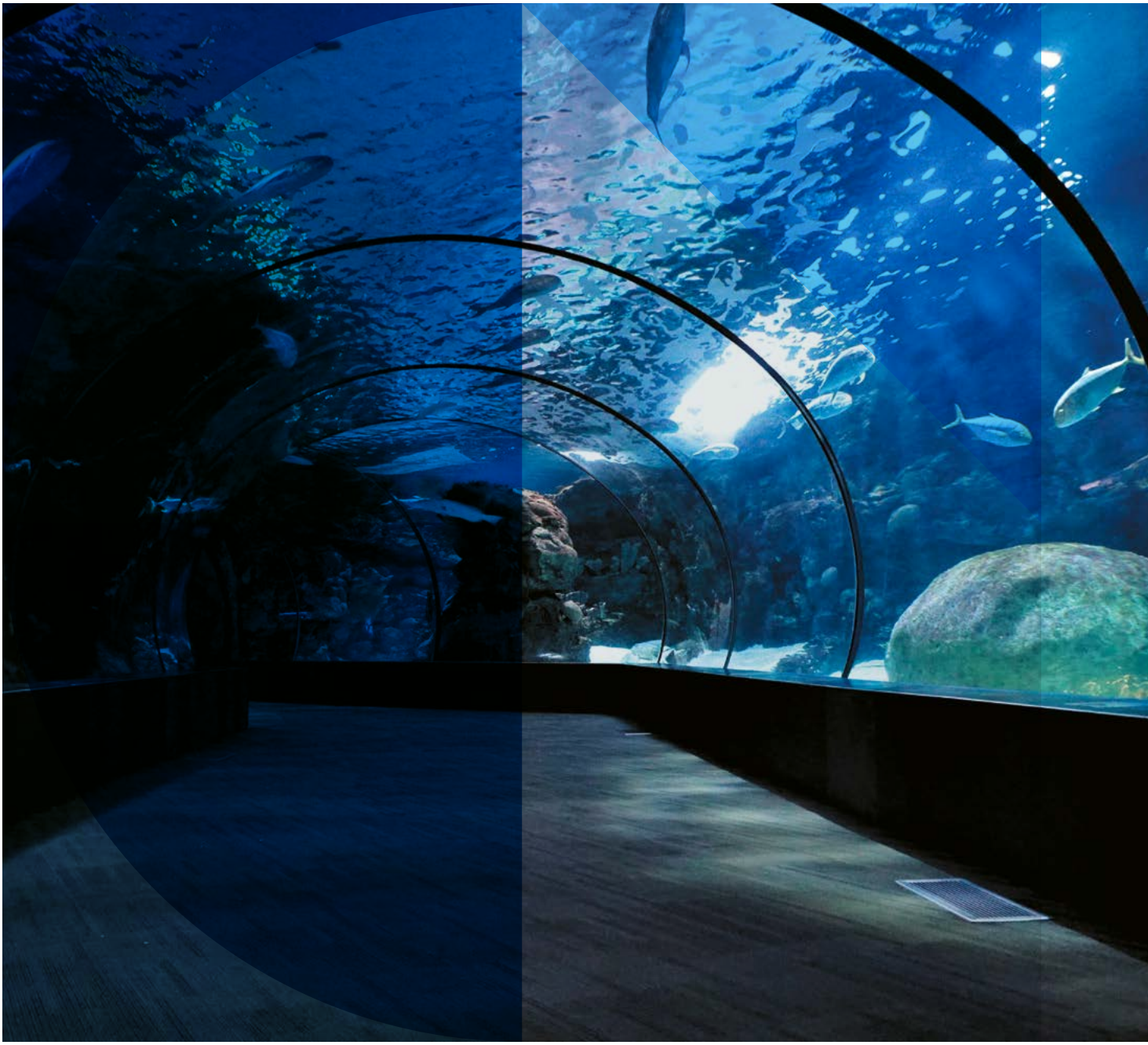
Chapter two
Laying the Foundations



2. The global context: Trends and challenges

GIVEN THE RAPID CHANGES CURRENTLY OCCURRING IN OUR SOCIETY, IT IS IMPORTANT TO EXAMINE THE KEY FACTORS DESCRIBING OUR CONTEXT AND THE GLOBAL TRENDS THAT ARE RESHAPING THE WORLD. THIS ANALYSIS HELPS IDENTIFY OPPORTUNITIES AND CHALLENGES FOR THE UNIVERSITY AS A WHOLE, WHILE AT THE SAME TIME PROVIDING A FRAMEWORK FOR DEFINING OUR SOCIAL IMPACT MODEL.

In order to assess the University's social impact, it is important to gain a solid understanding of the context in which its mission is carried out, including the major important factors and future trends that pose challenges and opportunities both for the University as a social actor and for society as a whole.

This section explains why it is important to have a good understanding of the context in which the University operates. It also outlines the key future trends that affect its work, many of which are already evident. This will help identify the challenges that universities, including the University of Deusto, will encounter in the coming years.

2.1. The importance of context

The Dictionary of the Royal Academy of the Spanish Language (RAE) defines context as: 'physical or situational environment, whether political, historical, cultural or of any other nature, in which an event happens'. Context is important because it makes it possible to identify and understand the factors that affect a specific event. The specific issue addressed in this report is the social impact of universities and, in particular, the social impact of the UD. There are a number of global trends that affect all universities, such as technological and demographic changes, but the impact that these trends have vary according to the environment in which each university operates. This also applies to significant societal challenges. Although reducing inequalities and delivering high-quality education are challenges faced by all societies, how they are tackled depends on the specific context in which these challenges arise.

In the decades preceding the year 2000, disciplines such as economic geography and regional and urban economics have emphasised the significance of the environment where institutions, innovation processes and economic growth occur within a community, region, or country. Until then, conventional economics seemed to consider that economic activity happened in a world without space (Orkestra, 2015). However, the Japanese economic miracle, based on the capacity of its companies to learn and innovate (Freeman, 1987), focused on the role that innovation plays in economic development and how it could explain the better or worse performance of some countries in relation to others. Knowledge has been identified as the most important resource for economies, with learning being the most significant process (Lundvall, 1992). Universities are key agents for innovation and economic development, as they are the main producers of knowledge.

The literature on national innovation systems explained innovation as the result of interactive processes between firms, universities and public institutions that meet a number of national characteristics (Edquist, 1997; Freeman, Chris, 1994; Lundvall, 1992; Nelson, 1993). A few years later, the literature on regional systems of innovation placed the focus on regional characteristics to explain why some regions within the same country may have different economic performance (Cooke et al., 1997; Morgan, 1997). This approach identified the importance of proximity for enabling tacit knowledge to flow from one agent to another. The significance of context means that it is pointless to provide one-size-fits-all solutions; thus, the various stakeholders, including universities, must adjust their roles to match the specific characteristics of their operating contexts (Tdtling & Trippl, 2005; Laredo 2007). Moreover, as there are differences even within the same regions, it is necessary to have a good knowledge of the geographical areas within them in order to design public or private strategies at regional and supra-regional level (Orkestra, 2015).

As noted in the introductory section of this report, the contribution of universities to society today is not only in

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terms of transferring knowledge to drive innovation and economic growth. Universities are also expected to contribute to the socio-economic development of the regions or territories in which they are located, with the ultimate aim of improving the well-being of their citizens. As mentioned above, this contribution of each university will vary according to the context and the impact that major global trends have on it.

One of the global trends that directly impacts universities is that their operations are increasingly conditional on securing public and private funding. Funding is more and more often directed towards universities addressing significant societal challenges identified in various global, regional and local agendas. These universities must show their (positive) impact on these challenges. Smart Specialisation Strategies (necessary for regions to obtain EU Structural Funds, with universities playing a key role) and the EU's Horizon 2020 Programme (which requires that research projects target Europe's major societal challenges to secure funding) are some examples of this trend. Universities are now facing a scenario in which they are expected to engage in projects that produce relevant knowledge for the international scientific community and that also have an impact at the local level. This expectation must be supported by new forms of measurement and assessment.

It should be noted that social challenges are considerably complex. Complex challenges have no single solution that is either good or bad, either true or false. Solutions to complex challenges must be developed through partnerships among diverse social actors that not only bring different knowledge, but also have different values and motivations (Costamagna & Larrea, 2017). Universities are one of these actors. In order for them to be able to contribute to the challenges facing their geographical areas or regions, they must interact with other actors in defining these challenges and the processes (learning, research, etc.) they can engage in to help address them. The level of involvement of the universities in their communities and the culture of collaboration and cooperation that exists between the different agents are decisive contextual factors in terms of the social impact that they can have in their regions.

The importance of context was addressed in an interview with a group of UD professionals (see Annex 1). Box 1 summarises the reflections made by the interviewees.

The following section provides an in-depth review of the major global trends or challenges which, depending on the characteristics of each region or geographical area, have an impact on the context in which universities operate, creating unique (glocal) environments that require differentiated strategies. The tenth section of this report takes a closer look at the specific operational context of the UD.

2.2.
Trends that are reshaping the world: Vision 2050

We live in an era of change and transformation that is characterised by increasing complexity and an accelerated rate of change. Today it seems that the only certainty is change: demographic changes are reshaping the world's population distribution, technological cycles are increasingly rapid and transformative, climate change

Box 1. **Which contextual elements are most decisive in the role to be played by the UD? To what extent are they aligned with a vision that is shared with the main stakeholders of the UD?**
(Block A-8 and 9, interviews)

Global context: the fast technological change and communication changes; demographic change, manifested in an ageing population and falling birth rates; migration movements; the environmental emergency; agendas such as the United Nations 2020 Agenda for Sustainable Development Goals (SDGs) and international rankings such as the *Times Higher Education* (*THE*) World University Rankings, which directly affect the direction of universities.

Context of the Basque Country: growing inequality, reflected in precarious jobs, deprivation and housing; immigration and what it means in terms of reception and hospitality; and reconciliation, a process which has not been completed.

Context of the Work: apostolic sectors and platforms; the International Association of Jesuit Universities (IAJU), Unijes and the Society's apostolic preferences. All of this has been taken into account in the 2022 UD Initiative.

Context of the UD: the framework of cooperation with the Basque Government; the characteristics of the Basque University System; the positioning of the UD; well-established multidisciplinary capabilities; a homogeneous, mostly local student community and a faculty aligned with the mission.

A vision shared with stakeholders: most interviewees were of the opinion that it is necessary to work hand in hand with the UD's main stakeholders. However, it is necessary to convey the vision of the UD to the stakeholders in order to go beyond merely working as partners in their projects. Thus, the DU must further define its own policies, ensuring that they are anchored in its values and guide the interaction and negotiations with these stakeholders.

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presents us with major challenges, the geopolitical environment also faces extraordinary challenges, and so on. All this in an ever more globalised and diverse world. Some describe it as the age of uncertainty.

In this context, understanding the trends that account for these changes helps to recognise and correctly situate the current environment, to identify opportunities and to assess risks. Jon Naisbitt (1982) defined the concept of megatrends as a 'long-term transformational process with global reach, broad scope and a dramatic impact'. It is therefore of interest to recapitulate these drivers of change in order to understand their consequences, while considering that they cannot be identified and analysed in isolation. The different trends are ever more closely interrelated.

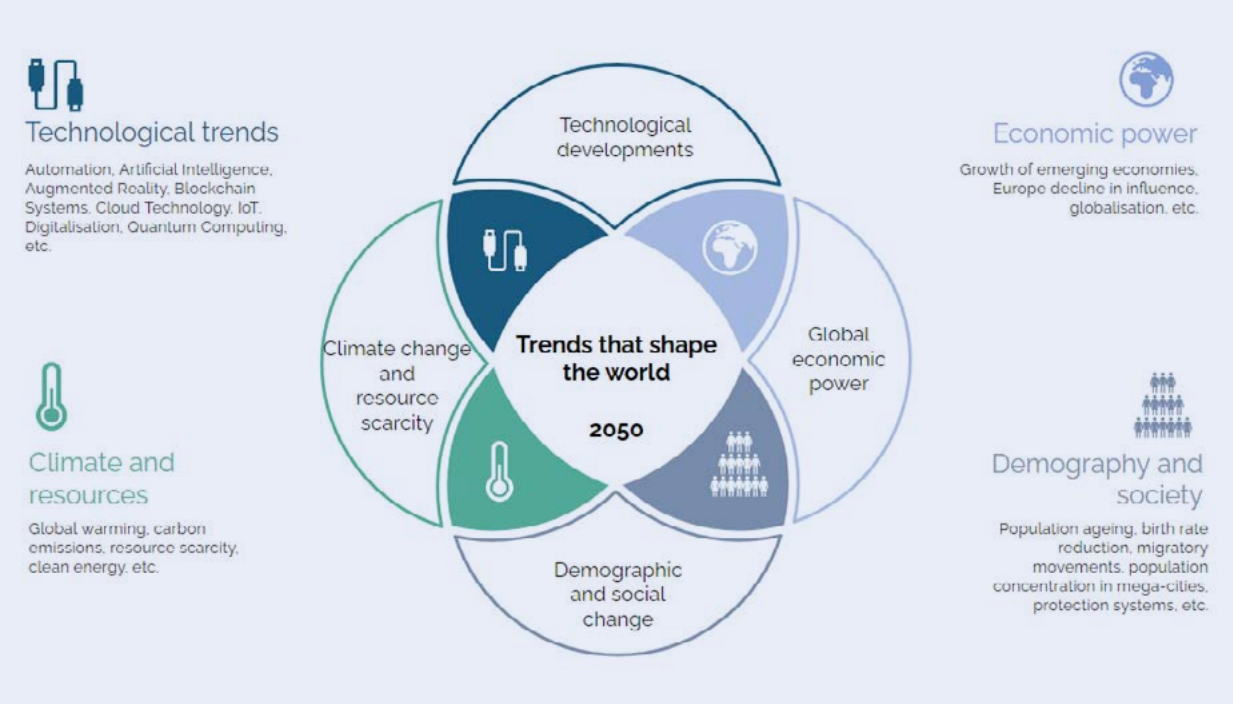
Without engaging in a comprehensive analysis, it can be concluded that the major trends identified by experts, think tanks and international bodies focus on four areas of change that impact global societies and economies: technological advancement, socio-demographic changes, changes in global economic power and environmental concerns. When these factors are considered together, they lead to numerous possible future scenarios that can be applied to various sectors like industry, health, education and energy, among others.

- The rapid technological evolution and cultural change involved in the accelerated technological development and digital transformation is bringing about profound changes not only in organisations but also in people's lives and the way they relate to each other. The progress is such that concepts that were disruptive until now (such as cloud computing or automation) have become relatively commonplace in a very short space of time. This unstoppable advancement anticipates that the next phases of digital transformation will be driven by trends that are already known, but still have a long way to go (mobile technologies such as 5G/6G, advanced data analytics and artificial intelligence and machine learning, for example).

- Demographic changes will have an increasing social impact. The ageing of the population, the growing mass migration movements, the concentration of the population in cities, and the empowerment of social groups are just a few examples that illustrate this trend.

- On the other hand, global economic power is under strain as the more traditional leaders lose importance to emerging countries with growth potential and resources, which now account for more than 80% of global economic growth. By 2050, it is estimated that six of the world's seven largest economies could be emerging countries.

- Concern for the environment has become a matter of course in recent years. The alarming prospects about the consequences of climate change have been placed on the agendas of world leaders and there is a rising



Source: Developed by the authors (Deusto Social Lab).

Figure 1. Trends that shape the world (2050)

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social awareness about the conservation of the planet. This calls on us to make decisions and use the means at our disposal to prevent and, as far as possible, reverse its deterioration.

2.2.1.

Trends related to technological progress

Technology is advancing at an unstoppable rate and has a broad impact across various fields. Its vast expansive potential mainly lies in the ability to combine different technologies, creating powerful synergies. It is said that we are living in a new era, the fourth industrial revolution (a term coined by Klaus Schwad, founder of the World Economic Forum, in the 2016 World Economic Forum).

According to the World Economic Forum, the fourth industrial revolution (4IR) is characterised by a range of new technologies that merge the physical, digital and biological worlds, which have an impact on all disciplines, economies and industries, and even challenge ideas about what it means to be human. It is believed that it will lead to an era of rapid innovation, catalysed by infotechnologies and new biotechnological breakthroughs, which will maximise human potential (healthcare & biotech) by bringing new physical and cognitive abilities to human beings and thus contributing to a longer life span. Our health, transport, communication, production, distribution, energy and other systems will be completely transformed. Within infotechnologies, the implementation of 5G technology, robotics and the development of artificial intelligence (AI), among other tools, will be key.

These technological advances have enormous transformative potential. Some of the changes we are already experiencing today illustrate their magnitude:

- Automation and its impact on employment. According to the RAE, automation, defined as the action or effect of automating, is the application of automation, 'the science of replacing human operators in a process with mechanical or electronic devices'. It is thus taken for granted that certain activities, functions or tasks that are being performed by people will be (faction fact, in some cases they already are) replaced by machines in many industries. These machines will be able to learn at a faster rate than people thanks to artificial intelligence. There is therefore a major challenge associated with the evolution of artificial intelligence in the coming years.

  In 2018, the Organisation for Economic Co-operation and Development (OECD) analysed the risk to employment posed by automation and concluded that 14% of jobs in OECD countries were 'highly automatable' and a further 32% 'face substantial change in how they are carried out'. However, the study also noted that in addition to the jobs that will no longer be needed, new technologies will create others (and indicate that 75% of the occupations in the future do not yet exist or are in the process of being created). Its 2019 update showed a clear advance in this trend. It noted that more than half of the jobs in Spain will be significantly affected by automation and labour digitalisation: 21.7% are 'at risk of disappearing' due to automation and 30.2% may undergo 'significant changes'.

- Data has become the new oil of this era. They are growing at an exponential rate, thanks to the development of the Internet of Things, the huge proliferation of devices and the improvement and speed of connectivity, among others. Today's hyper-connected world links people as well as devices.

  According to a McKinsey report (*Where machines could replace humans and where they can't yet*, 2017), the total amount of data is expected to increase tenfold by 2025. It is increasingly necessary to be able to process data effectively, quickly and efficiently (Big Data, augmented analytics, quantum computing, 5G, 6G, etc.). In this context, the security of data and communications and the privacy of users in the digital world (cybersecurity, digital identity, etc.) has become a core issue.

  Device density has quadrupled in less than six years, reaching an estimated total of 26,000 million active devices by 2020, according to Gartner. These devices are also increasingly capable of interacting with each other through applications integrated with other technologies. There are many examples in this area; to cite one, a team of researchers has argued that the future 6G will allow different artificial intelligence agents to collaborate: for example, autonomous cars will be coordinated with each other to improve their routes (MIT Technology review).

  This ability to connect also impacts individuals due to the ascendancy of social media as the primary channel or platform for communication. This has brought forth new challenges regarding relationships, privacy management and digital ethics, as mentioned above.

- The application of new technologies to industry. New technologies such as robotics, analytics, artificial intelligence, cognitive technologies, nanotechnology and the Internet of Things (IoT) are at the basis of what has become known as Industry 4.0. This is moving towards a greater integration of the physical with the virtual and is bringing about true revolutions in business models and in design, manufacturing and distribution processes. An illustrative case taken from additive

manufacturing estimates that consumers will be able to save between 80% - 90% of purchasing costs in the near future by acquiring the right to manufacture a product at home.

It is therefore clear that technological development is now an integral part of our societies and has become part of our lives, which has undoubtedly yielded some advantages. As a society, we are aware of the huge opportunities that derive from it, but we must also be aware of the risks of not controlling it, due to the negative effects that this could have. Humanising technology is therefore essential; thus, digital ethics has gained great importance as a means of avoiding improper uses that may harm privacy, reputation and even the dignity of human beings.

2.2.2.
Demography and social change

The demographic evolution of the world's population currently occupies an important space due to the challenges it poses both for today's societies and for the sustainability of the planet. Just as in the realm of technology there is constant talk about the rapid pace of technological advancements, a parallel development can be said to have occurred in terms of demographic change worldwide. Historically, the time it takes for the world population to double has been decreasing. For instance, it took 1,200 years to go from 500 million people in the year 600 to 1,000 million in 1800. In contrast, it only took 130 years to reach 2,000 million in 1930. After that, there was an extraordinary population explosion, with the world population doubling in just 46 years, reaching 4,000 million in 1976. Today, 43 years later, the population stands at 7,600 million.

Thus, the world's population continues to grow, even though it is an increasingly ageing population. According to a recent UN study (*World Population Prospects 2019*), in 2018, for the first time ever, there were more people aged 65 and older worldwide than there were children under five. The study also estimated that by 2050, the global population will have reached 9,700 million people, which is 2,000 million more than the current population.

It is worth reflecting on these estimates in more detail, as these demographic changes will bring about significant social changes in the coming years:

- World population growth will be concentrated in developing countries. By 2050 the population of sub-Saharan Africa could double and India will surpass China as the most populous country. This growth poses additional challenges in terms of the fight against poverty, equality, hunger and malnutrition, as well as the coverage and quality of health and education systems, among others.

- Paradoxically, population ageing will continue to increase, with global life expectancy rising from 72.6 years in 2019 to 77.1 years by 2050.

  Japan is today the only country where 30% of the population is over 60 years old. It has been estimated that this will be the case in 55 countries worldwide by 2050. Spain will be the second country in the world after Japan with the world's highest dependency ratios between the over-65s and potential workers (*Pension at a Glance*, OECD). The fact that people are living longer than ever puts a strain on the welfare system and has obvious consequences at the economic level (mainly regarding health, social protection and pensions). Illustratively, according to the World Economic Forum, the global retirement savings gap for the world's 8 major economies is growing at a rate of USD 28 billion every 24 hours and could reach USD 400 trillion by 2050. This is five times the size of the world economy today.

  This logic of evolution raises the need to engage in a basic dialogue for progress between the younger and the older generations. According to José Luis Larrea (*La competitividad revisitada*, 2019), 'the dialogue between experience and creativity, maturity and youth, is at the core of any process of social innovation that aspires to be sustainable and sustained over time'.

- Migration has become an important component of population change in some countries. This makes it necessary to address three main challenges: integration, multiculturalism and coexistence. Today more than 60 million people are displaced, the largest number in history, and it is predicted that by 2050 more than 200 million people could be displaced as a result of climate change.

- A final reflection connects this trend with the increasing size of cities. Some have called them 'megacities' (those with a population over 10 million people). Today more than half of the world's population lives in cities, and by 2030, two-thirds are expected to do so. Perhaps ironically, as the world becomes increasingly hyper-connected and more globalised, the population is concentrating in large urban areas. While in 1950, 30% of the population lived in urban areas, today 55% do and this is projected to reach 68% by 2050 (according to UN data). As a consequence, the size and number of megacities is growing further: in 1990 there were only 10 megacities in the world; by 2030 the UN estimates that there will be 43. The challenges facing the world's megacities are enormous: housing, pollution, transport, infrastructure, inequality and social cohesion, among others, will require creative solutions.

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2.2.3.
Shift in global economic power

In recent decades there have been numerous transformations in the ecosystem of relations between the different world economies. Since 1990, the emerging economies have experienced substantially higher growth rates than the advanced countries, and today they are responsible for approximately 80% of global economic growth.

In terms of the future, different studies have estimated that the world economy could double in size in twenty years (again, speed and rapid growth appear as a constant variable). According to the report *The long view: how will the global economic order change by 2050?,* this phenomenon will be largely driven by emerging markets and developing countries. It has been estimated that the E7 economies (Brazil, China, India, Indonesia, Mexico, Russia and Turkey) will grow at an average annual rate of around 3.5% over the next 30 years, compared to just 1.6% for the advanced G7 nations (Canada, France, Germany, Italy, Japan, the United Kingdom and the United States) (PWC, 2017).

Some implications for reflection:

- The EU's share of global GDP could fall below 10% by 2050.
- China has already overtaken the United States as the largest economy in terms of GDP and could be the largest in value at market exchange rates by 2030. By the end of 2019, it is expected to become the largest user of the international patent system.
- India could surpass the United States by 2050 to take second place, and Indonesia could move into fourth place, which would relegate advanced economies such as Japan and Germany.
- Argentina will remain the third largest economy in Latin America.
- However, today's advanced economies will continue to have the highest average incomes (in terms of GDP per capita).

While global growth is anticipated to be slower as populations age and emerging countries become mature economies, the pace of population growth will be at the heart of economic change. Thus, it is conceivable that, if technological convergence in these countries is increasingly rapid, convergence in terms of per capita productivity with the more developed countries will follow. If this is the case, the percentage of population will tend to drive the percentage of world GDP, and could lead to demographic powers becoming economic powers.

2.2.4.
Environment, climate change and resource scarcity

The relationship between human beings and the environment has always existed, since the environment provides all the resources they need for their subsistence. However, in recent times, (fundamentally) as a consequence of the enormous growth of the world's population and the increase in the needs derived from it (food, energy and water, among others), significant (and in some cases irremediable) damage has been caused to the planet's environment. The impact of climate change caused by global warming has been widely studied in recent years: for example, 16 of the 17 hottest years on record have occurred since 2001. But this goes further, it is felt everywhere and is having very real consequences on people's lives: the UN has estimated that there are currently 1.5 billion people in the red zone of ocean- and water-related climate impacts.

Awareness of the scarcity of resources makes it essential and strategic to develop environmental protection policies. Water is at the epicentre of sustainable development and is fundamental to socio-economic development, energy and food production, healthy ecosystems and human survival, a crucial part of climate change adaptation, and the link between society and the environment.

According to the UN, about 90% of natural disasters today are water-related, and water scarcity will be a serious problem in the future, as only 60% of the water needed will be available by 2050. The FAO has predicted that by 2050 current farming systems will not be able to provide enough food. Moreover, emissions of carbon dioxide and other greenhouse gasses have soared since the industrial revolution and show no signs of abating. Meanwhile, the destruction of marine ecosystems is causing the oceans to lose their capacity as 'carbon sinks', and the ocean is becoming progressively more acidic, leading to deaths of and diseases in marine flora and fauna. These are just a few examples that give a glimpse of the environmental risks that compromise the sustainability of future life on the planet.

This has led to an increasingly plausible awareness of the need to increase collective efforts to curb climate change and prevent the damage from escalating by making commitments at the international level. Such a process involves implementing measures to fight climate

change, which can be seen as a valuable opportunity to ensure sustainable global development for all. As a society, we should be able to cooperate with others to implement actions that help us to conserve and preserve our planet, in an exercise of shared responsibility and commitment.

2.3. Challenges for universities arising from the new reality

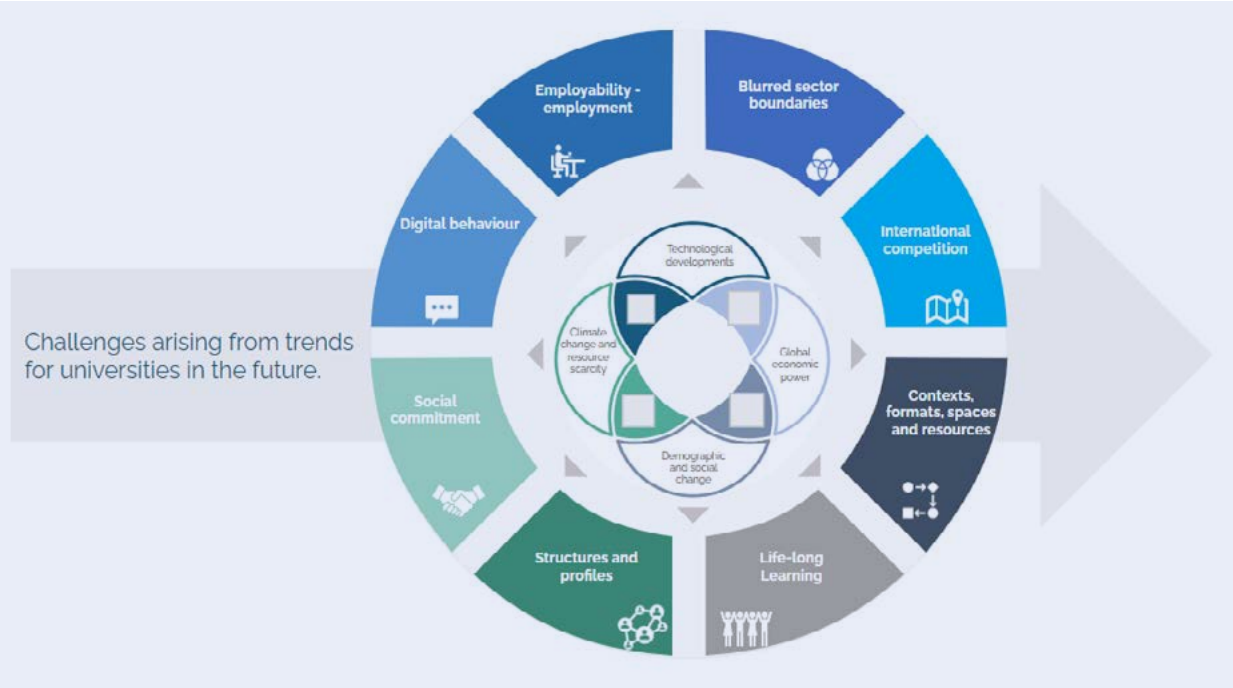
The previous section has summarised the main trends that reflect the speed at which this global world is changing. Universities are familiar with these changes: there are new agents, diverse students, evolving roles (participants, educators, collaborators, etc.), new teaching and learning methods, fresh job opportunities and novel challenges. And it is not only necessary to adapt, but also, as far as possible, to stay ahead of these changes. Thus, universities' capacity for innovation will be key to meeting the challenges of the times.

Thus, examining the current situation and the challenges presented by these trends allows us to identify various challenges facing universities in general. The challenges that are most often analysed are as follows:

Technological developments and the subsequent need to develop new professional skills clearly affect both the nature of employment and employability.

As workspaces and ways of working change, so do the demands for new skills and competences to meet these changes. Ensuring that these demands are addressed in such a rapidly changing world is highly challenging. According to the latest *Education at a glance* report (OECD, 2019), even today, less than 15% of new students enroll in engineering-related studies and less than 5% enroll in information and communication technologies. But it is increasingly important to combine the competences in the areas known as STEM (science, technology, engineering and mathematics) in combination with the so-called non- cognitive soft skills (which include emotional maturity, empathy, interpersonal relations or verbal and non-verbal communication, memory, attention and planning, among others). Ethics is of vital importance in order to ensure that technology can truly improve our world. It is essential to prioritise education on values and the humanities, as they pave the way for a fairer and more balanced society.

The future of work, as trend analysis has suggested, promises to be radically different, largely, but not exclusively, driven by the 'machine economy': changes in the labour market will also be determined by developments in the way employer-employee relationships are established (Larrea, 2019). The forms of employment will be



Source: Developed by the authors (Deusto Social Lab).

Figure 2. Challenges for universities in the future

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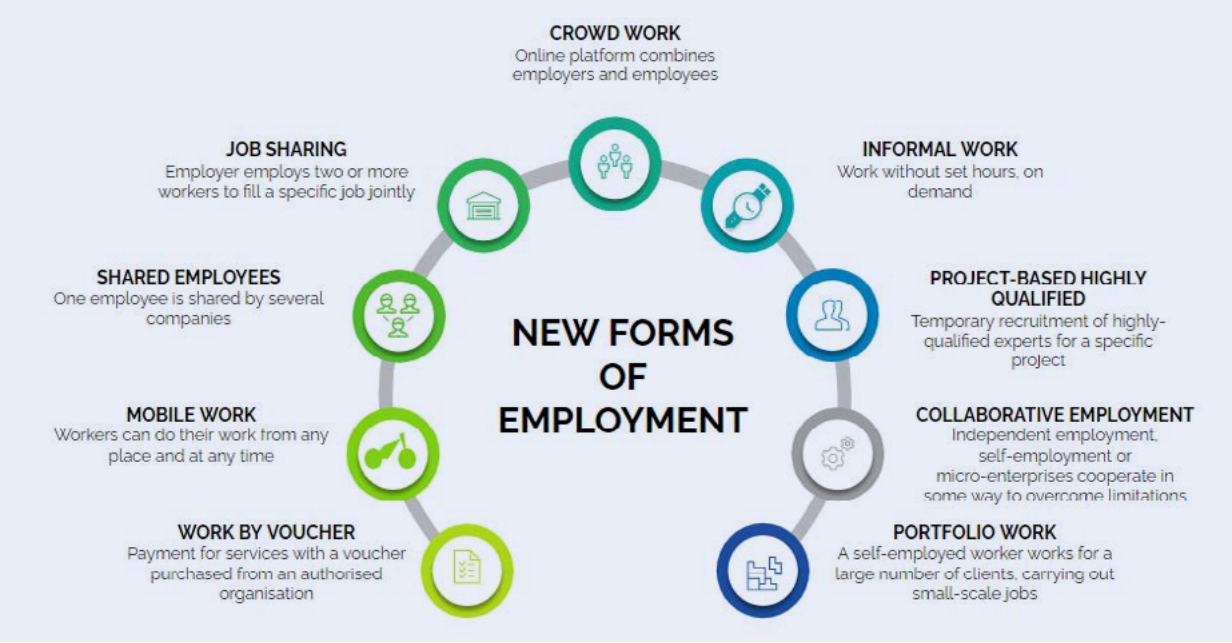
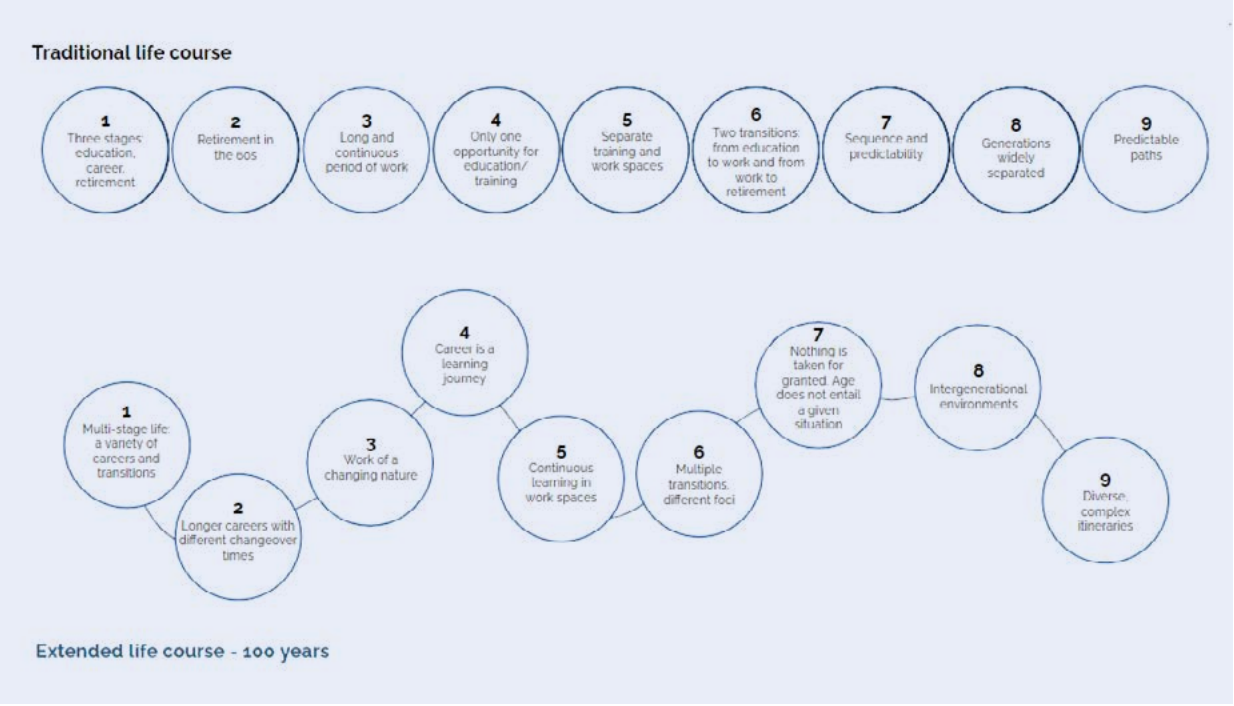
increasingly diverse, the prevailing options being those that enhance freedom and autonomy (see illustrative figure). This context appears to be conducive to nurturing an entrepreneurial spirit. Thus, fostering an entrepreneurial and innovative culture becomes a significant challenge on which universities can make further progress.



Source: Developed by the authors (Orkestra).

Figure 3. New forms of employment



Source: Prepared on the basis of a study by Deloitte.

Figure 4. An individual's life cycle

Within this changing reality, people need to be constantly learning, thus updating and extending their knowledge, skills, abilities, abilities, aptitudes and competences to ensure a satisfactory personal and professional development throughout an increasingly long and active life.

Today, there is an undeniable need to take personal responsibility for one's own life-long learning for both professional and personal growth. This need becomes more acute as life expectancy grows, which results in extended working years, and as employment and socio-occupational dynamics continue to change. This responsibility must also be shared among all actors involved (employers, governments and the education sector). It also seems clear that many people currently need, and will continue to need, to be supported during periods of job transition or in phases of re-skilling and/or up-skilling throughout their lives. It is evident that this development, in its earliest stages, is largely focused on the path that people take through the education system, first in elementary education and then in higher education. However, there is an increasing demand for university education to operate as complementary training to facilitate professional development. Herein lies the challenge for all social actors to make a culture of lifelong learning a reality. The university, as a crucial player in the education system, is not exempt from this challenge; nor are economic and social organisations. This necessitates the exploration of avenues for engagement and collaboration among various stakeholders.

Somewhat connected to the previous point, the boundaries within the education sector are becoming less distinct. This is partly due to technology but also because of the adjustments and changes made by various agents, not only within the education sector but also in business, society and government.

Technology is driving convergence in almost every industry, as these changes are reshaping value chains and democratising information. For universities, this convergence means facing competitive challenges from new entrants with innovative business models. The swiftly changing demand is leading some institutions to promote flexible pathways into higher education and explore collaborations with other organisations within the community. Therefore, there is an opportunity to enhance cooperation with other agents to jointly develop curricula (allowing students to design multidisciplinary degrees across different universities), build connections between various education levels, and foster new collaborative approaches to research and innovation, among other things.

Globalisation and internationalisation mean that competitive threats are also global in scope, which also affect the demand for higher education.

There is a growth in the global population enrolled in tertiary studies and increasing international student mobility, mostly from Asian countries (56% of the total, according to the OECD), concentrated in five mostly English-speaking countries: Australia, Canada, United States, United Kingdom and Japan. If this trend continues, considering the demographic growth forecasts for Asian countries, there are clear opportunities arising from these movements for these countries, but great challenges for others, as Europe is becoming more endogenous: European students prefer to limit their mobility to European Union countries.

Globalisation and internationalisation mean that competitive threats are also global in scope, which also affect the demand for higher education.

As is the case with almost all consumer-related activities, education itself is moving into the digital realm (online, through mobile devices, using social media, mixed methodologies or virtual reality); Digital natives are therefore developing new learning behaviours and new expectations. In this way, how people learn and are taught is changing thanks to technology, which has given rise to new methods such as mobile learning (or learning through mobile devices) or blended learning (the combination of learning in physical and virtual environments). The increasing supply of education using these new models and the flexibility of these learning processes are two of the main reasons for their growth, although student demand continues to outstrip supply. This seems to be the preferred option for 42% of future students, compared to 22% of students currently receiving online training (according to report *Can the universities of today lead learning for tomorrow? The University of the Future*. EY).

Technological advancements, the expectations of future students, changes in learning environments, the need to train teachers for new generations of students and the rise of new teaching methods, among other factors, pose a significant challenge for universities, which involves the need to adapt.

Thus, flexibility and fast adaptation (in terms of educational innovation, greater proximity to economic and social agents, specialisation, knowledge sharing, e-learning

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and many other options) are key elements of the university of the future.

The university is at the service of society; being true to its identity entails being open and permeable to social needs, problems and challenges. In short, working on the basis of its commitment.

In this context, the 2030 Agenda for Sustainable Development has provided a global impetus to bring the commitments of all social actors into alignment, in order to use different avenues to move forward and prevent the world from collapsing. The university must strengthen its position as a dynamic catalyst for the necessary social change to attain the goals outlined in the Agenda. It should harness the momentum of this Agenda, which, for the first time, includes ensuring inclusive and equitable access to quality higher education as one of its goals. Also for the first time, science is explicitly mentioned as one of the drivers of the knowledge needed to achieve some of the SDGs. But the university must also be able to identify, evaluate and communicate its real contribution to sustainable development. The fourth section of this report deals with the role that the university can play as an agent of transformation in society.

All of the above leads to the need to reflect on the university's own capacity for transformation, for which it is essential to use innovation models based on lifelong learning. From a more global context perspective, this is related to the need we have as a society to move from the so-called knowledge society to the learning society (Larrea, 2017).

In order for a university to uphold its commitment to learning, it needs to reflect on its own organisation, transform itself and move towards a more relational perspective. This will give rise to new ways of dealing with learning processes (education/training or research), relating in new or closer ways to economic and social actors or incorporating new profiles within their organisation, among others. Similarly, there is a need to move towards a more transdisciplinary approach, both internally, by taking on new challenges in the governance and organisation of universities themselves, and externally, through cooperation with others.

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3. Towards inclusive and sustainable well-being

CONSIDERING HOW THE UNIVERSITY CONTRIBUTES TO SOCIETY'S WELL-BEING COMPELS US TO REFLECT ON WHAT WELL-BEING IS, AND TO UNDERSTAND ITS CONSTITUENT ELEMENTS. THIS WILL HELP US IDENTIFY THE AREAS IN WHICH THE UNIVERSITY CAN MAKE A MORE SIGNIFICANT IMPACT.

The previous section gave an account of the trends that are reshaping the world, to which universities are also subject. There is, then, an expectation that universities will proactively contribute to addressing the major societal challenges facing humanity by becoming agents of transformation. For this reason, many universities are reflecting on the role they play and the value they bring to their communities or regions. However, beyond the specific challenges or problems that need to be addressed in the immediate future, this report also looks at universities in the long term. From this perspective, its most important contribution to society would be bringing inclusive and sustainable well-being to its members. Producing a shared definition of inclusive and sustainable well-being as the university's ultimate transformative goal is a necessary, but no easy task. Having a shared vision among social partners is essential to lead transformation efforts.

It is worth recalling the statements of Father General Arturo Sosa SJ at the World Assembly of Jesuit Higher Education Institutions held at the University of Deusto in 2018:

> The university is that plural space in which the conditions for dialogue and in-depth understanding of historical, personal and intellectual processes are created. It is a privileged space for the exercise of human freedom. Freedom to search and find the paths of social transformation through teaching and research.

The work in this section is based on a review and discussion of the literature on well-being and the main indices and models used for measuring it.

3.1. What inclusive and sustainable well-being means

The framework used for this report takes is the reflection produced by Orkestra, the Basque Institute of Competitiveness (an initiative of the University of Deusto, managed through the Deusto Foundation) in partnership with a group of Jesuit universities (Orkestra, 2020) on what should be understood by inclusive and sustainable well-being:

Inclusive and sustainable well-being is the result of a systemic and dynamic process whereby all the people who make up a society have their human needs fully covered and can develop their full potential as individuals, building the future they want for their territory collaboratively with all the actors in their community, in a way that is sustainable over time and in solidarity with the rest of the planet's population.

The key elements and approaches underlying this definition are presented below.

Well-being is the result of a process

Well-being is the result of a process; this process involves the decisions and strategies of multiple actors (companies, governments, universities, social organisations, etc.) and individuals that mutually influence each other (systemic). Moreover, these strategies evolve dynamically over time and have an impact in the short, medium and long term.

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Well-being is equitable

Differences between people lie in their innate qualities (sex, race...) and/or personal choices (religion, political affiliation...). In turn, they have different relationship spheres (family, work, social...) on the basis of which they are part of different groups. When we say that well-being should be inclusive for all people in society, we mean that it should be equitable, and there should be no major differences in opportunities according to these characteristics or to their age. On the other hand, all groups, each from their own sphere and using their own strategies, must contribute to this inclusive and sustainable well-being.

In line with this, many definitions of well-being emphasise that it should be inclusive. According to the approach of the Haas Institute at the University of Berkeley (Menendian et al. 2018), inclusive well-being involves having access to public and private power and resources, and improving (through advancement) the way that society views marginalised group members.

Inclusion is realised when historically or currently marginalised groups feel valued, when differences are respected and when basic and fundamental needs and rights are met and recognised, relative to the dominant groups in those societies. The focus is on social groups rather than individuals, as marginalisation often occurs as a result of group membership.

They operationalise this definition by focusing primarily on the performance of groups according to gender, race, ethnicity, religion and sexual orientation. This approach cannot fully explain the non-quantifiable or more qualitative aspects of belonging and inclusion.

There are other approaches, such as that of Ipsos Public Affairs (IPSOS, 2018), which see well-being as the conjunction of different constructs formed by religious inclusion (where issues related to the practice of the five main religions in the world, namely, Christianity, Islam, Judaism, Buddhism and Hinduism, and the choice of atheism are questioned); migrant inclusion (national status achieved by assuming the nationality of the country where one is, the condition of being a formal worker or not, fluency in communicating in the newly acquired language, time spent in the country of residence, one's relationship with a person coming from the place where one resides, etc.); and inclusion by other characteristics (sexual affinity, ex-convict, political extremist, etc.).

Well-being means that all people have their needs met comprehensively

Well-being means that all people have their needs comprehensively met. Whereas some human needs are common to all people, there are others that vary according to the context in which the person finds themselves or according to personal characteristics that have been previously specified.

Thus, although for a person's needs to be comprehensively met, these dimensions should be covered, their expression varies according to their characteristics and the context in which the person or the community are.

The Canadian Index of Wellbeing (2016) defines well-being as the presence of the highest possible quality of life in its full breadth of expression, focused on, but not necessarily exclusive to: good living standards, robust health, a sustainable environment, vital communities, an educated populace, balanced time use, high levels of democratic participation, and access to and participation in leisure and culture.[1]

According to The Social Progress Imperative (Porter and Stern, 2014), social progress is the ability of a society to meet the basic human needs of its members, to create institutions that enable individuals and communities to increase and maintain their quality of life, and create favourable conditions for individuals to be able to reach their full potential.

To explain this approach, the organisation has created and endorsed the Social Progress Index. This index categorises aspects of well-being into three main groups: fundamental human needs, the foundations of well-being, and opportunities. These, in turn, have been further subdivided into 12 categories. The first group covers aspects like nutrition, basic healthcare, water, sanitation, shelter and personal safety. The second group includes access to basic knowledge, information, communications, wellness, health and environmental quality. The third group encompasses personal rights, freedom of choice, tolerance, inclusion and access to advanced education.

For their part, the United Nations (2015) set 17 sustainable development goals, divided into 5 blocks: people, planet, prosperity, peace and partnerships. The first of them includes goals linked to poverty, hunger, health, ed-

1 The Canadian Index of Wellbeing was the result of a combined effort of national leaders and organisations, community groups, research experts, indicator users and citizens themselves. Since its conception in 1999, the process has been designed to ensure that Canadians can make their own voices heard and see themselves reflected in what is measured.

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ucation and gender equality; the second includes water, consumption, climate change, oceans and environment; in prosperity, energy, work and economy, infrastructure, inequalities and cities ; and in the last two, peace and justice and partnerships.

Similarly, the United Nations Economic Commission for Europe (UNECE, 2014) included the following areas: subjective well-being, consumption and income, nutrition, health, housing, education, leisure, physical safety, trust, institutions, energy resources, mineral resources, land and ecosystems, water, air quality, climate, employment, physical capital, knowledge capital and financial capital.

The OECD (2017) framework however, differentiated between current material living conditions and the quality of life of the individual, on the one hand, and the conditions required to ensure their sustainability over time. Among the material living conditions, 'economic well-being' determines people's consumption possibilities and their command over resources. While this is determined by GDP, the latter also includes activities that do not contribute to people's well-being (e.g. activities aimed at compensating for some of the unfortunate consequences of economic development), including non-market activities that expand people's consumption opportunities.

'Quality of life' can be defined as the set of individuals' non-monetary attributes. It shapes a person's life chances and opportunities, and has intrinsic value in different cultures and contexts. Quality of life, together with the sustainability of the socio-economic and natural systems where people live and work, are essential for well-being to last over time. Sustainability depends on how current human activities affect present and future stocks of different types of capital (natural, economic, human and social).

Similarly, the Boston Consulting Group (Hrotko et al., 2018) defined well-being on the basis of clusters of ten dimensions in three categories. The category 'Economics' included the areas of income, economic stability and employment. The category of 'Investments' included the areas of education, health and infrastructure, which reflect the results of policies and programmes that account for the bulk of any government's non-defence spending. 'Sustainability' consisted of the environmental dimension and three others that contribute to social inclusion, namely equality, civil society and governance.

Finally, there are other indices that have focused on more specific aspects of inclusion, such as internet access, by *The Economist*. According to this initiative, the concept of inclusion and exclusion is increasingly linked to the digital world which, like the tangible environment, has the ability to either marginalise or include the individual. For this index, the constructs of digital exclusion are based on four categories: 'availability' (quality and breadth of available infrastructure required for access and levels of internet use), 'affordability' (cost of access relative to income and level of competition in the internet marketplace), 'relevance' (existence and extent of local language content and relevant content) and 'readiness' (capacity to access the internet, including skills, cultural acceptance and supporting policies).

Based on a summarised review of the dimensions covered in the different well-being measurement initiatives, 14 dimensions of human needs have been proposed (in the framework of the above-mentioned specific project on well-being). Table 1 provides a synthesis of these: the Canadian WellBeing Index, the Social Progress Index, the United Nations Sustainable Development Goals, the United Nations Economic Commission for Europe (UNECE), the OECD and the Boston Consulting Group.

	ICB	SPI	SDGs	UNECE	OECD	BCG
Water and sanitation		x	X	x		
Nutrition		x	X	x		
Health	X	x	X	x	x	x
Housing		x		x	x	
Education	X	x	X	x	x	x
Information and communication		x				x
Safety and trust	X	x	X	x	x	x
Access to energy			X	x		
Mobility			X			x
Quality employment	X			x	x	x
Income	X		X	x	x	x
Being heard and freedom of choice	X	x		x	x	x
Leisure and culture	X			x		
Environmental quality and climate change	X	x	X	x	x	x

Table 1. Dimensions of human needs

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The definition of each of the dimensions is shown in Table 2.

Water and sanitation	Access to clean water and adequate sanitation and hygiene.
Nutrition	Access to healthy, nutritious and sufficient food
Health	Healthy living, both physically and mentally
Housing	Access to housing with adequate infrastructure
Education	Access to quality education
Information and communication	Analogue and digital access to information and communication
Safety and trust	Feelings of safety from various types of physical, psychological or abusive violence by individuals or institutions and the ability to relate and form bonds
Access to energy	Access to affordable, reliable and sustainable energy
Mobility	Ability to move, both through sustainable transport infrastructures and freedom of movement
Quality employment	Access to decent and fairly paid work
Income	Securing sufficient income to cover one's needs
Being heard and freedom of choice	Freedom to make decisions about your life, express opinions and influence public life.
Leisure and culture	Access to leisure, cultural and artistic activities
Environmental quality and climate change	Enjoyment of and access to a healthy and sustainable biodiverse environment and ecosystem

Table 2. Definition of the dimensions according to different well-being measurement initiatives

As the people that make up a society are very diverse, it is necessary to meet the needs of different groups, taking into account criteria such as gender, race/ethnicity, migration and age, among others.

Alongside these more objective dimensions of well-being, there is another more subjective dimension of each individual's perception of well-being. This perception will depend on the degree to which the defined human needs are covered and how well they match the individual's expectations of well-being. Several of the studies mentioned in the previous sections also included the subjective aspect of well-being among their dimensions.

Well-being means that everyone should have the opportunity to fulfil their full potential

If people can have access to what they need to meet their human needs, they will be able to develop their capabilities and potential to the full. This is clearly related to Amartya Sen's Capability Approach.

For Sen (1985), development is the number of options a human being has in their own environment to be or do what they want. The more choices, the more human development; the fewer choices, the less human development. Thus, progress or development is a process of expanding the capabilities (opportunities for individuals to achieve valuable performances) that individuals enjoy. Sen's emphasis was on individuals' ability to lead fulfilling lives. Therefore, his analysis delved into the reasons people have for valuing and expanding the actual choices available to them.

The notion of 'capabilities' proposed by Amartya Sen could be defined as the set of opportunities that a person, consciously exercising their freedom, generates in order to lead one kind of life or another. Sen did not detail these capabilities, but Martha Nussbaum (2000) did. She developed the following list: life; bodily health; bodily integrity; senses, imagination, and thought, emotions; practical reason; affiliation; other species; play; and control over one's environment, including political and material environments.

In the same vein, Dalziel. et al. (2018) defined well-being as the process of enhancing people's abilities to live lives that they value and have reason to value. They therefore believe that people can create well-being through personal effort and cooperation with others. Through this process, people use their freedom to make decisions that expand their capacities and, as a result, collective capacities are developed to cover human needs.

Dalziel et al. (2018) noted that investing in these collective capabilities, which they called durable 'tangible and intangible assets', can improve well-being outcomes by expanding people's capacities to lead personally valuable lives.

This involves investing in Human Capital (developing personal skills through participation in education, through experience and through better health); Cultural Capital (inheriting, practising, transforming and transmitting values from generation to generation); Social Capital (strengthening diverse networks, volunteer organisations and the bonds of trust within and between communities); Financial Capital (building and owning durable physical and financial human-made assets); Natural Capital (managing and preserving wild and natural areas to maintain or enhance environmental ecosystem services); Knowledge Capital (researching and developing advances in technology and other intellectual property products); and Diplomatic Capital (developing institutions and regulations that foster international cooperation for the common good).

Ultimately, these can be considered to be different collective capacities that are gradually developed in a society and expand well-being, as part of a systemic and dynamic process.

Well-being is defining the future collaboratively by all people

In addition to all people individually having a voice and freedom of choice, the institutional and social system must facilitate true participation in order to collectively decide and build the future they want for each territory at different scales.

Greater levels of transparency and trust encourage cooperation between different groups and facilitate democratic processes. This means that, although it must be ensured that the above-mentioned human needs in all contexts are covered, the expression of these needs in each context must be defined by the people of that territory.

Well-being is comprehensively fulfilling human needs, both now and for future generations

The comprehensive fulfilment of all people's human needs throughout their lives must be ensured both now and in future generations; so there must be intra-generational and inter-generational co-responsibility (inter-generational being referred to future generations). This involves encouraging responsible use of society's and the system's resources, promoting positive impacts through individual or collective contributions, and fostering positive reinforcement for not generating negative impacts.

This definition of well-being is contextualised in a specific territory, community or society. But we live in a highly connected world, where decisions and actions taken in one place impact on others. This is why we need to take into account the idea of the Global Village, that is, that each community, society and territory must ensure the sustainability of its well-being with respect to the other societies on the planet. In other words, it must remain aware and ensure that its decisions and actions do not have a negative influence on others, so that the terms 'inclusive' and 'sustainable' are not limited to each specific territory or community but are extended to all the people on the planet.

The traits that well-being must be guaranteed in a way that is sustainable over time and in solidarity with the rest of the planet are clearly stated in several of the studies on well-being. Thus, for example, UNECE (2014) defined sustainable well-being as development that meets the needs of the present generation without compromising the ability of future generations to meet their needs. This considers a world that is becoming more globalised, where it is crucial to acknowledge the international repercussions of sustainability. It underscores how a nation's pursuit of its citizens' well-being can influence the well-being of individuals in other countries.

It also stresses that sustainable well-being must address both inter- and intra-generational aspects of human well-being, including the distribution of this well-being over time: the human well-being of the current generation in a particular country (referred to as 'here and now'), the well-being of future generations ('later') and the well-being of people living in other countries ('elsewhere'). This approach allows any individual to distinguish the extent to which the scope of their choices may affect the current generation and the way they face or may face their problems 'elsewhere' or 'at a later date'.

Box 2 provides a summary of the answers to the question that was posed during interviews with a group of UD professionals on what the well-being of a society means (see Annex 1).

Larrea (2019) defined four fundamental dimensions for the conceptualisation of inclusive and sustainable well-being that help to conclude this chapter: the contextual dimension, the human needs dimension, the personal dimension and the relational dimension.

The contextual dimension refers to the historical facts, the social and political environment, professional characteristics, and the family and personal aspects (among others) which occur in a given space and time. The different

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Box 2. **What is meant by the well-being of a society?**
(Block A-1, interviews)

The well-being of a society is expressed in terms of the fulfilment of basic needs, on the basis of which people can progress. It is also seen as a quality of life from both an economic and social standpoint. People must have the freedom to decide and work to be happy and live in dignity. Social justice is essential to the well-being of a society.

Today's well-being cannot compromise tomorrow's well-being; it has to be sustainable. It is not easy to agree on a definition that applies to all cases because it depends on different contextual aspects.

contexts that frame the activity of people and organisations condition the very evolution of thought and action. The general context has to do with the dominant paradigms that explain the overall framework of economic, social and political relations. These refer, for instance, to societal models, economic frameworks, types of political and institutional structures, models of social interactions, widely accepted values and principles, codes of conduct, and so on. They are related to the prevailing paradigms, seen as reference models, which influence various aspects of social relations, including societal models, political models of reference and economic aspects such as financial relations and trade rules, among others.

With regard to the dimension of human needs, in addition to those listed in Table 1, which must be guaranteed for all the people who make up a society, there is another, more subjective dimension of each individual's perception of well-being that needs to be considered. This perception will depend on the degree to which the defined human needs are met and how well they match the individual's expectations of well-being.

With regard to the personal dimension, it is particularly important to realise that each individual is not an abstract entity, a universal average, but has very specific characteristics that clearly affect their well-being. This is why it is crucial to closely examine the characteristics to be considered in each case from a personal perspective.

Finally, the relational dimension is expressed through the different forms of sharing. People relate to each other in order to share, and they do so in different organisational forms, which have different characteristics depending on the degree to which they share aspects. The typology of relationships and organisations is vital in order to provide a more elaborate conceptualisation of competitiveness at the service of inclusive and sustainable well-being. Organisations such as families, companies, sectoral organisations, public institutions, universities and knowledge centres, public health organisations, humanitarian aid organisations, civil society organisations, organisational structures for cooperation between territories at different levels, among others, must be taken into account in this endeavour.

4. The university's contribution and the debate on measuring its impact

THE UNIVERSITY'S MISSION IN SOCIETY HAS EVOLVED IN RECENT TIMES, MOVING FROM A TRADITIONAL UNDERSTANDING BASED ON TWO PURPOSES, NAMELY, EDUCATION AND RESEARCH, TO INCLUDE THE SO-CALLED 'THIRD MISSION', WHICH SPECIFICALLY CONSIDERS THE UNIVERSITY'S COMMITMENT TO SOCIETY AND TO ECONOMIC AND SOCIAL PROGRESS.

AT THE SAME TIME, THERE IS AN ONGOING REFLECTION AND DEBATE ON UNIVERSITIES' REAL IMPACT ON, OR CONTRIBUTION TO, SOCIETY. THE JOINT ANALYSIS OF THESE ASPECTS PROVIDES A MUCH-NEEDED AND HIGHLY INTERESTING PERSPECTIVE.

The role of the university in society has been widely studied and analysed over time; this has resulted in new developments, both regarding the understanding of the purpose of universities and, by extension, of the scope of the activities in which they have engaged.

This section reviews these developments and complements them with the debate and advances on the issue of the social impact of organisations, including the commitment that they are increasingly making to sustainable development. Both reflections converge in this report, which help situate the debate and draw conclusions that feed into the proposal for a social impact model contained in chapter three of this document.

4.1. The university's contribution to society

The university is part of society and, through its different activities, has always contributed to the development of the communities or regions to which it belongs. Until very recently, this contribution has been conceptualised around three very specific missions: teaching, research and transfer, which emerged from different specific contexts. The first mission, teaching, formed the underpinnings of the first European universities, which were founded in the 11th and 12th centuries. Research was incorporated as a second mission as part of the reforms at the University of Berlin in the early the 19th century. This model, which laid the foundations of the modern university, combined teaching with research organised into specialised disciplines. The mission of knowledge transfer was incorporated almost two centuries later, when universities recognised the fundamental role of knowledge in the innovation processes that drive economic growth, which made it necessary to understand the mechanisms that facilitate its transfer to businesses and industry (Edquist, 1997; Freeman, 1994; Lundvall, 1992; Nelson, 1993).

Thus, the third mission was conceptualised primarily as a mission of knowledge transfer from the university to economic agents to drive innovation and economic growth as an end in itself, and the literature on regional innovation systems highlighted the role of the university in regional development (Aranguren et al. 2016; Cooke et al. 1997, Morgan, 1997).

Two of the most influential models developed within the third mission understood as knowledge transfer mission are the triple helix innovation model and the entrepreneurial university model. The triple helix innovation model suggests that the most innovation-prone spaces are located at the intersection of the institutional spheres of university, industry and government (Etzkowitz & Leydessdorf, 1998). The entrepreneurial university model argues that the university is capable of acting as the economic engine of a region or local area through the capitalisation of knowledge, and as a seedbed for business (Etzkowitz, 2001). Both models have been criticised for failing to take into account the importance of context or particular institutional differences between countries (Uyarra, 2010). It has also been noted that the entrepreneurial university model occurs only in some universities in the United States (Yusuf, 2007).

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However, when the third mission is construed solely as the transfer of knowledge from the university to external agents for the exclusive purpose of advancing economic growth, it fails to adequately encompass the role demanded from the university by a dynamic and increasingly complex environment, such as the one described in Section 2 .

Thus, for example, the concept of an engaged university rests on the premise that the commitment of universities to the socio-economic development of the communities or territories to which they belong must be present in all their activities, and it is not necessary to separate them into independent missions (Goddard, 2009). The concept of an engaged university emerged in the UK in the 1990s and, in contrast to the market logic of the entrepreneurial university, considers knowledge to be something that should be used in the service of the public good as much as possible (Laassnig et al. 2017). Other approaches have emphasised the university's participation in processes involving collaborative development of sustainable solutions to address the challenges faced by each community or territory. For example, UNESCO's Global University Network for Innovation (GUNi) calls for transforming the three missions of the university into 'a space capable of innovation, of co-creation of knowledge, of visibility for alternative ways of living, of the development of a deeper trans-disciplinary comprehension of reality and its dynamics, and of support for an inclusive form of active citizenship at both the local and global level' (Grau et al. 2107, p. 48). Tandon et al. (2017, p. 23) suggested that, if the three missions are integrated into a single service mission, 'universities can thus provide spaces and intellectual resources to complement and build on the enormous cultural and social capital of communities'.

Trencher et al. (2014) proposed a transformative university model which, rather than contributing to socio-economic development through knowledge transfer, is capable of transforming the physical, technological or social structures of a specific geographical space (Trencher et al. 2014). For Larrea (2019), the spatial paradigm is no longer sufficient on its own to explain reality, as reality today manifests itself in people-centred interconnected networks focused on relationships. He also argued that there is a need to properly integrate practical theoretical knowledge not only into research but also into education, making the epistemology of practice a focus for redesigning institutions.

This institutional redesign should involve addressing the epistemic governance of the university, so that, as Campbell and Carayannis (2016) suggested, universities can become 'mode 3' universities. Mode 3 universities are those in which different types and paradigms of knowledge coexist, generating creative and innovative organisational environments for both teaching and research. Along the same lines, Tandon et al. (2017) argued that the university should be portrayed as a democracy of knowledge, in which multiple forms of production, representation and dissemination of knowledge coexist. For their part, Aranguren, Canto and Larrea (2019) proposed the concept of a co-transformative university. A co-transformative university has a sole mission: serving the society of which it is a part. It operates within a transdisciplinary framework, engaging the entire university community. It also considers the significance of the context and is integrated into a relational paradigm. This approach contrasts with the entrepreneurial university model, which explains the university's contribution in terms of economic growth as an end in itself, and differs from the transformative university model proposed by Trencher et al. (2014) in that, through interaction, the university not only transforms, but is also transformed.

A co-transformative university must work on developing a series of skills, both by the people who are involved in teaching and by those who are engaged in research. In the case of teaching, it is necessary to promote the development of a culture of entrepreneurship, understood as training people capable of innovating and transforming their environment, wherever they work (Larrea, 2019). Researchers, for their part, in addition to having expert knowledge, must be able to manage conflict and power relations, develop social capital and recognise the limitations of their own knowledge when addressing social challenges (Aranguren et al. 2016; Aranguren et al. 2016; Datta, 2012; Karlsen & Larrea, 2014; Sugden, Te Velde, & Wilson, 2009; Trencher et al. 2014; Oswald, 2017).

This requires changing communication patterns from linear to dialogical patterns in both research and teaching. Regarding research, Karlsen & Larrea (2014) focused on dialogue as a means to co-generate knowledge that contributes to addressing challenges or problems identified jointly with other agents or actors. This type of knowledge, co-generated with other actors, can also be called socially relevant knowledge. In the case of teaching, it is necessary to move away from notions that see the student as an empty vessel to be filled with knowledge without there being a reworking of this knowledge relying on reflection and practice, and adopting a problematising pedagogy (Freire, 1971). Likewise, as Larrea (2019) posed, the time spent at university cannot be limited to the initial education that precedes the entry of people into the labour market, nor can there continue to be a separation between work and education activities. Lifelong learning and dual training are two key dimensions of the role that universities can play in promoting inclusive and sustainable well-being. The former is particularly relevant in a scenario where people will have many more years of active life when their working life is over.

But as mentioned above, it is not only the university that has to change, but also the agents with which it interacts. It is therefore necessary to overcome the division of roles

that assumes that the university produces knowledge and then society receives and applies it (Canto-Farachala et al. 2018). A reflection is therefore needed on how academia can legitimise the new knowledge produced in transdisciplinary research processes. Today, a researcher's trajectory may be negatively affected because the evaluation structures that govern professional careers are designed for a university model that communicates with society in a linear way, and does not prioritise the co-generation of socially relevant knowledge (Watermeyer, 2015; Canto-Farachala et al. 2018).

In the case of teaching, the other agents in the territory, such as businesses, must also take responsibility for the active role they should play, which involves a willingness to create permanent spaces for relations, for example, by becoming deeply involved in dual training (Larrea, 2019). Training is the best tool universities have to transform themselves and transform others. Training people to have a transdisciplinary understanding of reality, who are capable of operating in diverse environments, are agents of transformation and, once their working life cycle is over, continue to form part of a well-informed, engaged and critical community.

Box 3 presents a summary of the responses provided by the UD people interviewed as part of this project to the question of how the UD is working to enable people to become transformative agents in our society.

Box 3. **How is the UD working to enable people to become transformative agents in our society?**
(Block B-6, interviews)

At the UD, we work mainly through the processes of teaching and learning, which are based on the Ignatian vision whereby 'the person is transformed'. Thus, the focus is on strengthening the Jesuit identity through these activities. In this context, the University works on *iustitia*, *humanitas* and *fides*, as well as *utilitas*. Particularly relevant activities include the cross-cutting subject of education and values that has been introduced in all the university's programmes and the commitment made to training internal staff.

Another way in which UD works to enable people to become transformative agents in our society is through example, which is a basic pillar for transformation. Students are affected by the example set by both teachers and administrative staff, with whom they interact. How the organisation reacts to a problem is also important. Individual guidance sessions with tutors are therefore a distinctive feature of the UD.

Also noteworthy are the research projects that are carried out in partnership with other agents such as companies, industry and public administrations, from the perspective of seeking solutions to social challenges.

4.2.
The debate on measuring its impact

As interest in social impact measurement has substantially increased in recent years, more and more organisations have made it an important issue on their agenda. Measuring impact involves a process that must start with a deep reflection aimed at understanding how the organisation can contribute to and transform its environment in a way that is true to its purpose, and then assess the actions taken to see whether it is moving in the right direction.

This section begins with a review of the current state of the debate on social impact, followed by a reflection on the motivations for its application to the university environment in general and to the case of the University of Deusto in particular.

This section is divided into two subsections. The first subsection presents the core areas of the debate on social impact that is taking place globally, of which the university is part. The second subsection is concerned with the implications of the debate on impact measurement in universities and links this to the reflection on the third mission provided in the previous section.

4.2.1.
Origin and development over time. Momentum gathered to date

The social sciences have long been interested in the impacts on social and economic systems produced by major industrial, land use and environmental changes, which have usually been related to infrastructure projects. Thus, the term 'social impact assessment' was used for the first time in the 1970s as a result of the requirements imposed by the National Environmental Policy Act in the United

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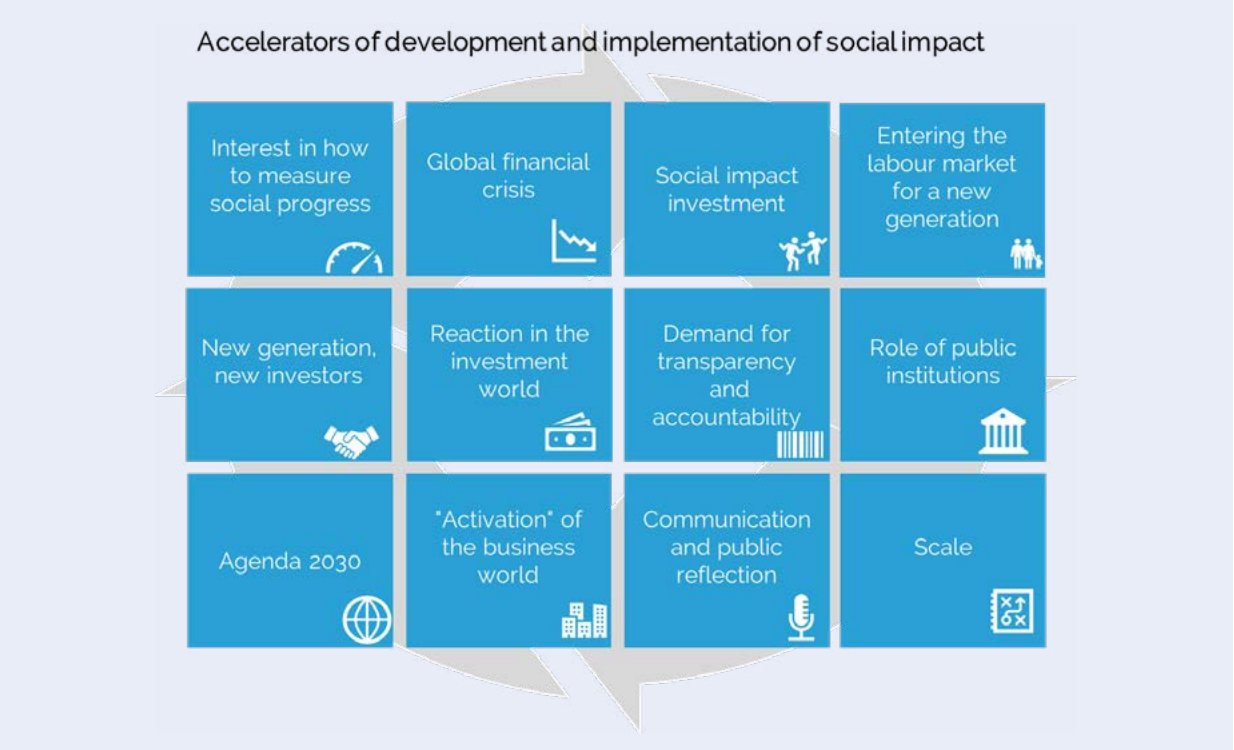
States (1969) in relation to the drafting of the environmental impact assessment for the construction of an oil pipeline project (Trans-Alaska, prepared by the US Department of the Interior). The objective of these first practices was to assess the social consequences of political actions, programmes or projects with the aim of implementing actions to prevent, mitigate and control any negative impacts that they could have on different related groups. Therefore, it emerged from an environmental perspective and was intended to mitigate negative effects.

The 1980s was a key decade in the process of extending this practice. In 1985, the European Economic Community began to recommend that these environmental impact studies should be conducted by its Member States, and made them mandatory in 1989. Meanwhile, in 1986, the World Bank announced its commitment to include environmental impact assessment in its project approval process, recognising that the failures of some of the projects it had funded were either due to environmental issues or to their disconnection from the social and cultural environment in which they were carried out. And in 1987, the United Nations published 'Our Common Future', popularly known as the Brundtland Report. The term 'sustainable development' was used for the first time in this report, and was defined as development that meets the needs of the present without compromising the ability of future generations to meet their needs. It involved a major shift in terms of the idea of (primarily ecological) sustainability and a framework that also emphasised the economic and social context of development.

In the 1990s, the Theory of Change (1995) came into being during the Aspen Institute's roundtable on community change. It was developed as a means to model and assess comprehensive community initiatives conducted by Huey Chen, Peter Rossi, Michael Quinn Patton and Carol Weiss. Weiss popularised the term 'Theory of Change' as a way of describing the set of assumptions that explain the steps leading to the long-term goal and the connections between the activities undertaken and the outcomes that occur at each step along the way. Since the publication of her book, the use of planning and evaluation using theories of change has increased exponentially among philanthropy, government agencies, international NGOs, the United Nations and many other major organisations in both developed and developing countries.

The new millennium has witnessed a vast increase in the discussion surrounding impact. This includes the rise of numerous public and/or private agents which actively work to expand our collective knowledge and promote essential discussions aimed at establishing shared principles, methodologies, and tools, using various perspectives and approaches . None have clearly emerged yet as a standard for global use, as there are many and varied difficulties involved. Therefore, no broad consensus ex-



Source: Developed by the authors (Deusto Social Lab).

Figure 5. Accelerators to the design and implementation of impact (assessment) as a discipline

ists, not even to an extent in terms that could be taken as a single frame of reference.

There are several reasons as to why this practice has accelerated since 2000.

From a more global perspective, there has been an open debate for more than a decade on how to understand a society's well-being and, consequently, on the most appropriate indicators for its measurement. Multiple approaches have emerged aimed at correcting, extending or replacing the traditional GDP (Larrea, 2018). On the other hand, the global crisis we faced more than 10 years ago and its enormous social consequences meant that both entrepreneurs and investors also looked at the social impact of their actions. The need to concentrate limited resources on initiatives that had a demonstrable impact became more acute.

This interest in social impact can be attributed, to some extent, to the growing influence of traditional business logics in the field of philanthropy. In recent years there has been a growing interest in impact investing and venture philanthropy, the roots of which lie in venture capital or private equity. Thus, new concepts such as the *philanthropreneur* (philanthropic entrepreneur) have appeared to define people who promote social initiatives through entrepreneurship, from a business point of view, who invest resources to achieve scalable and sustainable social change.

These new investment perspectives have necessitated new tools for capturing, assessing and measuring returns on social investments, as purely business-type instruments are not sufficient to reflect these new realities. Thus, new tools have emerged such as social impact bonds, used for raising funds within social impact approaches (Social Finance UK launched the first social impact bond in 2010), and Social Return on Investment (SROI). The SROI was designed in the late 1990s as a method to measure and monetise values that are not traditionally reflected in financial statements, including social, economic and environmental factors. Impact investment, where environmental and social returns are measured in addition to financial returns, represents a global opportunity of more than USD 228 billion (according to 2018 figures from the Global Impact Investment Network's annual impact survey).

The last decade has also seen the entry into the employment market of the so-called millennial, who are very clear about the values and vision of what the purpose of a company should be. A recent survey (Deloitte. Millenials survey 2018) found that more than 90% of them believe that a company should aspire to 'improve society', 'improve quality of life' and 'improve and/or protect the environment'. The upcoming generation, often referred to as Generation Z or centennials, exhibits certain characteristics that appear to further emphasise this perspective on life and the meaning of work compared to the preceding generation. In this respect, for example, centennials seem to associate success with social prestige, so they will look for jobs in organisations whose causes are widely recognised thanks to their collective benefits (Universia. Centennials: key characteristics of the new generation). It is also interesting to consider that, in the coming years, the sentiments of these generations will drive not only their decisions as employees, but also as investors. According to Sharna Goldseker, co-author with Michael Moody of the book 'Generation Impact: How Next Gen Donors Are Revolutionizing Giving', young people born between 1995 and 2010 will be the largest donors in history, and are expected to manage an estimated USD 59 trillion. As a result, the investment world is incorporating social impact approaches into its investment decisions.

These movements coincide with the growing social demand for transparency, responsibility and accountability at all levels. There is a rising interest among donors, both individuals and businesses, in the causes they support or invest in. They are keen on understanding the impact made by the resources they contribute. Thus, their requirements include obtaining ex-ante and ex-post information on the social impact of the initiatives they support.

Public institutions have also begun to understand the need to move in this direction, in order to demonstrate that public money is channeled towards projects with a clear social return: the European Commission, for example, has proposed using these methods to assess the impact of its aid programmes. In 2017 in Spain, companies of a given size were legally required to provide an integrated annual report (the so-called 'Sustainability Report', regulated by the Royal Decree-Law transposing the EU Directive on non-financial information and diversity). These provisions aim to identify risks to improve sustainability and increase the confidence of investors, consumers and society by requiring companies to engage in extra-financial reporting, especially related to environmental and social factors, as well as respect for human rights and the fight against corruption.

On the other hand, the launch of the Sustainable Development Goals in 2015 has acted as a catalyst; an increasing number of institutions, organisations and companies are assessing their activities and/or communicating them to society in terms of their contribution to the SDGs; and they even manage their activity to enhance their contribution to the SDGs.

Thus, it can be seen that more and more organisations from different spheres are dedicating time and resources to advancing the understanding, assessment and management of the impact they generate on society in general, and on different collectives or interest groups in particular.

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4.2.2.
Understanding and measuring

The first element to focus on is the very understanding of the concept of impact. The Royal Spanish Academy offers different meanings of the term 'impact', all of which refer to the action of something or someone that provokes a result or change: *The collision of a projectile or another object onto something or someone; the mark or trace left by an impact; the effect of a sharply applied force; the emotional shock produced by a disconcerting event or news item; the effect of an event, a decision by an authority, a news item, a catastrophe (among others) on public opinion ; the set of possible effects that a change in a natural setting can have on the environment as a result of construction work or other activities.*

On the other hand, a review of the literature and the ideas of the different agents working on social impact revealed a number of common elements regarding the definition of the term 'impact':

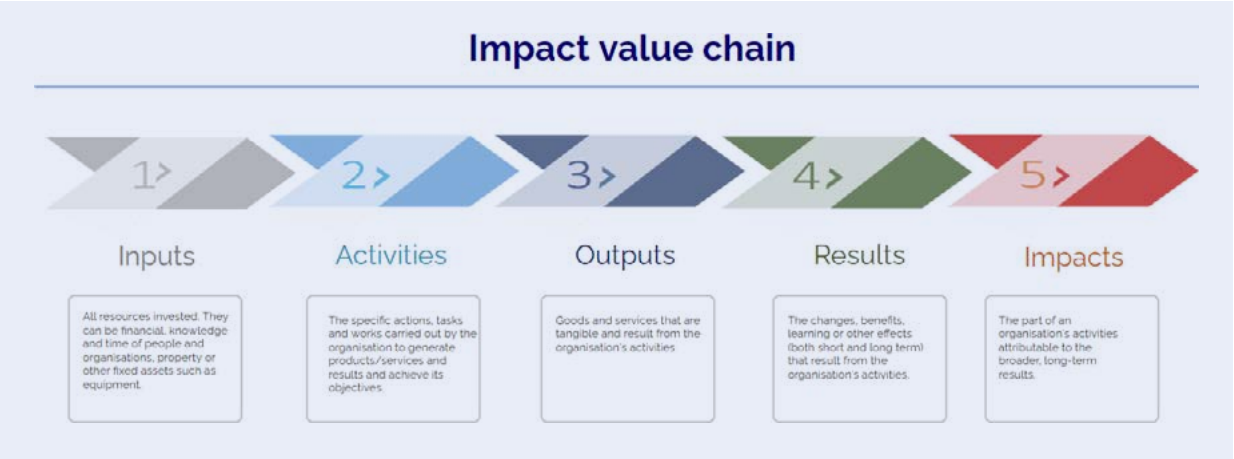
- Impact is change. It can be positive or negative; intentional or non-intentional.
- It is produced by the implementation of a set of services or activities.
- It takes place in a specific context (geographical, economic, political, social, environmental, etc.).
- It affects different groups. Some of them receive their results directly (it affects the lives of the people who receive the service/activity and as a reasonably direct consequence of it) and others are indirectly affected (it may be an incidental effect on the lives of the people who received the service or on the lives of other people).
- It generally requires the passage of time for its effects to materialise. Over time, its effects may be visible in different ways (short-, medium- and long-term vision).

If we add 'social' or 'societal' to the concept of impact, we only reinforce its scope, from the perspective of attributing the effects of an organisation's actions to broader and longer-term outcomes. The context in which they are produced must always be taken into account.

One of the most widely used tools for building an impact measurement system is the Theory of Change. This is a full description and illustration of how and why a desired change is expected to occur in a particular context. It focuses on processes to trace what an organisation, a programme, a project does through its activities or interventions (at whatever level of aggregation or disaggregation is required), and how these lead to the desired objectives being achieved. To do this, it is necessary to start from a clear understanding of the end purpose or objective of the desired change, and to identify a pathway that differentiates between inputs, activities, outputs (products/services), outcomes and impact. This has become a widespread general framework in the impact discipline.

From the perspective of the project that the University of Deusto is undertaking, it is seen as a sufficiently broad and flexible framework to understand and analyse its own impact:

Having narrowed down the understanding of the concept of social impact, it is also necessary to clarify the difference between measuring and assessing impact, in order to avoid misinterpretation. Impact measurement is aimed at calculating or identifying the impact that any organisation makes on a given environment. The existing



Source: European Commission, originally taken from the European Venture Philanthropy Association.

Figure 6. Impact value chain

literature draws attention to some additional elements to consider:

- The extent to which such changes can be reasonably attributed to the organisation engaging in this practice.
- A reflection on whether such changes could have occurred without the organisation's intervention.
- The decrease, which refers to the tendency of the effects of an intervention at a particular point in time to diminish over time.

Assessment, on the other hand, is a concept more closely linked to making an evaluation or a value judgement: impact assessment therefore involves judging the significance of the changes brought about by these activities. Thus, the evaluation or value judgement must necessarily be closely linked to the purpose sought by the organisation. Prior knowledge is needed to be able to make a judgement; therefore, from this perspective, impact measurement is the step to be taken before impact assessment.

In order for measurement to be useful and effective, it is particularly important to identify the most appropriate indicators to trace the desired changes, using a process-based approach to gather the necessary evidence as progress is made. As Albert Einstein said, 'not everything that can be counted counts and not everything that counts can be counted'. Hence the importance of reflection in the identification and selection of the most appropriate indicators, as well as suitable collection and analysis methods. In this respect, some characteristics could describe the indicators to be selected : Specific, Measurable, Achievable, Realistic, Time-bound (SMART). Similarly, while there are multiple approaches to measurement, a combination of qualitative and quantitative measurement seems to be generally recommended as the best way to study the data and draw conclusions.

Finally, it should be noted that implementation is not without difficulties, for different reasons. These include the technical challenges involved in its application, the disproportion between the resources required and the results expected and the time needed between the completion of a programme or project and the evidence of its impact. It is important to recognise that, when seeking to understand the impact of an organisation or activity, we need to work with complex models, adopt a holistic viewpoint and take into account both quantitative and qualitative, economic and non-economic outcomes. This approach helps explain our contribution in terms of the actual impact achieved, as opposed to merely theoretical or aspirational notions. On the other hand, it is necessary to give value to intangible concepts, known as social benefits. The need to identify indicators to measure these assets is one of the main sources of complexity, as they are usually not included in any scorecard. A final time-related reflection: it is necessary to understand that the assessment of the contribution must be done from a long-term perspective, and to work on new ways in which we can create new social contributions.

Box 4 summarises the reflections of the UD interviewees on the appropriateness of using quantitative and qualitative indicators.

Box 4. **Do you think that social impact should be expressed in quantitative or qualitative terms, or both?**
(Block E-22, interviews)

Of the total number of people interviewed, 85% said that the impact of the university should be expressed using a combination of quantitative and qualitative indicators, while 15% opted for quantitative indicators only.

The reasons for favouring a combination of quantitative and qualitative indicators were the following: (i) it is necessary to consider both typologies to provide an overall picture; (ii) quantifying s important, it helps to measure and therefore to manage, although it is not necessary to monetise everything in order for it to have value; and (iii) qualitative measurement helps to recognise valuable contributions and to build our discourse.

4.2.3.
The impact of the University of Deusto

Due to its status as a social agent, as a university, and to its very essence, as a university of the Society of Jesus ('our identity is our contribution', in the words of Father General Arturo Sosa, 2018), the University of Deusto has a clear impact on society as an agent of social transformation (see section six of this document for a better understanding of the UD, its history, present and future). This social contribution is expressed in the fulfilment of the 'more traditional' roles of the University, such as education/learning and knowledge creation/generation. However, it also extends to its social engagement and, in general, through its interactions with various entities. These processes encompass activities undertaken not only by

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the university community but also by companies, public administrations and other organisations. The University of Deusto is committed to its community and places itself at the service of social transformation (as stated in its 2022 Strategic Plan).

From the University's people-centred perspective, its contribution means that these people play a key role in transforming themselves in order to transform society, each one in the areas and at the levels in which they engage in their personal and professional project; in short, in their life project. Therefore, it is (educated, competent, just and hopeful) people who are the real agents of social transformation.

After situating its social contribution as a key, backbone component of the University of Deusto, the debate moves onto the conceptualisation of how to measure and assess this contribution. In the words of the Vice-Chancellor of the University of Deusto at the institutional opening of the 2018/2019 academic year, 'over the last five years, the main area for the assessment of university performance has been the results of indexed research as an instrument for measuring the overall contribution that a university makes to society. And these assessments are ignoring the broader role of the university as an agent of transformation. The new currents advocate analysing the real contribution that the university makes to students (through teaching and learning) and society (outreach to businesses and social impact), in addition to the generation of knowledge itself'.

In line with the points made above, academia has started to approach university assessment by adopting a more comprehensive outlook. While the initial efforts to expand this perspective concentrated on demonstrating the university's contribution in territorial and economic terms, there has been a growing recognition that the economic aspect is just one facet. Therefore, the challenge lies in broadening and enriching this perspective holistically, based on the understanding that emphasis is increasingly placed on intangible aspects. How to make them tangible and incorporate them not only into discourse but also into management is the challenge currently faced by universities. This study aims to develop the proposed conceptual model of social impact on which the University of Deusto began to work in 2019, the implementation of which is described in chapter three.

Box 5. **Understanding the University's social impact . The impact expressed in terms of transformation**
(Block A-1, interviews)

People who transform themselves in order to transform society.

Learning processes are essential on the path of personal transformation in order to help students (and by extension, anyone who undertakes these processes) to find meaning and a personal mission in life; to develop a satisfactory inner life, to be people who grow and show solidarity; to be critical people who in turn contribute to society, leading the necessary transformations within whatever work environment they are employed in the future.

The University of Deusto aims to provide comprehensive education for every person; not only in terms of their training for professional development, but also seeking to be recognised for the human quality of its graduates as well as for their professional skills. The environment in which these learning processes take place is an essential element. Today's society is complex, pluralistic and diverse. Insofar as the University provides such an environment, prepared people will be more prepared to lead processes of transformation in society, both at present and in the future, since true transformation takes place when experiences become actually lived experiences.

The transformation of the University itself

The impact perspective must operate on an open-door basis: the university has to make an impact, but also allow itself to be impacted upon. While universities have been applying a transactional logic, their logic should evolve towards the relational. Society is diverse, so our impact as a university is also diverse. In terms of impact, it is important to consider what issues we work on, who we cooperate with, and how we organise ourselves, among others.

The transformation of society

From a global perspective, it can be seen as the social repercussion of the University's actions. This can be seen in terms of the value provided by the University, considering both market and non-market dimensions. It also involves the University's ability to make a difference in various aspects, including the well-being of individuals, social justice and sustainable development. In short, it entails addressing social concerns and challenges.

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5. Reflections on developing a model

THE PREVIOUS ANALYSIS SERVED TO IDENTIFY SEVERAL FACTORS TO BE CONSIDERED WHEN DEFINING THE UNIVERSITY'S SOCIAL IMPACT MODEL: THE IMPORTANCE OF HAVING A PURPOSE AS A GUIDING BEACON, THE NEED TO UNDERSTAND THE ENVIRONMENT IN WHICH IT OPERATES, AND, AS A RESULT, THE FLEXIBILITY AND SCALABILITY NECESSARY FOR THE MODEL TO BE ALIGNED WITH THE UNIVERSITY'S PROGRESS IN RESPONDING TO SOCIAL CHALLENGES AND OPPORTUNITIES.

The main reflections that can be drawn from the contents of the previous sections for conceptualising the University of Deusto's social impact model can be summarised in the following figure:

a) Importance of purpose

Based on the reflection on inclusive and sustainable well-being, a need emerges to conceptualise the model across four key dimensions (José Luis Larrea, 2019):

- the contextual dimension, which explains the general framework in which economic, social and political relations take place and situates the action of the different social actors in a given time and place.
- the dimension of human needs, which must be known in advance to ensure that they are met.
- the personal dimension, since the individual is at the core of the process and has distinct characteristics that affect their well-being.
- the relational dimension, which captures the way in which people organise themselves (relate to each other) in order to achieve different objectives.

The first reflection for the construction of the UD's social impact model emerged from the relational dimension. Thus, understanding the objective which led to creation of the University of Deusto as an academic institution of the Society of Jesus, and its purpose as an institution are

Source: Developed by the authors (Deusto Social Lab).

Figure 7. Reflections on how to conceptualise the University of Deusto's social impact model

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key to understanding and properly situating its action and, therefore, to identifying and assessing its impact.

Hence it is essential to have a profound understanding of the University of Deusto's university project and to go into more depth about the transformations to which it aspires. This will make it possible to build a model to assess its social impact that is aligned with the essence and goals of the UD: to contribute to transforming people in order for them to transform society. To this end, it is also vital to explore the personal dimension further, since the aim is for the different people who relate to the University to be the active subjects of social transformation. Knowing these people and their characteristics is therefore also essential for a proper design of the UD impact model.

In order to achieve this objective, it is also particularly important to consider how the UD interacts with other economic and social agents, given that we are in an environment where there is a shift towards a relational paradigm. As José Luis Larrea stated, 'the new relational paradigm based on cooperation and co-generation of knowledge between the university and economic and social agents means that teaching and learning form part of the same process. Thus, the university must be a university that learns, because it is entrepreneurial and innovative, and transforms society. A university where, under the pretext of teaching, people learn. This endeavour requires humility, empathy and audacity, but it is worth engaging in because only those who are committed to lifelong learning will have a place in the future.'

b) Need for context

The contextual dimension also clearly needs to be taken into consideration, as it situates the action of the University as a social agent in a given time and place. The complexity of modern society, the challenges and opportunities arising from ongoing trends, and the university's need to adapt to or even anticipate them are evident. This is reflected in the diverse individuals and networks affiliated with or connected to the University of Deusto and in the myriad initiatives it undertakes, often in partnership with other economic and social organisations. Social challenges are complex, and their solutions will have to come from the involvement of different social actors. Their level of engagement with communities and the culture of partnership and cooperation between actors are determining factors for social impact.

Therefore, a proper understanding of the environment in which the UD operates is another element that the University's social impact model will have to take into consideration.

c) Flexibility and scalability

The University is an institution that carries out a vast range of activities in different locations. It also possesses a very broad and heterogeneous relational map to fulfil its mission as a social actor. Therefore, two elements should be combined in the definition of its social impact model:

- Scalability, insofar as the model must be capable of combining and bringing together the different social contributions of the University, moving from a vision focused on action areas to a more global one.

- Flexibility, referring to the need for the model to be able to adapt in the same way as the University itself. If the activities that are conducted change, the model must be flexible enough to be able to reflect these changes (taking into account the need for traceability in order to be able to rigorously assess the impact over time).

All of the above requires a model that must necessarily be holistic and allow for a comprehensive assessment of its real contribution to the well-being of the society in which it operates. The University of Deusto approaches this design process on the assumption that both the measurement and management of its impact are strategic aspects; and acting on the conviction that this instrument will help improve its social impact (it is therefore an instrument to achieve an end, not an end in itself).

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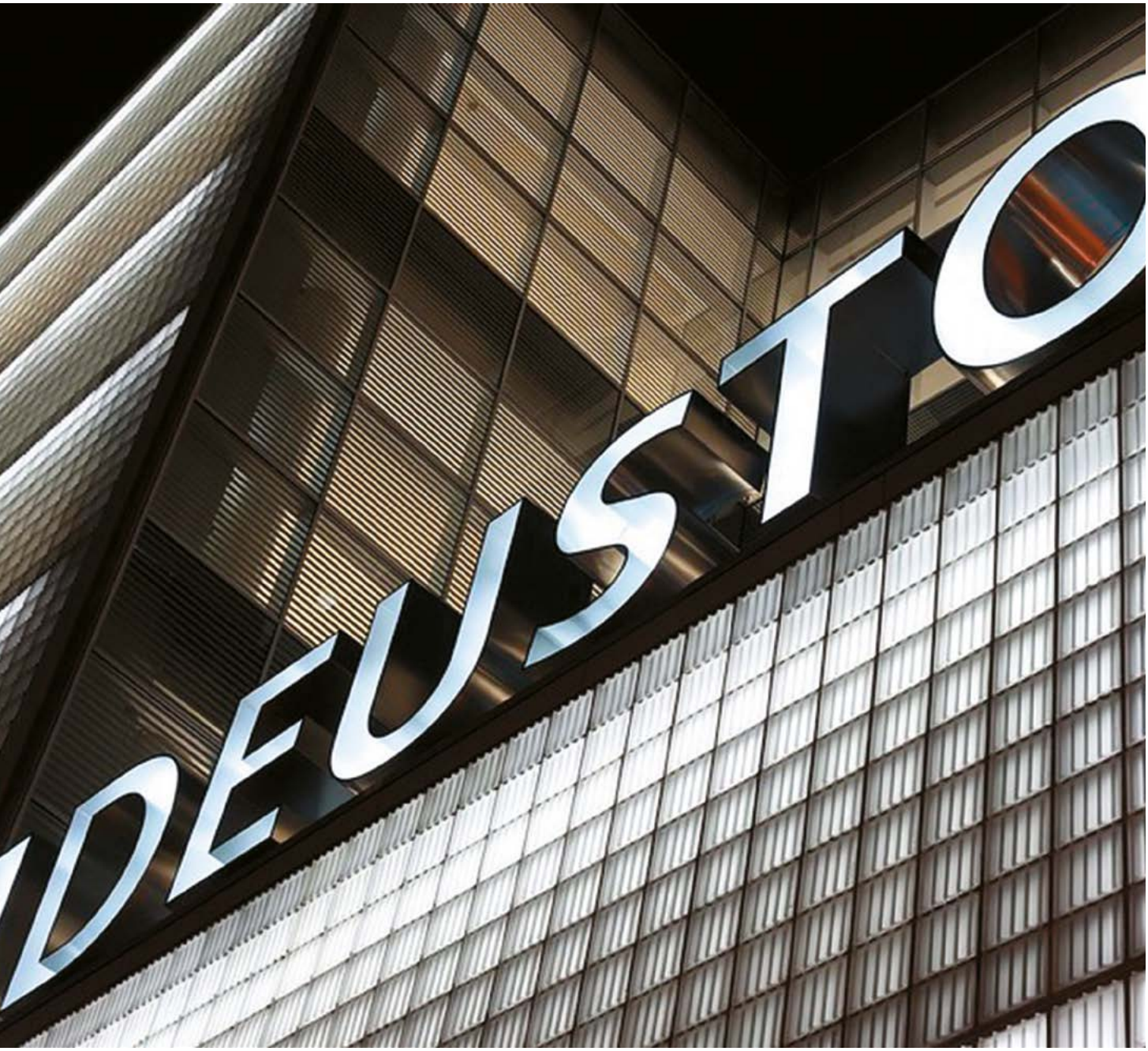
Chapter three

The conceptual model for the University of Deusto's social impact



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6. Starting point: Our purpose as a University

SINCE ITS CREATION BY THE SOCIETY OF JESUS IN 1886, THE UNIVERSITY OF DEUSTO HAS BEEN ENGAGED IN ITS MISSION OF SERVICE TO SOCIETY THROUGH A COMMITMENT TO EDUCATION AND RESEARCH FOCUSED ON THE NEEDS OF PEOPLE AND SOCIETY. IT HAS DONE SO IN THE COURSE OF ITS DUTIES AS A HIGHER EDUCATION INSTITUTION.

Its vocation of service has led the UD to constantly transform itself throughout its history in order to meet the challenges arising from a constantly changing environment, until it became what it is today. Furthermore, with a view to the future, the University's project faces the new challenges arising in a fast-changing world, contributing to its social impact in keeping with its identity and mission .

The purpose of this chapter is to provide a summary of the 130-year history of the University of Deusto, as well as its future aspirations. As we can find our way in the present by drawing on the past, this section will trace the factors that gave rise to the UD, its mission and traits of identity, the milestones in its history and the network of Jesuit universities. These are the foundations that have sustained and driven the UD project up to the present day and will give it meaning in the future. The account of the UD's present activities will notably include teaching and research in different areas of knowledge, and the core, distinct elements of its teaching-learning strategy. Its governance and financing system will also be summarised. This will be followed by a description of the UD's future aspirations.

Based on its mission focused on serving society, its humanistic character and openness, the UD has been transforming itself in response constant challenges. The outcomes of the University's initiatives have been recognised for their academic excellence at the local, national and international level. There are 12,460 students enrolled at the UD and 4,034 participants who engage in continuing and life-long learning. The University's staff is made up of 1,428 professionals, working in the Bilbao and Donostia-San Sebastián campuses and its sites in Madrid and Vitoria-Gasteiz.

The University of Deusto's project will also carry its true calling into the future. Relying on its strong roots, and on its people, mission and identity, it innovatively faces the new challenges of a changing world.

6.1. Past

The University of Deusto was established in 1886 in response to the aspirations of Basque society for advancement. It aimed to educate the young generations to actively participate in the processes of economic, social and cultural modernisation within a rapidly developing environment. This mission was realised thanks to the Society of Jesus's commitment to and partnership with university education.

Since its foundation, the UD has accumulated over 130 years' experience. Throughout its history it has educated more than 100,000 students, who play an important role in the human and economic development of society. The UD's commitment to excellence in teaching and research, and to the education of free people, who are also responsible citizens and competent professionals, has led the University to undertake constant changes in an attempt to be ahead of its time. Among other things, it has modified and broadened the study and knowledge areas, and developed its own teaching-learning strategy and model. It has also renewed and expanded its infrastructure, extending its geographical scope while adapting its organisational structures. These processes have been conducted by interacting with society in general, and with the public and private institutions and agents within its relational sphere. This history is upheld by the UD's mission and identity.

6.1.1. Mission. Identity

The UD's mission is to serve society by making a specific contribution to higher education from a Christian and humanist perspective. This mission of service and commitment endeavours to creatively and effectively address the

challenges posed by social relations, merging tradition and innovation with a vision for the future.

This is based on identity values, which reinforce the humanist character of the educational ideology and holistic teaching that is open to all dimensions of people. According to the model guided by the Ledesma-Kovenbach paradigm, the raison d'être of a university and the Jesuit commitment to education are based on four identity principles: *humanitas, utilitas, iustitia* and *fides.* The meaning of these principles is as follows:

- *Humanitas* is concerned with intellectual and rational education and cognitive competences. It seeks to contribute to a person's all-round development. At the UD, people are trained in competences, which bring together knowledge, skills and abilities.

- *Utilitas* is linked to expertise, knowledge and skills to operate in the professional world, to practical training, to applicability. This is today related to employability.

- *Iustitia* involves the proper governance of public affairs, including being concerned with society's problems and engaging in solving them. This is why we strive to provide an education in values, so that students can be critical, free and responsible citizens.

- *Fides* is related to faith and intercultural dialogue and the promotion of diversity, issues linked to today's highly plural society.

These identity principles are based on three fundamental functions, through which the UD provides a service and seeks social transformation and the promotion of justice. These are teaching-learning, research-knowledge generation-transfer and social responsibility-commitment- outreach. All three of these are essential, but teaching-learning has been the main lever for developing the mission of the University of Deusto.

Across the three functions, the purposes and profiles that drive identity values are as follows:

- Teaching and learning. The objective is to achieve excellence in the comprehensive education of students by offering a broad range of courses. The aim is to educate students to endow them with a professional perspective that is humanistic and ethical. In other words, the goal is to cultivate individuals who are free, responsible citizens and competent professionals. These individuals should possess the knowledge, values, skills, abilities, and capacities necessary to actively contribute to the advancement of knowledge and the transformation of society.

- Research. The aim is to pursue excellence in research and to generate and transfer useful knowledge in the areas that pose the greatest challenges to both the individual and to society in general. Social and global problems are seen as a framework within which academic approaches are developed.

- Social responsibility and commitment. As an institution of the Society of Jesus, the University places faith, justice and interreligious and cultural dialogue at the heart of its work. It is inspired by the Gospel to engage in initiatives that lead to a more humane, just, supportive and diverse society. It therefore encourages a participatory and critical presence in social debates.

In short, core university activities such as knowledge generation, teaching-learning processes and research are focused on the challenges and problems arising from social reality. Among other things, they include supporting young people in the creation of a hopeful future, promoting spaces in which discernment is promoted, collaboration in the care of the Common Home, walking alongside the poor, the discarded of the world and those whose dignity has been violated. It is also noteworthy to emphasise the University's connection to Basque society. The University aspires to be a dedicated institution serving the cultural requirements of the society, as well as contributing to its social, technical, and economic development at all levels. This commitment is articulated in the University of Deusto's Statutes, which were enacted in 2003.

6.1.2.
History. Milestones

Since its inception in 1886, the University of Deusto has been responsive to the evolving educational needs of society, offering its forward-looking vision, inclusive mindset, and dedication to its mission of service and commitment. The outcomes of its initiatives have led it to be recognised today not only locally and nationally, but also internationally.

It has been a pioneering university in fields such as law, business and the humanities. Within a constantly changing environment, while remaining true to its identity, it has faced the challenges of socio-economic changes, technology, innovation and internationalisation. As a result, the UD has broadened its areas of knowledge and its geographical scope, and has also adapted its resources and infrastructures accordingly. The most significant milestones in the history of Deusto are:

- 1886: The University of Deusto was founded by the Society of Jesus. Philosophy, law and engineering preparatory degree courses were implemented.

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- 1916: Start of Economics and Business courses, which marked the onset of the Commercial University of Deusto. They were pioneering courses in Spain.

- 1956: Creation of the Higher School of Business Experts (*Escuela Superior de Técnicos de Empresa*, known as ESTE), which originated the San Sebastian campus.

- 1963: Official recognition of the University of Deusto by the Spanish government. As a result, the degrees in Law, Arts and Letters, Business and Economics and Philosophy and Educational Sciences were recognised.

- 1967: Integration into Deusto of two ecclesiastical faculties: Theology and Philosophy.

- 1977: Recognition of the Faculty of Political Science and Sociology.

- 1979: Official recognition of the Higher School of Engineering (*Escuela Superior de Ingeniería, known as ESIDE*), previously the School and Faculty of Computer Science. The EUTG (University and Technical Studies of Guipúzcoa), which had originated in 1956, was incorporated into the University. The inclusion of the Donostia campus was completed in 1990, incorporating the Faculty of Arts and Letters (today the Faculty of Humanities) and the School of Tourism into the UD.

- 2008: Adaptation of Deusto's courses to the European Higher Education Area (EHEA).

- 2008: Opening of a new university site in Madrid.

- 2009: Inauguration of the new library, Resource Centre for Learning and Research (Centro de Recursos para el Aprendizaje y la Investigación, CRAI).

- 2018: Opening of a site in Vitoria-Gasteiz in partnership with Egibide.

- 2020: Health was included as a new area.

This brief overview of UD's history shows that it has a significant educational legacy, derived from its ongoing progress in response to the changing global situation. It shows that Deusto is committed to the future, a challenge it addresses by combining its strong traditional roots with innovation in areas of knowledge, spaces and learning strategies.

6.1.3.
Global scope. Jesuit network

The preamble of the 2003 UD General By-laws defines the 'Deusto University Project' and states that the University was included in the broad University tradition of the Society of Jesus and of a worldwide university network from its very beginnings.

Deusto, as a University of the Society of Jesus, is part of a worldwide university network with a presence in 49 countries, whose pedagogical tradition is person-centred. Jesuit universities share the mission of service to the individual and to society and enact their mission of service to faith through their contribution to science and culture.

The autonomous university centres linked to the Society of Jesus come together in order to promote alliances and common projects. In Spain, they are connected through the UNIJES network, in which they work together on issues such as the academic and humanistic quality of their educational programmes, research into solutions to social challenges, and the contribution to the dialogues and debates of our time.

The ten university institutions that make up UNIJES are Pontificia Comillas, Loyola Andalucía, IQS, ESADE, INEA, Centro de Profesorado Sagrada Familia (SAFA), Facultad de Teología de Granada, Institut de Teología Fonamental and Facultad de Turismo and Dirección Hotelera Sant Ignasi (HTSI), as well as Deusto.

Other areas of collaboration include Aristos Campus Mundus, a campus of international excellence shared by Comillas, Deusto and Ramón Llull, with preferential partners that include Georgetown University, Boston College and Fordham University. The International Association of Jesuit Universities (IAJU) is an international association of 200 Jesuit universities around the world and was established in Loyola in July 2018.

6.2.
Present

6.2.1.
Subject areas. Academic offer

The University of Deusto is today a leading institution in terms of academic excellence. It works in nine areas of knowledge, including the most recently added area, Health, which became part of the UD's offer in 2020.

These are: Law, Business, Engineering, Languages and Communication, Politics and International Relations, Psychology, Education and Sport, Health, Social and Theology, and is a pioneering university in several of them.

The UD is structured into six Faculties, reflecting the main areas of knowledge, which are: Business and Economics (Deusto Business School), Social and Human Sciences, Law, Engineering, Psychology and Education and Theology. It also has nine Research Centres, as well as numerous Institutes and Chairs. And it has campuses in Bilbao and Donostia-San Sebastián, and sites in Vitoria-Gasteiz and Madrid.

9 Areas of Knowledge	**6 Faculties**
– Law	– Business and Economics. Deusto Business School
– Business	– Social and Human Sciences
– Engineering	– Law
– Language and communication.	– Engineering
– Politics and International Relations	– Psychology and Education
– Psychology, Education and Sport	– Theology
– Health	**9 Research Centres**
– Social	– Centre for Applied Ethics
– Theology	– DeustoPsych
	– Deusto Tech
	– Pedro Arrupe Human Rights Institute
	– Institute for Cooperative Studies
	– Institute of Leisure Studies
	– Institute of Basque Studies
	– Deusto Institute for Research and Education in Substance Abuse
	– Orkestra-Basque Institute of Competitiveness (Deusto Foundation)

Source: University of Deusto. 2019 Yearbook.

Table 3. Areas of Knowledge, Faculties and Research Centres. University of Deusto

It offers a wide and innovative range of programmes, incorporating new qualifications, while at the same time promoting continuous and dual training, executive and in-company programmes. The current portfolio is made up of 40 undergraduate and double-degree programmes, 46 official master's degrees and 37 undergraduate and postgraduate degrees. Recent launches include degrees in Medicine and Physiotherapy, Data Science and Artificial Intelligence and Robotics Engineering. In addition, the bilingual and trilingual offer has been expanded to include 27 bachelor's degrees.

6.2.2. Research

Deusto is taking significant steps in research, which in recent years have led to a change in the University and its organisational structure. The UD now conducts specialised, interdisciplinary and social impact-oriented research, as a result of the important impetus given to this aspect in recent decades. In relative terms, it boasts high research standards; in four years the number of international research and transfer projects led or participated in by Deusto has multiplied by 2.5 and the number of 'A-level' research groups of excellence and high performance as recognised by the Basque Government has doubled.

There are more than 200 researchers who are part of teams recognised by the Basque Government, and 39 ongoing international projects. A total of 142 projects are being conducted in partnership with businesses and other agents within the Basque Science, Technology and Innovation Network (known as RVCT). Additionally, 10 projects were granted a social impact award ('seal of social impact') in 2018, which comes to show the UD's commitment to its immediate environment.

Social impact research is built around six aspects: international, interdisciplinary, intersectoral, impactful, innovative, inclusive. The University of Deusto engages in interdisciplinary research and not only provides support to well-established research teams, but also operates through five platforms that are centred on social objectives. Each one involves different research teams and work in partnership with businesses and institutions. These platforms are:

- Active ageing and social welfare
- Social justice and inclusion
- Creative industries and cities

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- Strengthening participation
- Gender

The University of Deusto's commitment to making a social impact through research has earned recognition, including its placement among the top 27 universities globally by the *THE* (Times Higher Education) Impact Ranking. Additionally, it holds the distinction of being the leading Spanish university in promoting Sustainable Development Goal (SDG) number 16 of the United Nations' 2030 Agenda. This goal is focused on promoting just, peaceful, and inclusive societies, as well as conducting research with a significant social impact.

The University of Deusto has produced over 1,000 Scopus publications, which have led to its recognition as a research-intensive university by the Times Higher Education World University Ranking. This has ranked Deusto in 440th place worldwide in terms of research, making it the sixth highest-ranking university and the first among non-public universities in Spain.

One of its priorities is to continue to define its own research policies in various disciplines, based on its identity and mission of serving society.

6.2.3.
Dimension

Students

The number of students at the University of Deusto is increasing. As noted by J.M. Guibert SJ, Vice-Chancellor of the University of Deusto, at the institutional opening of the 2019/20 academic year, 'since the implementation of the Bologna Plan, the number of undergraduate students at the UD has increased by 46%. And this academic year, which we officially open today, we have increased the number of new undergraduate students by 8%'. This growth over time is evidence of society's confidence in the UD, a leading institution in teaching excellence.

Based on information from the 2019 Yearbook and the Deusto website, the total number of students for the 2018/19 academic year was 12,460. Of these, 10,945 students were enrolled in undergraduate, postgraduate and doctoral programmes, and 1,515 in languages. Women were in the majority among students (59%). By location, 83% of students were concentrated on the Bilbao campus, including Andra Mari, and 17% in Donostia-San Sebastián. While 84% of the students came from the Basque Country, 16% came from other Spanish regions and from 95 countries around the world.

	No. Students
Total	**12,460**
Degree	8,282
Postgraduate	2,341
Doctorate	322
Languages	1,515
Campus	
Bilbao (inc. Andra Mari)	10,340
San Sebastian	2,120

Source: University of Deusto. 2019 Yearbook.

Table 4. Total number of UD students. By study, gender, campus and location. 2018/19 Academic Year

The faculty with the most undergraduate degree students was the Faculty of Psychology and Education, followed by Deusto Business School, as shown in the following table, in which double degree students are counted twice.

	No. Students	%
Deusto Business School	2429	22%
Social and Human Sciences	2134	19%
Law	2093	19%
Engineering	1085	10%
Psychology and Education	3205	29%
Theology	182	2%

Sourcwe: University of Deusto. 2019 Yearbook.

Table 5. Total students by Faculty in UD undergraduate degree courses. 2018/19 Academic Year

Continuing and executive education and training also had 4,034 participants, as follows:

	No. Participants
Total	**4,034**
Executive Training	2,954
– Open Programmes	367
– In-Company Programmes	2,587
DeustoBide. Citizenship School	1,089

Source: University of Deusto. 2019 Yearbook.

Table 6. Total participants in continuing and life-long learning. 2018/19 Academic Year

The UD's strong international focus can be seen in the 489 cooperation agreements signed with universities from around the world, and by the growing number of international students, 1,413 in the 2018/19 academic year.

	No. of international students
Total	**1,413**
– Outgoing	657
– Incoming	756

Source: University of Deusto. 2019 Yearbook.

Table 7. International Student Mobility. 2018/19 Academic year

University Community

According to the 2019 Yearbook, the University and the Deusto Foundation employ 1,428 professionals, who play a vital role in delivering the various programmes, conducting research, and contributing to social projects. Of these, 865 are teaching and research staff (also known as PDI and PI), and 563 are administrative and service staff (known as PAS). By gender, 51% are women and 49% are men.

	No. of Professionals
Total University and Deusto Foundation	**1,428**
– PDI (Teaching and Research Staff)	661
– PI (Research Staff)	204
– PAS (Administration and Services Staff)	563

Source: University of Deusto. 2019 Yearbook.

Table 8. Total Deusto professionals. PDI, PI and PAS. 2018/19 Academic Year

6.2.4.
Teaching and Learning Strategy

The University of Deusto has its own pedagogical framework, which fundamentally focuses on pedagogical innovation, quality, the promotion of entrepreneurship and links with businesses, as well as university social responsibility.

The fully current and innovative Deusto Teaching and Learning Model promotes the all-round education of students as individuals and professionals. Besides striving for technical excellence, it places significant emphasis on cultivating competencies, skills and abilities. It also underscores ethical and humanistic values to enable students to be actively involved in society as engaged and responsible citizens and professionals. To attain these objectives, the UD has developed a pedagogical innovation plan rooted in autonomous and meaningful learning, taking students' contextual experience as a starting point.

According to this model, training and teaching are based on the ability of the UD and its teaching staff to learn and transform themselves by using innovative teaching methods and in supporting processes. The teaching staff play an essential role as facilitators of students' autonomous learning process. Hence, their professional development is encouraged, and their personal and professional dedication is essential for nurturing fresh perspectives in students, prompting them to engage in critical questioning and personal reflection. Actual data show that teacher-driven innovative teaching practices are increasing, as well as participation in training. In 2018/19, 361 staff development courses were held at the UD, attended by 3,342 participants, mostly teaching and research staff.

The didactic and pedagogical use of technologies by both teaching staff and students is also reinforced as an important part of pedagogical innovation.

Another principle to ensure excellence in the learning process is the commitment to quality of processes and outcomes, based on systematic evaluation and continuous improvement. This includes the definition and implementation of the ANECA (National Agency for Quality Assessment and Accreditation) programmes, the UD's quality strategies and models, and the measurement of stakeholder satisfaction in order to obtain and analyse information on the quality of processes, among other things. Continuous improvement actions have been defined using these outcomes.

The key factors of the Deusto Teaching and Learning Model also include the promotion of entrepreneurship and in-company training through internships and dual programmes, within the UD's unique and distinct model of dual university training. In the 2018/19 academic year, 62 activities were organised to promote entrepreneurship, in which 4,800 students participated. These included Deusto *Emprende* Week, the Employment and Entrepreneurship Forum, as well as the DeustoSTART I, DeustoSTART II, Youth Entrepreneurship and the Dual Master's Degree in Entrepreneurship in Action programmes. At the UD we are aware that entrepreneurship is very important for society, but it is not an easy task. Therefore, the entrepreneurship programmes aim to bring out the best in each student and strengthen their innovative, creative and socially constructive skills.

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The most illustrative data on internships are as follows:

Students who have completed internships	3,167
Internship hours	1,147,708
Partner organisations	675
Internship agreements	4,539

Source: University of Deusto. 2019 Yearbook.

Table 9. Internships in the 2018/19 Academic year

The Deusto Model of Teaching and Learning works on values from various perspectives. For example, collaborative work and interdisciplinarity, as well as an ethical outlook and an approach that welcomes diversity and interculturality, are promoted through generic competences. Interdisciplinary groups are used in the two subjects of the Values Education Module, which all students are required to complete . In the 2018/19 academic year, there were 1,527 students in the subject of Personal Values and Choices and 1,670 in Civic and Professional Ethics.

Within its educational project, the UD is also committed not only to faith and solidarity, but also to the health and well-being of the educational community. To this end, Deusto Campus promotes a wide range of activities in which a growing number of students have participated. The details for the 2018/19 academic year were as follows:

Faith	
– Activities	134
– Participants	4,978
Solidarity	
– Activities	13
– Participants	9,120
Culture	
– Activities	98
– Participants	7,220
Sports	
– Activities	147
– Participants	11,685

Source: University of Deusto. 2019 Yearbook.

Table 10. Participants in Deusto Campus activities. 2018/19 Academic year

Throughout their degree, students are supported by the University Guidance Service (SOU), which contributes to providing them with an all-round education. There are 193 tutors who have carried out educational guidance actions according to the Tutorial Action Plan (TAP) in the 2018/19 academic year.

The University's dedication to society is further bolstered by the University Social Responsibility (USR) initiative, a scheme aimed at enhancing its service outreach, fostering closer connections with various stakeholders, fostering a critical understanding of the world and actively engaging in social initiatives. Many actions are carried out through its five lines of work: equality, inclusion, social justice, environment and health. Recent projects include contributions to the field of equality, such as the Gearing Roles project, the Ada Byron Award for women technologists, the Inspira STEAM project and the Emakunde Equality Award. Other initiatives have also been promoted, such as the Deusto-Bide Citizenship School, the GreenSoul project on sustainability and energy efficiency, the report on violence originating from persecution, intervention with disadvantaged people, social volunteering, solidarity-based internships and the new Xabier Kirolgunea sports complex.

The UD's pedagogical model, which has been discussed in the preceding paragraphs, has been endorsed and accredited by numerous national and international quality agencies. The outcomes of its implementation have been showcased in several rankings that acknowledge the University of Deusto's teaching excellence, as assessed from its 2018 achievements. Some examples include:

- Ranking among the top 6 higher education institutions worldwide in teaching excellence, among more than 300 universities in 41 countries. Global Teaching Excellence Award from Advance Higher Education and Times Higher Education.

- Leader in teaching performance among Basque universities. Ranked among the top Spanish universities in teaching performance, according to U-Ranking BBVA Foundation and IVIE.

- Third position in Computer Engineering and first in the area of Social Work. Ranked among the top 25 in Europe, according to the European Commission's Multirank Ranking.

- The Basque University with the greatest number of high-performance indicators. Among the top 5 universities in Spain in Psychology and Social Work and among the top 15 with the greatest number of high-performance indicators, according to FCyD's (Foundation for Knowledge and Development)

A strategic concern of the UD is the employability of its students, which will be discussed below. It is important for the University to effectively promote the entry of its students into the professional world. This is implemented based on the understanding that, by providing employment prospects for young individuals, the UD can promote their personal independence and life goals, while also contributing to economic growth. For this reason, training programmes for employment are promoted, and collaboration with companies is encouraged through the Employment and Entrepreneurship Forum and Alumni.

There are 960 Alumni partner businesses, which contributed to the publication of 1,350 job offers in 2018/19.

UD students obtain quality employment, in response to the positive assessment of Deusto by businesses. This has been substantiated by its recognition as the fourth most proactive university in terms of employability in Spain, and the first in the Basque Autonomous Region, as per the Ranking of the Report on entry into the labour market and determinants of employability: university education vs. environment, compiled by the BBVA Foundation and IVIE in 2018.

This situation was also confirmed in the latest survey carried out by Lanbide and published in September 2019, regarding the employment situation of graduates of the University of Deusto who completed their studies in 2015. It shows very positive progress in recent years, reaching an employment rate of 91.4%. In relation to the quality of employment, three years after completing their degree, 86% of graduates have a job that is commensurate with their professional training level, and 75% of employment is related to the degree they completed.

6.2.5.
Governance and financing

The governance of the University has also been changing and evolving, as have other elements outlined above. Changes to by-laws and organisational structures have been made to provide the University with the agility and flexibility it needs to adapt to the growing complexity, the upheavals and the global environment it finds itself in. The responsibility for formulating strategic directives and aligning the Jesuit ethos with the evolving societal demands falls upon the Board of Directors. Simultaneously, the Board of Directors, under the leadership of the Vice-Chancellor, assumes the leadership and administration of the University. The Vice-Chancellor, as the main direct authority of the University, is responsible for the direction, coordination and supervision of University life, as well as for the ordinary representation of the University.

In terms of funding, the University of Deusto, as a private, non-profit institution, is largely self-financed. Its main source of income is student fees, and the impact of student numbers on their budgets is therefore very high.

In light of this circumstance, coupled with its commitment to sustainability and service, the University is compelled to prudently oversee its finances and the affiliations and contributions from public and private entities that support its initiatives. It strives to optimise the use of resources, given the public and societal impact this involves.

However, the UD's calling to be of service to society leads it to grant scholarships to one out of seven students, in order to facilitate access to the UD. The UD awarded grants amounting to EUR 5,199,960 in the 2018/2019 academic year.

6.3.
The future

The world is increasingly changing, interconnected and complex. In order to fulfil its purpose of serving society, the UD must anticipate the challenges it faces. Hence, the University of Deusto has charted its future course by building upon its existing project, guided by the ethos of transformation that defines its character. The *raison d'être* and the mission of service and dedication that have guided its development to this day remain. These involve serving society, undertaking to contribute to a fairer, more compassionate and sustainable world, and playing a prominent role as an agent for social change.

Consequently, the University will embark on new initiatives geared towards enhancing its global outlook and internationalisation, while upholding a proactive stance in the realms of all-round human development, research and university social responsibility. To do so, it will have to strengthen the cooperative model of relations with social agents and citizens in general.

With the aim of transforming society, teaching will continue to reinforce the all-round education of people, to ensure that they are optimally equipped for the world: having reached excellence in knowledge, skills and values. As pointed out by J.M. Guibert SJ, Rector of the University of Deusto, in the opening speech of the 2019/20 academic year, 'the University plans to expand learning experiences by opening them to other audiences, other social, geographical, cultural and generational segments. To cater for them, new qualifications and learning models will be offered, such as dual, online and life-long learnin g'.

Furthermore, the University will endeavour to leverage research to bring transformation to society and, generating increasingly stronger social impact across various academic disciplines. Fundamental to this is their commitment to the country's projects and to the 2030 agenda.

In fulfilling its social responsibility and commitment, the University of Deusto will foster ethical and intellectual engagement and leadership by creating spaces for social debate and exchange of knowledge and ideas.

To achieve these aims, the University will work towards greater cohesion around its mission and its project, where

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people will continue to be at the centre. Specifically, the slogan that inspires the Deusto 2022 Initiative is 'People who transform the world', referring to the people and institutions that transform the world together.

The Deusto 2022 Strategic Plan is based on two inspiring principles, the hallmarks of the university project: Ignatian identity and social and environmental responsibility. The institution has five priorities, which have been defined and formulated as follows: three are linked to the university's missions (education; research and transfer; and leadership and social commitment), and the other two are linked to the University's people and community, and to governance. These five institutional priorities are realised through eleven strategies and twenty-six lines of action. Three transversal core areas are the thread running through the Plan: internationalisation, digitalisation and diversity. It establishes a clear goal: the 2030 Agenda serves as a roadmap for the sustainable development of the planet. Cutting-edge innovation applied to all of the University's increasingly complex and interactive activities.

Box 6. **Motivation and usefulness of the project**
(Block B. Interviews and inputs from the Social Event held on 21 November 2019)

The main contributions that the UD should make are as follows:

- UD should contribute to the following transformations: promoting a fairer and more caring society, reducing wage gaps, fostering social mobility and equal opportunities, and improving the environment.
- In order to contribute to these transformations through people, the UD has to facilitate the generation of knowledge and contribute to debate and reflection. The UD should be a space of intellectual freedom in which different people can be together, debate, learn and create something new. This requires the creation of a university that is pluralistic in all respects.

How to contribute to these transformations through people:

- While all the activities carried out by the UD are important, teaching-learning is the priority for the fulfilment of the UD's mission, given its remarkable ability to generate social impact.
- Educating professionally skilled, technically competent people who develop values and a critical vision; people who uphold Deusto's spirit, that is, with a sense of ethics, justice, solidarity and inclusiveness, and with a capacity for constant learning. Hence the importance of working on soft skills and values.
- The teaching staff play a key role in the education process, in addition to the educational model itself.
- Through research projects conducted in partnership with other agents that make a social impact; by undertaking to carry out cross-cutting research.
- Through leadership in social debate and becoming an opinion leader.
- Considering lifelong learning requires strengthening alumni relations.

7. The University of Deusto's Social Impact Model

PEOPLE WHO TRANSFORM THEMSELVES IN ORDER TO TRANSFORM SOCIETY. THE UNIVERSITY OF DEUSTO IS DEVELOPING AND IMPLEMENTING A SOCIAL IMPACT MODEL THAT IS FOUNDED ON THIS PREMISE. THIS MODEL TAKES A HOLISTIC AND INCLUSIVE APPROACH, WITH THE AIM OF ENABLING A COMPREHENSIVE ASSESSMENT OF ITS ACTUAL CONTRIBUTION TO SUSTAINABLE DEVELOPMENT.

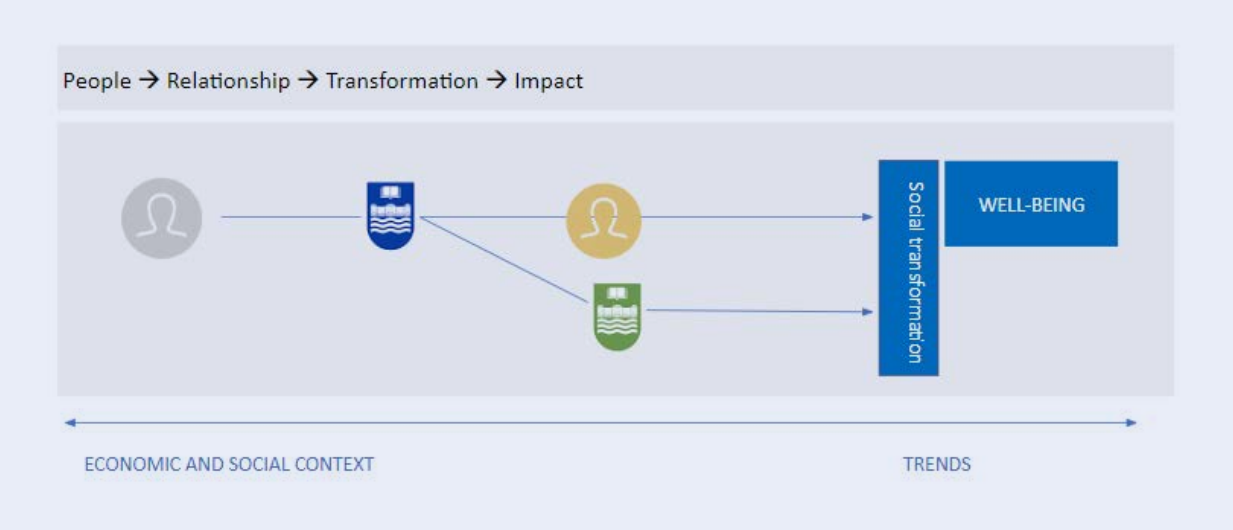
7.1. Strategic anchor

The conceptual model of the University of Deusto's impact model is naturally rooted in the University of Deusto's own mission. As Vice-Chancellor José María Gibert puts it, 'our mission is to serve society, to commit to creating a fairer, more compassionate and sustainable world. As a university, we achieve this by providing all-round education in skills and values, research and knowledge dissemination focused on addressing social issues and actively engaging in university social responsibility.'

To fulfil this mission, the University of Deusto consistently places the individual at the heart of its endeavours. It recognises that people are the genuine agents of change and social transformation. This has been the starting point for the reflection and co-design of its own holistic model for analysing its impact on society. This starting point forces us to reflect on several fundamental questions in order to build the foundations of a solid and coherent impact model (see figure below):

A) People

For the University of Deusto, the individual is the main agent of change and transformation. Hence, the objective is for anyone engaging with the University of Deusto through its numerous activities and services to potentially undergo a transformation or change through reflection. In other words, by enriching the personal dimension, a transformation or change at the societal level may also ensue. Therefore, people who transform themselves in order to transform. There is therefore a need to analyse the activities carried out by the UD from the perspective of aspirational



Source: Developed by the authors (Deusto Social Lab).

Figure 8. Core elements of the Impact Model

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transformation. However, it also appears evident that the nature of the transformations or changes experienced, as well as their impact on society, may vary depending on the individual, their intentions and the particular stage of life they are in when they engage with the University.

Hence, it is important to gain an understanding of the diversity of the people involved, to accurately characterise the different groups and understand their motivations when they engage with the University of Deusto. This is essential for constructing a model that can reveal the distinct impact trajectories they follow.

B) Transformation

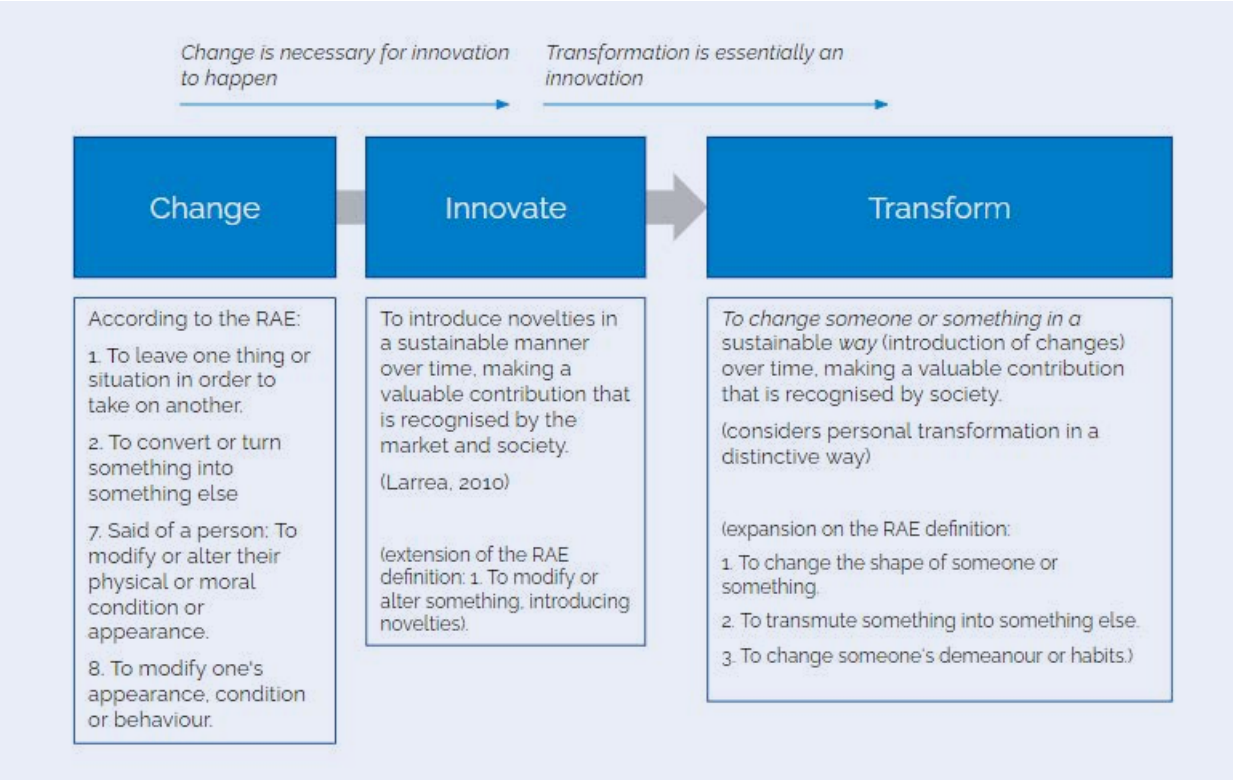
The 2022 strategic plan of the University of Deusto, which contains the slogan 'Transforming our world together', takes a specific approach to the transformation to which the UD aspires:

'Transforming' indicates the purpose of our endeavour; transforming in order to move towards a fairer, more humane and more sustainable world. This is at the core of the university mission and of our challenges: education, research and transfer, leadership and a commitment to society... in order to transform and humanise the world. We want to make a small contribution to a vital task performed by people who transform the world.

Since transformation is central to this, it is necessary to reflect on the meaning and significance of the concept itself within a model that aims to understand the UD's social impact. According to the Royal Academy of the Spanish Language (known as RAE), to transform is 'to make someone or something change shape, to transmute something into something else or to make someone change their behaviour or habits'. This definition is very close to the concept of innovation, which also according to the RAE, is 'to change or alter something, introducing novelties'. Broadening the definition of innovation, for Larrea (2010) innovation is 'introducing novelties in a sustainable manner over time, providing value recognised by the market and society'. Thus, change is necessary for innovation to take place and therefore a transformation is essentially a social innovation.

In light of the above, the concept of transforming could be defined as 'changing someone's way of behaving or habits (personal dimension, essential for the UD's impact model approach) or something in a sustainable way over time, providing a value recognised by society'.

This leads to a new reflection on the kind of changes, innovations and transformations to which the UD aspires to contribute. As stated in the 2022 global strategic initiative, the aim is to move towards a fairer, more humane and sustainable world. In order to design a social impact model, it is essential to delve further into the steps under-



Source: Developed by the authors based on Larrea ('La teoría -imperfecta- de la innovación', 2010). Deusto Social Lab.

Figure 9. The concept of transformation. Definition and scope

taken by the University of Deusto in its path towards this vision. Each of these activities will have purposes that are aligned with the University's mission and vision (i.e. how the University understands its role in society and how it puts it into practice). Hence, it is vital in this process to clearly articulate these aspirational transformations, as they will serve as the foundation upon which to gauge whether the university achieves the intended impact.

C) Relationship

For the University of Deusto, transformation means that people acting 'together' undertake changes aimed at moving towards a fairer, more humane and sustainable world:

> 'Everyone together' is one of our hallmarks. As a unified Deusto university community that encompasses students, teaching and research faculty, research personnel, administrative and support staff, alumni, and families, we embark on a shared journey and project. We do so alongside a vast array of individuals, institutions, social organisations, companies, and cultural entities. This involves forging alliances and building networks to collectively advance our mission. We got here together. We shall win the future together.

Therefore, the necessity for individuals to connect with one another for these transformations to occur introduces a new element that must be taken into account in the model. The insights gained from the second chapter of this document underscore the requirement for society to shift from a spatial paradigm to a fresh relational paradigm. This new approach highlights the significance of the ecosystem, the need for cooperation and co-creation, and the importance of people's relationships. It has become clear that establishing a relational space is a global challenge for contemporary society, and thus, it is also a challenge for the University itself. This cannot be tackled by the University alone; it needs the rest of the economic and social agents to generate the necessary ecosystem (the necessary relationship space) that allows people to act as agents of transformation at the service of well-being. As stated by Larrea (2019), 'the key role of the individual in the processes of social transformation showcases its double dimension: as an active agent of the transformation process (input) and as a result of the transformation process (output)'. This also applies to the University, which, in the various relationships it establishes with the different actors, is permeable to change, and also transforms itself. In addition, this transformation also occurs within the 'institutional' framework through the creation of internal conditions within an organisation, enabling the individuals working within it to bring their capacity for transformation.

In this new relational paradigm that the University of Deusto is committed to, the key issue lies in how people establish relationships (since people are relational by essence) and in the understanding of the purpose underlying these relationships.

It is therefore necessary to investigate the different expressions of these relationships further in order to be able to make a rigorous assessment of the impact achieved at a later stage. The characterisation of the relationship established with the different agents will therefore be a variable that will provide the necessary information to contextualise the social contribution of the UD's activities.

For a suitable categorisation, we turn to Larrea's (2019) proposal. This proposal outlined seven relationship models based on three key factors: the frame of reference, which pertains to the broader context where the relationship arises; the purpose, connected to how strongly a shared objective or vision of the future influences each party's commitment to the relationship; and the language, representing the capacity to communicate and construct a shared narrative.

Thus, the different manifestations of a relationship are defined by Larrea as follows:

- Co-existing: sharing space and time, but not purpose or language.
- Living together: in addition to space and time, basic aspects of the general frame of reference are shared, some of the language used, but not the purpose.
- Exchanging: greater intensity in sharing frameworks and language; the first stage of sharing appears in terms of purpose, so that reciprocity can take place in the relationship.
- Harmonising: frameworks, language and general purpose are shared to a greater extent.
- Coordinating: involves bringing together to create a harmonious whole, which involves greater commitment to framework, language and purpose.
- Collaborating: involves participation in a part of a more general process with its own purpose, in which language is largely shared, but all collaborators do not necessarily have the same purpose.
- Cooperating: this is sharing at its best, in which the final purpose of all participants is the same, a common language is used and a shared narrative is constructed.

The need to understand the relational map employed in various University activities (including who is involved and the intended goals) arises from the aforementioned points. This is perfectly aligned with the strategy of understanding the impact value chain and the needs for information stemming from the two initial stages (inputs and activities).

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7.2.
Transformation as a process. Impact as an outcome

The commonly accepted definition of impact is that it is any change brought about by the implementation of a set of services or activities. The University of Deusto initiates these changes by performing activities or services guided by a systemic and sustained process over time. The UD's objective is to instigate transformations that are valuable to society and, ultimately, contribute to inclusive and sustainable well-being within its role as a Jesuit university.

Therefore, the University of Deusto expresses its social impact in terms of transformation. Transformation of people, but also transformation of the University itself, and ultimately, transformation of society towards the construction of a more just, humane and sustainable society. A multitude of impact dimensions emerge from this perspective, depending on the activities carried out by the University, thus forming a holistic, comprehensive and integrative model.

As transformation is essentially a social innovation and the UD strives to see these transformations change the world, the processes to be put in place to achieve them will be consistent with any innovation process. Thus, the vision of the stages of the innovation process must be included into the UD's social impact model, which can be summarised as follows, according to the theory developed by Larrea (2010):

- Stimulus Stage: This stage includes all the activities aimed at fostering spaces for surprise, creating the conditions in which surprise can emerge, occur and flourish. It is the field of attitudes and emotions, of creativity.

- Conversation Stage: This stage includes activities aimed at encouraging surprise to be transformed into suggestion by listening to others, exchanging and contrasting points of view and opinions .

- Reflection Stage: These activities are designed so that the suggestion, resulting from discussing and contrasting views and can be analysed from a personal perspective, in order to evoke and activate the idea or the project.

- Action Stage: If surprise is suggestive and evocative but it is not applied to anything practical, it does not serve any purpose. Therefore, a step from theory to practice must be taken. This is the stage where activities are designed to establish the optimal conditions for actions to reach their maximum potential.

- Recognition Stage: This is the stage where success can be acknowledged and enjoyed, and failure can be assessed. In this way, the usefulness of what has been achieved is returned to the process, so that success can be managed as part of the process.

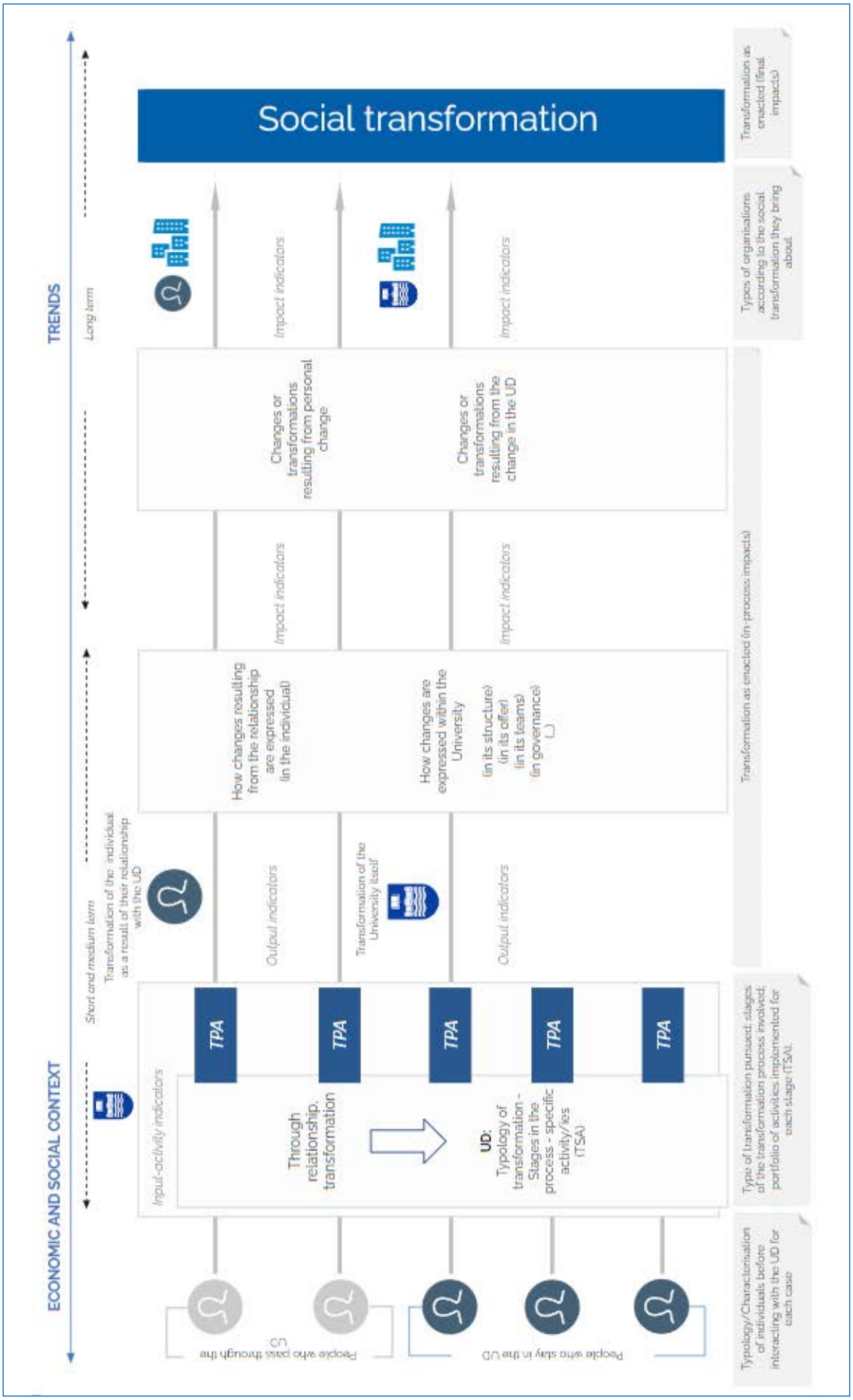
- Dissemination Stage: The new application provides utility and needs to be both acknowledged and communicated; it must be disseminated to enable a new step forward. All activities that are carried out with this focus should therefore be included here.

At this point, a qualification should be made regarding the classification of activities into these stages. For some activities, only one of these stages are likely to be relevant, but it is also likely that several stages are relevant to a single activity. Hence, for a proper categorisation, it is crucial that those overseeing the activities within the University of Deusto specify which stage(s) the analysed activities are included in at any given time.

Based on the above, as an overview of the conceptual framework, Figure 8 in Section 7.1. is displayed in more detail on the following page. This figure highlights the need to create profiles for individuals associated with the University of Deusto, including both those who are part of the University Community and those who engage with the institution. This profiling helps in understanding the desired transformations, the stages of the innovation process addressed by various activities conducted by the University of Deusto (TSA in the figure), and the diverse impact trajectories of these individuals over time. It is important to consider that the time variable is important, as there will be some form of value that can be generated and captured in the short term and other types of value for the materialisation of which the passage of time is essential (long term). It should also be remembered that the UD itself is an agent of social transformation, which is constantly evolving and becoming transformed.

In conclusion, as transformation as a process, the model enables us to identify and gather the impacts occurring at different stages over time. Therefore, at the end of this process, we will be able to discuss the University of Deusto's impact on social transformation.

Figure 10 provides an illustrative summary of the proposed methodological framework.



Source: Developed by the authors (Deusto Social Lab).

Figure 10. Methodological framework for the Impact Model

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7.3. Operational Conceptualisation

Having established the strategic framework to be taken as a basis, the next step is to reflect on the implementation of this framework. The analytical process for identifying and assessing the social impact of the University of Deusto's activities should follow these steps:

- Analysing the activity/service that is the object of the impact assessment. This analysis mainly comprises the understanding of the objective or purpose sought, the scope of the activity, the target group of the activity and whether there are any third parties involved. This will provide the necessary information for further implementation of the model, which will render (among others):

– The relational map/ecosystem and the typology of relationships established for the activity to be carried out. It will help to understand and assess the extent of impacts achieved.

  – Its main beneficiaries.

- Identifying the desired transformations (through the launching of the activity). This proposal for transformations will be accompanied by an analysis of each of the activities in terms of the phase of the innovation process. In other words, each activity will be fundamentally designed to address a specific transformation, in order to trigger a process of innovation that allows the activities to be classified into their different stages. Thus, the following will become available:

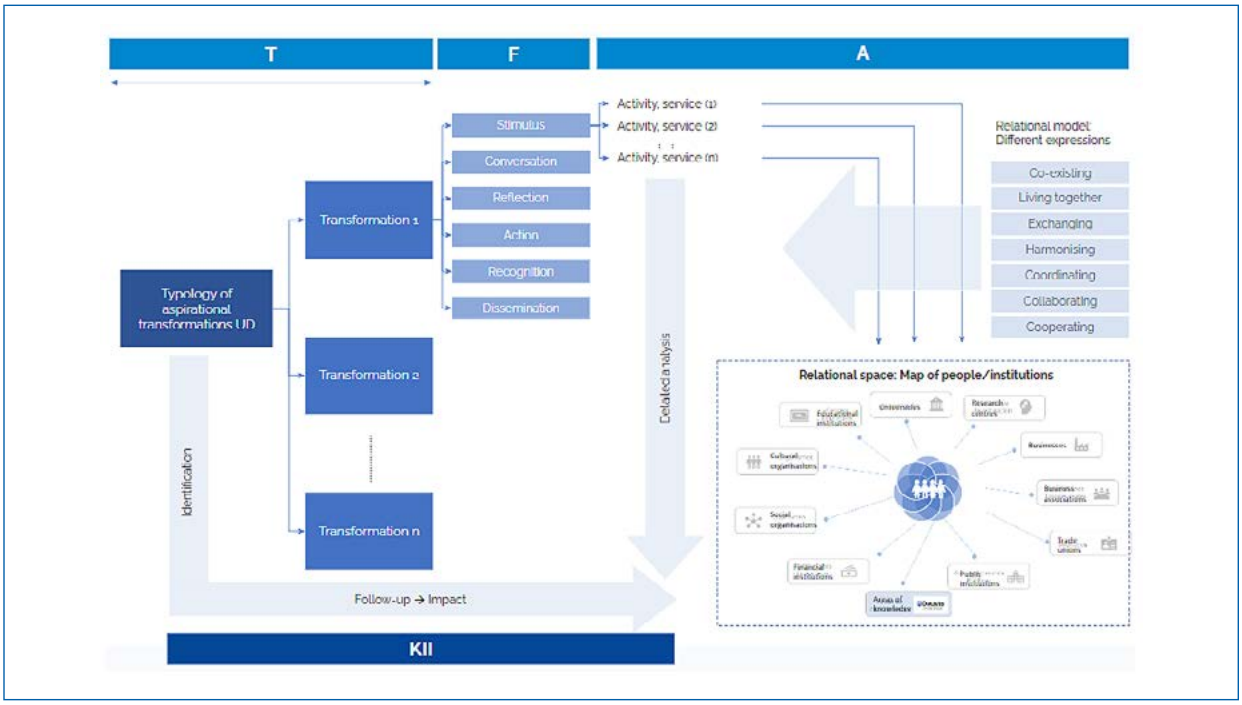
– The relationship between the transformations (T) with the stage of the process (S) and the specific activity (A): referred to as TSA in the model.

  – This analysis will then be applied from the perspective of transformation (what impact results from each transformation), activity (what impact each activity has), or beneficiary group (the impact itinerary by group, based on the activities or services they experience).

- Proposing and selecting the Key Impact Indicators that allow the impact made by the implementation of the activity to be collected and measured. This proposal will be prepared considering the different stages of the impact value chain outlined in chapter two. The most appropriate data collection and analysis methodology should be selected for each case.

In all of the above steps, work must be carried out from an action-research perspective, that is, with the participation of the key actors (internal or external to the university community) at each stage.

The overall rationale is summarised in Figure 11.

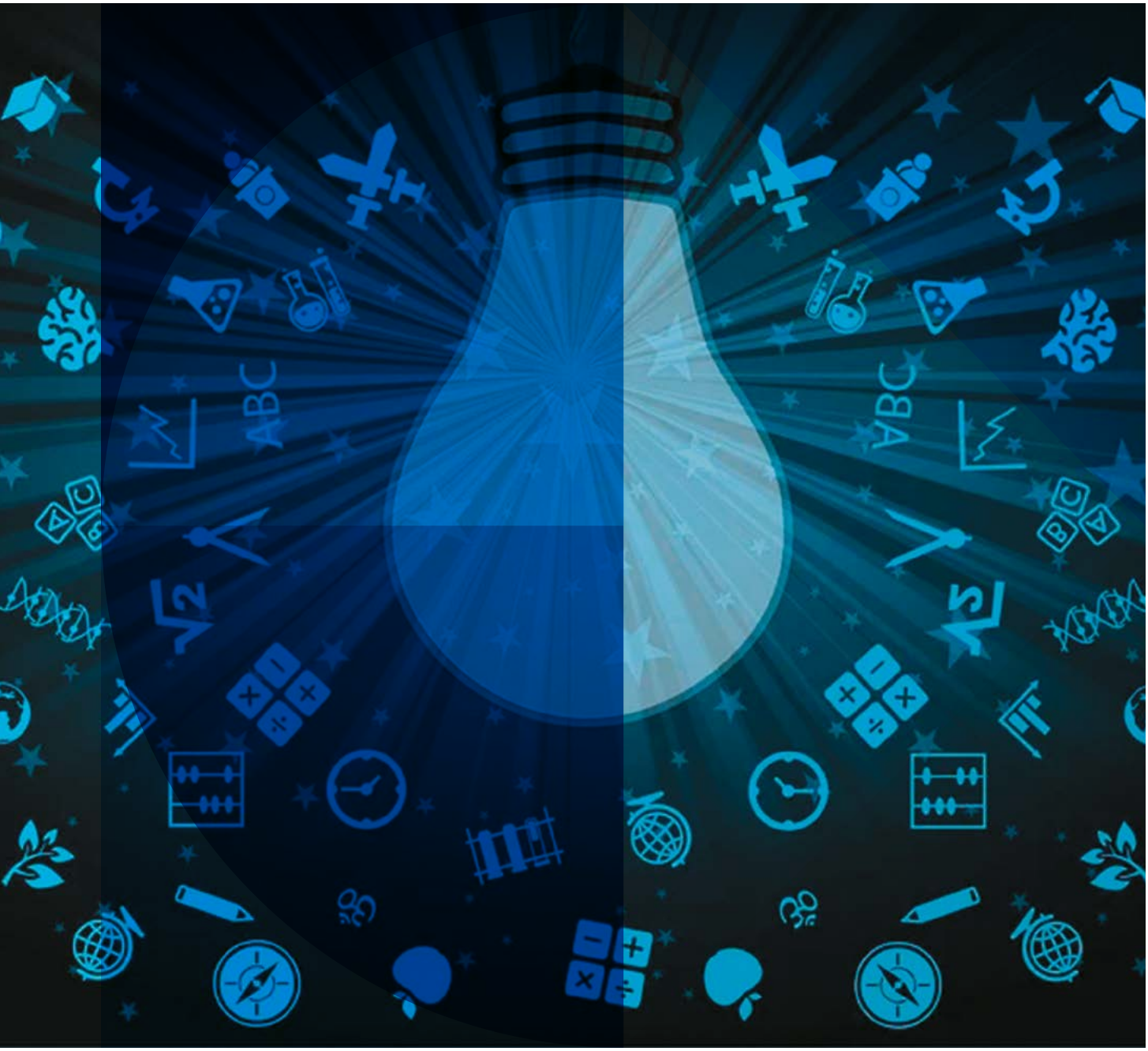


Source: Developed by the authors (Deusto Social Lab).

Figure 11. Conceptualisation of the transformations for the application of the Impact Model

Chapter four

Focusing the conceptual model on entrepreneurship



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8. The Deusto Entrepreneurship Model: H4C3R

THE UNIVERSITY OF DEUSTO HAS CREATED ITS OWN INDIVIDUAL-FOCUSED MODEL OF ENTREPRENEURSHIP BY RECOGNISING ITS ROLE IN PROMOTING A MORE INNOVATIVE AND ENTREPRENEURIAL SOCIETY. THE FOUNDATIONS OF THIS MODEL ARE DISCUSSED THROUGHOUT THIS SECTION.

Knowledge, innovation and adaptability are vital in a constantly changing environment. As a society, we are faced with the challenge of promoting innovation through the agents that operate within it. While the individual is the main agent among them, the university is also included as a social agent. The university's responsibility extends beyond providing education and conducting research projects; it encompasses broader societal objectives. As stated in the University of Deusto's mission statement, the UD 'strives for excellence in research and teaching. At the same time, it aims to educate free individuals, responsible citizens and competent professionals, equipped with the knowledge, values and skills that will enable them to commit themselves to the promotion of knowledge and the transformation of society'.

8.1. The individual is at the centre of the entrepreneurial process

Entrepreneurship is a process that starts with the individual. It is individuals who innovate and undertake new projects (whether within or outside an organisation). What characterises these individuals, according to Timmons, is that they have and/or develop the ability to create and build something out of virtually nothing, which involves initiating, doing, achieving and building. By combining passion and purpose, effort and hard work, knowledge and lifelong learning, they are able to identify (and set in motion) opportunities where others see chaos, contradiction or confusion.

Today we are aware of the importance of entrepreneurship in achieving a better society. Different social strata have been working on the construction of an increasingly solid entrepreneurial society. This needs people with a high degree of initiative, critical vision, who are masters of their own professional and personal development and have the ability and vision to carry out projects that add value to society; ultimately, to develop transformative projects. And from the perspective of the University of Deusto, these are individuals who can meet the challenges we face as a society from a humanist point of view.

Entrepreneurship is indeed a collaborative endeavour, as entrepreneurs must engage with various agents in the ecosystem that envelops each project. However, it fundamentally hinges on individual behaviours, for entrepreneurship is essentially an individual pursuit. The development of these behaviours is a gradual process that has to start by motivating and fostering the entrepreneurial spirit in the person who is going to become an entrepreneur. This can lead to an awareness of the need to acquire, develop and/or further the skills that make the individual feel capable of engaging in entrepreneurship. At this stage, people are ready to 'operate' as entrepreneurs, identifying ideas and turning them into real projects (Ibañez, 2012). Entrepreneurship is an asset that can be developed, for which lifelong learning is essential. This is because innovation and entrepreneurship do not occur fortuitously and on a one-off basis, but are result from learning processes and a constant analysis of the environment (Bankinter Foundation).

It is vital to understand the people who go through this process. According to a report recently published by the World Economic Forum (*Digitizing entrepreneurship for impact. Global Future Council on Entrepreneurship*), the goal of the majority of the new generations of entrepreneurs is not merely the individual maximisation of the economic results derived from their work, but rather, they seek to balance the generation of profit by addressing social and environmental concerns for the sake of a better society. And from a broader perspective, the so-called millennial generation and generation Z have a very clear vision and values about what the purpose of a business should be (whether as an employer or an employee): more than 80% believe that it should seek to improve

society, reduce inequalities and protect the environment (*Deloitte Global Millennial Survey. 2019)*. These developments portray a highly interesting scenario for contributing to the advancement of the welfare society (inclusive and sustainable) through entrepreneurship.

8.2.
The role of universities in entrepreneurship

Over the last three decades, there has been a growing interest among different social agents in understanding the role that universities play in both economic and social development by linking their missions to entrepreneurship. Therefore, many scholarly and non-scholarly studies have delved into the realm of university entrepreneurship. These studies have scrutinised the university's role as an entity capable of contributing to social progress from various perspectives, harnessing the collective potential of the university community. The university actively contributes to cultivating environments conducive to encounters, the collaborative generation of knowledge alongside other agents, and the attraction of entrepreneurial individuals and projects. Notably, it plays a significant role in promoting entrepreneurial and innovative mindsets among those who engage in their educational programmes. In the near future, these people will be responsible for building our economic and social system in an increasingly competitive, technological and global market. Entrepreneurship education is essential for the development of the human capital needed for the society of the future.

This path of study, reflection and analysis has paved the way for understanding the university's role in entrepreneurship. Consequently, valuable conclusions have been drawn on this matter:

- Initially, seeing the university as a space in which the creation (or co-creation) of social-transferable knowledge is facilitated, the role of the university in entrepreneurship focuses on the processes and resources involved in marketing university intellectual property arising from research activities (Guerrero and Urbano, 2017). This commercialised transfer to society can be accelerated provided that the university has established the relevant capabilities (research teams) and resources and infrastructures are available to them, such as incubators, transfer offices or science parks, among others. This becomes tangible as indicators aimed at capturing fundamentally the transfer of 'codified knowledge' through the number of patents registered, new companies created (university spin-outs) or licences, among others.

- Subsequently, this scope has been extended and complemented, based on the understanding that the entrepreneurial potential of a university is closely related to education, that is, to how learning processes operate to promote a culture of entrepreneurship. Thus, the role played by the university through the knowledge, skills and networks that students acquire in terms of innovation and entrepreneurship will enable them to take a more proactive stance in this field in the future. The analysis is thus broadened to consider students' and graduates' start-ups, among other things.

- Studies have also been carried out on the idea that universities that promote entrepreneurship should also be entrepreneurial organisations ('embedded' entrepreneurship). This involves, among other things, that its members can act as potential entrepreneurs, that intra-entrepreneurship initiatives are supported and that entrepreneurial patterns are followed in their interaction with their context (Röpke, 2010). In these studies, it is especially stimulating to delve into the role played by the university's internal management structures and systems in these processes. This can be done by exploring a more formal perspective on these factors, such as strategic statements, organisational structure, internal policies, processes and incentive systems, and a more informal aspect, which includes stimulating environments, integrated culture, recognition and promotion, among other elements.

- More recently, studies have begun to address the relationship between the different entrepreneurship-oriented strategies of universities and their engagement with the regions or territories in which they are located. In other words, how entrepreneurial universities integrate their strategies to become more regionally engaged institutions. For example, they consider (among others) the joint production of tacit knowledge as an extension to the pure transfer of codified knowledge, in connection with collaborative research, R&D contracts or technical/consulting/advisory services.

All this ultimately creates a scenario in which each university, given its context, purpose and aspirations for the future, is sovereign in deciding on the model to which it aspires, and on the ways to accomplish its full implementation.

8.3.
H4C3R: University of Deusto's Entrepreneurship Model

The University of Deusto has developed its own entrepreneurship model based on the experience acquired over

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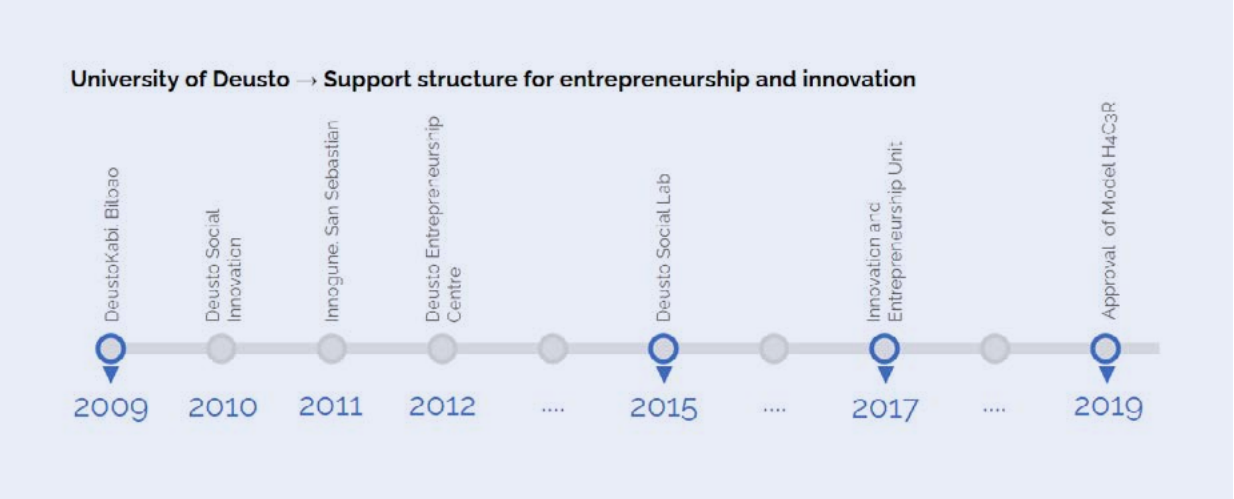
the past decade, as well as on the reflection on and commitment to the future in order to 'take new and significant steps, placing entrepreneurship at the centre of our educational project', in the words of Vice-Chancellor José María Guibert. From the time the University's first incubator was founded on the Bilbao campus (2009) until the University's approval of its own model (2019), there have been several milestones that have marked the progress made along this path:

- 2009: setting up of the DeustoKabi incubator, located on the Bilbao campus.
- 2010: creation of Deusto Social Innovation (*Deusto Innovación Social (DIS)*), as a knowledge transfer and social outreach unit in the field of social research and innovation. it considers social entrepreneurship as part of its work, among other things.
- 2011: setting-up of the incubator on the San Sebastian campus, in the Garate Innogunea building.
- 2012: creation of the Deusto Entrepreneurship Centre (DEC), more oriented towards the development and/or attraction of technological business initiatives.
- 2015: creation of Deusto Social Lab, which was reformulated in 2016 to be a strategic initiative with the mission of contributing to the development of the individual as an agent of transformation at the service of economic and social progress, through close interaction with economic and social agents. This initiative includes the units that manage the alumni, dual and continuous education, the relationship with economic and social agents, and entrepreneurship and innovation.
- 2017: the activities of DIS and DEC came together under the umbrella of Deusto Social Lab, creating the Entrepreneurship and Innovation Unit. The scope and potential of the target companies of both incubators was expanded to include innovative advanced service projects and social entrepreneurship projects.
- 2019: The University developed its own model of innovation and entrepreneurship: H4C3R.



Source: Developed by the authors (Deusto Social Lab).

Figure 12 Milestones in the configuration of the University of Deusto's entrepreneurship model

The H4C3R model was designed in alignment with the Deusto 2022 Initiative. This seeks to establish the university as a leading institution in innovation and entrepreneurship, in accordance with its mission of serving society and aiding individuals in their lifelong personal and professional growth.

The main elements of the model are:

- Mission:

> To support individuals throughout their lifetimes and cultivate an entrepreneurial and innovative culture both within and outside the University, thus becoming agents for economic and social change, working in partnership with the broader ecosystem and furthering the University's mission of serving society.

- Vision:

> Our long-term vision is to reach out to all the individuals in the University of Deusto's relational sphere, offering distinct benefits to all the faculties and departments of the University. This aims to contribute to the economic and social progress of our community, while actively participating in the University's role as a social agent and catalyst for change. Within this endeavour, the University seeks to gain recognition both on a national and international scale.

- Values

> The H4C3R Entrepreneurship Model of the University of Deusto is grounded in values that aim to foster innovation and entrepreneurship from a humanistic standpoint. These values encompass honesty and humility, coupled with a touch of humour to pique people's curiosity and establish trustworthy connections that lead to cooperation. This approach underscores the University's role in educating responsible individuals who actively contribute to the economic and social well-being of their community.

Hence, the University of Deusto promotes entrepreneurship and innovation across various segments of the University Community, including students, teaching and research personnel, administrative and service staff, as well as management and administration staff. It extends its outreach to the broader environment, encompassing private enterprises, public institutions, investing agents, technology hubs, knowledge centres and social stakeholders. This engagement is structured around four key strategic pillars:

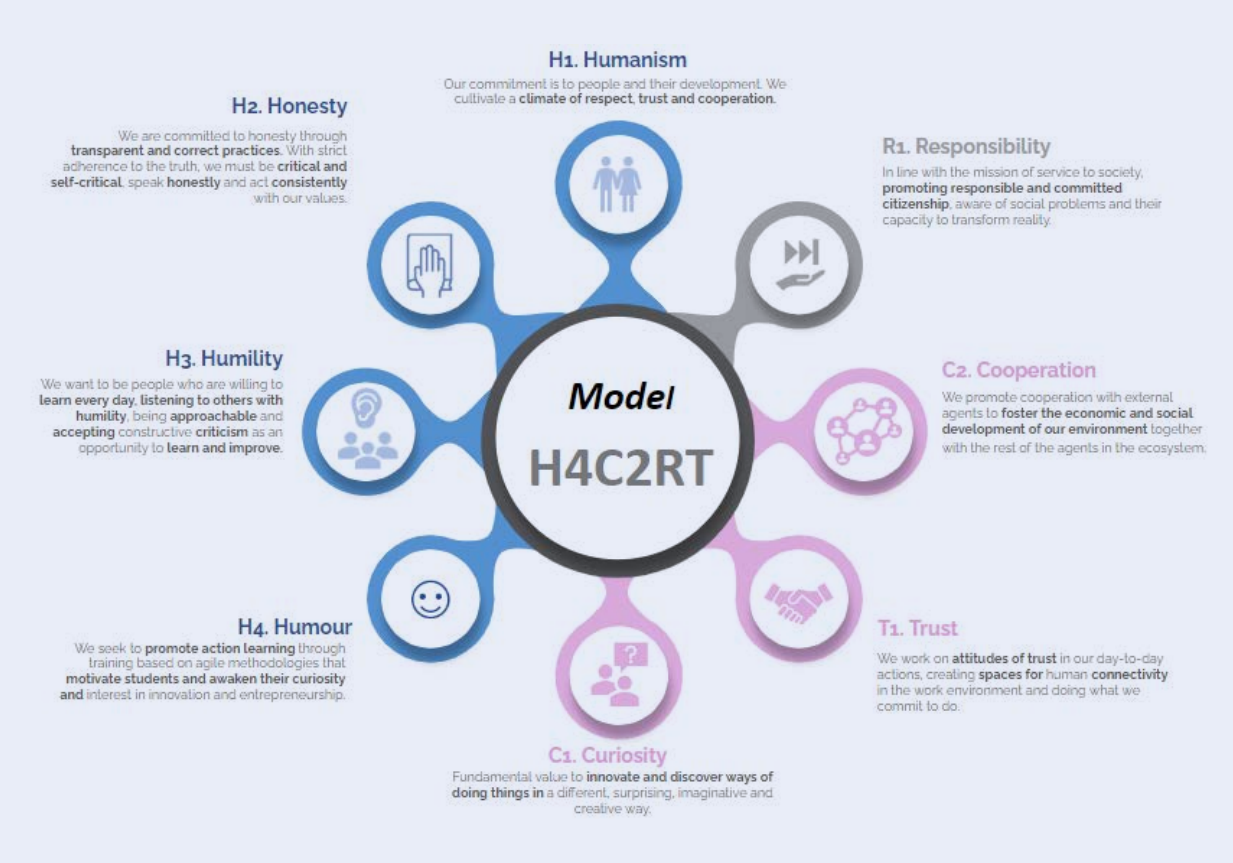
PILLAR 1. WE BELIEVE IN ENTREPRENEURSHIP

- We want to foster an entrepreneurial and innovative culture among university members and the surrounding community.

PILLAR 2. WE GROW AS INDIVIDUALS

- We seek to develop people's entrepreneurial competences and skills to help them become confident and capable of implementing their ideas.

- We want to provide people with the necessary tools to design new solutions to existing problems through specialised training aimed at people of all profiles, us-



Source: Innovation and Entrepreneurship Unit. Deusto Social Lab.

Figure 13. Values of the Entrepreneurship Model of the University of Deusto.

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ing agile methodologies. This entails learning transversal competences related to innovation and entrepreneurship in interdisciplinary teams.

PILLAR 3. WE CREATE PROJECTS

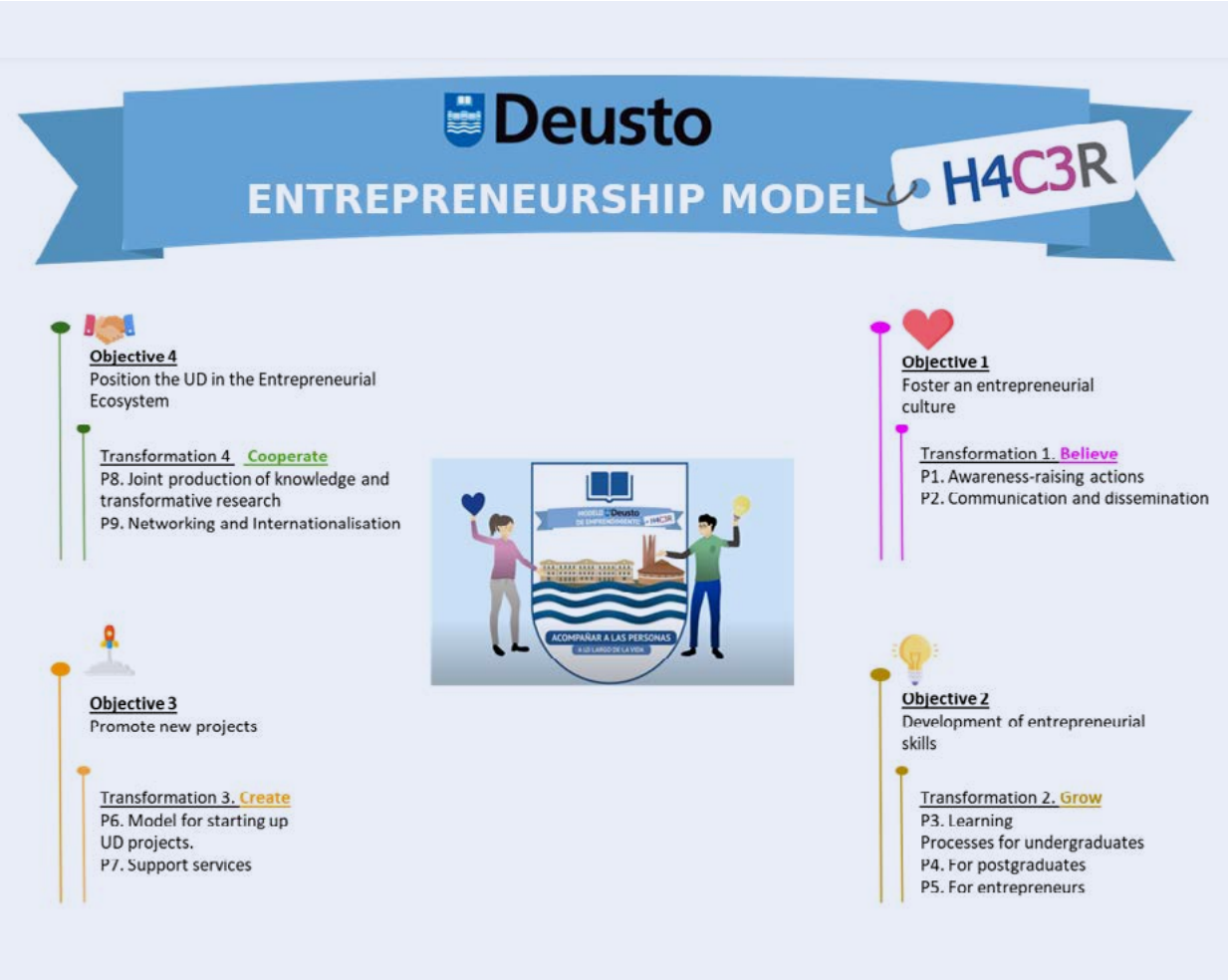
- We seek to support people in the setting-up and development of their entrepreneurial projects, regardless of their stage in life.

PILLAR 4. WE SEEK COOPERATION BETWEEN AGENTS

- We participate in research and co-creation projects, working jointly with the other agents of the ecosystem at local, national and international levels. We organise and participate in networking events and activities to build relationships among and co-create with people and organisations.

These four strategic pillars are implemented through nine projects (awareness-raising actions, communication and dissemination actions, learning processes for undergraduate/ postgraduate/ entrepreneurs, setting-up of and support to projects, knowledge and transformative research, networking and internationalisation) that encompass more than forty specific actions and initiatives.

This implementation will enable the UD to meet the overall objectives set out and to become a leading university in innovation and entrepreneurship, which supports people in their personal and professional development throughout their lives.



Source: Innovation and Entrepreneurship Unit. Deusto Social Lab.

Figure 14. Strategic pillars of the University of Deusto Entrepreneurship Model

9. The social impact model of entrepreneurship activities

THE UD'S APPLICATION OF OVERARCHING PRINCIPLES TO BUILD ITS SOCIAL IMPACT MODEL FOR ENTREPRENEURSHIP ACTIVITIES HAS RESULTED IN THE CREATION OF A MODEL THAT INITIALLY IDENTIFIES SIX ASPIRATIONAL TRANSFORMATIONS. IT ALSO PROVIDES A STRUCTURED SET OF INDICATORS FOR CAPTURING, MEASURING AND MANAGING THESE TRANSFORMATIONS.

This section details the specific elements included in the specific social impact model that features the entrepreneurship-related activities carried out by the University of Deusto (specifically, through its Innovation and Entrepreneurship Unit, which is part of the Deusto Social Lab initiative).

An analysis of these activities, which included their purpose, stakeholders, partners and target group, among others, was undertaken in order to define the model. This was further enhanced by thirteen interviews and two workshops conducted with the individuals responsible for overseeing these activities in 2019, based on the core elements of the overall model.

An initial public presentation of this project took place at an event held in November 2019, which was aimed to inform and generate awareness about the project among various economic and social agents and the Deusto University community, with a view to involving all these stakeholders.

More details on this participatory process can be found in Annex 1 of this report.

9.1. Specific conceptual framework for the entrepreneurship social impact model

Following the overall conceptual framework, the specific entrepreneurship social impact model of the UD's activities is based on the following four elements:

- Economic and social context and trends, which specifically includes the most relevant context variables.
- People with whom the UD engages with; firstly, identifying the complete map of stakeholders and secondly focusing on two key groups: people who undertake the education programmes offered in this area and entrepreneurs who are supported by the UD through the provision of its services.
- Six aspirational transformations, derived from the analysis of the approximately forty actions that the Innovation and Entrepreneurship Unit is engaged in. Achieving these aspirations will advance a more global transformation of society, in line with the slogan whereby people transform themselves to transform the world.
- Proposed scoreboard of indicators which, in line with the stages defined in the theory of change, follow up each transformation from input to impact.

This structure can be graphically represented as follows.

9.1.1. Economic and social context. Trends

The trends discussed in the second chapter of this document are widely relevant and strongly influence the way the UD organises its activities and services, as well as how people connected to the University engage in entrepreneurial activities. Drawing on these aspects, the essential elements for a proper understanding and analysis of the UD's social impact in this area include:

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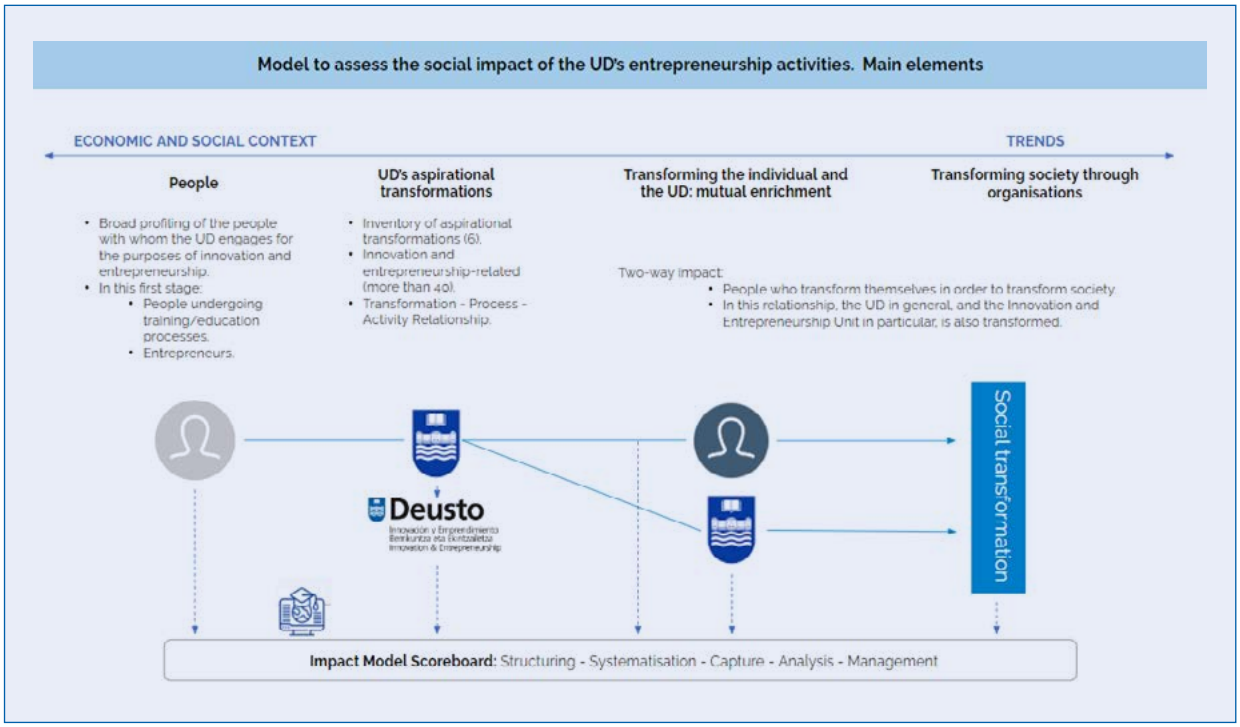


Source: Developed by the authors (Deusto Social Lab).

Figure 15. Model to assess the social impact of the UD's entrepreneurship activities

- Socio-economic and demographic characteristics of the region in which the University operates. In this case (as in the others in this sub-section) the territorial vision is important, since the University operates in a specific territory at a specific time. Its ability to make an impact will therefore be different depending on the characteristics of the society with which it interacts. Furthermore, this factor also affects the type of activities and services that the University provides in each territory.

- Characteristics of the University System in which it operates.

- Considering the specific area under examination, it is particularly important to conduct a thorough investigation of the regional innovation system and gain some insight into the local situation from the perspective of entrepreneurship.

9.1.2.
People with whom the UD has a relationship

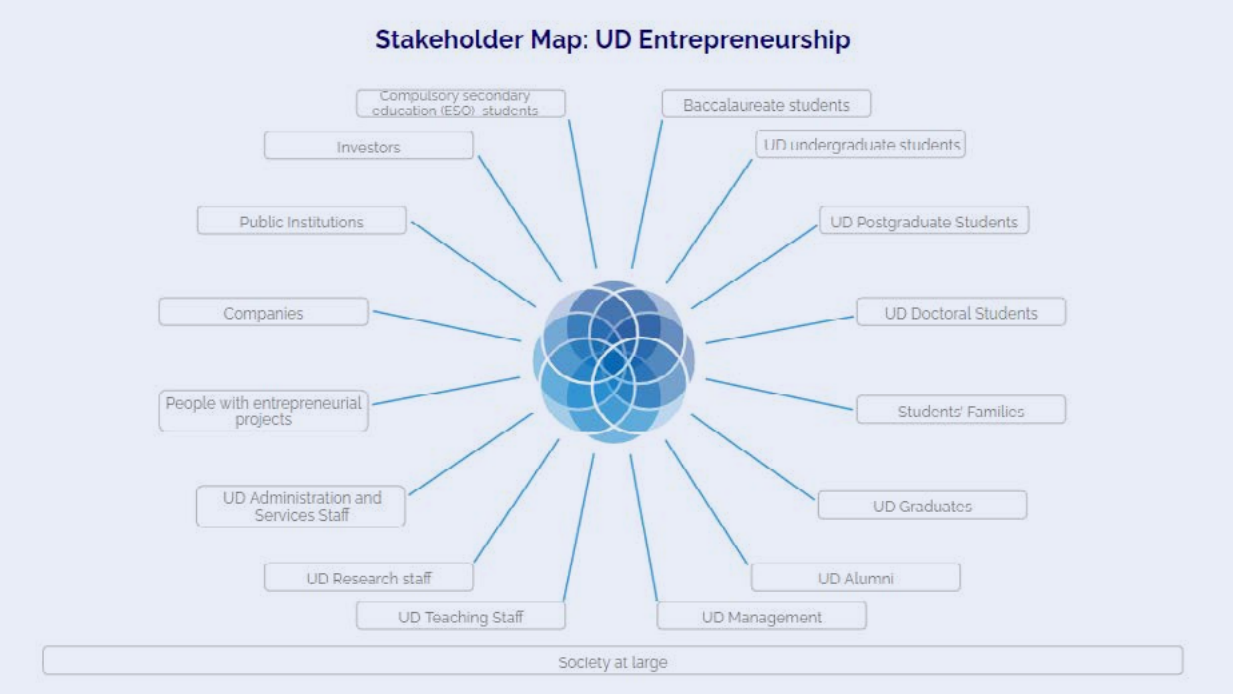
From a general point of view, the ecosystem of the stakeholders with whom the University of Deusto has a relationship in terms of entrepreneurship is very rich and heterogeneous.

- Pre-university students (students in the fourth year of compulsory secondary education (*ESO*) and in the first and second years of Baccalaureate). This relationship aims to introduce entrepreneurship, raise awareness and generate an entrepreneurial culture at the earlier stages.

- University of Deusto undergraduate students from any faculty. This is consistent with the objective of mainstreaming creativity, entrepreneurship and innovation skills for all undergraduate students. It is fully aligned with the University of Deusto's Learning Model (known as MAUD), which considers that learning cannot be based on a passive and receptive attitude, but must promote research, initiative, reflection and action. It thus acts as a natural frame of reference for the development of these skills.

- University of Deusto postgraduate students. This refers both in general terms to the students of any postgraduate programme and specifically to those taking postgraduate courses specialising in the field of innovation and entrepreneurship.

- University of Deusto PhD students. This refers to the group of people who are pursuing a doctoral programme, regardless of the field of knowledge in which they specialise.



Source: Developed by the authors (Deusto Social Lab).

Figure 16. Stakeholder map: UD entrepreneurship

- Families of all students (from all years and programmes).
- Graduates of the University of Deusto, in general, and alumni in particular.
- Deusto University Community: Both those with leadership and management responsibilities, as well as all teaching and research staff and administrative and service staff.
- Entrepreneurs, those who have an idea, project or company and are supported by the University of Deusto and/or hosted in its incubators.
- Companies and Public Institutions with which the University of Deusto engages in different forms of partnership and cooperation to implement the different initiatives proposed. This relationship responds to a shared vision involving the need to work towards entrepreneurship and innovation.
- Investors, networks and platforms. Fundamentally aimed at facilitating access to finance at the earliest stages for all entrepreneurs.
- And in general, society, as the ultimate beneficiary and necessary partner.

Becoming acquainted with each of these actors must be the next necessary step. The people with whom the UD interacts, their motivations and expectations of the relationship must be understood in order to contextualise the lessons drawn from applying the social impact model. In this first phase, then, extending the knowledge about the following two groups was proposed:

- Entrepreneurs: understood as all those people who are hosted in the incubators that the University of Deusto has on both campuses (DeustoKabi in Bilbao and Innogune in San Sebastian), where they work on an idea, project or a company that is already established.

  The profiling of this group includes, at least the following variables (to be potentially expanded):

  – Sex
  – Age
  – Nationality
  – Usual place of residence
  – Educational level
  – Language skills
  – Work experience prior to the start of the entrepreneurial activity
    - Seniority

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- Sector
- Position held

– Previous entrepreneurial experience
- Sector

– Employment status at the start of the entrepreneurial activity

– Relationship with people around them who have been entrepreneurs

– Motivation for entrepreneurship

– Motivation for choosing the University of Deusto in their entrepreneurial process

· Students and/or alumni who have taken part in any of the training programmes in entrepreneurship and innovation: students (of any level or branch of knowledge) or graduates of the University of Deusto who have taken any of the following programmes: Deusto Start I, Deusto Start II, Youth Entrepreneurship Programme and Dual Master's Degree in Entrepreneurship in Action.

The profiling of this group includes, at least, the following variables (to be potentially expanded):

– Sex

– Age

– Nationality

– Usual place of residence

– Educational level

– Language skills

– Current occupation

– Previous work experience
- Seniority

– Previous entrepreneurial experience

– Employment status at the start of the entrepreneurial activity

– Relationship with people around them who have been entrepreneurs

– Specific programme in which they have taken part

– Motivation to pursue a specific programme in entrepreneurship and innovation

– Motivation for choosing the University of Deusto to support their training process.

9.1.3.
Aspirational transformations

The University of Deusto aspires to achieve the following transformations by implementing a range of entrepreneurship activities:

· Promoting an entrepreneurial and innovative culture

The University of Deusto seeks to encourage people who want to be entrepreneurs and innovate. To do so, they should perceive entrepreneurship and innovation as an opportunity for their development.

In order for people to be more entrepreneurial, they should be made aware of the importance of entrepreneurship and innovation. In this way, they will be more open to considering this attitude as something essential in their future (either as an entrepreneur or as an intra-entrepreneur). Thus, the promotion of entrepreneurial culture works on two levels: one more focused on specific individual experiences, and the other more open to society in general. The social perception of entrepreneurs is an element of interest when it comes to promoting entrepreneurial behaviour. Entrepreneurs should perceive that entrepreneurship is well regarded in society, they should perceive themselves as such, and perceive that it is viable for them to be entrepreneurs.

· Training - learning for entrepreneurship and innovation

The University of Deusto seeks to encourage people to feel capable of carrying out their ideas.

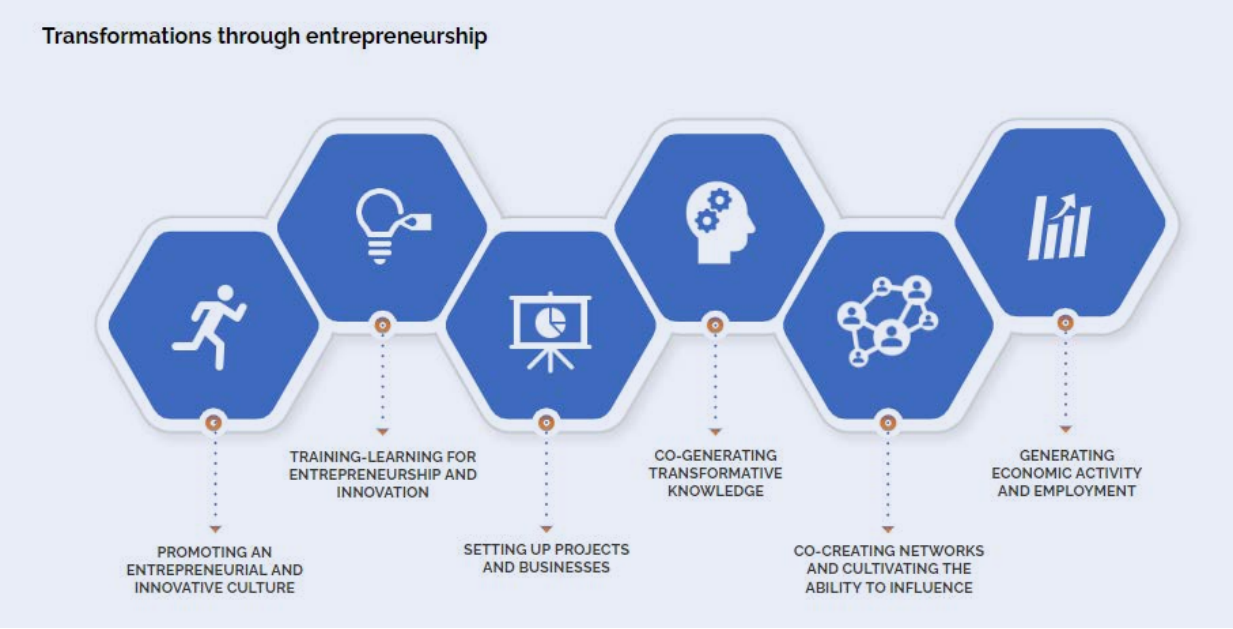
To do so, they need to develop competences and skills that will equip them with the necessary tools to propose and design solutions to today's and tomorrow's challenges.

A good perception of one's abilities, coupled with the desire to behave as an entrepreneur, places the individual in the ideal position to be prepared and alert to the opportunities around them.

· Setting-up projects and businesses

The University of Deusto seeks to help people identify ideas and turn them into real projects with a purpose.

Once entrepreneurs develop an entrepreneurial profile, perceive themselves as being willing and able to undertake new projects, remain alert, identify an idea that motivates them, and find a favourable environment, that is when they take action: they behave as an



Source: Developed by the authors (Deusto Social Lab).

Figure 17. Transformations through entrepreneurship

entrepreneur turning that idea into a real project. However, the UD's aspiration is to ensure that people not only 'know how to do' but that they differentiate themselves from others because they know 'why they do it'. That is, the aim of the entrepreneur must be to do something with meaning, with purpose, to seek social value and moral good in the new project being promoted. Thus, the characteristics of the activity undertaken will be a differentiating element.

- Co-generating transformative knowledge

  The University of Deusto seeks to provide solutions to social challenges in order to promote the improvement and transformation of society. This requires understanding the changes taking place in our society and being able to anticipate future scenarios, as well as designing projects that provide innovative solutions through co-creation and action research.

- Co-creating networks and cultivating the ability to influence

  The University of Deusto seeks to establish interrelationships and generate links between all those agents with the capacity to enrich the entrepreneurial experience. To do so, they must feel involved, have a shared vision and purpose. Mobilising agents and weaving connections between actors in the entrepreneurial ecosystem is a key element that should contribute to building an entrepreneurial UD.

- Generating economic activity and employment

  The University of Deusto, as a result of the development and promotion of its own entrepreneurship and of fostering an entrepreneurial ecosystem around it, also contributes to generating wealth and employment in the region.

This is an indirect transformation that is achieved provided that the previous transformations are effected, both through inter-agent action within the UD, as an employer and an investor in these activities.

9.1.4. Actions undertaken

The actions undertaken by the Innovation and Entrepreneurship Unit of the University of Deusto are clearly focused on the type of transformation to which they contribute. This relationship is outlined in the following table:

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Entrepreneurship and innovation activities	Aspirational transformation
AR1.Organising Deusto Emprende Week and its activities. AR2. Delivering awareness-raising workshops in degree courses, in partnership with faculties, to foster the development of entrepreneurial and innovative skills among students. AR3. Participating in guided tours (schools, groups...) (Innovation and Entrepreneurship Unit) AR4. Organising the Employment and Entrepreneurship Forum D1. Designing and implementing a comprehensive communication plan (website, blog, newsletter, social media, contents...) for the Innovation and Entrepreneurship Unit. D2 Publicising the Innovation and Entrepreneurship Unit at the start of the academic year and open days. D3 Organising and actively participating in fairs and events. D4 Organising events (pitch & *pintxo*, conferences, theme sessions...)	**Promoting an entrepreneurial and innovative culture**
UG1.Transversal Programme in Innovation and Entrepreneurship UG2: CREACTION programme UG3. Joint programmes and cooperation with faculties, businesses and institutions UG4. Deusto Start I UG5. Communication with and recruitment of participants PG1.MDEA PG2. Executive MBA E1. Youth Entrepreneurship Programme E2. Deusto Start II E3. DeustoPush (Social entrepreneurship) E4. Deusto Start Digital (technological) E5. Deusto Start Corporate (intrapreneurship) E6. Specialised cycle knowledge pills	**Training - learning for entrepreneurship and innovation**
SU1. Creating a network for project support and mentoring SU2. Organising innovative dynamics and events capable of fostering synergies between projects and entrepreneurs SU3. Increasing monitoring of start-ups SU4. Attracting more powerful promoter teams, with a view to moving from self-employment to starting a business SU5. Creation of a bank of entrepreneurial / intra-entrepreneurial projects SS1. Mentoring programme for entrepreneurs SS2. Advice adapted to the needs of each person and project SS3. Advisory services in searching for financing and investment	**Setting up projects and businesses**
PR. European projects PR. Own initiatives	**Co-generating transformative knowledge**
N1.Deusto Emprende Alumni Community N2.Attending fairs and events N3.Organising of events (pitch & pintxo, conferences, theme sessions...) N4.Strategic alliances and partnerships	**Co-creating networks and cultivating of the ability to influence**
Own and third-party budgets linked to own activity.	**Generating economic activity and employment**

Source: Developed by the authors (Innovation and Entrepreneurship Unit. Deusto Social Lab).

More details of each activity can be found on the University of Deusto website.

AR (awareness-raising), D (dissemination), UG (graduate), PG (postgraduate), E (entrepreneurship), SU (setting-up), SS (Support services), PR (projects), N (networks)

Table 11. Entrepreneurship and innovation activities undertaken. Aspirational transformations

9.1.5.

The relationship between transformation, process and activity

As pointed out in chapter three in the configuration of the overall impact model, one of the main issues underlying the activities carried out by the UD is that it is planned and enacted using a process-based rationale. Therefore, transformations are ideally the consequence of a systemic and sustained process over time. This makes it possible to ensure that the impacts made are also achieved from this perspective, and therefore are not the result of specific or one-off actions.

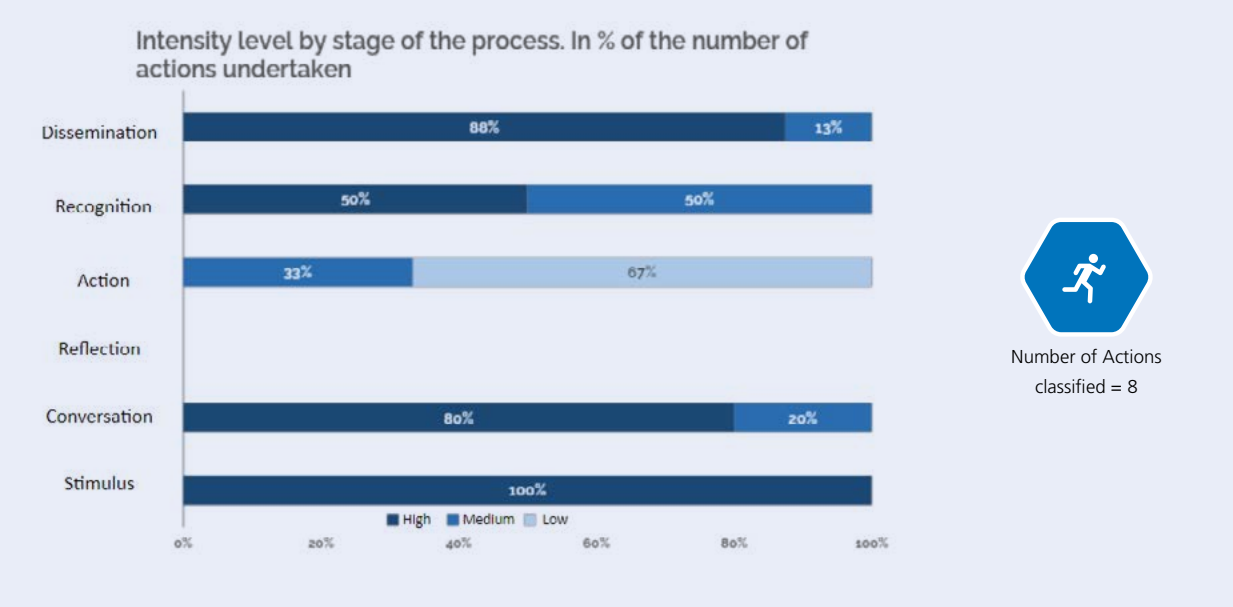
It is therefore necessary to conduct an analysis of each intended transformation, in order to ensure that they occur within one (or more) of the stages described in the overall model: Stimulus, Conversation, Reflection, Action, Recognition, Dissemination.

An analysis is presented below for each of the six transformations as considered in the social impact model (from the perspective of the actions that the UD implements to achieve them). This analysis has been conducted on the understanding that the same activity may have been designed to be part of one or more stages of the process, as well as to have varying levels of effect on it.

PROMOTING AN ENTREPRENEURIAL AND INNOVATIVE CULTURE

To promote this transformation, we must start our work from the stage of stimulus, conversation and dissemination, creating spaces in which people can interact and become aware of the importance of entrepreneurship. Therefore, the actions taken by the UD are essentially structured within these stages, while also leveraging recognition as a motivator, directed towards strengthening the overall perception of the need to focus on entrepreneurial behaviour.

A total of eight actions have been identified to promote an entrepreneurial and innovative culture. All of these activities strongly cultivate the stimulus phase (indicating a clear focus), as they are aimed at promoting environments where there is room for surprise and fostering creativity. In addition, 80% of them combine stimulus with conversation, generating spaces for listening and exchange of opinions, and 88% add dissemination to stimulus and conversation. On the other hand, whereas these actions do not specifically and explicitly target the space for reflection as times for personal consideration, this does mean that the individuals participating in them do not experience this at a later stage.



Source: Developed by the authors (Deusto Social Lab).

Figure 18. Classification of actions by level of intensity and stage of the process. Promoting an entrepreneurial and innovative culture

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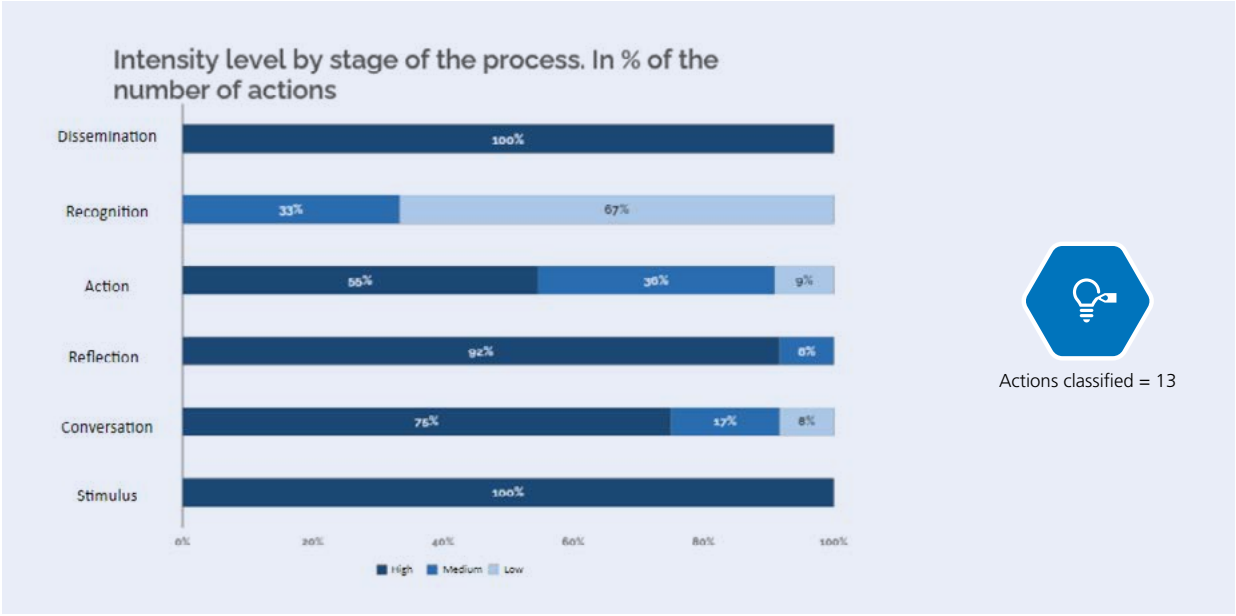
TRAINING - LEARNING FOR ENTREPRENEURSHIP AND INNOVATION

Apart from promoting stimulus and discussion to acquire new skills and undergo a learning process, personal reflection must also be encouraged, leading to actionable steps. This helps individuals become acquainted with the essential tools to tackle entrepreneurial endeavours. In order to achieve this transformation, thirteen actions have been identified, clearly focused on the stages of stimulus, reflection and dissemination, where conversation also plays an important part. As can be seen, learning requires the activation of all stages, generally with high intensity.



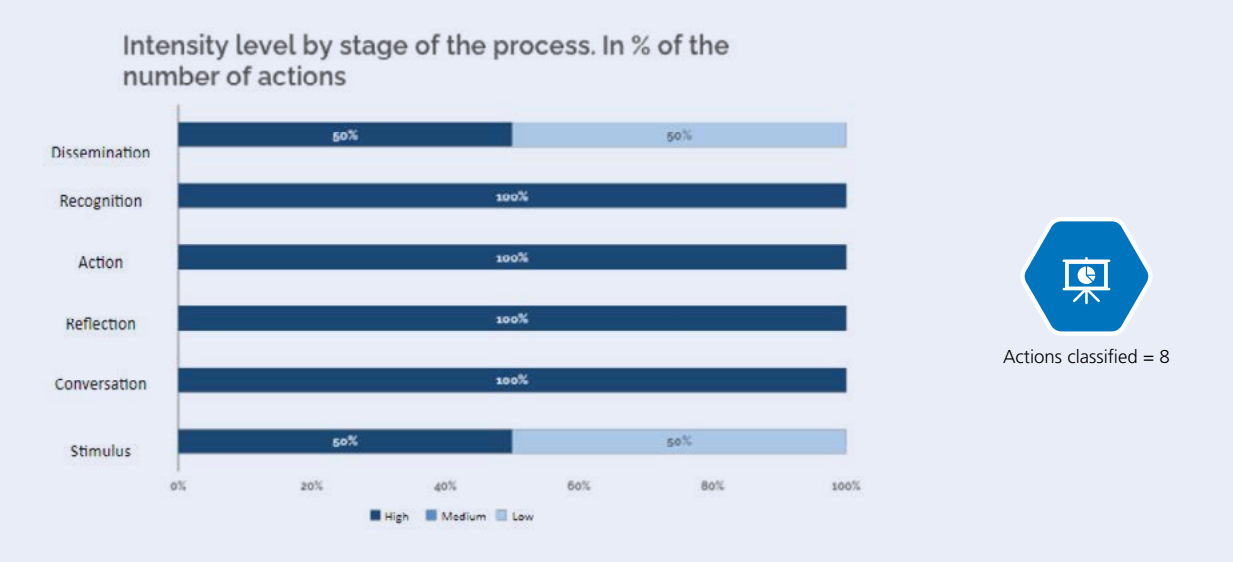
Source: Developed by the authors (Deusto Social Lab).

Figure 19. Classification of actions by level of intensity and stage of the process. Training - learning for entrepreneurship and innovation

SETTING-UP PROJECTS AND BUSINESSES

This transformation unfolds across various stages, involving a transition towards action. However, it necessitates ongoing effort and support to enable entrepreneurs to consistently reflect on their projects. Simultaneously, it is crucial to work towards acknowledging the individuals involved in the process.

Engaging in actions that encourage meeting points and conversation between people who are making progress in their projects or entrepreneurial initiatives allows them to maintain motivation, find new sources of opportunity and build connections and relationships. In this case, eight actions have been identified as contributing to this transformation.



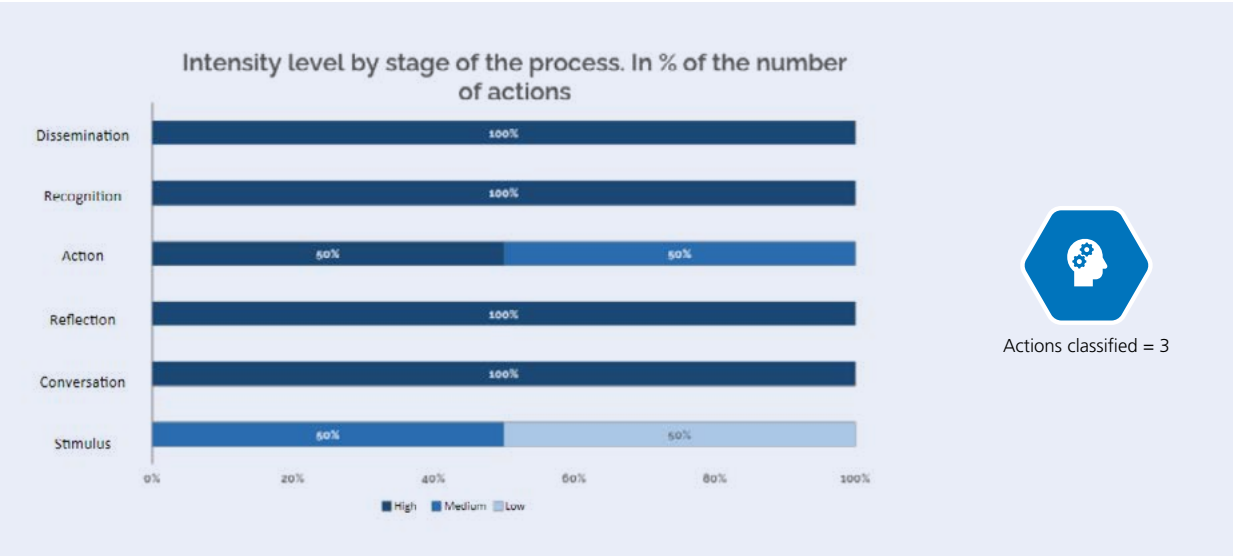
Source: Developed by the authors (Deusto Social Lab).

Figure 20. Classification of actions by level of intensity and stage of the process. Setting-up projects and businesses

CO-GENERATING TRANSFORMATIVE KNOWLEDGE

The activities carried out to achieve this transformation cover almost all stages of the innovation process. This results from the nature of co-generated knowledge, which requires the participation of different people and therefore involves searching for spaces that allow for conversation and dissemination to take place.

In this case, three actions were identified, relating to the development of specific projects.



Source: Developed by the authors (Deusto Social Lab).

Figure 21. Classification of actions by level of intensity and stage of the process. Co-generating transformative knowledge

CO-GENERATING NETWORKS AND CULTIVATING A LEVERAGE CAPACITY

In a very similar way to the previous transformation, network co-generation requires the implementation of actions that address almost all stages. The analysis of the UD's actions (a total of four) shows a clear response at all stages, except for the recognition stage (perhaps not considered essential for network building).

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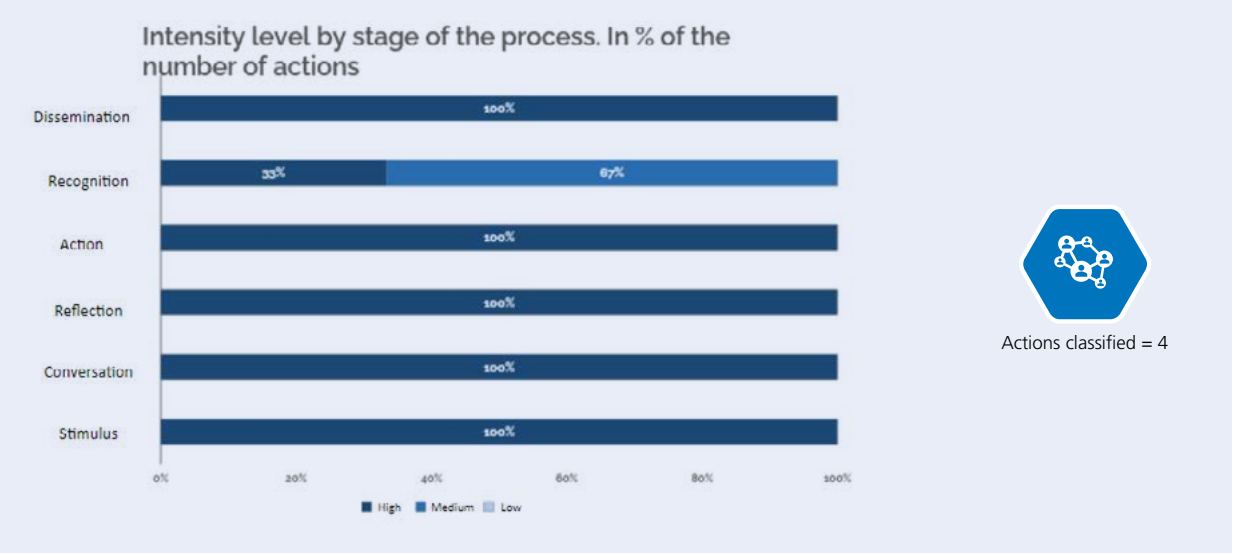

Source: Developed by the authors (Deusto Social Lab).

Figure 22. Classification of actions by level of intensity and stage of the process. Co-generation of networks and use of the ability to influence

9.1.6.

Joint vision. Stakeholder map by transformation and activities

The proposed modelling describes the activities aimed at the type of person with whom the Innovation and Entrepreneurship Unit interacts, showcasing the transformations aspired to in each case.

Behind this classification or description of different groups of individuals, there is an underlying vision: providing lifelong support. Additionally, in certain stages the University of Deusto's community has been analysed by the type of group to which individuals belong.

STAKEHOLDER MAP

TRANSFORMATION	TYPE OF ACTIVITY	ACTIVITY	ESO students	Baccalaureate students	UD undergraduate students	UD postgraduate students	UD PhD students	Students' families	UD Graduates	UD Alumni Club	UD Management	UD Teaching staff	UD Research professionals	Administrative and service staff	Businesses/ institutions	Entrepreneurs	Investors	Society at large
Promoting an entrepreneurial and innovative culture	Awareness-raising *'Different activities carried out in the UD with the aim of promoting an entrepreneurial and innovative spirit among the people of the university community and its environment.'*	Organising Deusto Emprende Week and its activities.		√	√	√						√			√	√		
		Delivering awareness-raising workshops in undergraduate degree courses, in partnership with faculties, to foster the development of entrepreneurial and innovative skills among students.			√							√						
		Participating in guided tours (schools, groups, etc.). (Innovation and Entrepreneurship Unit)	√											√	√			
		Organising the Employment and Entrepreneurship Forum			√										√			
	Communication and dissemination *'Actions aimed at our target audience (the University Community and its environment)'.*	Designing and implementing a comprehensive communication plan (website, blog, newsletter, social media, contents...) for the Innovation and Entrepreneurship Unit	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
		Publicising the Innovation and Entrepreneurship Unit at the start of the academic year and open days.		√	√	√		√										
		Actively participating in fairs and events.													√	√	√	
		Organising events (pitch & pintxo, conferences, theme sessions...)													√	√		√
Training-learning for entrepreneurship and innovation	Undergraduate learning processes	Transversal programme in innovation and entrepreneurship- DEUSTO UP			√							√	√	√				
		CREACTION Programme			√									√				
		Joint programmes and cooperation with faculties, businesses and institutions			√							√	√	√				
		Deusto Start I			√									√				
		Communication with and recruitment of participants			√							√	√	√				
	Post-Graduate Learning Processes	Dual Master in Entrepreneurship in Action				√						√	√	√	√			
		Executive MBA				√						√	√	√	√			
	Learning processes for entrepreneurs	Youth Entrepreneurship Programme			√				√			√		√	√			
		Deusto Start II			√									√	√			√
		DeustoPush (Social entrepreneurship)														√		√
		Deusto Start Digital (technological)														√		√
		DeustoStart Corporate (intrapreneurship)													√			√
		Specialised cycle knowledge pills													√	√		√

Source: Developed by the authors (Deusto Social Lab).

Figure 23. Stakeholder map by transformation and activity (1)

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			STAKEHOLDER MAP																
TRANSFORMATION	**TYPE OF ACTIVITY**	**ACTIVITY**	**ESO students**	**Baccalaureate students**	**UD undergraduate students**	**UD postgraduate students**	**UD PhD students**	**Students' families**	**UD Graduates**	**UD Club Alumni**	**UD Management**	**UD Teaching staff**	**UD research professionals**	**Administrative and service staff**	**Businesses/ institutions**	**Entrepreneurs**	**Investors**	**Society at large**
Support for setting up and projects	Implementation of UD projects	Creating a network for project support and mentoring.			√	√	√		√			√	√			√	√	
		Organising innovative dynamics and events capable of fostering synergies between projects and entrepreneurs (dialogues, etc.).										√	√		√	√		√
		Increasing the monitoring of start-ups														√		
		Attracting more powerful promoter teams, with a view to moving from self-employment to starting a business.														√		
		Creating a bank of entrepreneurial / intra-entrepreneurial projects.			√	√	√					√	√		√	√	√	√
	Support services	Mentoring programme for entrepreneurs													√	√		
		Advice adapted to the needs of each person and project.														√		
		Advisory services in searching for finance and investment														√	√	
Co-generation of transformative knowledge	Co-creation of transformative knowledge and research	Participation in the European Project SIKE organisations.									√	√	√		√	√		√
		Participation in the European EDI - European Data Incubator Project									√	√	√		√	√		√
		Development of research proposals and other activities.									√	√	√		√	√		√
Co-creation of networks and cultivation of the ability to influence	Networking and internationalisation	Launch of the Deusto Emprende Alumni Community	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
		Attendance at fairs and events									√			√		√		
		Organisation of events (pitch & pintxo, conferences, theme sessions...)			√	√	√					√	√	√	√	√		√
		Strategic alliances and collaborations (Crecer +, DTech, Sarekin, Innobasque, Tecnalia Ventures, Orkestra...)													√		√	√
Generation of regional economic activity and employment																		√

Source: Developed by the authors (Deusto Social Lab).

Figure 24. Stakeholder map by transformation and activity (2)

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9.2.
Impact Indicator table. Key Impact Indicators

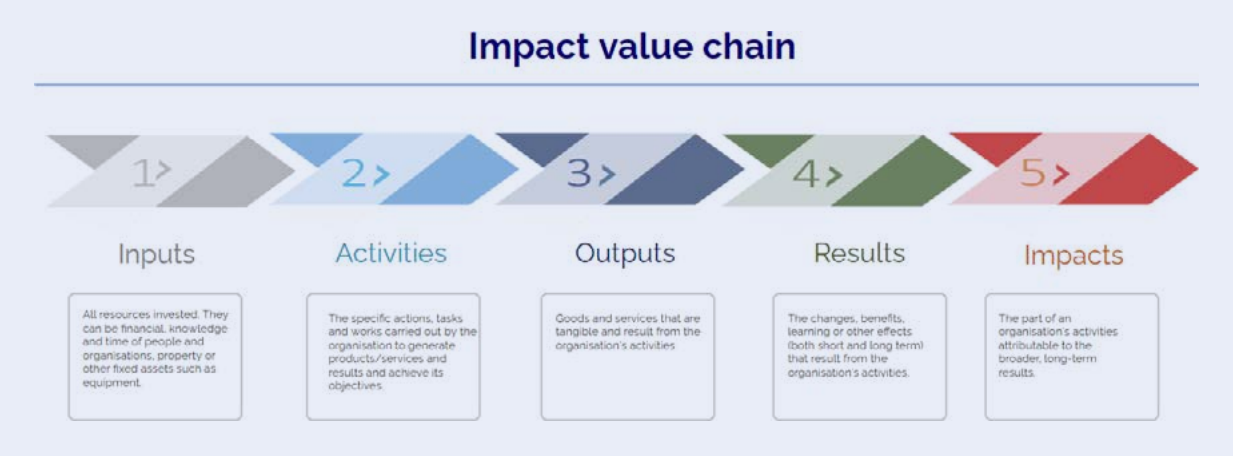
In order to identify the most relevant indicators to measure the implementation of the impact model, the impact has been approached from different angles:

- Assessing the impact of each transformation by applying the model 'horizontally'.
- Assessing the impact by group, by looking at the 'impact pathway of each person' (model applied 'vertically'); this allows the different transformations to be linked and to see how they evolve (from culture to empowerment to implementation).

The structure of the indicator scoreboard contains the following information:

- Transformation to measure.
- Stage in which the proposed indicator is (within those included in the theory of change). As stated in section four of chapter two, the value chain is made up of five stages:
- Indicator typology. Indicators have been grouped in order to facilitate their structuring and conceptualisation. The proposed types of indicators (by stage) are as follows:
  - Inputs: Financial resources (referring to the total resources allocated to the activities); personnel (considering the human resources allocated to them); funding (to identify the external sources that support these initiatives) and infrastructures.
  - Activities: Characterisation (helps understand the nature of the activities carried out, according to different parameters); internal and external mobilisation (identifies the third parties involved in the activity, whether from different areas within the university community or external) and indicators that collect data on volume (of activities, attendees, etc.).
  - Product/Service (Output): Volume; coverage (with respect to target universe); take-up (of the total available supply).
  - Results: Recommendation; interest; satisfaction; outreach; engagement; influence; volume; academic results; prestige/positioning; modelling and financial resources.
  - Impact: Perception (of the target groups about the different relationships established with the UD); commitment; volume; approaches/style (mainly of entrepreneurial initiatives) and macroeconomic indicators.
- Proposed indicator.
- Synthesis (overview) of how the activities carried out have a process-based rationale.
- Detail of the typology of activities envisaged in order contribute to each specific transformation. In total, they represent the global offer of activities of the Deusto Social Lab's Innovation and Entrepreneurship Unit (as included in the H4C2RT model approved in July 2019).

The detailed scoreboard is displayed on the following pages.



Source: European Commission, originally from the European Venture Philanthropy Association.

Figure 6. Impact value chain

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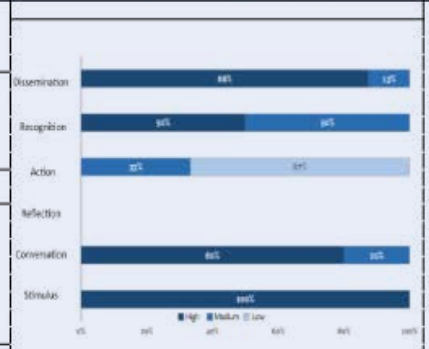
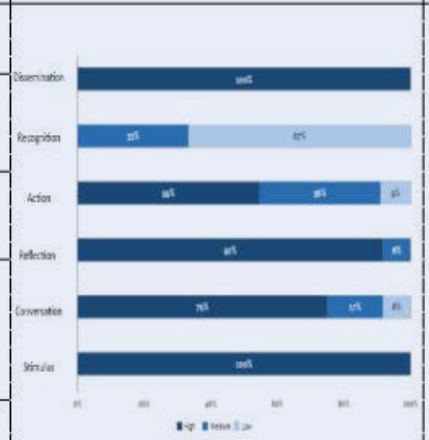
Transformation	Theory change stage	Type	Data / Indicator	Transformation process phase	Related activities
Promoting an entrepreneurial and innovative culture	Input	Financial resources	Actual budget €		S1. Organising Deusto Emprende Week and its activities S2. Delivering awareness-raising workshops in degree courses, in partnership with faculties, to foster the development of entrepreneurial and innovative skills among students. S3. Participation of the Innovation and Entrepreneurship Unit in guided visits (schools, groups, etc.) S4. Organisation of the Employment and Entrepreneurship Forum D1. Design and implementation of a comprehensive communication plan (website, blog, newsletter, social media, contents...) for the Innovation and Entrepreneurship Unit D2. Publicising the Innovation and Entrepreneurship Unit at the start of the academic year and open days D3. Organisation and active participation in fairs and events D4. Organisation of events (pitch & pinxo, conferences, theme sessions, etc.)
	Input	Financial resources	% of the budget spent on UD suppliers - entrepreneurs €		
	Input	Funding	% of external funding €		
	Input	Staff	Internal staff FTE (hours) €- % of internal / external staff		
	Activity	Characterisation	Typology / themes of the activities		
	Activity	Mobilisation of external third parties	Number of third parties involved		
	Activity	Internal mobilisation	Transversal approach: faculties/other internal areas involved		
	Activity	Volume	No. of activities organised		
	Activity	Volume	Total hours of activity		
	Output	Volume	Number of attendees/participants. Profiling		
	Output	Coverage	% of attendees/target (or over total enrolled)		
	Result	Satisfaction	Level of satisfaction		
	Result	Interest	Number of downloads		
	Result	Interest	Number of social media followers		
	Result	Interest	Number of web/blog visits		
	Result	Interest	Average time spent on the website (time)		
	Result	Recommendation	% of attendees who would recommend these activities to others		
	Result	Volume	Contacts of interest made		
	Result	Outreach	Media coverage €		
	Impact	Perception	% of attendees stating that their interest in entrepreneurship/intra-entrepreneurship has grown		
Training-learning for entrepreneurship and innovation	Input	Financial resources	Actual budget €		G1.TRANSVERSAL PROGRAMME IN INNOVATION AND ENTREPRENEURSHIP (Programme design in partnership with faculties, businesses and institutions)- DEUSTO UP G2. CREACTION Programme G3. Joint Programmes and cooperation with faculties, businesses and institutions G4. Deusto Start I G5. Communication and Recruitment of Participants PG1. MDEA PG2. Executive MBA E1. Youth Entrepreneurship Programme E2. Deusto Start II E3. DeustoPush (Social Entrepreneurship) E4. Deusto Start Digital (technology) E5. DeustoStart Corporate (intra-entrepreneurship) E6. Specialised cycle knowledge pills
	Input	Financial resources	% of the budget spent on UD suppliers - entrepreneurs €		
	Input	Funding	% of external funding €		
	Input	Staff	Internal staff FTE (hours) €		
	Activity	Characterisation	Typology/themes of training programmes		
	Activity	Mobilisation of external third parties	Third parties involved		
	Activity	Internal mobilisation	Transversal approach: faculties/other internal areas involved in training programmes		
	Activity	Volume	No. of training programmes offered		
	Activity	Volume	Total hours of activity		
	Output	Volume	Number of applications received		
	Output	Volume	% of participants who are UD employees		
	Output	Volume	Ratio of accepted demand		
	Output	Volume	Participants per programme. Profiling		
	Output	Take-up of total supply	Take-up of total available supply		
	Result	Satisfaction	Level of satisfaction		
	Result	Teaching results	Performance / success / evaluation rate		
	Result	Volume	No. of creative undergraduate dissertation projects		
	Result	Volume	No. of students engaged in entrepreneurial projects as part of their internships		
	Result	Volume	No. of master's dissertation projects supervised		
	Result	Interest	Number of social media followers		
	Result	Recommendation	% of attendees who would recommend the entrepreneurship programmes to others		
	Result	Interest	Number of web/blog visits		
	Impact	Perception	% of participants who believe they have sufficient skills to develop innovative projects		
	Impact	Perception	% of participants stating that fear of failure has been reduced		
	Impact	Perception	% of participants stating their decision to become an entrepreneur / intra-entrepreneur (in the next 3 years)		
	Impact	Perception	% of employers who consider that UD graduates have EH skills		
	Impact	Perception	% of participants who consider that their social commitment has increased		

Source: Developed by the authors (Deusto Social Lab).

Figure 25. Impact Indicator Table (1)

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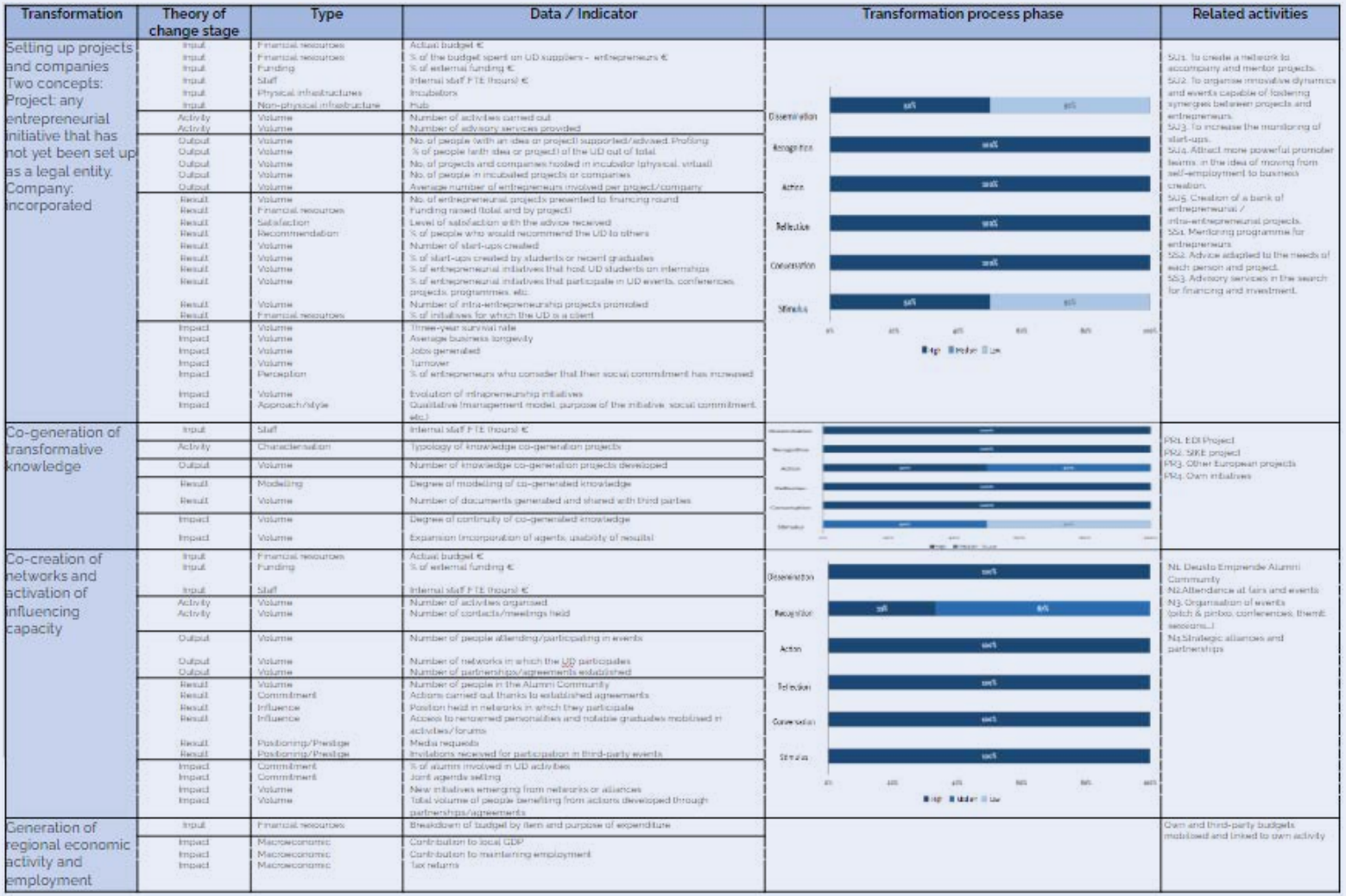


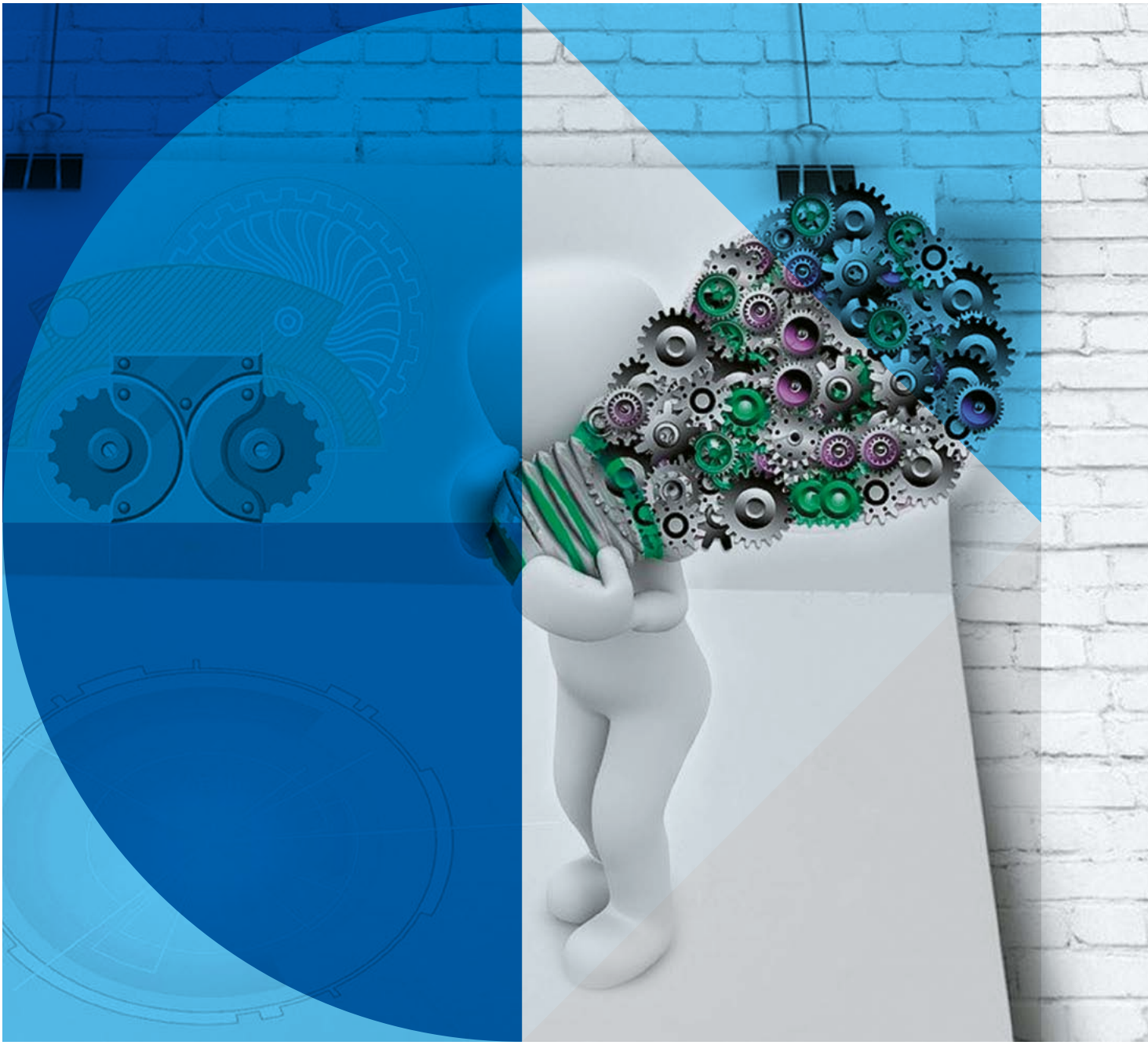
Transformation	Theory of change stage	Type	Data / Indicator	Transformation process phase	Related activities
Setting up projects and companies Two concepts: Project: any entrepreneurial initiative that has not yet been set up as a legal entity. Company: incorporated	Input	Financial resources	Actual budget €		SA1. To create a network to accompany and mentor projects. SA2. To organise innovative dynamics and events capable of fostering synergies between projects and entrepreneurs. SA3. To increase the monitoring of start-ups. SA4. Attract more powerful promoter teams, in the idea of moving from self-employment to business creation. SA5. Creation of a bank of entrepreneurial / intra-entrepreneurial projects. SS1. Mentoring programme for entrepreneurs SS2. Advice adapted to the needs of each person and project. SS3. Advisory services in the search for financing and investment.
	Input	Financial resources	% of the budget spent on UD suppliers - entrepreneurs €		
	Input	Funding	% of external funding €		
	Input	Staff	Internal staff FTE (hours) €		
	Input	Physical infrastructures	Incubators		
	Input	Non-physical infrastructure	Hub		
	Activity	Volume	Number of activities carried out		
	Activity	Volume	Number of advisory services provided		
	Output	Volume	No. of people (with an idea or project) supported/advised. Profiling		
	Output	Volume	% of people (with idea or project) of the UD out of total		
	Output	Volume	No. of projects and companies hosted in incubator (physical, virtual)		
	Output	Volume	No. of people in incubated projects or companies		
	Output	Volume	Average number of entrepreneurs involved per project/company		
	Result	Volume	No. of entrepreneurial projects presented to financing round		
	Result	Financial resources	Funding raised (total and by project)		
	Result	Satisfaction	Level of satisfaction with the advice received		
	Result	Recommendation	% of people who would recommend the UD to others		
	Result	Volume	Number of start-ups created		
	Result	Volume	% of start-ups created by students or recent graduates		
	Result	Volume	% of entrepreneurial initiatives that host UD students on internships		
	Result	Volume	% of entrepreneurial initiatives that participate in UD events, conferences, projects, programmes, etc.		
	Result	Volume	Number of intra-entrepreneurship projects promoted		
	Result	Financial resources	% of initiatives for which the UD is a client		
	Impact	Volume	Three-year survival rate		
	Impact	Volume	Average business longevity		
	Impact	Volume	Jobs generated		
	Impact	Volume	Turnover		
	Impact	Perception	% of entrepreneurs who consider that their social commitment has increased		
	Impact	Volume	Evolution of intrapreneurship initiatives		
	Impact	Approach/style	Qualitative (management model, purpose of the initiative, social commitment, etc.)		
Co-generation of transformative knowledge	Input	Staff	Internal staff FTE (hours) €		PR1. EDI Project PR2. SIRE project PR3. Other European projects PR4. Own initiatives
	Activity	Characterisation	Typology of knowledge co-generation projects		
	Output	Volume	Number of knowledge co-generation projects developed		
	Result	Modelling	Degree of modelling of co-generated knowledge		
	Result	Volume	Number of documents generated and shared with third parties		
	Impact	Volume	Degree of continuity of co-generated knowledge		
	Impact	Volume	Expansion (incorporation of agents, usability of results)		
Co-creation of networks and activation of influencing capacity	Input	Financial resources	Actual budget €		N1. Deusto Empreende Alumni Community N2.Attendance at fairs and events N3. Organisation of events (pitch & pintxo, conferences, thematic sessions...) N4.Strategic alliances and partnerships
	Input	Funding	% of external funding €		
	Input	Staff	Internal staff FTE (hours) €		
	Activity	Volume	Number of activities organised		
	Activity	Volume	Number of contacts/meetings held		
	Output	Volume	Number of people attending/participating in events		
	Output	Volume	Number of networks in which the UD participates		
	Output	Volume	Number of partnerships/agreements established		
	Result	Volume	Number of people in the Alumni Community		
	Result	Commitment	Actions carried out thanks to established agreements		
	Result	Influence	Position held in networks in which they participate		
	Result	Influence	Access to renowned personalities and notable graduates mobilised in activities/forums		
	Result	Positioning/Prestige	Media requests		
	Result	Positioning/Prestige	Invitations received for participation in third-party events		
	Impact	Commitment	% of alumni involved in UD activities		
	Impact	Commitment	Joint agenda setting		
	Impact	Volume	New initiatives emerging from networks or alliances		
	Impact	Volume	Total volume of people benefiting from actions developed through partnerships/agreements		
Generation of regional economic activity and employment	Input	Financial resources	Breakdown of budget by item and purpose of expenditure		Own and third-party budgets mobilised and linked to own activity
	Impact	Macroeconomic	Contribution to local GDP		
	Impact	Macroeconomic	Contribution to maintaining employment		
	Impact	Macroeconomic	Tax returns		

Source: Developed by the authors (Deusto Social Lab).

Figure 25. Impact Indicator Table (2)

Chapter five

Applying the model. Getting to know our impact



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10. The context in which we operate

THE CONTEXT ANALYSIS FOCUSES ON THE SOCIO-ECONOMIC AND DEMOGRAPHIC SITUATION OF THE BASQUE REGION, GIVEN THAT THE UD IS PART OF THE BASQUE UNIVERSITY ECOSYSTEM. SPECIAL ATTENTION WILL BE PLACED ON THE REGION'S STATUS REGARDING ENTREPRENEURSHIP.

ALL OF THIS SETS THE STAGE FOR SUBSEQUENTLY ASSESSING THE IMPACT THAT THE UD MAKES ON THE REGION THROUGH THE ENTREPRENEURIAL ACTIVITIES UNDERTAKEN.

Section 2 (2.1) of this report highlighted the importance of context and section 2 (2.2) presented the main global trends which affect the context in which universities operate, depending on the characteristics of each region or territory. This glocal combination was said to create unique contexts that call for distinct strategies. In the words of Larrea (2019, p. 10):

Contextualising any reflection... is clearly necessary, and in order to do this, it is essential to take into account some general trends, the social, economic and territorial context of reference and the contextualised challenges facing society from a local and global perspective.

Section 10 presents the contextual characteristics of the Basque Region which are considered most relevant for building the model for measuring the UD's social impact. It is divided into 5 sections. The first section outlines the main indicators that measure the socio-economic context of the Basque Region. The second is concerned with the main challenges that will need to be addressed in the coming years in order to maintain or increase the well-being of its citizens. The third section provides an analysis of the Basque university ecosystem, the close environment in which the UD carries out its activities. The fourth section of this report focuses on the entrepreneurial activities of the UD and examines the entrepreneurial ecosystem in the Basque Country. Finally, the fifth section focuses on the context of the UD as a university belonging to the Society of Jesus.

10.1. The socio-economic environment: main indicators

As noted above, in order for a territory to maintain or increase the well-being of its population, it has to be globally competitive. Strictly speaking, it is companies, not territories, that compete in global markets, but the characteristics of the countries and regions where they are located greatly influence their ability to compete. The Basque Country Competitiveness Report, published by Orkestra every year, analyses the main regional socio-economic indicators. Below are the main indicators of the 2019 Report (Orkestra, 2019a, 2019b) that can help us to understand the socio-economic setting in which the UD performs its activities.

10.1.1. Demographic and educational characteristics of the population

The ageing of the population is one of the global trends that can have the greatest impact on regions' competitiveness and the well-being of their populations. The impact of an increasingly longer-living and ageing population becomes evident in extended working careers. This will require individuals to persistently uphold and enhance their skills throughout their lives, especially in light of another global trend, namely, technological change. On the other hand, as large cohorts leave the labour market, it will be necessary to replace them; some jobs will be filled by young people entering the labour market, while others will require training some people who are already in the labour market.

Forecasts for 2031 in the Basque Region show an increasingly long-lived population, and a smaller number of people of working age. The population aged 15-64 is projected to decrease from 1.39 million in 2018 (64% of the population) to 1.31 million in 2031 (60%), a somewhat steeper percentage than that in Spain as a whole and the EU-28 average. Figure 1 shows that the population aged

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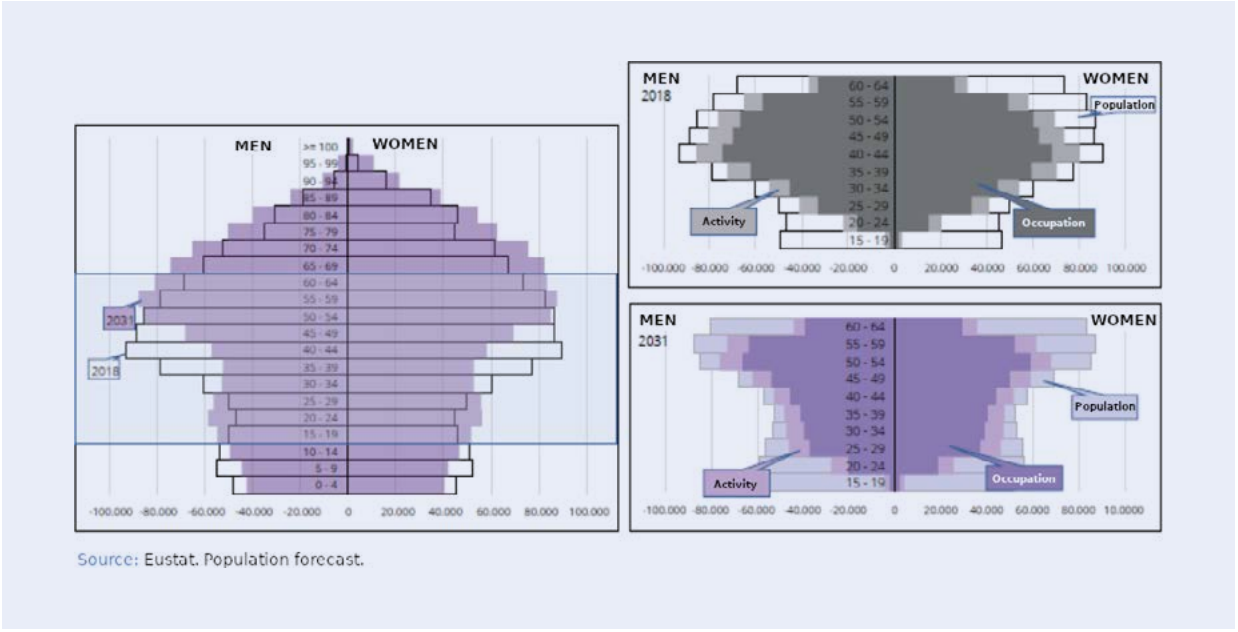
55 and over will be higher in 2031 than it was in 2018. This implies that, whereas the Basque population aged 55-64 accounted for 22% of the working age population in 2018, they will account for 26% in 2031. This is close to the percentage estimated for Spain (25 %), but higher than that anticipated for Germany and the EU-28 average (22 %). The Basque cohorts aged between 15 and 29 will also be greater than the population in those age brackets at present, rising from 21% to 26% of the working-age population, which is higher than that in Germany (24%) and lower than that in Spain and the EU-28 (27%). Even so, the narrowing of the population pyramid means that fewer young people will enter the potentially active population than will enter the retirement age brackets.

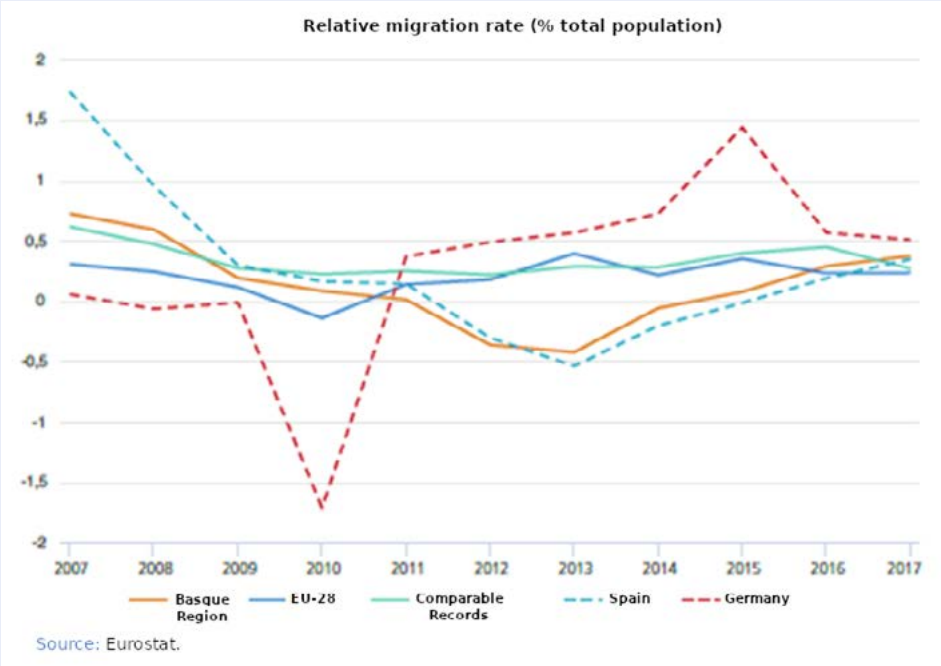


Source: Orkestra, 2019b, p. 23.

Graph 1. Population pyramid, activity and occupation (2018 and 2031) in the Basque Region

Demographic change will also lead to a net decrease in the potentially active population, which can only be compensated for by migrant inflows. In this context, the net migration rate is an important indicator of competitiveness. In the Basque region, this indicator fell during the first years of the economic crisis, became negative from 2012 onwards and bottomed out in 2013. Since then, this indicator has started to rebound and it has been positive again since 2015, reaching levels slightly above the European average, as shown in Graph 2.

With regard to the main indicators of the personal resources available to the Basque region (see Graph 3), a favourable evolution can be observed in the indicator of human resources employed in science and technology (19% of the total population in 2018). On the other hand, the good results in terms of the population being educated in tertiary education (47% of the total population in 2017) are negatively contrasted by the overqualification rate (1.51% in 2018). The same figure shows that vocational education and training (VET) has also had a favourable evolution, accounting for 12.7% of the population aged 15-19 in 2017. The indicator is also higher than the German average, which is a leading country in this area. With regard to the percentage of the population participating in lifelong learning activities, the Basque Country has experienced annual variations that alternate between increases and decreases; in 2018 the indicator stood at 12.7% of the population aged 25-64. It is important to remember that lifelong learning is very important to continue to acquire skills to compensate for people's extended working lives.



Source: Orkestra, 2019b, p. 17.

Graph 2. Migration rate. Indicators in the Basque region

10.1.2.
The production system

GDP per capita in the Basque region in 2018 was 38,688 (Purchasing Power Parity - PPP), above the EU-28 average (30,935 PPP). It has maintained the upward trend it has experienced since 2014. Moreover, PPP-based value added per employed person (90.2) shows values well above those of the EU-28 (66.4). One of the factors which explains the higher productivity of the Basque region is its industrial specialisation. Four large industrial branches account for a high percentage of Basque exports: Motor vehicles (24%); Metallurgy and commodities (23%); Machinery and equipment (14%) and Oil refining (8%). The economic specialisation indices of the Basque region are also concentrated in these four main branches. Other branches with high specialisation rates are non-metallic industry; wood, paper and graphic arts; and rubber and plastics.

The Basque region maintains one of the highest employment shares in high- and medium-high-tech manufacturing in Europe (8.5% in 2018, compared to 5.8% in the EU-28), but is not yet in such a favourable position with respect to knowledge-intensive services (37.7% in 2018, compared to 40.3% in the EU-28). In terms of science specialisation (percentage of publications in each domain, compared to the European average), there were more publications of this type in Physical Sciences and Engineering and Technology, and fewer in Life Sciences and Preclinical and Clinical Health. This science specialisation profile is consistent with the main priorities of the Smart Specialisation Strategy (RIS3) of the Basque Country as far as Advanced Manufacturing and Energy are concerned, and not so for the Biosciences-Health strategic priority.

10.1.3.
The labour market for university students

The employment rate in 2018 was 66.7% of the population aged 15-64. The unemployment rate (as a percentage of the labour force aged 15+) was 10.3% in 2018, while the youth unemployment rate (as a percentage of the labour force aged 15-24) was 19.3%. In both cases, the Basque region was in a low position in relation to other comparable European regions, although it was in a good position in relation to Spain. As far as the popula-

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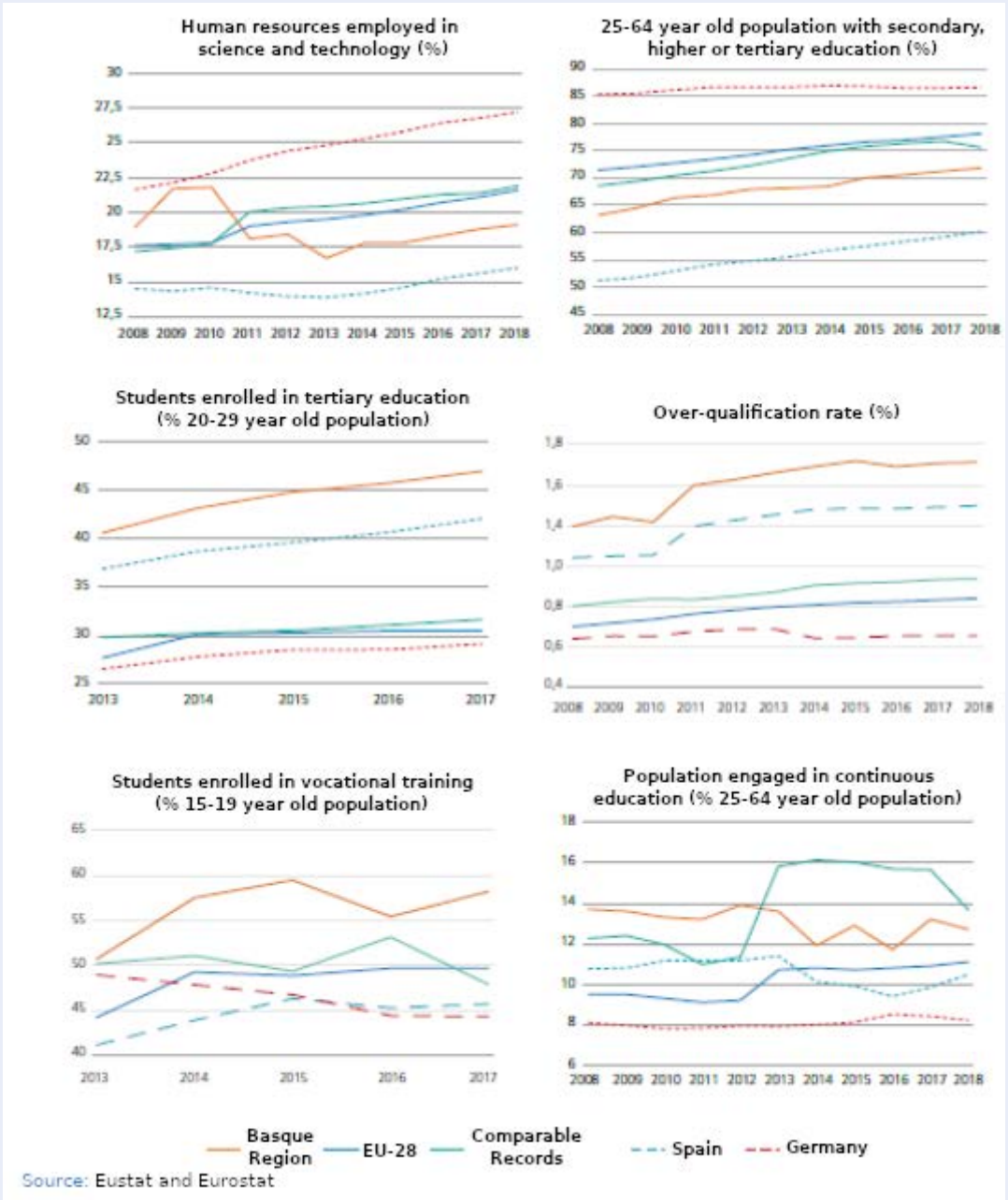

Source: Orkestra, 2019a, p. 55.

Graph 3. Economic activity status and education data in the Basque region

tion over 55 years of age is concerned, the Basque region has a combination of unemployment rates above the EU-28 average and lower activity rates.

Three indicators help to measure the quality of employment: the percentage of self-employed people and people helping in family businesses or companies; the stability of contracts; and the employment status (whether full or part-time). Regarding self-employed people and people helping in family businesses or companies, the figure in 2018 as a percentage of the employed population was 8.9%. In terms of contract stability, people on temporary contracts as a percentage of total employees was 25.85% in 2018. Finally, with regard to the employment status,

there was a strong increase in non-voluntary part-time jobs in the Basque region in 2018 (8.5% of the employed population was in this situation).

In terms of the sectoral structure of employment, manufacturing is expected to account for only 16% in 2030, four percentage points less than today. On the other hand, the increase in business services is expected to be the most important, which suggests a tendency towards the tertiarisation of employment.

Table 12 shows that the percentage of university graduates that will be needed in 2030 (40.6 %) will exceed that of intermediate level and higher-level vocational training qualified people (24.9 %) in terms of the overall employment opportunities. Higher level vocational training qualifications will be more in demand than intermediate vocational training qualifications (14.5 % compared to 10.4 %). Going down to the sectoral level, in Manufacturing and Construction the percentage of people with vocational training qualifications will exceed that of university graduates by almost 15 percentage points, the difference being that, while Manufacturing values higher level vocational training much more highly, in Construction both stages of vocational training have a fairly similar weight. In Extractives and Energy, and Distribution, Transport and Hospitality, the demand for both types of qualifications will be quite similar (slightly higher for vocational training). And in Business Services and, above all, in Non-commercial Services (with Education leading the way), university graduates are in much greater demand than people with vocational training qualifications.

	Employment Opportunities	% without Employment Opportunities			Number of Employment Opportinities		
		Vocational Training (Intermediate Level)	Vocational Training	University	Vocational Training (Intermediate Level)	Vocational Training	University
Agriculture, Farming, Fishing	-273	13	11	14,7	-36	-30	-40
Manufacturing	3.465	14,8	25,5	25,9	512	884	899
Extractive and Energy Industry	257	11,4	13,3	22	29	34	56
Construction	1.945	15,2	17,5	18,1	296	339	352
Distribution, Transport, Catering	12.962	12,8	15,9	27	1.656	2.067	3.498
Business Services	14.433	8,5	12,4	40,9	1.221	1.792	5.897
Non-commercial Services	11.181	7,7	10,6	64,8	858	1.184	7.244
Total Sectors	43.969	10,4	14,5	40,6	4.585	6.366	17.857

Source: Developed by the authors based on data from Lanbide, Eustat Censuses, and Population and Housing Statistics

Source: Orkestra, 2019b, p. 38.

Table 12. People with vocational training qualifications and university graduates required by existing job opportunities on average in the period 2019-2030 in the Basque region.

By using the Lanbide surveys regarding data on labour market entry, Orkestra developed correspondence tables for its report which identify what percentage corresponds to each area of knowledge within the university graduates hired. It shows that the comparison of university graduates in 2017 with the average annual employment opportunities in the period 2019-2030 reveals a shortage of around 5,000 graduates, that is, a shortage of around 30%. However, the inactivity rate (i.e., not entering the labour market after graduation) in the case of university graduates is 6 %, according to the Lanbide survey, so undercoverage would not be much higher for that reason (see Table 13).

	Graduated from university in 2017 (no.)	Average employment opportunities for university graduates in 2019-2030 (no.)	Above (+) or Below (-) coverage (no.)	Coverage rate (%)
Economics, Law, Social Sciences	6.215	10.091	-3.876	62
Experimental Sciences	804	752	52	107
Humanities	995	1.242	-247	80
Health Sciences	1.736	1.596	140	109
Technical Sciences	3.117	4.168	-1.051	75
Total	12.867	17.848	-4.981	72

Source: Developed by the authors based on data from Lanbide, Labour market entry information and Futurelan and Vice-Counsellor's office for Vocational Training in the Basque Government, education statistics

Source: Orkestra, 2019b, p. 40.

Table 13. Degree of coverage of the need for university graduates (annual average, in 2019-2030) by university graduates in 2017, by area of knowledge

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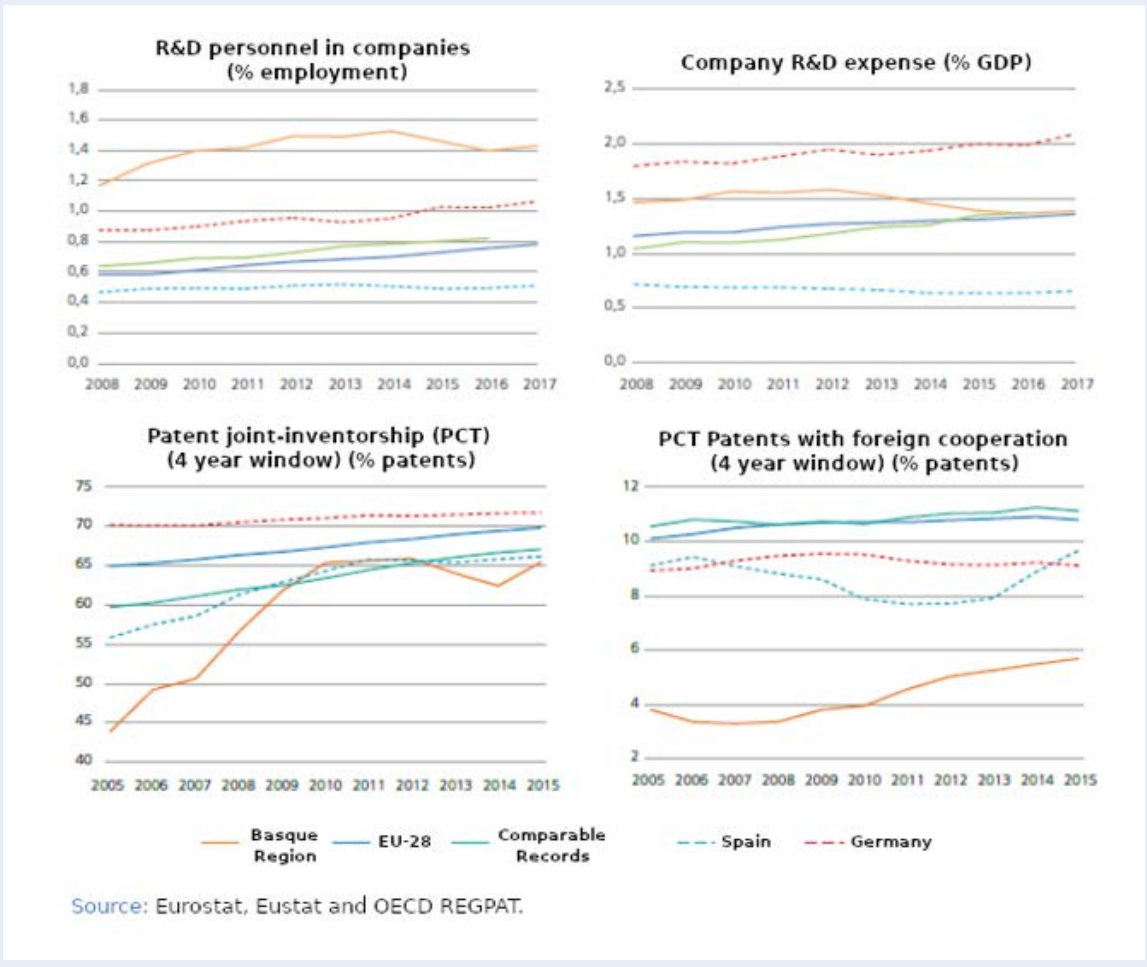
Finally, the greatest undercoverage occurs in the areas most in demand by companies, according to reports produced by organisations such as Confebask and Addeco. These areas are: economics, law and social sciences (especially business) and technical sciences (especially engineering).

10.1.4. Knowledge economy and society

10.1.4.1. Main innovation indicators

The Basque region is very well positioned in all rankings, both in terms of personnel and expenditure. Figure 4 shows that the R&D personnel indicator, which had declined in 2015 and 2016, increased again in 2017, which was also the case for the European average and Germany. Business R&D expenditure, however, has remained static over the past two years, and following the decline in previous years, it has now reached the EU-28 average. This figure is higher than that of Spain but considerably lags behind Germany, which has experienced an upward trend in recent years.

As far as the indicators related to patents are concerned, the Basque region is not so well positioned and is placed in medium or low positions in the rankings. This is also reflected in the figures, which show that the level of patent joint-inventorship and patents with foreign cooperation (which reflect the capacity to take advantage of existing knowledge abroad, overcoming the limitations of relying solely on one's own knowledge) have been lower than in other territories in recent years; however, it is worth noting that there have been positive developments



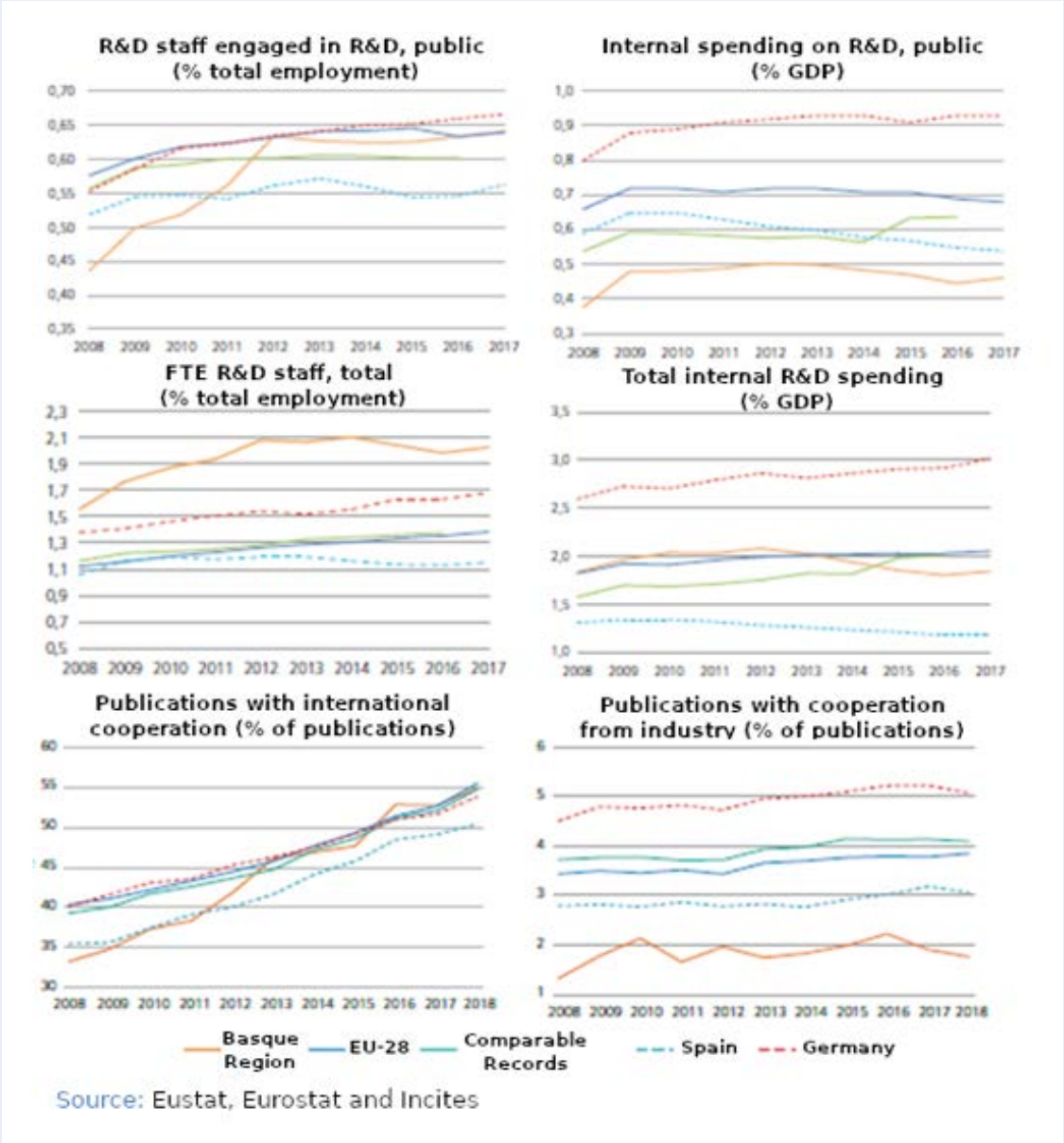
Source: Orkestra, 2019a, p. 33.

Graph 4. Business performance indicators over time

in 2015, the latest year available. This has not been reflected in the percentage of patents applied for by companies, which fell over the last year.

The possible distortion that may arise from counting the R&D investment of technology centres and Shared Innovation Centres (known as CICs) in the Basque country as private is counteracted by measuring public (government and universities) and total (business sector) R&D capabilities. Figure 5 shows a slight improvement in both personnel, public and total expenditure values. The figures for R&D personnel are well above the Spanish, European and even German average, but this is not the case for expenditure, which has been below the European average and far below German levels since 2013.

The indicators on scientific publications measure whether scientific publications are being developed in partnership with research centers abroad. Figure 5 shows that this indicator shows a positive development. This is not the case for the indicator measuring publications in partnership with industry.



Source: Orkestra, 2019a, p. 33.

Graph 5. Public innovation. Input indicators over time

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10.1.4.2. Digitalisation

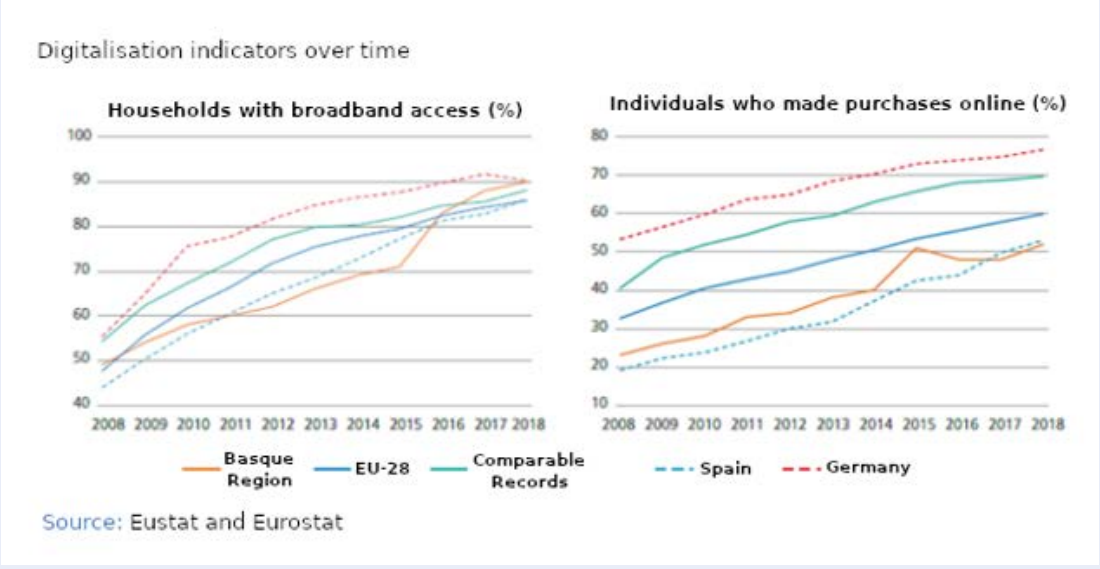
Another important competitiveness indicator is the sophistication of demand in a particular geographical area. Two indicators were used as proxies to measure sophistication: households with broadband access and individuals who shop online. Figure 6 illustrates that the indicator for households with broadband access experienced a notable increase in the last year, consistent with the trend in previous years, particularly from 2016 onwards, when it exceeded the levels of both the Spanish and European averages. It also outperformed comparable regions in 2017 and was on a par with Germany in 2018. As a result of all this, the Basque Region occupied a high position in 2018 when compared with the European average and the Autonomous Regions, and an average position with respect to comparable regions as a whole. This was made possible by the roll-out of infrastructure, which not only reached nearly every household , but was contracted to a greater extent than in previous years. This contrasts with the Internet shopping indicator, in which the Basque region was still at the bottom of the ranking of European regions and at the bottom of the ranking of comparable regions.

Finally, it should be noted that, according to Zubillaga & Peletier (2019), the Basque region has continued its progress in digitalisation, based on four pillars: advanced connectivity conditions; human capital; the integration of technology into companies; and the development of digital public services, all of which are above the European average. On the other hand, the use of internet-based services from households continues to be a barrier to the full digitalisation of Basque society.

10.2. The main challenges for the Basque region over the next few years

The significant challenges that the Basque region will need to address to sustain or enhance its socio-economic prosperity are largely aligned with the major global economic and social trends identified in the second section of this Report. These challenges also stem from the Basque context itself and are drawn from a 2016 study conducted by Orkestra, which was shared with the primary social stakeholders: public authorities, businesses and political parties.

The document is based on the idea that the ultimate aim of competitiveness and economic growth should not be an end in itself, but rather a necessary condition for ensuring that progress in social transformation is based on concepts of co-responsibility, solidarity and commitment. These have an impact on improving the well-being and social cohesion of the population in the Basque region. To this end, it is also necessary to work on the following challenges:



Fuente: Orkestra, 2019a, p. 59.

Graph 6. Digitalisation input indicators (2008-2018)

- Openness and internationalisation: Globalisation is a one-way no-return journey. It is crucial for the Basque Country to persist in enhancing its capabilities to boost internationalisation and openness, thus attracting and retaining talent. This will not only support young individuals who aspire to go abroad for personal growth but also establish the Basque region as an appealing and competitive destination for global investors. Furthermore, it will strengthen the presence of business decision-making hubs to enhance the future of the region's citizens.

- Cooperation: From the perspective of a regional economy, it is essential to boost cooperation processes in order to innovate, develop competitive advantages and address international markets. Cooperation between different economic and social actors, both public and private, is necessary to overcome the so-called 'death valley', that is, to ensure that knowledge and technology are brought to the market, respond to societal challenges and are translated into innovation.

- Business resilience: Small and medium-sized enterprises will be increasingly key players in global production systems. In the era of Industry 4.0, the main challenge for companies in the Basque region is to advance in the incorporation of new technologies, intensifying servitisation and adapting their products to highly flexible production conditions. It is also necessary to face the challenge of developing new models of business organisation that include aspects such as the participation of workers in ownership and the transformation of labour relations.

- Digital economy: the digital revolution, in addition to being an accelerator of social transformation, has a direct impact on companies and the production fabric. But it also represents an opportunity for the territory as a whole through the strengthening of an economic sector, enhancing the ability to generate new activities. The application of these technologies to areas such as health, education, energy and leisure can contribute to socialising technologies and knowledge by fostering social innovation.

- Innovation in the public sector: The complexity of the economic and social transformations and challenges require profound innovation in the public sector, both in its organisational structures and in its relations with other actors. This is intended to establish a new system of multilevel and inclusive governance, which includes participation as a key aspect of decision-making processes and removes silos in order to optimise the use of public instruments (policy-mix).

- Ability to learn: The ability and speed of transforming information into knowledge and learning are key to regional transformation. The traditional mechanisms of the education system are no longer sufficient and it is essential to develop new ones that take into consideration the competences needed in the new scenario. The change towards a new apprenticeship model will make skilled people available for the future industrial and social fabric of the Basque Country. Universities and vocational training have a key role to play in this new approach.

- Energy model, environment and sustainability: It is necessary to develop a more efficient and sustainable energy production and consumption model, also taking into account issues such as energy poverty. After the transition to gas, the Basque Country must tackle its energy and industrial transformation within a decarbonised and competitive economy, adopt sustainable energy sources and develop the so-called green taxation. At the same time, environmental risks and the scarcity of natural resources require more sustainable modes of production, transport and mobility.

- Fiscal and financial system for competitiveness: The readjustment of the fiscal and financial system is essential to cope with the impact of social challenges on public spending, while continuing to foster an advanced industrial fabric and region that can cope with change, and retain and attract business decision centres. The Economic Agreement must continue to be strengthened as an essential instrument for the sustainability of the Basque tax system.

- Demographic and social complexity: In a context of longer life expectancy and an ageing population, it is crucial to resolve the imbalance between the forecasts for the active population and public spending linked to the welfare state, which also influence the distribution of wealth. It is also necessary to move past the generational changeover approach to showcase the intergenerational connection and construct the new normal, in which diverse younger and older people will coexist for a longer period of time. Migration inflows may be a factor that can alter this balance and need to be taken into account. This challenge of demographic and social complexity clearly affects the above and conditions the ultimate goal, which is the well-being of society.

As stated in the second section, the significant economic and social challenges are intricate issues. Their solutions, to be viable and sustainable, must be founded on processes in which a variety of stakeholders with diverse knowledge, values and interests need to work in partnership. In this sense, the Orkestra document highlights the opportunity that these challenges represent for all the agents in the region to move forward in a coordinated way to provide their own integrated response. Co-transformative universities (Aranguren, Canto, Larrea, 2019) can make an enormous contribution to this endeavour,

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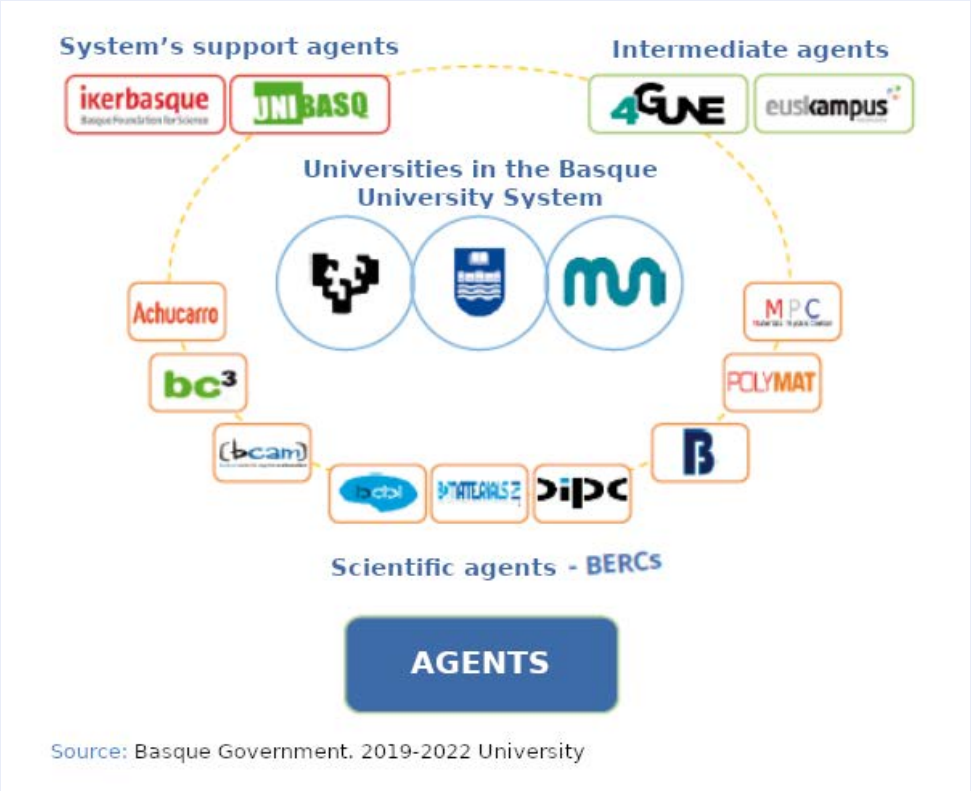
not only providing their expertise, but also by facilitating the processes of interaction necessary to address these major challenges.

10.3. The Basque university system

This section analyses the context in which the UD operates within the Basque region. The Basque university ecosystem is made up of the following agents: three universities based in the Basque region (the Public University of the Basque Country/ Euskal Herriko Unibertsitatea (UPV/EHU), the University of Deusto (UD), and the Mondragon Unibertsitatea (MU); two support agents for talent recruitment and quality certification (Ikerbasque and Unibasq); two intermediate agents that coordinate the scientific and technological agents (Euskampus and the 4Gune training cluster) and a network of Basic Research and Excellence Centres (BERC). Tecnun, the engineering school located in San Sebastian and belonging to the University of Navarre, and the UNED, with three associated centers (Bergara, Portugalete and Vitoria-Gasteiz), are also present in the Basque Autonomous Community (Orkestra, 2019b).

The nearly 60,000 students enrolled in Basque universities account for 3.7% of Spanish students, as well as 31% of the population aged 20-29 in the Basque region. Regarding university enrolment, Basque universities show comparable percentages to those in the rest of Spain (as per the Ministry of Science, Research and Universities (MCIU), slightly lower; and according to Eurostat, slightly higher). Additionally, the Basque region and Spain both surpass Germany and the EU-28 in this regard.

Although the majority of students in the Basque region study in public universities (75%), this percentage is lower than that in Spain (83%). The Basque university system is characterised, like that of the most advanced Spanish regions (Madrid, Catalonia and Navarre), by a relatively



Source: Orkestra, 2019b, p. 55.

Figure 26. The Basque university ecosystem

greater presence of private universities. In general, the scope of the former is greater than that of the latter, which is particularly the case in the Basque region, due to the large size of its public universities (with more than 43,000 students, compared with an average of 26,000 in Spanish public universities). Both in the Basque region and in Spain as a whole, the percentage of female students now exceeds 50%; it is slightly higher in private universities than in public universities.

As a whole, the Basque region has a somewhat lower prevalence of Master's degrees, and a somewhat higher number of Bachelor's degrees and doctorates than the Spanish average. Basque universities stand out for their greater specialisation in engineering and architecture and social sciences and law; and for their lesser development in health sciences and arts and humanities. This situation is partly due to the different specialisation of Basque private universities compared to Spanish private universities.

Table 14 shows the strategic positioning of Basque universities according to the 2019 IVIE U-Ranking report. As can be seen from this table, the UPV/EHU is approximately 4.5 times larger than the UD and 9 times larger than the MU. In addition to its larger size, which allows for a more complete offer in the different branches of knowledge, the UPV/EHU, as is the case with public universities, places greater emphasis on undergraduate programmes. Private universities (above all Deusto), while relying mainly on bachelor's degrees, pay more attention to the development of master's degrees.

	UPV/EHU	Deusto	MU	Spain
Type of university	Public	Private	Private	84 unis
1st and 2nd stage undergraduate and masters degree student	38.717	8.998	4.208	17.033
Undergraduate degree and first and second-stage students (% total)	91,5	80,4	86,3	85,7
Master's students (% total)	8,5	19,6	13,7	14,3
Overall: ranking out of 11	7	6	8	6,8
Overall: rate (Average of universities = 1.0)	1,0	1,1	0,9	1,0
Teaching: ranking out of 8	5	2	2	4,4
Teaching: rate (Average of universities = 1.1)	1,0	1,3	1,3	1,1
Research: Ranking out of 17	7	9	15	8,9
Research: rate (Average of universities = 1.1)	1,2	1,0	0,4	1,0
Technology and innovation: ranking out of 24	17	19	11	13,5
Technology and innovation: rate (average of universities = 1.1)	0,7	0,5	1,3	1,1
Teaching success rate	55,0	87,0	85,0	55,0
Non-dropout rate	73,0	86,0	100,0	70,0
PhD theses read/PhD holders who are teaching and research staff	28,0	53,0	23,0	38,0
Revenue from continuing education (by lecturer who is a PhD holder)	23,0	43,0	48,0	28,0

Source: Spanish Ministry of Science, Innovation and Universities (MCIU), University statistics, 2019 IVIE-BBVA U-Ranking

Source: Orkestra, 2019b, p. 57.

Table 14. Positioning of Basque universities in the 2019 IVIE U-Ranking

The IVIE ranking also revealed the following: (i) in teaching, the two private universities stood out: Deusto and MU, over the UPV/EHU, which was even slightly behind the Spanish average; (ii) in research, the UPV/EHU held a solid position, ahead of the Spanish average; closely followed by the UD, which was at the level of the Spanish average; and MU held a more disadvantaged position; (iii) in innovation and technology, MU stood out, ahead of the Spanish average; and the UPV/EHU and the UD had less favourable results.

Likewise, the good results of private universities in undergraduate education were ratified when compared to the intermediate values shown by the UPV/EHU, as can be seen in the results of the Teaching Success Rate and the Non-Dropout Rate. In the training of researchers (measured by PhD theses read/by teaching and research staff holding doctoral degrees), the UD held a prevailing position. Therefore, despite having a lower position in research than the UPV/EHU, the UD pursued more effectively the combination of this function with the training of doctoral researchers. And finally, in terms of involvement in lifelong learning, once again the Basque private universities appeared to be more involved than the UPV/EHU.

In short, the Basque university system features a combination of different types of universities (public and private), specialisations and strategies (some stronger in teaching, others in research and others in transfer and links to businesses), and a set of support agents, intermediate agents and scientific agents that complement it, all of which make it a rich and diverse ecosystem. The report also underscores that in recent years, innovative initiatives have been emerging, such as degrees in collaboration

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with advanced vocational training centres. Furthermore, the incorporation of dual training into university programmes and the advancement of apprenticeship programmes following initial education are challenges that the system must address to align with significant trends such as ageing, globalisation and climate change.

10.4. Entrepreneurship in the Basque region

One of the contextual elements of particular relevance for this report, because of its focus on UD entrepreneurship activities, is the status of the entrepreneurial environment. The entrepreneurial environment refers to the contextual characteristics that facilitate or inhibit entrepreneurial activity in a specific geographical area. In the Basque region, environmental conditions are analysed each year in the *Global Entrepreneurship Monitor*. Below are the main indicators of the 2019 Report (Orkestra, 2019a, 2019b) that describe the socio-economic context in which the UD operates.

A total of 5.1% of the population in Basque region were involved in new businesses in 2018-19, either in a fully-fledged entrepreneurial activity or an activity in the start-up phase, with similar levels to countries such as Germany and Japan. For the second consecutive year, the Basque region has maintained an entrepreneurship rate of over 5%, which brings it back to its usual pre-crisis levels and shows very similar figures to those recorded between 2004 and 2006. On the other hand, future entrepreneurial potential increased by half a point, with 5% of Basque people stating that they intended to start a business in the next three years. The business longevity rate, which represents the population owning businesses that have been in existence for more than 42 months, increased slightly for the second year in a row. In the same vein, there were levels of business abandonment, with the lack of profitability of the business and the retirement of entrepreneurs being the main causes of business termination.

From the point of view of the behaviour of Basque entrepreneurs, the data show that the identification of opportunities is the main reason for entrepreneurship. The majority of entrepreneurs are men between 35 and 45 years of age, and a considerable proportion of them have higher education and an income level in the top third of the population. In terms of financing, among the people who launched a start-up business in the Basque region in 2018, half did so with capital requirements of less than EUR 21,740, a figure which remains stable in relation to the previous year and is practically identical to the capital requirements of half of the start-up entrepreneurial population at a national level (20,000 euros).

The report also shows that most of the entrepreneurial initiatives identified engaged in service-related activities. Specifically, 89.7% of the entrepreneurs with businesses in the start-up phase that were identified in the Basque region in 2018 were engaged in service-related activities, with 21.9% being specifically focused on knowledge-intensive services and 67.8% on other services. A clear indication of the quality of the businesses observed is that, over the last three years, the relative weight of entrepreneurial initiatives engaged in knowledge-based services has increased (from 17.9% in 2015 to 21.9% in 2018). Another sign of quality is related to the innovative orientation of entrepreneurial initiatives. The report showed that entrepreneurial initiatives whose service and product was new for all or some customers amounted to 35% of the Total Entrepreneurial Activity (TEA) rate, which represents a decrease in the relative weight of these initiatives with respect to 44.3% observed in 2017 and 45.4% recorded in 2016. Entrepreneurial initiatives using technologies less than one year old, or between one and five years old, also decreased their relative weight in the composition of the TEA rate, from 33.9% in 2017 to 28.7% in 2018. In terms of their international outlook, it is worth noting that 24.2% of the TEA rate in 2018 corresponded to entrepreneurs whose initiatives had some degree of international outlook.

With regard to the entrepreneurial activity of employees, known as (intra)entrepreneurship, the report shows that only 1.0% of the Basque population aged 18 to 64 interviewed in 2018 stated that they had led or participated in the last 3 years in setting up entrepreneurial initiatives within the organisations in which they worked. The Report warns that this result is a wake-up call regarding the entrepreneurial and innovative orientation of the established companies that form part of the Basque business fabric, despite being consistent with the low expectations of growth and innovation shown by established companies with respect to newer companies. For the research team behind the report, this result calls for structural changes in the Basque entrepreneurial structure, as well as the need to continue strengthening the innovative orientation through the continuous intervention/action of the agents of the Basque entrepreneurial and innovative ecosystem.

With regard to the Basque population's perception of values and attitudes towards entrepreneurship, the GEM-Basque Country presents a series of indicators: (i) the perception of opportunities for entrepreneurship in the next 6 months; (ii) the perception of whether one has the necessary knowledge and skills to start a business; (iii) the perception of the fear of failure as an obstacle to entrepreneurship; and (iv) being acquainted with someone who started a business in the past two years. Table 15 shows a summary of the results of these indicators in 2018.

	% 18-64 year old population		
	Engaged in an entrepreneurial process	Not engaged in an entrepreneurial process	Total (engaged + not engaged)
They think that opportunities exist for entrepreneurial action in the next 6 months	40,1%	27,0%	28,5%
They think that they have the knowledge and skills necessary to engage in entrepreneurship	82,0%	40,1%	44,8%
They perceive fear of failure as an obstacle to entrepreneurship	37,6%	43,4%	42,7%
They know other people who have engaged in entrepreneurship in the last two years (have a role model)	49,0%	27,6%	29,9%

Source: GEM CAP (APS, 2018)

Source: Orkestra, 2019b, p. 57.

Table 15. Basque population's perception of their values and attitudes towards entrepreneurship. ACBC 2018

With regard to the analysis of the conditions of the environment (or entrepreneurial ecosystem), GEM-Basque Country conducts interviews with experts in the field of entrepreneurship. The 2018-2019 report highlighted that the best rated environmental conditions are the good physical, service and business infrastructure of the Basque region, as well as government policies and programmes. The lowest ratings were related to the role of primary and secondary education, as well as barriers to access to the internal market. While both results are in line with previous years, the report highlighted that the assessment of all environmental conditions had improved compared to the 2017-2018 period. Overall, environmental conditions were rated more highly than in the last fifteen years. The research team concluded that the notable improvement in the Basque entrepreneurship ecosystem was the result of the efforts of the different agents involved (public administrations, businesses, banking sector, citizens, etc.).

Finally, in order to analyse the conditions of the ecosystem, the experts were also asked in the interviews to identify the elements that encourage or inhibit entrepreneurial activity in the Basque region. In the latest report, respondents agreed that social and cultural norms are the biggest obstacle to entrepreneurship and that the factor that is most conducive to entrepreneurship is government programmes. The main recommendations of the people interviewed were: (i) to continue working on education and training in entrepreneurship; (ii) to strengthen government programmes at the different stages of the entrepreneurial process; (iii) to continue adapting government policies to the needs of entrepreneurs; and (iv) to improve financial support for new businesses.

This section has analysed the context in which the UD operates. As noted in the second section, context is important because it makes it possible to identify and understand the factors that affect a specific event. The specific issue addressed in this report is the social impact of universities and, in particular, the social impact of the UD. This is why the main factors affecting the UD have been identified: (i) the socio-economic situation of the Basque region; (ii) the major social and economic challenges it needs to address; (iii) the Basque university ecosystem; (iv) the entrepreneurial environment; and (v) and its membership of the Society of Jesus.

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11. The impact of the University of Deusto's entrepreneurship activities over the 2015-2018 period

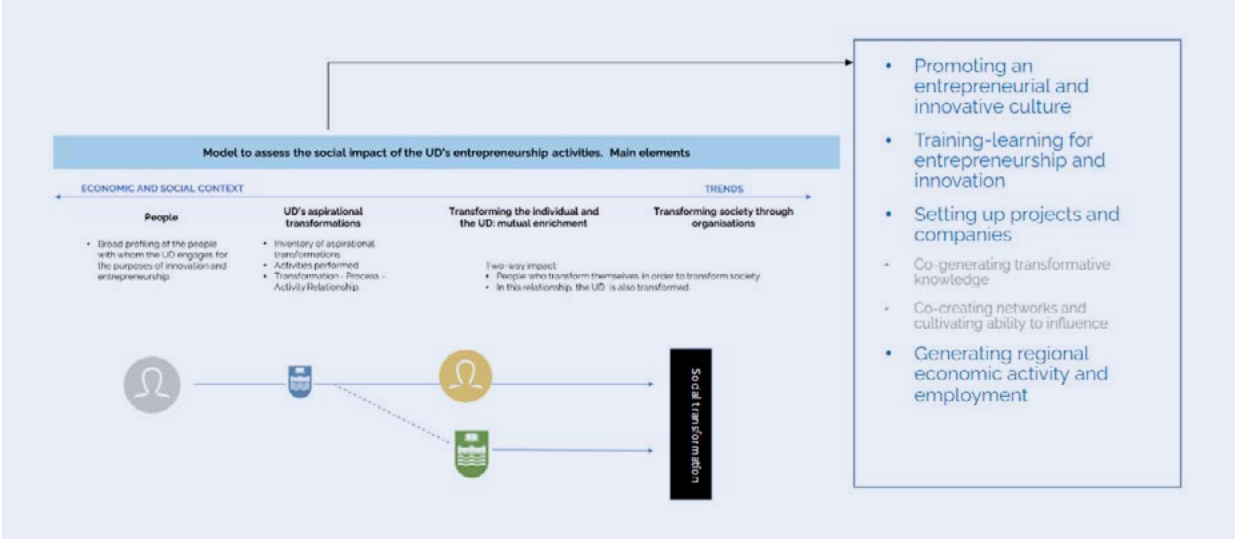
FOUR OF THE SIX TRANSFORMATIONS CONSIDERED IN THE MODEL HAVE BEEN PARTIALLY MEASURED, NAMELY, PROMOTION OF AN ENTREPRENEURIAL AND INNOVATIVE CULTURE, TRAINING-LEARNING FOR ENTREPRENEURSHIP AND INNOVATION, SETTING-UP OF PROJECTS AND COMPANIES, AND GENERATION OF ECONOMIC ACTIVITY AND REGIONAL EMPLOYMENT.

This section presents the results of the application of the specific impact model of the University of Deusto's entrepreneurship activities for the 2015-2018 period. It has not been possible in this first application of the model to assess the University's impact in its entirety, mainly due to the difficulty in, or impossibility of, obtaining the necessary information or data. Specifically, of the six transformations identified, it has been possible to partially assess four of them, the impact of which is presented in this chapter.

For each of the transformations, the impact value chain is presented for those stages in which specific indicators have been assessed in this first application. The lines of work that will enable the model to be applied more widely in subsequent years are set out in the following section.

11.1. Promoting an entrepreneurial and innovative culture

According to the definition of this transformation in the previous chapter, the University of Deusto seeks to encourage people to engage in entrepreneurship and innovate. For this to happen, it is necessary that these people perceive entrepreneurship as an opportunity for their development. In order to make people more entrepreneuri-



Source: Developed by the authors (Deusto Social Lab).

Figure 27. Transformations resulting from the UD's entrepreneurship activities assessed in the first application of the model (2019)

al, the UD must work to help them become aware of the importance of entrepreneurship and innovation and therefore, more open to considering this attitude as something essential in their future (either as entrepreneurs or as intrapreneurs).

In order to achieve this transformation, the University of Deusto has defined and implemented a series of actions with the aim of raising awareness, but also of disseminating its vision on entrepreneurship and reaching as many people as possible. The organisation of the *Deusto Emprende* Week is the main action taken to fulfill this goal, which is why it has been selected to analyse its impact (as far as possible, given the information available).

· ***Deusto Emprende* Week**

The University of Deusto has been a member of the Global Entrepreneurship Week promoted by the Kauffman Entrepreneurship Foundation since 2008. This is a remarkable event with an international outreach, aimed at innovative people and job creators who launch start-ups, contribute ideas to society, drive economic growth and increase human well-being, etc. It is held in November every year in different parts of the world.

The Kauffman Foundation is one of the world's largest private foundations working to promote entrepre-

Source: Developed by the authors (Deusto Social Lab).

Figure 28. Promoting an entrepreneurial and innovative culture. *Deusto Emprende* Week output indicator (number of participants)

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neurship and improve education for children and youth. Its vision is to promote 'a society of economically empowered people contributing to the development of their communities'.

Thus, the *Deusto Emprende* week has several objectives:

– On the one hand, to bring visibility to the figure of the entrepreneurial person among students and teaching staff as a driving force for change, as understood by the University of Deusto (creative, action-oriented and oriented towards social justice).

– On the other hand, to support teaching staff in the development of generic and/or specific competences linked to the entrepreneurial profile.

In order to achieve these objectives, a multitude of activities are scheduled and carried out during the week, which are different each year. The main actions designed for different groups and the output indicator corresponding to the number of participants are presented below.

Deusto Emprende Week has a direct impact on the people in the university community: students who take part in the activities, teaching staff who work on skills related to entrepreneurship, people from support services, entrepreneurs from inside and outside the UD, who make themselves available to share their experience or support as volunteers, as well as the team that has worked to make it a reality. As can be seen, more than 7,200 people have participated in the different activities organised over the 2015-2018 period. Figure 28 above shows the main activities undertaken.

The following is a recapitulation of the set of indicators defined in the impact model for this transformation, indicating in blue those that could be collected (note that only one specific activity has been analysed, and only partially).

11.2.
Training and learning for entrepreneurship and innovation

As stated in the definition of the model, the University of Deusto seeks to make people feel capable of carrying out their ideas within this transformation. To do so, they need to develop competences and skills that will provide them with the necessary tools to propose and design solutions to today's and tomorrow's challenges. The perception of one's abilities, coupled with the desire to behave as an entrepreneur, places an individual in the ideal position to be ready for, and alert to, the opportunities around them.

Transformation	Theory change stage	Type	Data / Indicator
Promoting an entrepreneurial and innovative culture	Input	Financial resources	Actual budget €
	Input	Financial resources	% of the budget spent on UD suppliers - entrepreneurs €
	Input	Funding	% of external funding €
	Input	Staff	Internal staff FTE (hours) €- % of internal / external staff
	Activity	Characterisation	Typology / themes of the activities
	Activity	Mobilisation of external third parties	Number of third parties involved
	Activity	Internal mobilisation	Transversal approach: faculties/other internal areas involved
	Activity	Volume	No. of activities organised
	Activity	Volume	Total hours of activity
	Output	Volume	Number of attendees/participants. Profiling
	Output	Coverage	% of attendees/target (or over total enrolled)
	Result	Satisfaction	Level of satisfaction
	Result	Interest	Number of downloads
	Result	Interest	Number of social media followers
	Result	Interest	Number of web/blog visits
	Result	Interest	Average time spent on the website (time)
	Result	Recommendation	% of attendees who would recommend these activities tc others
	Result	Volume	Contacts of interest made
	Result	Outreach	Media coverage €
	Impact	Perception	% of attendees stating that their interest in entrepreneurship/intrapreneurship has grown

Source: Developed by the authors (Deusto Social Lab).

Figure 29. Promoting an entrepreneurial and innovative culture. Overview of indicators

11.2.1.
Specific programmes

To achieve this transformation, the University of Deusto not only works transversally on the competences of creativity, innovation and entrepreneurship throughout the undergraduate and postgraduate programmes, but also offers six specialised programmes promoted by the Innovation and Entrepreneurship Unit.

The analysis has focused on these specialised programmes, specifically, on understanding the impact achieved through the following four specific training programmes (impact value chain activities stage):

- DeustoSTART I

  This programme is aimed at promoting entrepreneurship among students in the final years of their degree at the University of Deusto. It is implemented in partnership with the BBK Foundation. This action does not seek, in itself, to create new business ventures, but rather to enhance the entrepreneurial competence, intention and self-efficacy of participants, reinforcing the work carried out in the respective degrees and postgraduate courses.

  This programme consists of seven sessions that focus on: the entrepreneurial mindset, identifying opportunities and generating ideas, design of ideas, business model, change and risk-taking, effective communication and pitch and presentation of projects. First, business ideas are generated in groups and then developed further in multidisciplinary teams. Theoretical and practical training is then given to learn how to set a business idea in motion, including the first steps to do so.

  After completing DeustoSTART I, if participants wish to give shape to a business idea, they can continue their theoretical and practical training in DeustoSTART II.

- DeustoSTART II

  Programme to help in the implementation of entrepreneurial ideas, aimed at entrepreneurs (whether or not they are University of Deusto students) who want to develop their entrepreneurial initiative through face-to-face workshops and inspirational sessions. The UD works in partnership with the BBK Foundation for this programme.

  Five workshops are held which focus on: the entrepreneurial ecosystem and business models, the impact of technological trends in entrepreneurship, legal and taxation issues for entrepreneurs, communication and digital marketing, and risk-taking and fear of failure.

- Youth Entrepreneurship Programme

  Promoted by the Basque Government and working in partnership with the University of Deusto, the Youth Entrepreneurship programme supports the setting-up of new business initiatives. Up to 19 grants (19 projects) will be awarded with the aim of cultivating the

Source: Developed by the authors (Deusto Social Lab).

Figure 30. Training - learning for entrepreneurship and innovation. Specific programmes

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entrepreneurial culture among the University's students and facilitating the implementation of the participants' entrepreneurial projects.

Anyone who has completed an official university degree (graduate, postgraduate or doctorate) at the University of Deusto over the last three academic years and students enrolled at the University of Deusto in the last year of their undergraduate or postgraduate degree in the current academic year are eligible to present an idea for a project.

The projects submitted must be technically, economically and financially viable, as far as possible, and be strongly innovative. The idea may be developed in any area of business, and only business ideas or projects in their initial stages are accepted.

This programme is spread over six sessions, in which a series of aspects are covered, including the entrepreneurial ecosystem, relevant legal aspects, business models, technological trends, communication and digital marketing, and how to prepare a pitch.

- **Dual Master's in Entrepreneurship in Action (MDEA)**

The Dual Master's Degree in Entrepreneurship in Action is a non-official master's programme offered by the University of Deusto. Its primary objective is to teach entrepreneurs and innovators to become adept at navigating complex environments and devise sustainable business development strategies in today's globalised world.

This master's degree has an innovative approach: it is a dual training model where the partner companies and organisations take an active and leading role during the learning process. In this way, students acquire the necessary skills by gaining practical experience in these organisations. But it is also innovative from the internal perspective of the University, as it is an inter-faculty Master's degree, in which five of the six faculties of the UD are involved.

During the master's degree participants work in multidisciplinary teams. This is based on an experiential training model (learning by doing) and uses the Design Thinking, Lean Startup and User Experience methodologies for conceiving and developing innovative projects. They seek new strategic solutions to real challenges and within an individual's own entrepreneurship project or within an intrapreneurial project (in an organisation).

The master's degree is offered in partnership with different Basque companies and public institutions.

A total of 202 people took part in these activities during the period analysed. The participant breakdown is shown in the figure below:

Source: Developed by the authors (Deusto Social Lab).

Figure 31. Training - learning for entrepreneurship and innovation. Output indicator (number of participants)

But who are these people? What are their motivations and expectations when they come to the University of Deusto? As stated in the design of the impact model, it is important to have some knowledge of the people who engage with the UD in order to be able to contextualise and assess the desired transformations and their impact.

The profile of the participants in these training programmes is therefore described in detail below. The variables analysed are those included in the model, namely, gender, age, nationality, usual place of residence, educational attainment, language skills, current employment, previous work experience (and, where appropriate, length of service), previous entrepreneurial experience (self-employed), employment status at the start of the entrepreneurial activity, familiarity with entrepreneurs, specific programme(s) in which they have taken part, motivation to take a specific programme in entrepreneurship and innovation, and motivation for choosing the University of Deusto as a partner in their training process.

This profiling was developed thanks to a specific piece of fieldwork (more details to be provided in the methodological annex) carried out between 1 October 2019 and

18 October 2019. The result is presented below and has been structured in five blocks for ease of understanding. This profiling corresponds to the indicator 'participants per programme, profiled', which is reflected on an aggregate basis in the model to qualify the volume of participants (output stage of the impact value chain).

11.2.2. Participant profiling. Socio-demographic characteristics

The sample of participants analysed showed a balanced distribution in terms of gender, with men accounting for 54% of the total and women for the remaining 46%.

The average age was 26 years old, and practically all of them were Spanish (93%) and residents of the Basque region (79%). Of these, 3 out of 4 resided in the province of Biscay.

In terms of educational attainment, 63% of the participants had a master's degree and have some knowledge of 3 languages on average (in addition to Spanish). All participants had a strong command of English (97%).

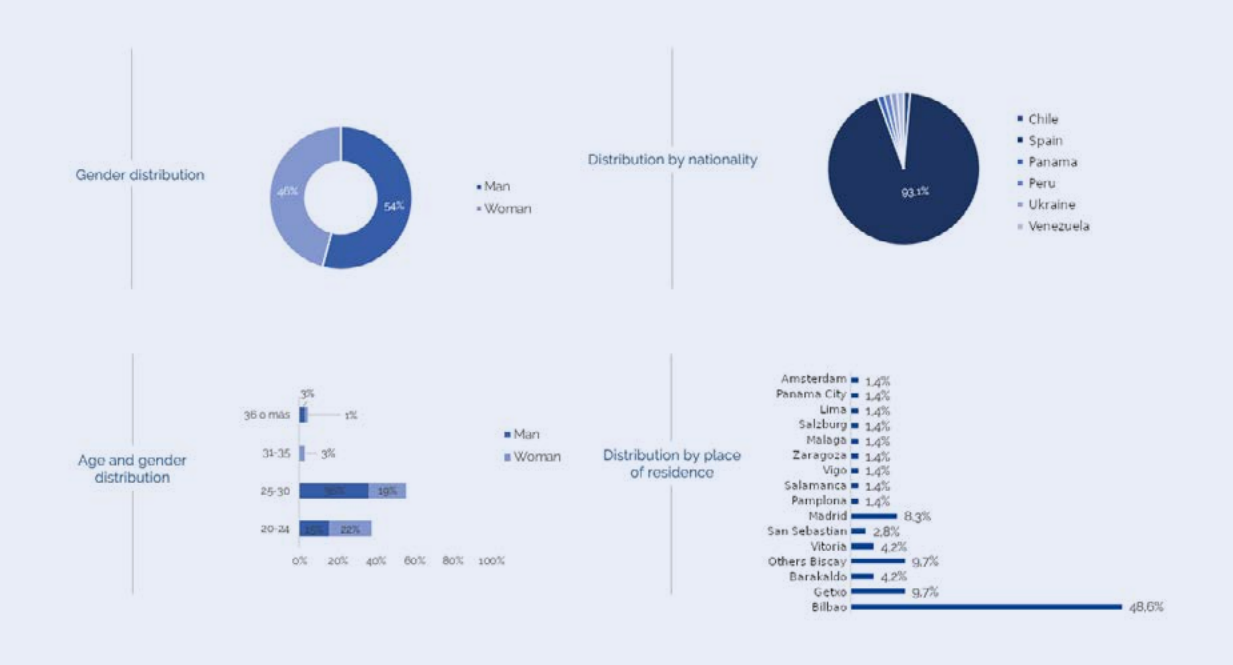
With regard to occupation, 76% stated they had a single job, and were mostly employed; 18% declared having two jobs, and the most frequent combinations were employed/self-employed, or combining studies with work. Only 5% said that they were unemployed, although 1% of them were studying while unemployed.

On average, the participants had 3 years' work experience. One in four had worked for more than 5 years, but only 3% had more than 10 years' work experience.

11.2.3. Participant profiling. Familiarity with entrepreneurial experiences in their close environment

Since the focus of this impact analysis is on entrepreneurship activities, it is worth mentioning what the starting point was of those involved with the UD in this regard. The sample analysed shows that 85% of the participants knew someone who was an entrepreneur in their close environment (well above the general data collected by the GEM, as it more than doubled this percentage).

In addition, 46% reported that they have been entrepreneurs (self-employed) at some point, compared to 54% who had never been self-employed. In this group, more women than men said that they have never started a business, with a difference of 12 percentage points when compared to men.



Source: Developed by the authors (Deusto Social Lab).

Figure 32. Profiling of participants in entrepreneurship and innovation training programmes. Socio-demographic characteristics (1)

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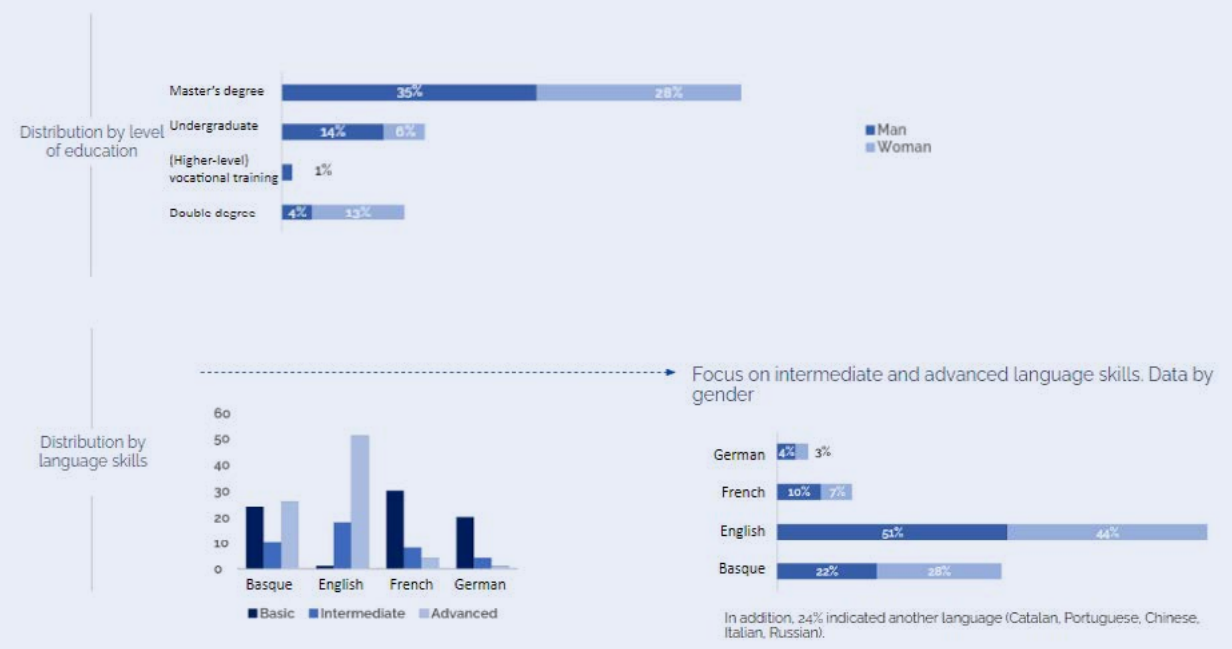
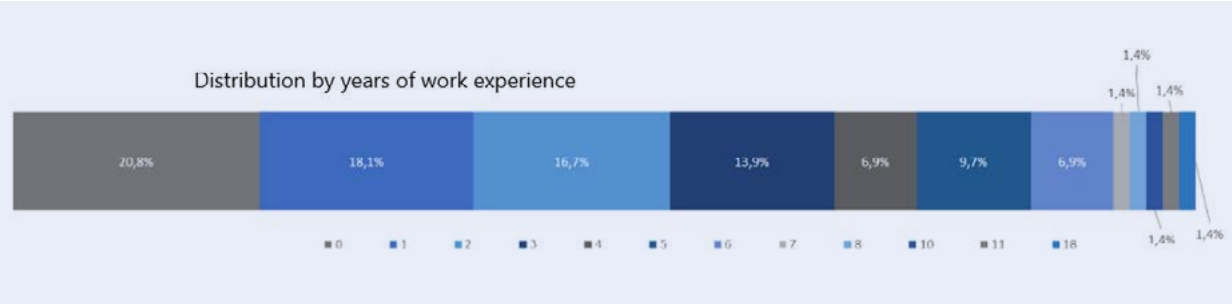


Source: Developed by the authors (Deusto Social Lab).

Figure 32. Profiling of participants in entrepreneurship and innovation training programmes. Socio-demographic characteristics (2)

Source: Developed by the authors (Deusto Social Lab).

Figure 33. Profiling of participants in entrepreneurship and innovation training programmes. Socio-demographic characteristics (3)



Source: Developed by the authors (Deusto Social Lab).

Figure 34. Profiling of participants in entrepreneurship and innovation training programmes. Socio-demographic characteristics (4)

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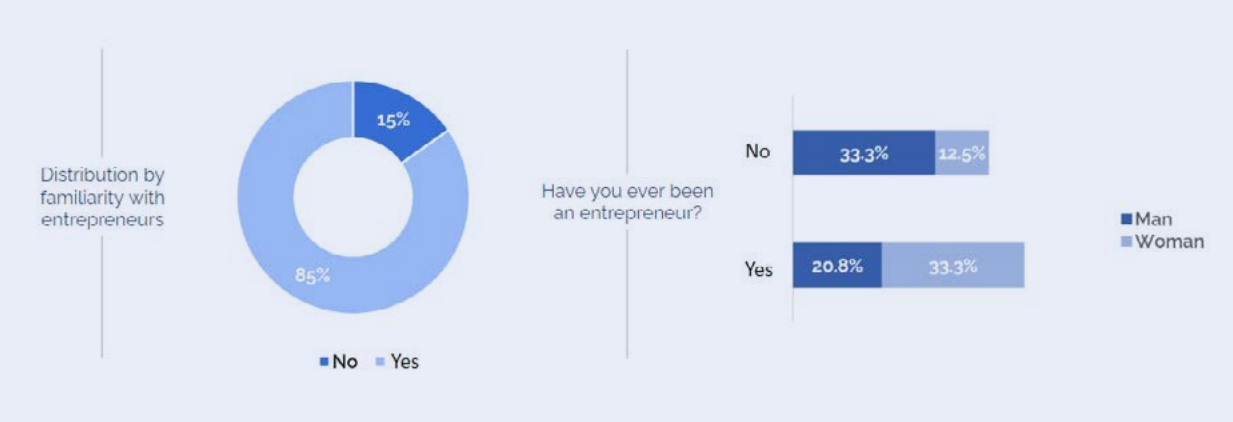


Source: Developed by the authors (Deusto Social Lab).

Figure 35. Profiling of participants in entrepreneurship and innovation training programmes. Familiarity with entrepreneurial experiences in the environment

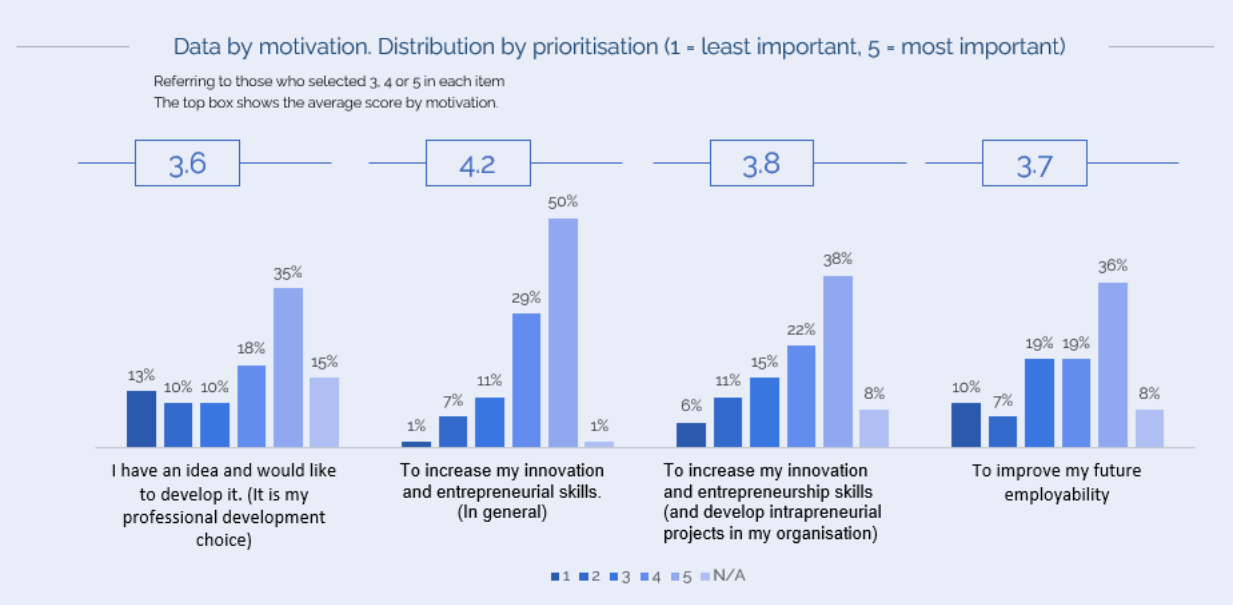
11.2.4.

Participant profiling. Motivations for training specifically in entrepreneurship and innovation

Participants in these programmes were mainly motivated by a personal interest in increasing their competences in these fields (9 out of 10 times). In addition, 7.5 out of 10 participants wanted to increase their competences in innovation and entrepreneurship in order to be able to carry out intrapreneurship projects in their organisation, and the same number expected to be able to enhance their future employability. Finally, 6.3 out of 10 participants said that they had an idea that they would like to develop in the future, which is why they chose to train in this field.

It should be noted that this question was designed to allow for multiple responses. Looking at the individual view by motivation shows that the most important motivation for participants was increasing entrepreneurial competences in general (with a score of 4.2 out of 5).

These motivations had led participants to take, on average, one of the four UD programmes analysed. Of those who had engaged in two programmes (11%), around one in four had completed DeustoSTART I and DeustoSTART II.



Source: Developed by the authors (Deusto Social Lab).

Figure 36. Profiling of participants in entrepreneurship and innovation training programmes. Motivations for training

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Source: Developed by the authors (Deusto Social Lab).

Figure 37. Profiling of participants in entrepreneurship and innovation training programmes. Distribution by programmes completed

11.2.5.

Participant profiling. Motivations for choosing the University of Deusto as a partner in their training process

In addition to the interest of these people in training and acquiring skills in entrepreneurship and innovation, it is important to understand the reasons that led them to select the UD as a partner in this process, among the different alternatives (if any). Thus:

- 8 out of 10 said that the prestige of the UD was essential as a motivating factor.
- 7 out of 10 pointed to the UD's focus on serving society.
- 8.3 out of 10 mentioned the quality of educational programmes and teaching staff involved.
- 8.6 out of 10 noted the provision of distinct programmes in this area.
- 8.7 out of 10 stated that their motivation was for personal and professional development.

Source: Developed by the authors (Deusto Social Lab).

Figure 38. Profiling of participants in entrepreneurship and innovation training programmes. Motivations for choosing the University of Deusto

- 8 out of 10 indicated the opportunity to establish and enrich their network of contacts.
- 5.8 out of 10 based their choice on a recommendation by third parties.
- 8 out of 10 said their choice was due to proximity.
- 2.6 out of 10 mentioned other reasons, including being a former UD student.

This question was designed to allow for multiple responses. Looking at the individual view by motivation shows that both personal and professional development and the proximity of the UD were the most highly rated motivations (with a rating of 4.1 out of 5).

11.2.6.

Profiling of participants in terms of the expense they incurred from attending training programmes.

From the perspective of the expenditure incurred by participants during their training period, which was allocated to sectors of economic activity in the Basque region, the average monthly expenditure of participants resident in the Basque region came to €420, while those whose residence was outside the Basque region spent slightly more than twice as much, €851, the difference being mainly due to accommodation costs incurred.

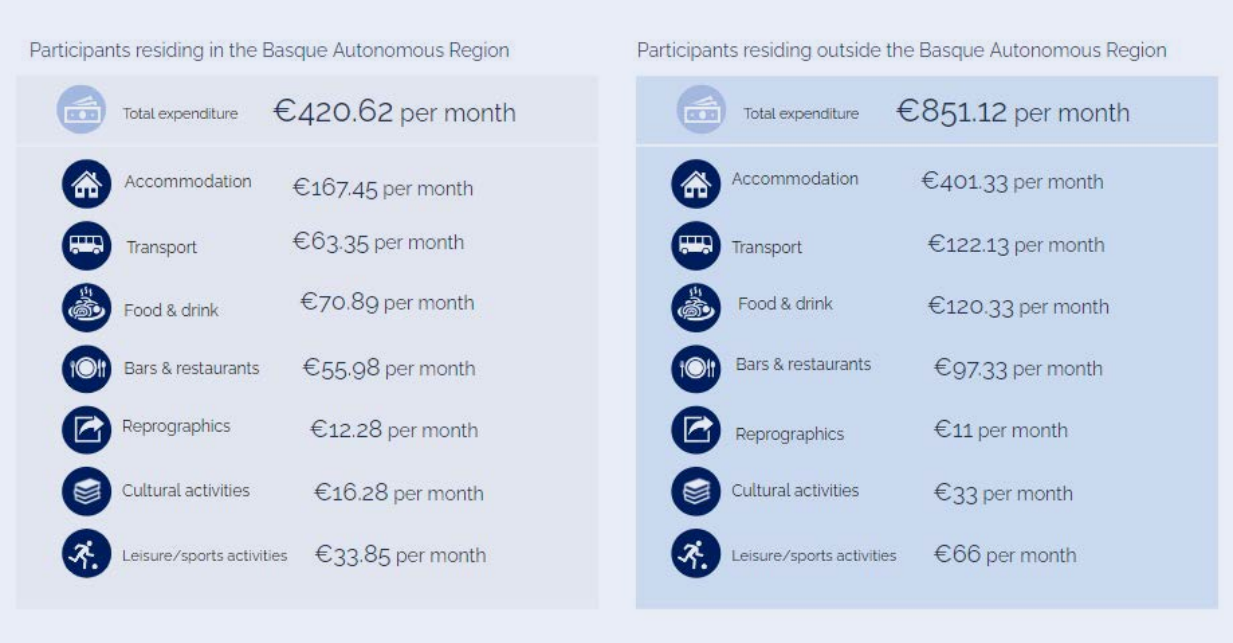
11.2.7.

Summary overview

Now the people taking part have been described and characterised, it is time to move forward to the impact value chain, towards outcome indicators. In this first stage, both the participants' level of satisfaction with the programmes and the degree to which they would recommend the University of Deusto to third parties (friends, family) were analysed.

The overall level of satisfaction was 8 out of 10. Regarding prescription, 76% would recommend the UD to their friends or family, while 24% indicated that they might do so. Nobody was inclined not to recommend the UD to third parties.

Bearing in mind all the above points, further progress can be made in terms of addressing the impact indicators considered in the model. These aim to measure the transformation that the participants in these training programmes have undergone. Given that they are training programmes, they refer to the participants' own perception of how their skills have improved/developed, and how their compe-



Source: Developed by the authors (Deusto Social Lab).

Figure 39. Profiling of participants in entrepreneurship and innovation training programmes regarding expenses incurred

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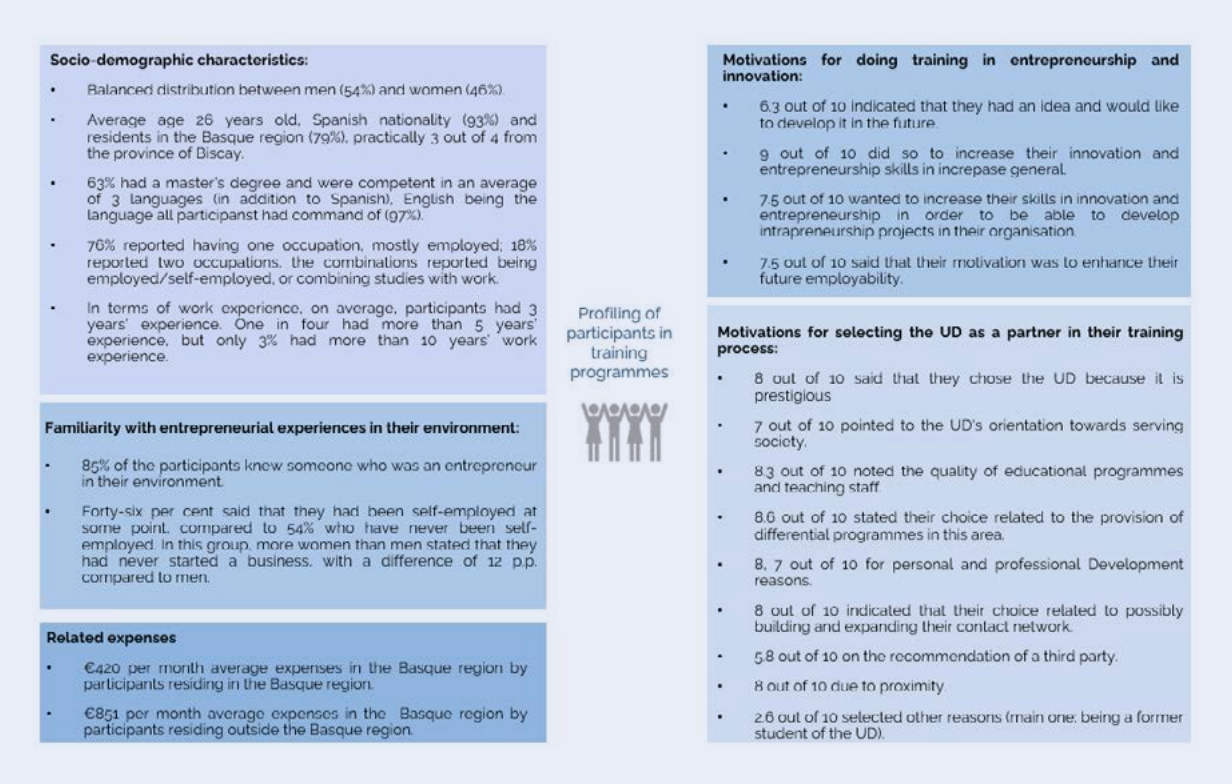
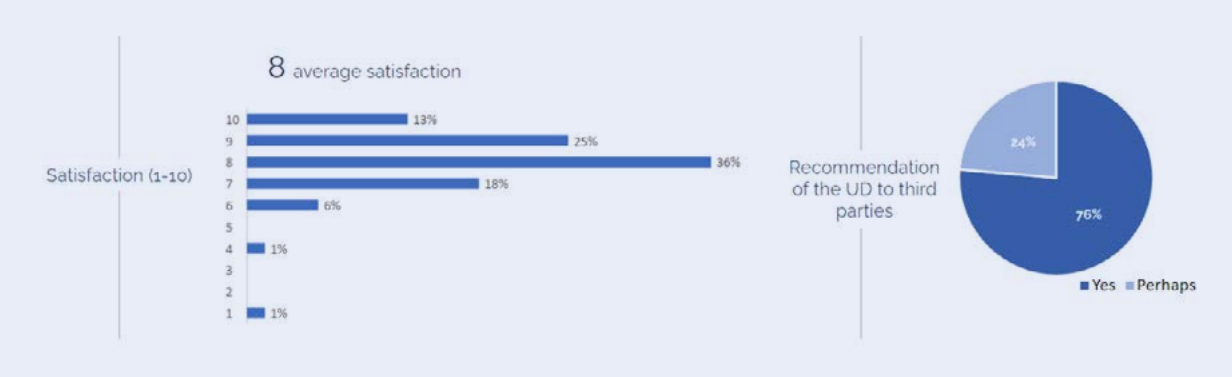


Source: Developed by the authors (Deusto Social Lab).

Figure 40. Profiling of participants in entrepreneurship and innovation training programmes. Summary overview



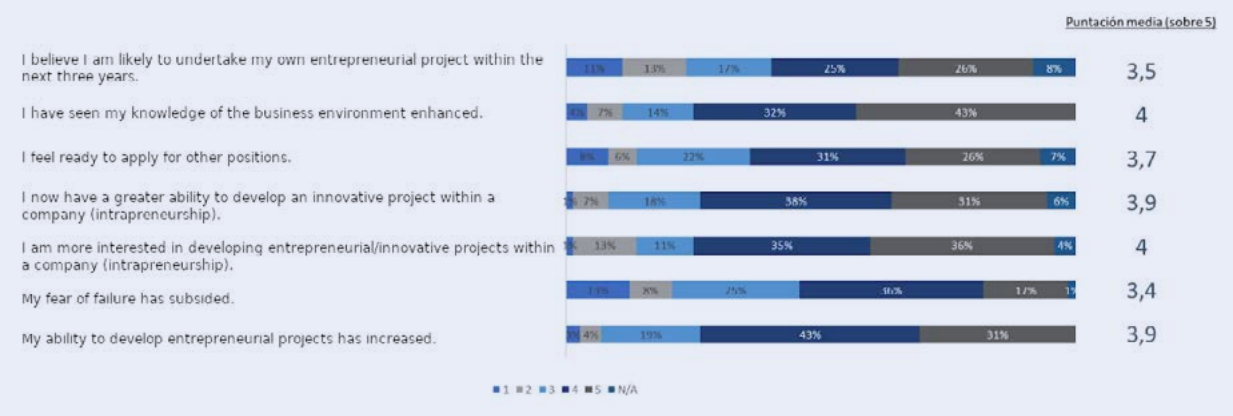
Fuente: Elaboración propia (Deusto Social Lab).

Figura 41. Capacitación-aprendizaje para el emprendimiento y la innovación. Indicador de resultados (satisfacción y prescripción)

tences regarding innovation and entrepreneurship have been enhanced compared to the level of their skills and competences before starting the training.

Having completed the learning processes in the different programmes analysed, out of every 10 participants:

- 9.3 said that their ability to carry out entrepreneurial projects had increased.
- 7.8 reported that their fear of failure was reduced.
- 8.2 indicated that interest in intrapreneurship had grown.
- 8.6 noted that their ability to carry out an innovative project within a company (intrapreneurship) had increased.
- 7.9 said they felt prepared to apply for new positions.
- 8.9 mentioned that their knowledge of the business environment was enriched.



Source: Developed by the authors (Deusto Social Lab).

Figure 42. Training - learning for entrepreneurship and innovation Impact indicators (1)

- 6.8 considered it likely that they would start their own project in the next 3 years.

This question was designed to allow for multiple responses, and that the results presented refer only to those participants who selected the ratings from 3 (agree) to 5 (strongly agree).

Looking at the data by statement shows that the two most highly valued items, that is, the two areas in which the participants experienced the greatest transformation, were those related to their ability to carry out (their own) entrepreneurial projects and in intrapreneurship (within their current organisation).

In addition to the training itself, participants' social commitment was influenced by the relationship that participants established with the UD while they engaged in their training programmes, including performing various activities, access to certain information, and connecting with other individuals. In this way:

- 58% of the participants believed that the relationship established with the UD had influenced their perspective of, and commitment to, society; while 28% believed that the relationship established with the UD may have influenced their perspective of, and commitment to, society.

- 73% said they had become more socially aware and 68% had proposed changes in their personal/professional environment (regarding environmental issues, equality, accessibility, etc.).

To summarise, it has been possible to assess 33% of the indicators considered in the impact model for this transformation. The table below details the indicators measured (highlighted in blue) with respect to the total.

Source: Developed by the authors (Deusto Social Lab).

Figure 43. Training - learning for entrepreneurship and innovation. Impact indicators (2)

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Transformation	Theory change stage	Type	Data / Indicator
Training-learning for entrepreneurship and innovation	Input	Financial resources	Actual budget €
	Input	Financial resources	% of the budget spent on UD suppliers - entrepreneurs €
	Input	Funding	% of external funding €
	Input	Staff	Internal staff FTE (hours) €
	Activity	Characterisation	Typology/themes of training programmes
	Activity	Mobilisation of external third parties	Third parties involved
	Activity	Internal mobilisation	Transversal approach: faculties/other internal areas involved in training programmes
	Activity	Volume	No. of training programmes offered
	Activity	Volume	Total hours of activity
	Output	Volume	Number of applications received
	Output	Volume	% of participants who are UD employees
	Output	Volume	Ratio of accepted demand
	Output	Volume	Participants per programme. Profiling
	Output	Take-up of total supply	Take-up of total available supply
	Result	Satisfaction	Level of satisfaction
	Result	Teaching results	Performance / success / evaluation rate
	Result	Volume	No. of creative undergraduate dissertation projects
	Result	Volume	No. of students engaged in entrepreneurial projects as part of their internships
	Result	Volume	No. of master's dissertation projects supervised
	Result	Interest	Number of social media followers
	Result	Recommendation	% of attendees who would recommend the entrepreneurship programmes to others
	Result	Interest	Number of web/blog visits
	Impact	Perception	% of participants who believe they have sufficient skills to develop innovative projects
	Impact	Perception	% of participants stating that fear of failure has been reduced
	Impact	Perception	% of participants stating their decision to become an entrepreneur / intrapreneur (in the next 3 years)
	Impact	Perception	% of employers who consider that UD graduates have e+i skills
	Impact	Perception	% of participants who consider that their social commitment has increased

Source: Developed by the authors (Deusto Social Lab).

Figure 44. Training - learning for entrepreneurship and innovation. Indicator overview

11.3. Setting up projects and businesses

The University of Deusto seeks to help people identify ideas and turn them into real projects with a purpose. Once individuals develop an entrepreneurial profile, become aware of their ability and are willing to undertake new projects, are alert to opportunities, identify an idea that motivates them, and find a conducive environment, that is when they take action. They act as entrepreneurs, transforming that idea into a tangible project.

However, the UD's aspiration is to ensure that people not only 'know how to do' but that they make a difference by considering 'why they do it'. That is, the aim of the entrepreneur must be to do something with meaning, with purpose, to seek social value and moral good in the new project being promoted. Thus, the characteristics of the activity undertaken will make a difference.

To this end, the University of Deusto (and specifically, the Innovation and Entrepreneurship Unit), has both the infrastructure and a portfolio of services to support and advise entrepreneurs in the different phases for the implementation of their ideas and projects:

- The UD has two incubators, DeustoKabi on the Bilbao campus and Innogune on the San Sebastian campus, with specialised facilities. Both incubators have several modules designed for start-ups, co-working spaces and meeting rooms. Additionally, participants have access to the University's shared spaces and infrastructure.

- The services offered at these facilities include mentoring for setting up projects, support in the creation of teams and attracting young talent, advice and access to sources of funding, contact with the Crecer+ business angel network and with BEAZ (Provincial Council of Bizkaia), and the dissemination of entrepreneurial projects from the UD through conferences, events and communication actions, among others.

The projects and companies hosted by the incubators, as well as the people linked to them between 2015 and 2018, are shown in table 16:

Just as in the transformation examined in the prior section, it is imperative to acquaint ourselves with these individuals who demonstrated an interest in entrepreneurship and approached the University of Deusto for guidance in order to make progress on concepts, initiatives, or already established businesses. In this case, it should be noted that the University's incubators host entrepreneurs whose projects may be at different stages, from an idea (more or less developed in the form of a project) to actual companies (which may come to the incubators when they are already established or be the result of the successful evolution of a project that becomes a company during its incubation stage at the University).

Number of projects/companies

Incubator	2015	2016	2017	2018
DeustoKabi	33	33	27	21
Company	23	29	24	17
Project	10	4	3	4
Innogune	24	30	28	26
Company	13	16	15	17
Project	11	14	13	9
Total	57	63	55	47

Number of people in projects /companies

Incubator	2015	2016	2017	2018
DeustoKabi	77	90	89	63
Company	63	78	81	57
Project	14	12	8	6
Innogune	55	64	53	55
Company	35	38	31	41
Project	20	26	22	14
Total	132	154	142	118

Average number of people in projects /companies

Incubator	2015	2016	2017	2018
DeustoKabi				
Company	2,7	2,7	3,4	3,4
Project	1,4	3	2,7	1,5
Innogune				
Company	2,7	2,4	2,1	2,4
Project	1,8	1,9	1,7	1,6

Source: Developed by the authors (Deusto Social Lab).

Table 16. Total number of projects and businesses and number of people in each of them. Incubator data by year.

Below is a detailed description of the profile of the entrepreneurs who have passed through the DeustoKabi and Innogune incubators between 2015 and 2018. The variables under scrutiny were those encompassed within the model, including gender, age, nationality, usual place of residence, educational attainment, language skills, pre-entrepreneurial work experience (if applicable, length of service, industry sector and role), prior entrepreneurial involvement (and sector, if applicable), employment status at the commencement of entrepreneurial activities, familiarity with individuals in their social circle who have engaged in entrepreneurship, motivation to engage in entrepreneurial ventures and reason for selecting the University of Deusto in their entrepreneurial journey.

This profiling was obtained based on specific fieldwork (more details to be provided in the methodological annex) conducted between 1 October 2019 and 18 October 2019. The result is presented below and has been structured in five blocks for ease of understanding. This profiling corresponds to the indicator 'participants per programme, profiled', reflected on an aggregate basis in the model to qualify the volume of participants (output stage of the impact value chain).

11.3.1.

Entrepreneurs' profiles. Socio-demographic characteristics

An analysis of the sample of entrepreneurs shows that 55% of them were over 40 years old, and 7 in every 10 people in the sample were men. These figures are in line with those yielded in the GEM report for the Basque Country, which generally shows that more than 50% of Basque entrepreneurs (both in the initial and more established stages) were in this age range (over 35 and under 54 years of age).

With regard to gender, male entrepreneurs were in the majority (70% of the entrepreneurs who responded to the survey were men). In terms of nationality, 94% were Spanish nationals, with 91% residing in the Basque region (of whom practically half resided in the province of Guipúzcoa).

With regard to educational attainment, 45% had a Master's degree and were competent in 2.6 languages on average (in addition to Spanish). They all had a strong command of English (100%). These data stand out in relation to the GEM study for the Basque Country, which showed that 16% of entrepreneurs had a postgraduate level of education.

Looking at the employment history of the entrepreneurs in the sample, 91% stated that they had previous work experience, the average being 13 years before starting their entrepreneurial (self-employed) stage. In this respect, 40% of the entrepreneurs who responded to the survey held management positions (department managers) in highly diverse sectors.

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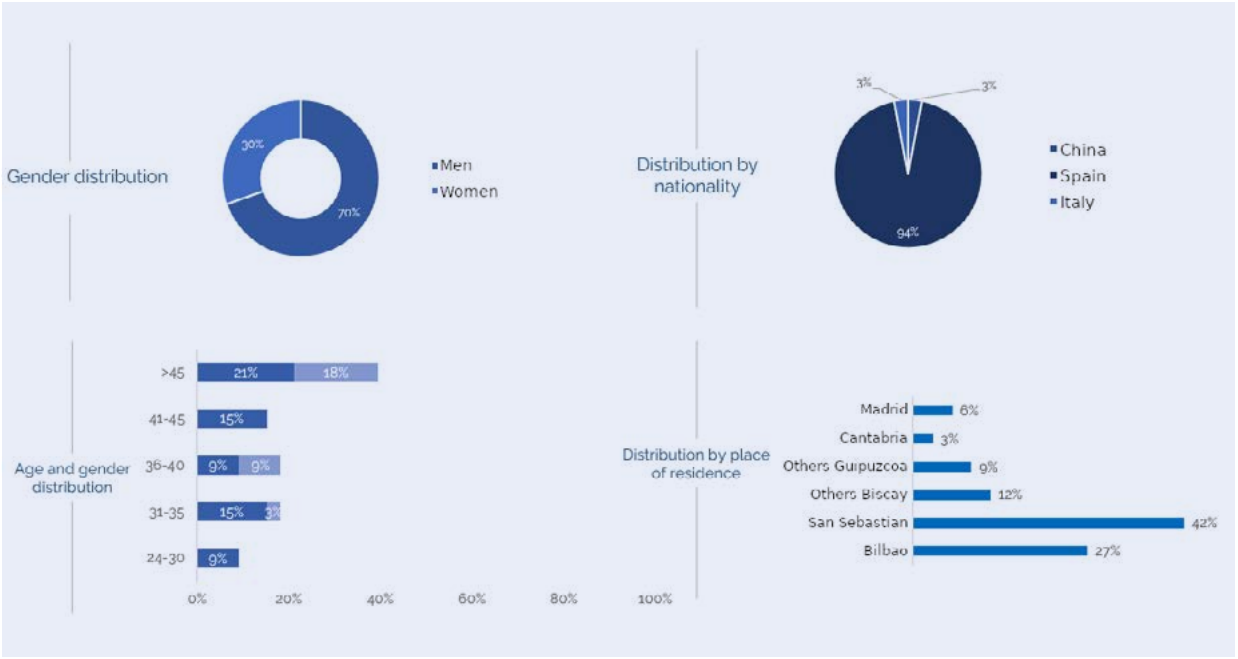
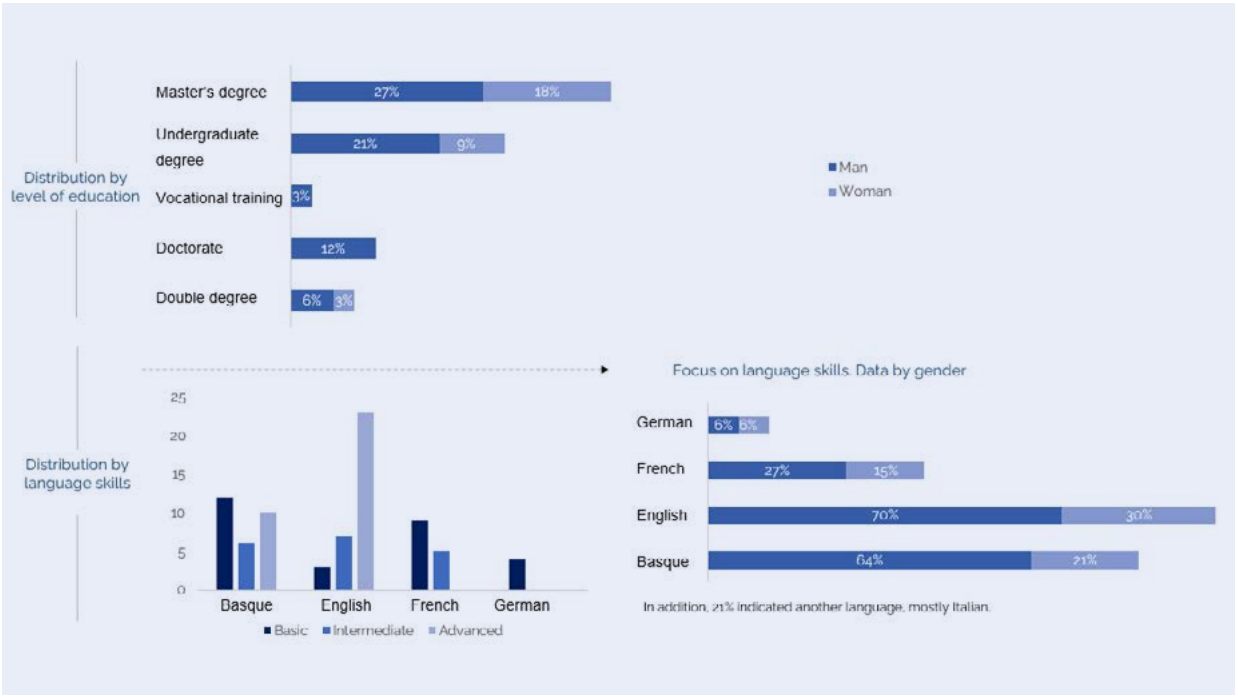


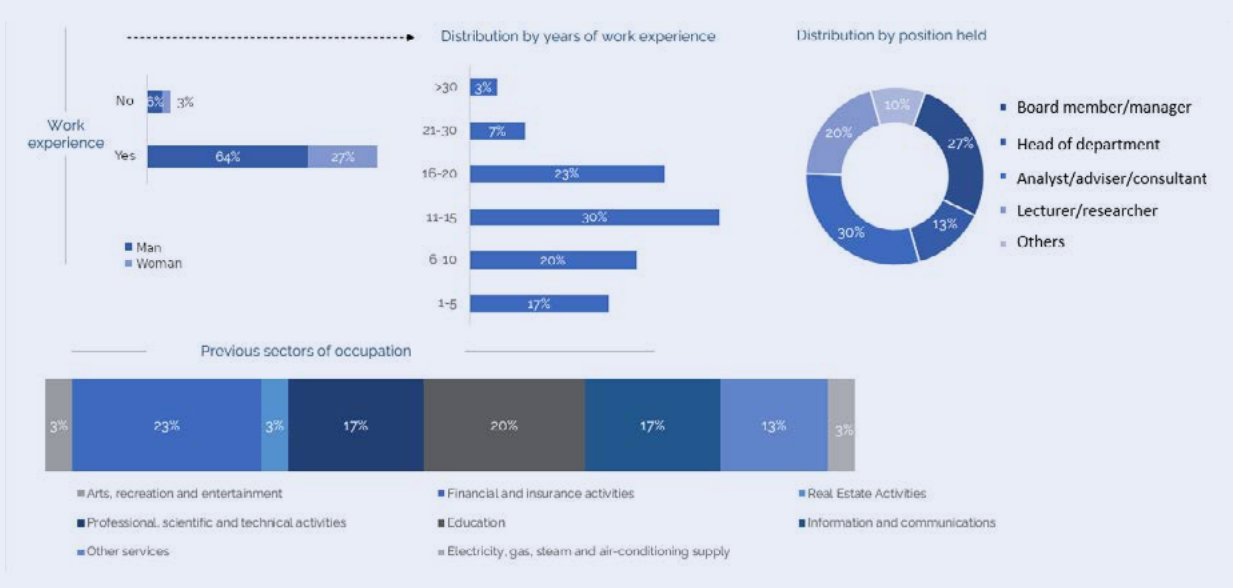
Source: Developed by the authors (Deusto Social Lab).

Figure 45. Entrepreneurs' profiles. Socio-demographic characteristics (1)



Source: Developed by the authors (Deusto Social Lab).

Figure 46. Entrepreneurs' profiles. Socio-demographic characteristics (2)



Source: Developed by the authors (Deusto Social Lab).

Figure 47. Entrepreneurs' profiles. Socio-demographic characteristics (3)

11.3.2.

Profiling of entrepreneurs. Relationship with entrepreneurial activities prior to establishing a relationship with UD

A total of 88% of entrepreneurs were acquainted with other entrepreneurs in their environment. Whereas 52% said that they had been entrepreneurs (self-employed) at some point in the past, 48% reported that they had never been self-employed. The division by gender maintained the proportion of twice as many men as women in both options.

A total of 61% of the participants were in paid employment at the time when they became entrepreneurs, and only 1 in 10 was unemployed.

Seventy percent of those surveyed said that they had become entrepreneurs by chance (in line with the GEM report for the Basque Country, which indicated that approximately 76% of the entrepreneurial population had identified an opportunity). However, 7 out of 10 said that they had opted for sectors of activity other than those in which they had previous work experience.

11.3.3.

Entrepreneurs' profiles. Motivations for choosing the University of Deusto as a support partner in the process of developing an idea, a project or a business

With regard to motivations for sample participants to choose the University of Deusto, they highlighted three main reasons (two of which were related to a development towards the relational paradigm described in chapter two, specifically highlighting the benefits linked to building a relational ecosystem):

- 8 out of 10 entrepreneurs chose the University of Deusto because it gave them access to knowledge (people, research teams) relevant for their project.
- 8.4 out of 10 entrepreneurs chose the University of Deusto for the opportunity to expand their contact network.
- 9 out of 10 entrepreneurs chose the University of Deusto because it provided them access to infrastructures/spaces.

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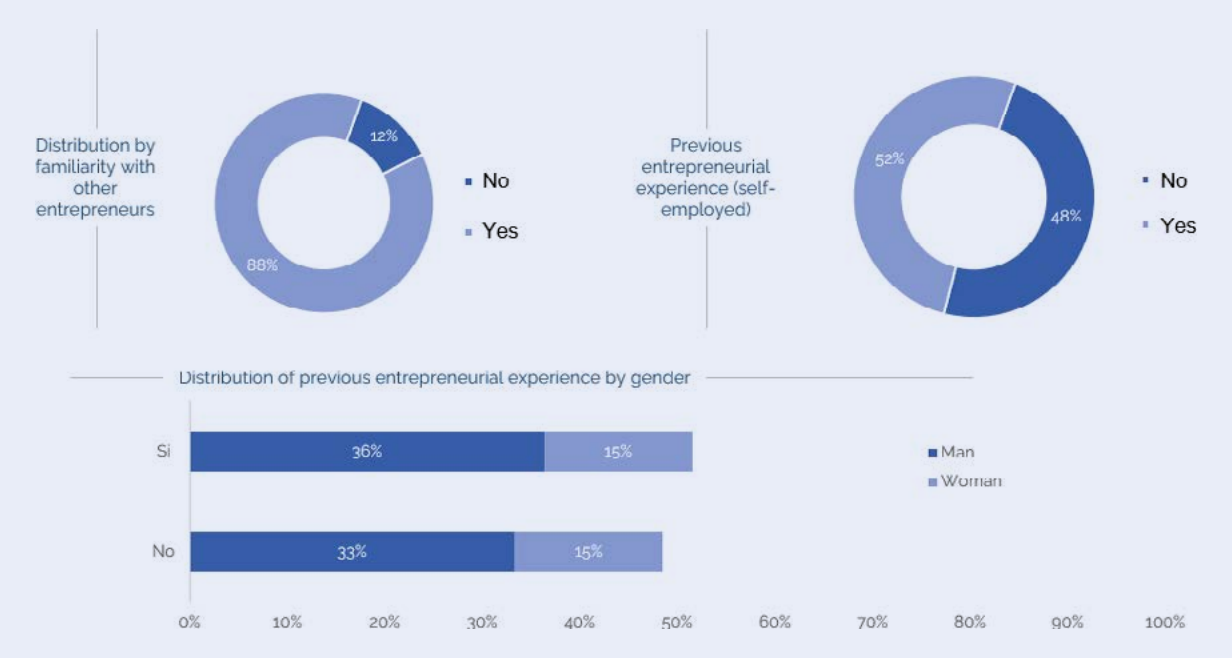
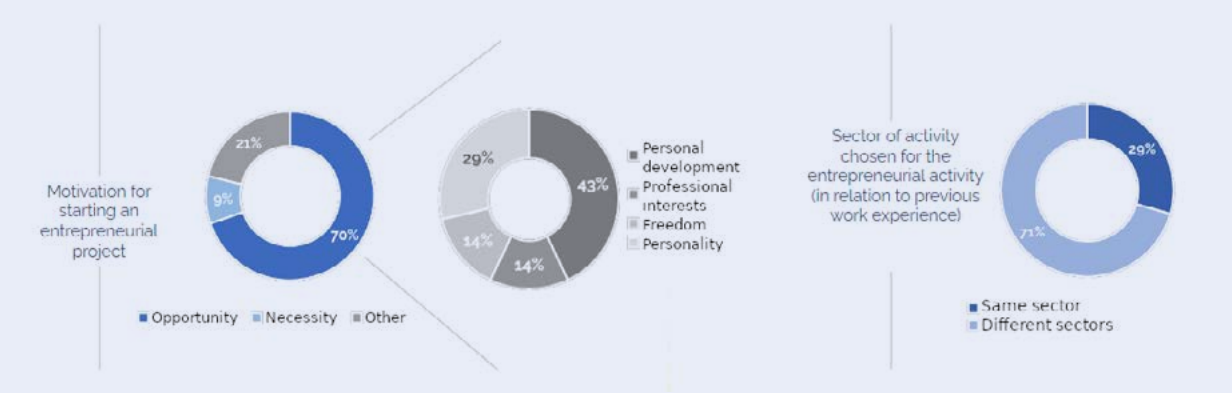


Source: Developed by the authors (Deusto Social Lab).

Figure 48. Entrepreneurs' profiles. Previous involvement in entrepreneurial activities

Source: Developed by the authors (Deusto Social Lab).

Figure 49. Entrepreneurs' profiles. Employment status

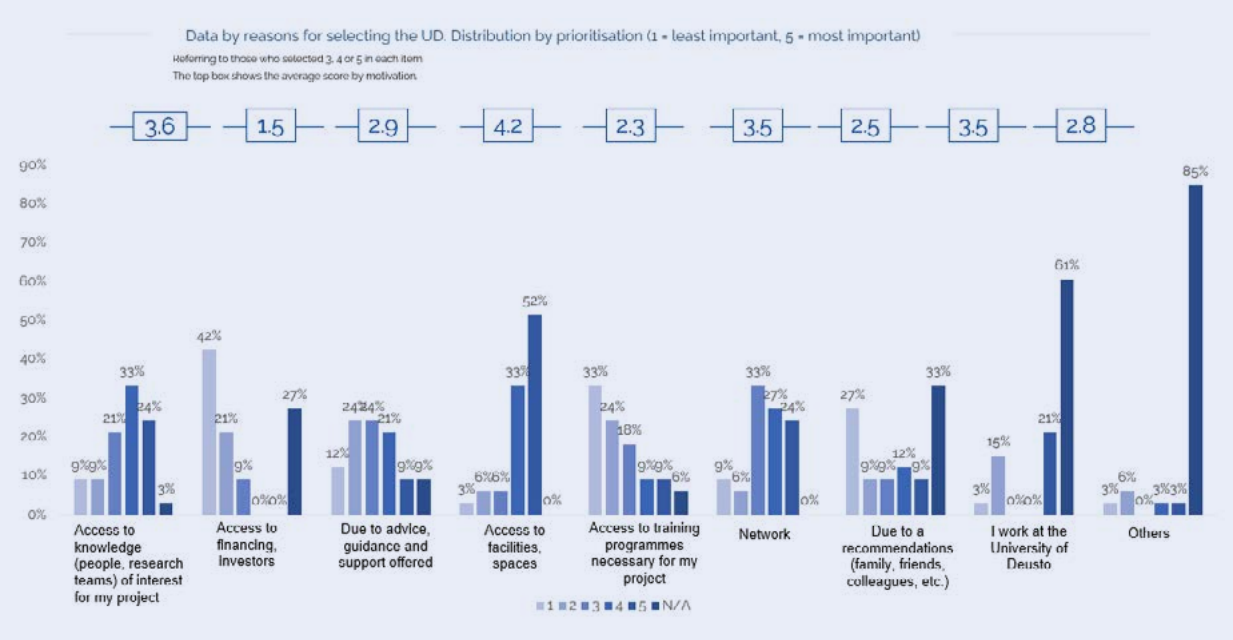


Source: Developed by the authors (Deusto Social Lab).

Figure 50. Entrepreneurs' profiles. Motivation to engage in entrepreneurial action

There was another set of reasons which the surveyed entrepreneurs considered less important when deciding to choose the University of Deusto as a partner in their entrepreneurial process:

- 5 out of 10 entrepreneurs chose the University of Deusto for its advice, guidance and support in their project.
- 4 out of 10 entrepreneurs choose the University of Deusto because of the access provided to the training programmes necessary for their project.
- 3 out of 10 entrepreneurs chose the University of Deusto acting on a recommendation (from family, friends, colleagues, etc.).
- 2 out of 10 entrepreneurs chose the University of Deusto because they already worked at the University of Deusto.
- Access to financing or investors was only important for around 1 out of every 10 people who selected the UD as a partner in their entrepreneurial process.



Source: Developed by the authors (Deusto Social Lab).

Figure 51. Entrepreneurs' profiles. Motivation for choosing the University of Deusto

11.3.4.

Profile of the entrepreneurs with regard to the entrepreneurial action that drove their relationship with the University of Deusto.

Eighty-two percent of the initiatives had been set up as companies, 85% of which were active at the time when the fieldwork was conducted (October 2019), with an average age of 5.2 years. Of the remaining 15%, 3 out of 4 abandoned the project on account of profitability. Looking at the reasons for abandoning entrepreneurial activity in the Basque region according to the data collected in the GEM, non-profitability of the business was the main cause of abandonment, followed by retirement and personal or family reasons.

The challenges involved were varied and related to people and values, digitalisation and services linked to innovation, among others.

In terms of the legal form chosen for the incorporation of the company, 70% opt for limited liability companies (or one of their specialised types).

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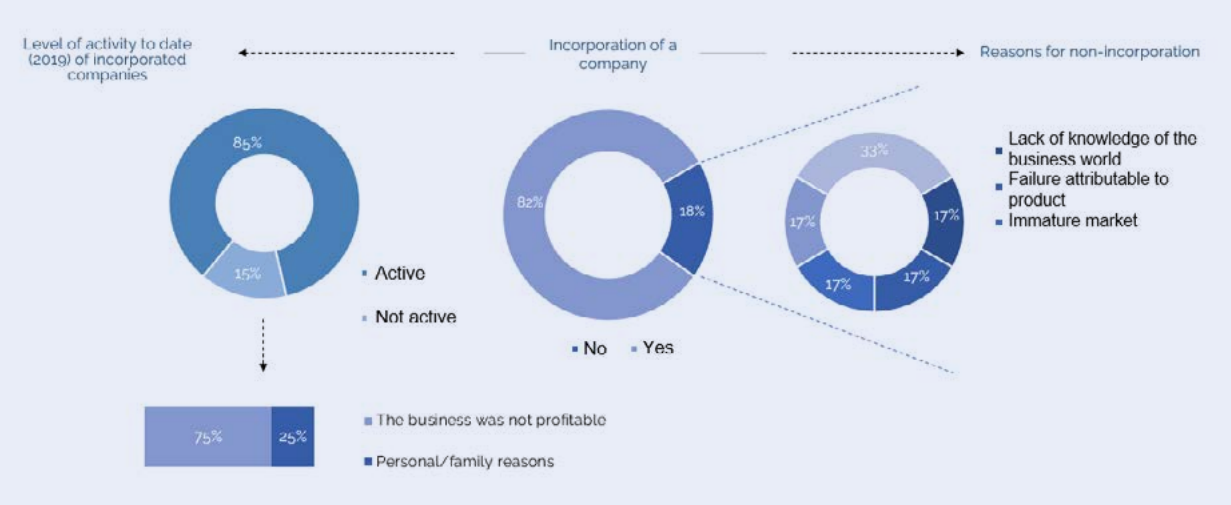
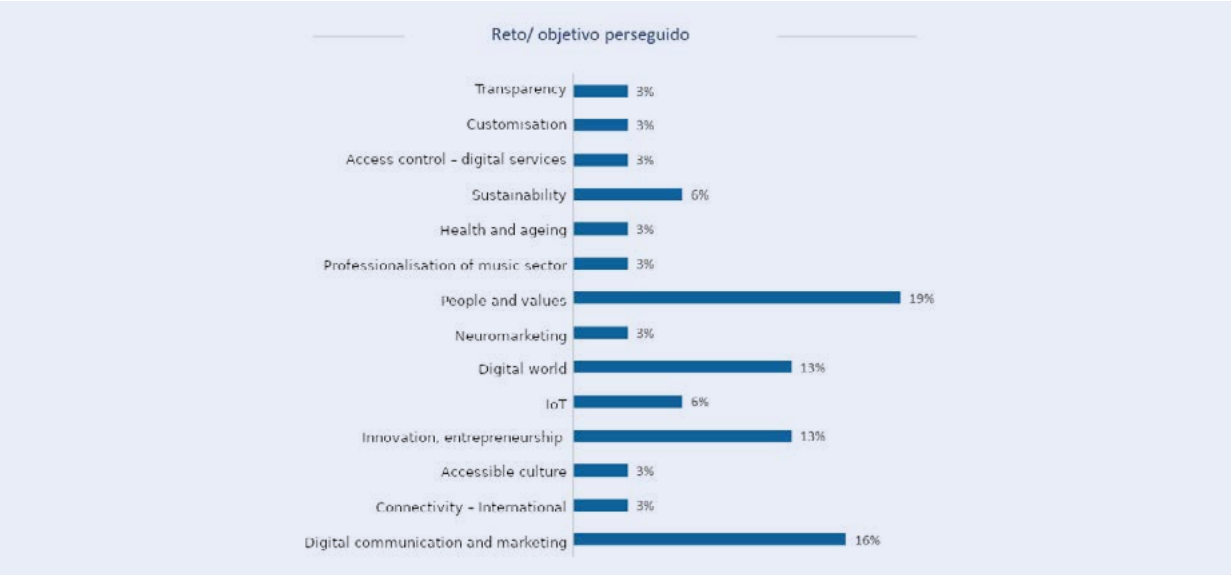


Source: Developed by the authors (Deusto Social Lab).

Figure 52. Entrepreneurs' profiles. Characteristics of entrepreneurial activity (1)



Source: Developed by the authors (Deusto Social Lab).

Figure 53. Entrepreneurs' profiles. Characteristics of entrepreneurial activity (2)

Legal form	Reasons given
Community ownership	Lower costs and tax benefits
Sole trader (Self-employed)	Self-employed individual
Limited Liability Company / New Company Limited Company	Various partners Ease of management Better fit with the project
Professional Societies	Best fit with the nature of the project

Source: Developed by the authors (Deusto Social Lab).

Figure 54. Entrepreneurs' profiles. Legal form of entrepreneurial activity

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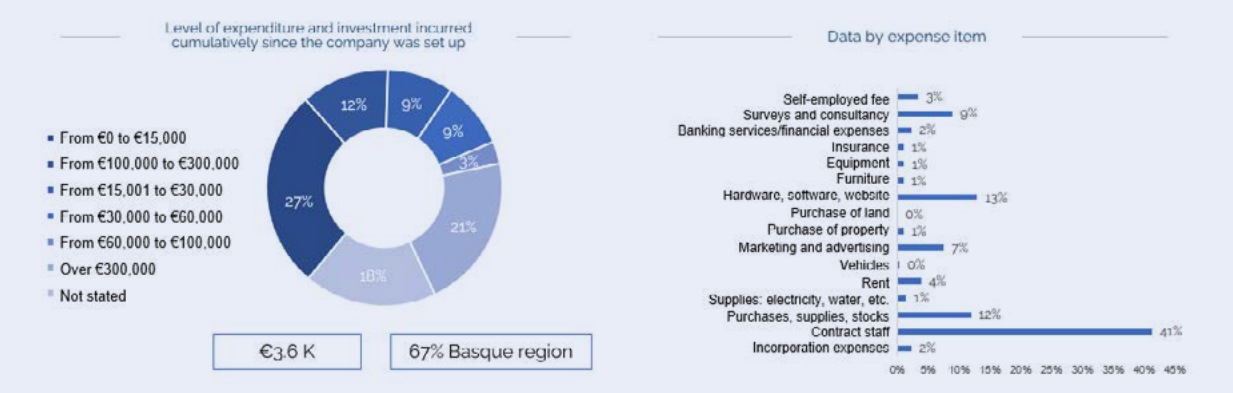
11.3.5.

Profile of the entrepreneurs with regard to the expenses and investments they incur through the project/activity undertaken

The analysis of the information provided by the entrepreneurs who took part in the survey process shows the scope of the initiatives undertaken in terms of the volume of expense and investment incurred. It can be seen that companies were small, with 48% of them having accrued expenditure and investment of no more than €30,000 (since their creation), although it is worth noting that 21% of them declared having exceeded €300,000.

Eighty percent of this expenditure and investment took place in the Basque region. And the expenditure breakdown shows that 41% was spent on contract staff.



Source: Developed by the authors (Deusto Social Lab).

Figure 55. Profiling of entrepreneurs by expenditure incurred

11.3.6.

Summary overview

Performance indicators are discussed below. The following were analysed in the first phase:

- The level of satisfaction of entrepreneurs with the University of Deusto.

This indicator scored 8.7 out of 10, with more than half of the respondents giving it an outstanding rating.

- Recommendation, that is, the extent to which participants would recommend the University of Deusto to third parties (friends, relatives).

A total of 88% of entrepreneurs would recommend the UD to third parties in all cases.

- Results based on the relationship established with the UD, specifically shown through the entrepreneurial initiatives that offered internship opportunities for students, those that participated in an event organised by the UD, those that developed projects jointly with the UD and/or those that participated in at least one of the UD's training programmes. This block of results also includes the entrepreneurial initiatives for which the UD was one of its clients.

In this way:

– 9.4 out of 10 entrepreneurs had participated in or attended events organised by the University of Deusto.

– 6 out of 10 had offered internship opportunities for students.

– 4.8 out of 10 had participated in at least one of the entrepreneurship training programmes or courses offered by the University of Deusto. This means that approximately one in every ten individuals, while not initially choosing the University of Deusto for this purpose, availed themselves of the opportunity to further their education once they were within the incubators. This is in contrast to the four out of ten who had originally chosen this option as one of their motivations for selecting the University of Deusto.

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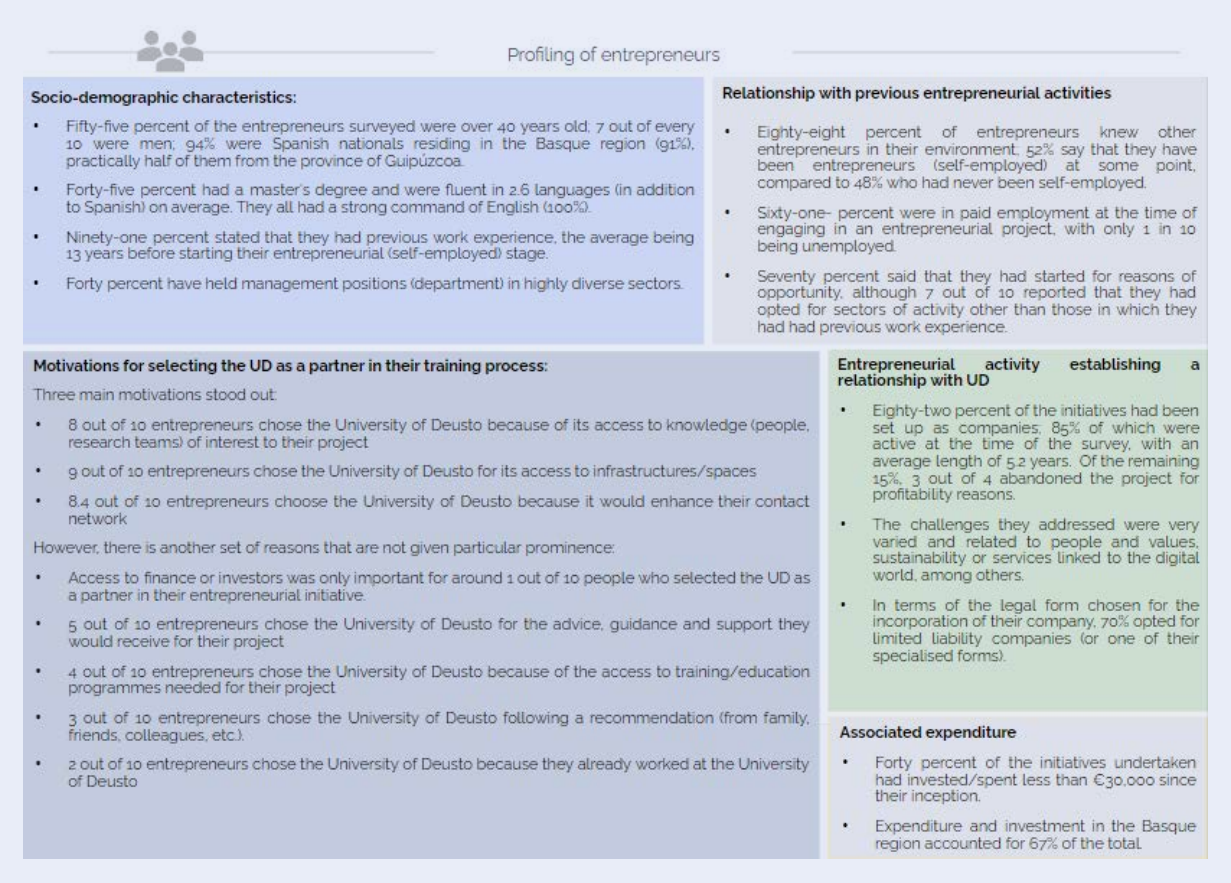
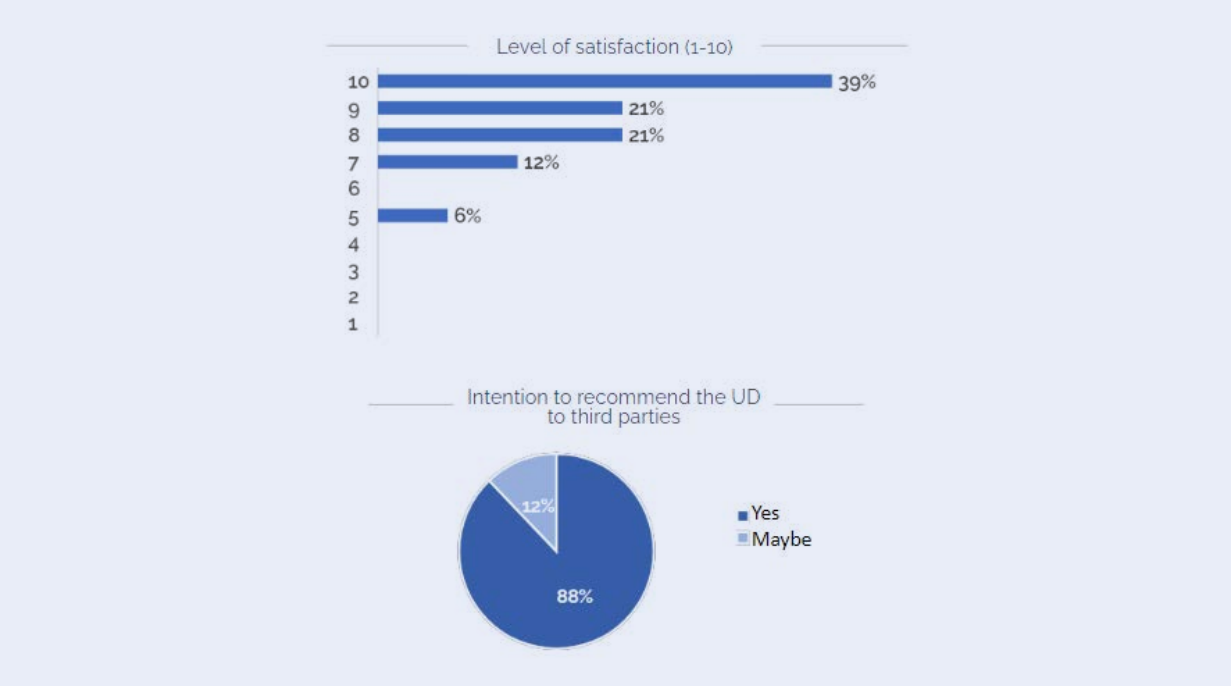


Source: Developed by the authors (Deusto Social Lab).

Figure 56. Entrepreneurs' profiles. Summary overview



Source: Developed by the authors (Deusto Social Lab).

Figure 57. Setting up projects and businesses. Results indicators (satisfaction and recommendation)

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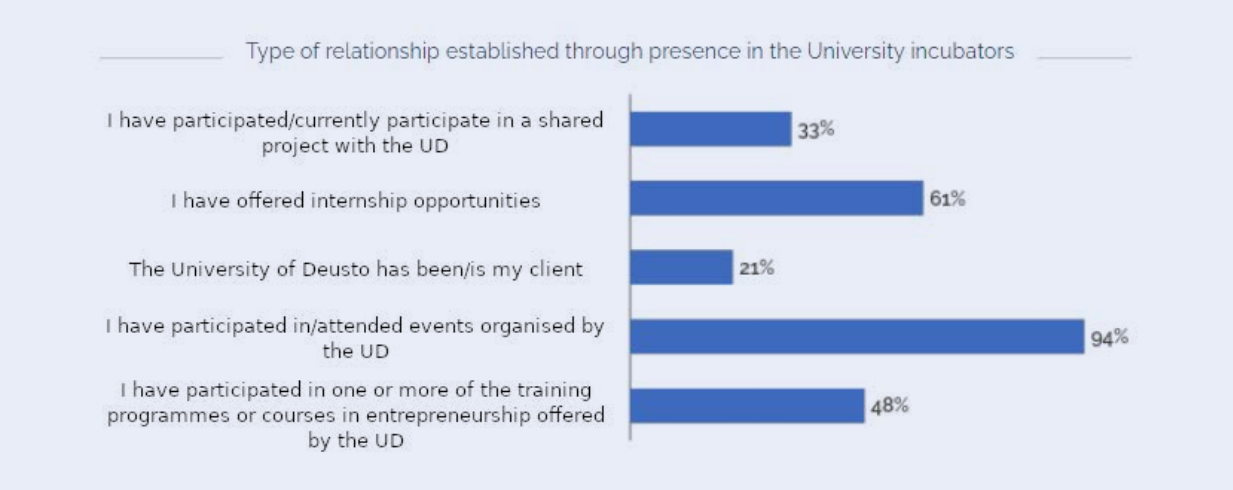

Source: Developed by the authors (Deusto Social Lab).

Figure 58. Setting up projects and businesses. Results indicators (relationship established with the UD)

– 3.3 out of 10 had participated in a joint project with the University.

– The University of Deusto was a client for 2 out of every 10 entrepreneurs.

- The promotion of intrapreneurship projects within the University itself.

  A particularly relevant case of intrapreneurship at the University of Deusto is one resulting from the participation of different people in the MDEA (Dual Master's Degree in Entrepreneurship in Action). They carried out their projects at the University, specifically in the Dual and Continuing Education Unit and in the Entrepreneurship and Innovation Unit.

  The intrapreneurship project brought about the design of the School for Dual Facilitation, conceived as the University's strategic instrument for the development and implementation of the Deusto Dual Training Model.

  The participation of different people in the MDEA enabled the design and delivery of new training programmes specifically on innovation and entrepreneurship (specifically, Creaction! and Deusto UP!), which will be launched during the first half of 2020.

Finally, the measurement of the social impact indicators considered was included in the model. The indicators measured were as follows:

- Average length of service: 82% of the initiatives were set up as companies, 85% of which were active at the date when the fieldwork was conducted (October 2019), with an average age of 5.2 years.

- People employed within the entrepreneurial initiatives:

  – The entrepreneurs who responded to the survey contributed a total of 107 jobs (89% of them in companies that are still active today). This accounts for an average of around 4 jobs per entrepreneurial initiative for the sample analysed.

- Turnover associated with the initiatives undertaken:

  – The entrepreneurs who responded to the survey contributed an overall figure of €2.4 million in annual turnover (95% of this turnover came from companies that are still active today). This involved an average annual turnover of €90,000 for the sample analysed.

- Some variables that defined or qualified the style of the companies created are summarised below. Out of every 10 entrepreneurs who had set up a company:

  – 8.9 had established collaborative relationships with other organisations/institutions in their environment.

  – 7.4 involved the people in the organisation, encouraged their participation and gathered their opinions and proposals for improvement.

  – 9 facilitated/promoted the continuing training of team members.

  – 8.9 facilitated/promoted the work and family life balance.

  – 7.4 saw the Sustainable Development Goals as a framework that could help guide their activity.

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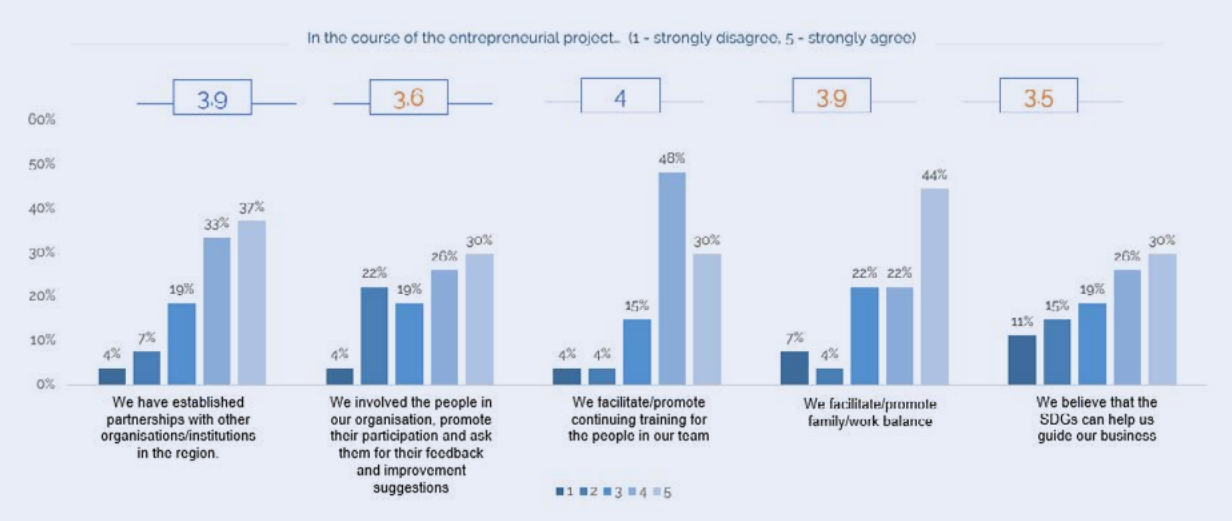


Source: Developed by the authors (Deusto Social Lab).

Figure 59. Setting up projects and businesses. Impact indicators (1)

Source: Developed by the authors (Deusto Social Lab).

Figure 60. Setting up projects and businesses. Impact indicators (2)

In terms of the effect that the relationship established with the UD had in relation to their social commitment:

- 42% stated that the relationship with the UD has influenced their outlook on, and commitment to, society.
- 27% believed that their relationship with the UD may have influenced their outlook on, and commitment to, society.
- 61% said they are now more socially aware.
- 57% had proposed some form of change in their personal/professional environment (regarding environmental issues, equality, accessibility, etc.).

In summary, 50% of the indicators considered in the model were assessed in connection with this particular transformation. The table below shows the detail of the indicators measured with respect to the total (highlighted in blue).

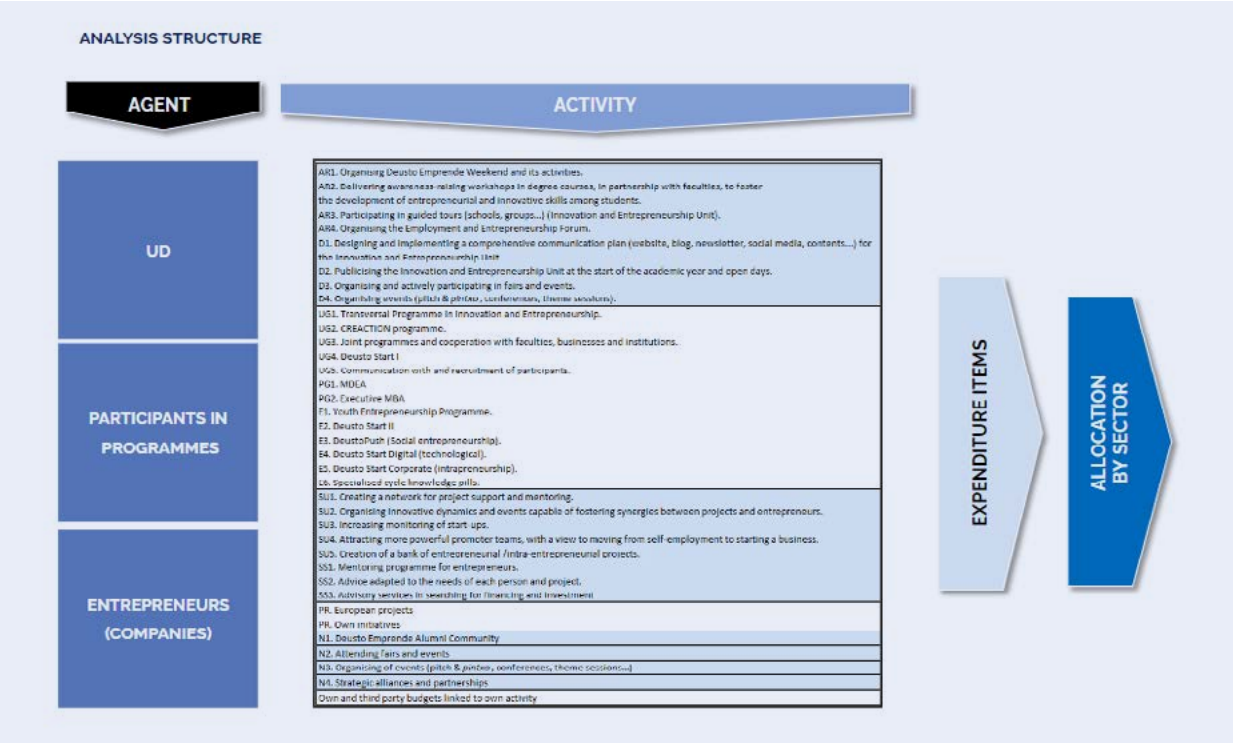
11.4.
Generation of regional economic activity and employment

The University of Deusto contributes to the generation of wealth and employment in the region as a result of the development and promotion of entrepreneurship and innovation it carries out, as defined in the model.

Transformation	Theory of change stage	Type	Data / Indicator
Setting up projects and companies Two concepts: Project: any entrepreneurial initiative that has not yet been set up as a legal entity. Company: incorporated	Input	Financial resources	Actual budget €
	Input	Financial resources	% of the budget spent on UD suppliers - entrepreneurs €
	Input	Funding	% of external funding €
	Input	Staff	Internal staff FTE (hours) €
	Input	Physical infrastructures	Incubators
	Input	Non-physical infrastructure	Hub
	Activity	Volume	Number of activities carried out
	Activity	Volume	Number of advisory services provided
	Output	Volume	No. of people (with an idea or project) supported/advised. Profiling
	Output	Volume	% of people (with idea or project) of the UD out of total
	Output	Volume	No. of projects and companies hosted in incubator (physical, virtual)
	Output	Volume	No. of people in incubated projects or companies
	Output	Volume	Average number of entrepreneurs involved per project/company
	Result	Volume	No. of entrepreneurial projects presented to financing round
	Result	Financial resources	Funding raised (total and by project)
	Result	Satisfaction	Level of satisfaction with the advice received
	Result	Recommendation	% of people who would recommend the UD to others
	Result	Volume	Number of start-ups created
	Result	Volume	% of start-ups created by students or recent graduates
	Result	Volume	% of entrepreneurial initiatives that host UD students on internships
	Result	Volume	% of entrepreneurial initiatives that participate in UD events, conferences, projects, programmes, etc.
	Result	Volume	Number of intra-entrepreneurship projects promoted
	Result	Financial resources	% of initiatives for which the UD is a client
	Impact	Volume	Three-year survival rate
	Impact	Volume	Average business longevity
	Impact	Volume	Jobs generated
	Impact	Volume	Turnover
	Impact	Perception	% of entrepreneurs who consider that their social commitment has increased
	Impact	Volume	Evolution of intrapreneurship initiatives
	Impact	Approach/style	Qualitative (management model, purpose of the initiative, social commitment, etc.)

Source: Developed by the authors (Deusto Social Lab).

Figure 61. Setting up projects and businesses. Indicator overview



Source: Developed by the authors (Deusto Social Lab).

Figure 62. Structure of analysis (economic impact)

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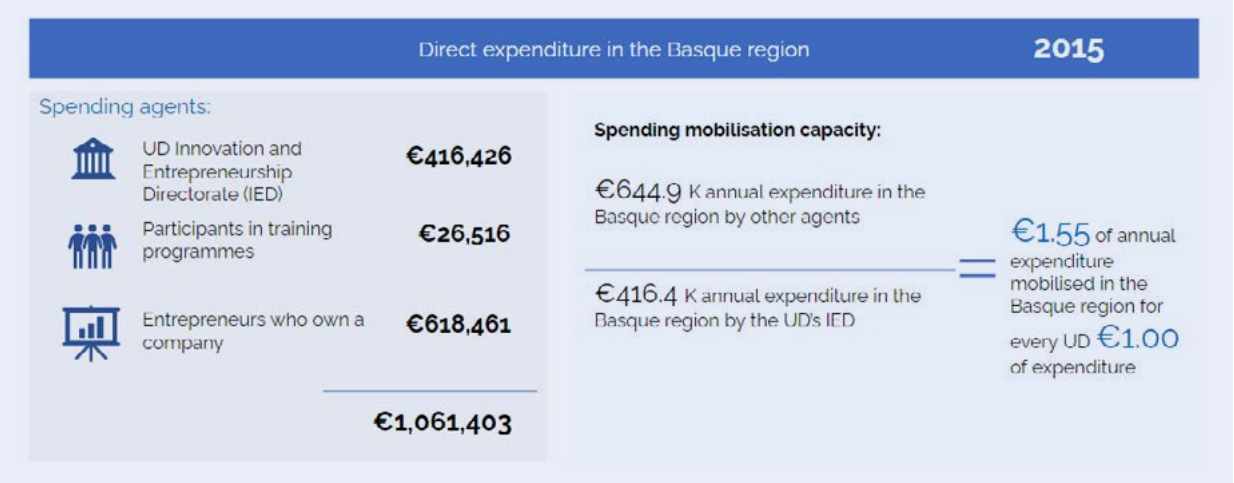

Source: Developed by the authors (Deusto Social Lab).

Figure 63. Direct expenditure in the Basque region (2015)

This is an indirect transformation that is achieved as part of the previous transformations, both through the joint action with other agents (in terms of expense) and through the UD's own action as a specific agent acting as an employer and investor in these activities.

The economic impact is estimated on an annual basis. This report is focused on the period ranging from 2015 to 2018. The main indicators for each year are presented below.

11.4.1.

Economic impact of entrepreneurship activities carried out in 2015

In order to approach the analysis of this impact from different perspectives, while taking into consideration the diverse types of agents and activities, some disaggregation levels were used, according to the following structure:

The analysis shows that the University of Deusto spent a total of 1.06 million euros in the Basque region in 2015. Expenditure was incurred through the Directorate of Innovation and Entrepreneurship and payments to suppliers, employees and the rest of the agents linked to its activity (students and entrepreneurs whose companies were spawned by the University's incubators).

For every euro spent by the UD's Innovation and Entrepreneurship Directorate in 2015, the rest of the agents spent €1.55.

A breakdown of expenditure by agent is provided below:

Agent	Sector	Expenditure in the Basque region
Participants in training programmes	18 - Graphic arts	584
	47 - Retail trade, except of motor vehicles and motorcycles	4.152
	49 - Land transport and transport via pipelines	3.911
	55-56 Accommodation	14.724
	93 - Sports activities	3.146
	Total Participants	**26.517**
Entrepreneurs	35 - Electricity, gas, steam and air conditioning supply	25.446
	47 - Retail trade, except of motor vehicles and motorcycles	155.128
	49 - Land transport and transport via pipelines	25.218
	55 - Hotels and similar accommodation	26.998
	61 - Radio and Broadcasting	6.540
	62 - Computer programming, consultancy and related activities	79.992
	65 - Insurance, reinsurance and pension funding, except compulsory social security	6.202
	68 - Real estate activities	101.681
	74 - Other professional, scientific and technical activities	115.141
	79 - Travel agency, tour operator and other reservation service and related activities	3.807
	84 - Public administration and defence; compulsory social security	20.663
	85 - Education	4.396
	93 - Sports activities	4.438
	Rest	42.811
	Total entrepreneurs	**618.462**
UD-DIE	18 - Graphic arts	8.316
	35 - Electricity, gas, steam and air conditioning supply	11.818
	43 - Specialised construction activities	80
	47 - Retail trade, except of motor vehicles and motorcycles	43.338
	49 - Land transport and transport via pipelines	18.299
	53 - Postal and courier activities	9
	55-56 Accommodation	17.941
	59 - Motion picture, video and television programme production, sound recording and music publishing activities	5.401
	61 - Telecommunications	4.122
	62 - Computer programming, consultancy and related activities	56.523
	65 - Insurance, reinsurance and pension funding, except compulsory social security	49
	68 - Real estate activities	43.152
	73 - Advertising and market research	10.471
	74 - Other professional, scientific and technical activities	3.531
	79 - Travel agency, tour operator and other reservation service and related activities	2.288
	84 - Public administration and defence; compulsory social security	71.588
	85 - Education	100.758
	93 - Sports activities and amusement and recreation activities	2.667
	Rest	16.074
	Total UD-DIE	**416.426**
	Total overall	**1.061.405**

Source: Developed by the authors (Deusto Social Lab).

Table 17. Expenditure on entrepreneurship activities by agent (2015)

This expenditure had an impact on the Basque economy that can be expressed on the basis of the macroeconomic aggregates of GDP, maintenance of employment and fiscal returns (further methodological details are given in the Annex).

The multipliers of the Basque Country's economy were applied to this expenditure, which resulted from the innovation and entrepreneurial activity carried out in 2015 by the various entities mentioned above. This yielded a direct, indirect and induced impact on the Gross Domestic Product (GDP) and employment of

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- 1.12 million euros of GDP:
  - The University of Deusto was a driving force in the economy in the following terms: for every euro spent by the UD, 2.67 euros of GDP were generated in the Basque Autonomous Region in 2015.
- This contributed to the maintenance of 17 jobs (in addition to its own staff).
  - This means contributing to the maintenance of 2.58 jobs for every job created.
  - Overall, the UD contributed to maintaining a total of 23 jobs, corresponding to both its own workforce and the 17 jobs maintained in the Basque economy as a result of the economic activity carried out by all the agents involved.

In addition, the expenditure incurred by all the agents derived from this activity generated tax returns totalling 138 thousand euros for the Regional Treasury in 2015, in addition to the direct collection via personal income tax withholding of 28.6 thousand euros from the staff (team and professionals who support training activities).

- This means that for every euro spent by the UD, the Regional Treasury collected €0.4.

A summary table that shows the impact of the above by sector is presented below, corresponding to the total expenditure incurred by the agents involved:

Sector	Expenditure ACBC	% expenditure	Contribution to GDP	Employment maintenance	Tax returns
47 - Retail trade, except of motor vehicles and motorcycles	202.618	19%	212.590	4,5	27.642
68 - Real estate activities	144.833	14%	203.896	0,3	16.549
62 - Computer programming, consultancy and related activities	136.515	13%	135.701	2,4	19.270
74 - Other professional, scientific and technical activities	118.673	11%	116.596	2,7	15.155
85 - Education	105.155	10%	138.480	2,6	19.192
84 - Public administration and defence; compulsory social security	92.251	9%	98.824	1,5	13.824
55-56 Accommodation	59.663	6%	50.710	0,8	6.410
49 - Land transport and transport via pipelines	47.428	4%	40.706	0,6	5.227
35 - Electricity, gas, steam and air conditioning supply	37.264	4%	24.703	0,1	2.698
61 - Telecommunications	10.662	1%	10.886	0,1	1.135
73 - Advertising and market research	10.471	1%	9.305	0,2	1.374
93 - Sports activities and amusement and recreation activities	10.251	1%	10.414	0,1	1.353
18 - Graphic arts	8.900	1%	7.292	0,1	1.058
65 - Insurance, reinsurance and pension funding, except compulsory social security	6.251	1%	5.802	0,0	666
79 - Travel agency, tour operator and other reservation service and related activities	6.096	1%	2.325	0,0	348
59 - Motion picture, video and television programme production, sound recording and music publishing activities	5.401	1%	1.810	0,0	238
43 - Specialised construction activities	80	0%	64	0,0	9
53 - Postal and courier activities	9	0%	11	0,0	1
Rest	58.884	6%	42.847	0,6	5.933
Overall Total	**1.061.405**	**100%**	**1.112.960**	**16,8**	**138.083**

Source: Developed by the authors (Deusto Social Lab).

Table 18. Macroeconomic impact indicators (direct, indirect and induced) derived from expenditure in the Basque region. Data by sector (2015)

The disaggregated view by agent shows the different impact indicators specific to each of them:

Agent	Expenditure in the Basque region	% expenditure	Contribution to GDP	Employment maintenance	Tax returns
Students	26.516,84	2%	23.902	0,4	3.064,08
Entrepreneurs	618.461,61	58%	637.479	9,5	76.671,69
UD - Innovation and Entrepreneurship Management	416.426,25	39%	451.580	6,9	58.347,57
Total	**1.061.405**	**100%**	**1.112.960**	**16,8**	**138.083**

Source: Developed by the authors (Deusto Social Lab).

Table 19. Macroeconomic impact indicators (direct, indirect and induced) derived from expenditure in the Basque country. Data by agent (2015)

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The methodology applied in this study analysed the expenditure incurred by the different agents by sector. This is why the sectors in which it has the greatest impact are not their own. This was because the analysis measures the impact driven by the expenditure incurred on the sectors of the Basque region's economy.

11.4.2.

Economic impact of innovation and entrepreneurship activities in 2018

The same analysis for 2018 showed that the University of Deusto, through the Directorate of Innovation and Entrepreneurship and payments to its suppliers, employees and the rest of the agents linked to its activity (students and entrepreneurs whose companies were spawned by the University's incubators), spent a total of 1.23 million euros in the Basque Autonomous Region in 2018.

For every euro spent by the UD, the rest of the actors spent €1.83 in 2018.

Source: Developed by the authors (Deusto Social Lab).

Figure 64. Direct expenditure in the Basque Autonomous Region (2018)

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A breakdown of expenditure by agent is provided below:

Agent	Sector	Expenditure in the Basque region
Participants in training programmes	18 - Graphic arts	3.147,30
	35 - Electricity, gas, steam and air conditioning supply	4.411,42
	47 - Retail trade, except of motor vehicles and motorcycles	40.329,91
	49 - Land transport and transport via pipelines	28.025,25
	55-56 Accommodation	86.456,41
	61 - Radio and Broadcasting	1.939,85
	68 - Real estate activities	18.085,33
	79 - Travel agency, tour operator and other reservation service and related activities	877,03
	84 - Public administration and defence; compulsory social security	1.108,24
	85 - Education	1.101,32
	93 - Sports activities and amusement and recreation activities	18.097,07
	Rest	7.492,79
	Total Participants	**211.072**
Entrepreneurs	35 - Electricity, gas, steam and air conditioning supply	24.062,97
	47 - Retail trade, except of motor vehicles and motorcycles	146.089,49
	49 - Land transport and transport via pipelines	25.021,62
	55-56 Accommodation	25.633,34
	61 - Radio and Broadcasting	6.978,05
	62 - Computer programming, consultancy and related activities	75.547,99
	65 - Insurance, reinsurance and pension funding, except compulsory social security	5.857,25
	68 - Real estate activities	93.280,28
	74 - Other professional, scientific and technical activities	108.744,48
	79 - Travel agency, tour operator and other reservation service and related activities	3.154,85
	84 - Public administration and defence; compulsory social security	19.514,70
	85 - Education	3.961,69
	93 - Sports activities and amusement and recreation activities	4.128,28
	Rest	42.127,67
	Total Entrepreneurs	**584.103**
UD	18 - Graphic arts	11.979,72
	35 - Electricity, gas, steam and air conditioning supply	15.834,04
	43 - Specialised construction activities	375,91
	47 - Retail trade, except of motor vehicles and motorcycles	62.142,45
	49 - Land transport and transport via pipelines	30.851,43
	55-56 Accommodation	26.449,93
	59 - Motion picture, video and television programme production, sound recording and music publishing activities	1.581,30
	61 - Radio and Broadcasting	15.555,04
	62 - Computer programming, consultancy and related activities	13.385,02
	65 - Insurance, reinsurance and pension funding, except compulsory social security	14,76
	68 - Real estate activities	60.637,98
	73 - Advertising and market research	1.064,13
	74 - Other professional, scientific and technical activities	8.281,50
	79 - Travel agency, tour operator and other reservation service and related activities	2.940,56
	84 - Public administration and defence; compulsory social security	80.540,37
	85 - Education	72.896,86
	93 - Sports activities and amusement and recreation activities	3.847,88
	Rest	25.122,46
	Total UD people	**433.501**
	Overall Total	**1.228.676**

Source: Developed by the authors (Deusto Social Lab).

Table 20. Expenditure on entrepreneurship activities by agent (2018)

This expenditure had an impact on the Basque economy that can be expressed on the basis of the macroeconomic aggregates of GDP, maintenance of employment and fiscal returns (see more methodological detail in the Annex).

The multipliers of the Basque Country's economy were applied to this expenditure, which resulted from the activity in innovation and entrepreneurship carried out by the different agents in 2018. This gave rise to a direct, indirect and induced impact on the Gross Domestic Product (GDP) and employment of:

- 1.26 million of GDP:
  - The University of Deusto was a driving force in the economy in the following terms: for every euro spent by the UD, 3 euros of GDP were generated in the Basque Autonomous Region in 2018.
- This contributed to the maintenance of 18 jobs (in addition to own staff).
  - This contributed to the maintenance of 2.74 jobs for every job created.
  - Overall, the UD contributed to maintaining a total of 25 jobs, corresponding to both its own workforce and the 18 jobs maintained in the Basque economy as a result of the economic activity carried out by all the agents involved.

In addition, the expenditure incurred by all the agents derived from this activity generated tax returns of 154,000 euros for the Regional Treasury in 2018, in addition to 47,000 euros in the form of income tax withholding corresponding to the staff and professionals who supported training activities.

- This meant that for every euro spent by the UD, the Regional Treasury collected €0.47.

A summary table that shows the impact of the above by sector is presented below, showing the total expenditure incurred by the agents involved:

Sectors	Expenditure in the Basque region	% expenditure	Contribution to GDP	Employment maintenance	Tax returns
47 - Retail trade, except of motor vehicles and motorcycles	248.561,86	20%	260.795	5,6	33.909
68 - Real estate activities	172.003,59	14%	242.147	0,4	19.653
55-56 Accommodation	138.539,68	11%	117.751	1,8	14.884
74 - Other professional, scientific and technical activities	117.025,98	10%	114.978	2,6	14.944
84 - Public administration and defence; compulsory social security	101.163,32	8%	108.371	1,7	15.160
62 - Computer programming, consultancy and related activities	88.933,01	7%	88.402	1,6	12.554
49 - Land transport and transport via pipelines	83.856,69	7%	72.007	1,0	9.246
85 - Education	77.959,87	6%	102.667	2,0	14.229
35 - Electricity, gas, steam and air conditioning supply	44.308,42	4%	29.373	0,1	3.209
93 - Sports activities and amusement and recreation activities	26.073,22	2%	26.486	0,3	3.442
61 - Radio and Broadcasting	24.472,94	2%	24.988	0,1	2.606
18 - Graphic arts	15.127,02	1%	12.394	0,2	1.798
79 - Travel agency, tour operator and other reservation service and related activities	6.972,44	1%	2.659	0,1	398
65 - Insurance, reinsurance and pension funding, except compulsory social security	5.872,01	0%	5.450	0,00	626
59 - Motion picture, video and television programme production, sound recording and music publishing activities	1.581,30	0%	530	0,0	70
73 - Advertising and market research	1.064,13	0%	946	0,0	140
43 - Specialised construction activities	375,91	0%	300	0,0	40
49 - Land transport and transport via pipelines	41,62	0%	0	0,0	0
Rest	74.742,93	6%	54.386	0,8	7.531
Overall Total	**1.228.676**	**100%**	**1.264.629**	**18,3**	**154.439**

Source: Developed by the authors (Deusto Social Lab).

Table 21. Macroeconomic impact indicators (direct, indirect and induced) derived from expenditure in the Basque Autonomous Region. Data by sector (2018)

A breakdown by agent provides the following indicators:

			Direct + Indirect + Induced Effect		
Agent	**Expenditure in the Basque region**	**% expenditure**	**Contribution to GDP**	**Employment maintenance**	**Tax returns**
Students	211.071,92	17%	199.603	2,9	24.406,97
Entrepreneurs	584.102,66	48%	600.486	9,0	72.377,74
UD	433.501,35	35%	464.541	6,5	57.654,24
Total	**1.228.676**	**100%**	**1.264.629**	**18,3**	**154.439**

Source: Developed by the authors (Deusto Social Lab).

Table 22. Macroeconomic impact indicators (direct, indirect and induced) derived from expenditure in the Basque Autonomous Region. Data by agent (2018)

The application of the model successfully measured the proposed macroeconomic indicators.

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12. Future lines of work

12.1. Within the general project

As explained throughout this report, the social impact project being undertaken by the University of Deusto is both strategic and global. In 2019 the foundations were laid for the initial conceptualisation of the global model during the first phase of the project. Focusing on the University's areas of activity related to entrepreneurship, the report has outlined the impact model, identified the transformations to which the UD aspires in this area, and made some progress towards making an initial measurement of its social impact.

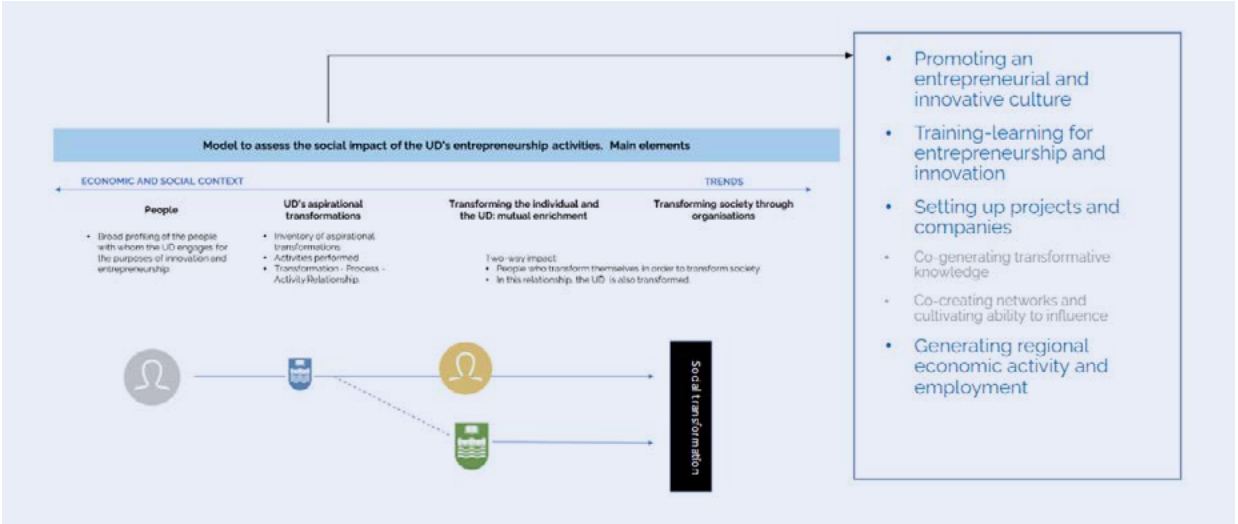
Relying on the lessons learnt from the first stage, the next steps in relation to the global model are to address others within the University and to move towards those on which the UD's mission, education and research are based. Given the magnitude of both steps, they will be analysed sequentially, examining them individually in the following stages. In this way, the global model will be extended and completed, including all the transformations to which the UD aspires through the development and implementation of all the activities linked to its mission and endeavour as a higher education institution.

With each advance in the model, there will also be a review and some feedback on what has already been done. In this way, the model will be continuously completed and updated in the process. In the following phases, the process will maintain the same philosophy and focus that it had during the first phase, that is, it will continue to be an open, participatory process, allowing for the model to be co-created by all the people who will be involved in it.

11.2. Within the area of entrepreneurship

As described in section eleven (page 115), the work carried out during this first phase has made it possible to identify six transformations associated with the activities performed in the field of entrepreneurship and to partially measure four of them (as shown in Figure 27).

Thus, irrespective of the general evolution of the model, the specific model used to measure the impact of entrepreneurship activities needs to be implemented and developed further. In this way, the following lines of work are envisaged specifically in this area:



Source: Developed by the authors (Deusto Social Lab).

Figure 27. Transformations resulting from the UD's entrepreneurship activities assessed in the first application of the model (2019)

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A) With the aim of completing the measurement of the indicators defined in the model (and adapting them according to the University of Deusto's innovation and entrepreneurship work), it is considered important to advance to the next stage of the strategic social impact project along the following lines of work:

- A systematic approach

  One of the main obstacles to the measurement of the indicators considered is the difficulty in obtaining the most relevant data a posteriori once the actions have been carried out. It is therefore essential to establish a clear system that allows the necessary information to be captured in a timely manner for the activities defined in order to achieve the different transformations included in the model (see Figure 27).

  The actions to be taken include:

  – Establishing a standardised and homogeneous set of criteria and definitions for the most important elements (project, company, people involved, incubation stages, social challenges, etc.). Additionally, reflecting on how the themes within the different activities implemented can be classified (based on content, on formats, on target groups, etc.).

  – Based on the proposed model, drawing a template form to enable individualised information to be collected for each type of action.

  – Planning the necessary fieldwork by group/by action and review and update the content of the surveys to be carried out as necessary. This task will help to complete the profiling of the people who interact with the UD in this area.

  – Allocating the completion of this process to the relevant individuals (they do not necessarily have to be the persons responsible for implementation).

  – Ideally, making progress in terms of information systems to automate this information as far as possible.

- An analytical approach

  Regarding the analysis of the information collected to give value to the indicators and to the indicators themselves:

  – Adopting an evolutionary view in the subsequent applications of the model, both of the UD itself and of other external variables that may be of interest and reference. The GEM Basque Country has been taken as a reference in this initial approach, but this reference could be extended, for the case of entrepreneurship to a broader territorial viewpoint, or be compared with other reference regions, among other options.

  – In short, taking the opportunity to include other sources of external information in the model, with a view of enriching the analysis (context, trends or the activities themselves in relation to others).

- Monitoring and Management

  The social impact model is considered to be an instrument not only for measurement but also, fundamentally, for management.

  It can therefore be considered as an impact scorecard to be monitored on a regular basis (the most appropriate periodicity is to be determined). In this way, it can be used in the future not only to capture and measure the impact already achieved, but also to include impact targets to be achieved, as well as to identify the changes made to the service portfolio as a result of such management.

- Reporting and Communication

  Given the effort in capturing, analysing and exploiting the impact generated by entrepreneurship activities, it will be interesting to move forward along two paths:

  – Communicating the impact to the different stakeholders. Analysing the main messages, channels and media.

  – Preparing an annual impact report on entrepreneurship and innovation activities.

B) Any new activity that may be conducted in this area in the future should be considered for analysis in order to assess whether the areas of contribution are covered by the transformations identified or whether new transformations should also be incorporated into the model.

- Enlargement

  The model has been designed to be scalable. Thus, the efforts made at the University of Deusto in the field of entrepreneurship that do not specifically lie within the Innovation and Entrepreneurship Unit of the Deusto Social Lab should be integrated in order to enhance the model.

  The development of the Unit's own portfolio should be reflected in the model in terms of transformation, including its advancement and progress. Thus, future training programmes to be launched from now on (for example, Deusto Up! or the recent Creaction!) are likely to be analysed within this framework.

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Annexes

Annex I. Methodology used in the action research process

Introduction

The aim of the project is to build a model for measuring the UD's social impact. It is based on the premise that this model has to be built collaboratively with both the people who work at the university (internally) and the social agents with whom the UD interacts (externally). A shared vision needs to be constructed, therefore, not only on how to measure the social impact of the university, but also on what is meant by social impact.

Building a shared vision that underpins UD's social impact measurement model is a complex challenge. Complex challenges are those that do not have a single true or false, right or wrong answer; the solution must be arrived at between different actors with various types of knowledge, values and interests (Costamagna & Larrea, 2017). To address these challenges, it is necessary to develop processes that include spaces for dialogue in which to build a shared vision.

In light of the above, the methodological approach chosen for this project was action research (AR). Unlike other approaches, the goal of AR is not to examine or describe reality, but to change it (Nicholas & Hathcoat, 2014). AR is a strategy for change that can combine different research methods, both quantitative and qualitative (Greenwood & Levin, 2007). Another characteristic of AR is its focus on process. These are emergent, inter- and transdisciplinary collaborative processes, consistent with mode 2 knowledge production. Mode 2 knowledge is knowledge that is produced in the context of its application by flexible research teams that change according to the task (Gibbons et al. 1994). The knowledge that is produced is socially relevant precisely because it is produced in the context where it is applied (Greenwood, 2007).

I. Methodological development

The AR process was developed in three stages. The first stage identified the main agents that were engaged in defining frameworks and methods on social impact both in Spain and internationally. The academic debate on the social impact of universities was also reviewed and a re-

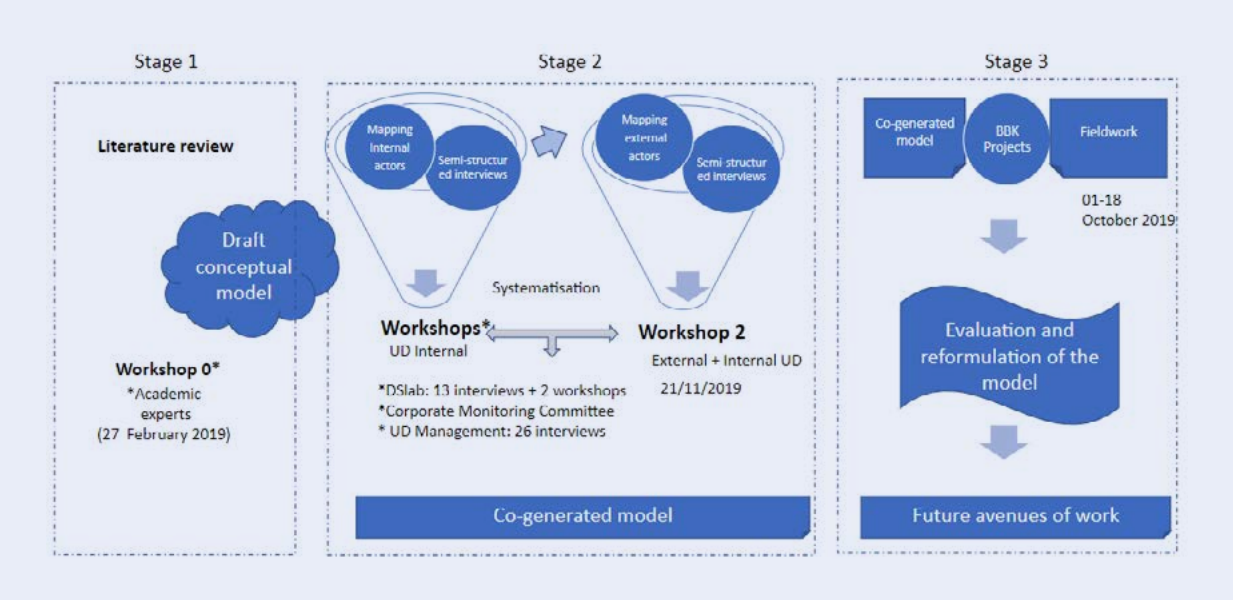

Figure 1. View of AR methodology

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view of the literature on entrepreneurship was also carried out. An initial version of the UD's social impact model was outlined following the literature review. This model was modified throughout the process according to the lessons learnt from the dialogue spaces set up within the UD and with external agents to reflect on the social impact of the UD.

The second stage of the process entailed setting up spaces for dialogue both with professionals working at the university and with external agents with whom the university interacts in its different activities. These spaces for dialogue took the form of: (i) interviews and workshops with the Deusto Social Lab team; (ii) participation in the meeting of the UD Board of Directors; (iii) in-depth interviews with a group of 30 UD professionals; (iv) contrasting dialogues with external agents. The aim of these dialogue spaces was to initiate a process of reflection on the social impact of the UD and its measurement, as well as to modify and adjust the social impact model outlined in the literature review.

The third stage involved applying the model to a pilot group of people who had participated in the UD's entrepreneurship activities. The pilot test profiled two groups of special relevance for the UD: people who have taken one of the specific programmes in entrepreneurship, on the one hand, and entrepreneurs who were being supported by the UD's incubators, on the other. In addition to the profiling, information and data necessary to assess outcome and impact indicators were collected in this first stage of fieldwork.

1.1.
Identification of the agents that were engaged in defining social impact frameworks and methods

The following is a list of the agents and networks that were considered most relevant to the project. Relevant studies and scholarly literature are included in the reference list of this Report.

a. European Venture Philanthropy Association (EVPA): an association of organisations interested in the practice of philanthropic and social venture investing in Europe. Founded in 2004, the Association aims to be a catalytic network that brings value to social investors, foundations and philanthropists who want to create social impact. The EVPA defines Venture Philanthropy as an approach that supports social purpose organisations to maximise social impact (https://evpa.eu.com).

b. Social Value International: a global network of networks focused on social impact and social value. Its members share a common goal: to change the way society accounts for/measures value. It works to incorporate basic principles for measuring and analysing social value, refining and sharing practice, and build a movement of like-minded people with the ability to influence (https://socialvalueint.org)

c. SROI: a model (developed in 2009 by the UK Cabinet Office and updated in 2012) to measure and quantify the social value of an organisation, project or initiative (understanding social value in a broad sense). It focuses on the perspective of the expected/occurring change for the different stakeholders as a result of the activities carried out. It is based on an economic indicator (ROI) to which the social concept is added, in order to widen its scope. Its main objective is to financially assess impacts.

d. Impact Management Project: a project that facilitates a network of leading standard-setting organisations to coordinate specific impact measurement and management efforts, so that companies and investors can have a level playing field. They appear to have been active since 2016 (https://impactmanagementproject.com/)

e. Global Impact Investing Network (GIIN): an investment network focused on increasing the scale and effectiveness of impact investing around the world. The GIIN builds infrastructure, develops knowledge, and supports activities, education and research that help accelerate the development of a coherent impact investment industry (https://thegiin.org/)

f. Global Steering Group for Impact Investment (GSG): an independent global steering group that catalyses impact investing and entrepreneurship to benefit people and planet. The GSG was established in August 2015 as the successor to and incorporating the work of the Social Impact Investment Taskforce established under the UK's Presidency of the G8. The GSG currently has 21 countries plus the EU as members. Chaired by Sir Ronald Cohen, the GSG brings together leaders from the worlds of finance, business and philanthropy (http://gsgii.org/about-us/#aboutgsg)

g. London Benchmarking Group: a group recognised by the DJSI (Dow Jones Sustainability Index) which facilitates the management, measurement and communication of the activities that companies and their employees carry out in favour of society and the environment (only of projects that involve social action (https://www.lbg.es/es/home).

h. Social and Human Capital Protocol: a methodological framework developed by the World Business Council for Sustainable Development (WBCSD) (first draft produced in 2018) designed to guide companies through the entire process of measuring, assessing and improving internal management of social and human capital. The proposed methodological framework is composed of four distinct stages (purpose, scope, measurement and assessment and implementation of results), and each stage has three specific and iterative steps, which facilitate and accompany organisations in making the relevant advances in the process of measuring and evaluating social impact (https://www.wbcsd.org/Programs/People/Social-Impact/Social-and-Human-Capital-Protocol).

i. International Association for Impact Assessment (IAIA): a network of professionals organised in 1980, which brings together researchers, practitioners and users of various types of impact assessment from around the world. The IAIA involves people from many disciplines and professions. Members include corporate managers, public interest advocates, government managers and administrators, private consultants and policy analysts, university lecturers and professors, teachers and their students. The IAIA has members from over 120 nations and holds annual conferences and events around the world to promote best practice in impact assessment http://www.iaia.org/about.php)

j. SDG Compass: this is not a social impact measurement and assessment tool, but it is useful for assessing the contribution and impact of organisations in achieving the SDGs (https://sdgcompass.org/)

k. Other actors active in the field of social impact include The Rockefeller Foundation and the Bill and Melinda Gates Foundation.

l. Social Impact Cluster (Forética): is a business leadership meeting point knowledge, exchange and dialogue on social impact (internal and external). Created in 2018, the first year has been dedicated to analysing and furthering the existing social impact measurement methodologies in the market (with a focus on companies) (https://foretica.org/proyectos-y-soluciones/cluster-de-impacto-social/).

1.2. Dialogue spaces

As indicated in the introductory section of this Annex, throughout the year, spaces for dialogue were set up at different levels within the UD and with external actors. These spaces for dialogue consisted of: (i) interviews and

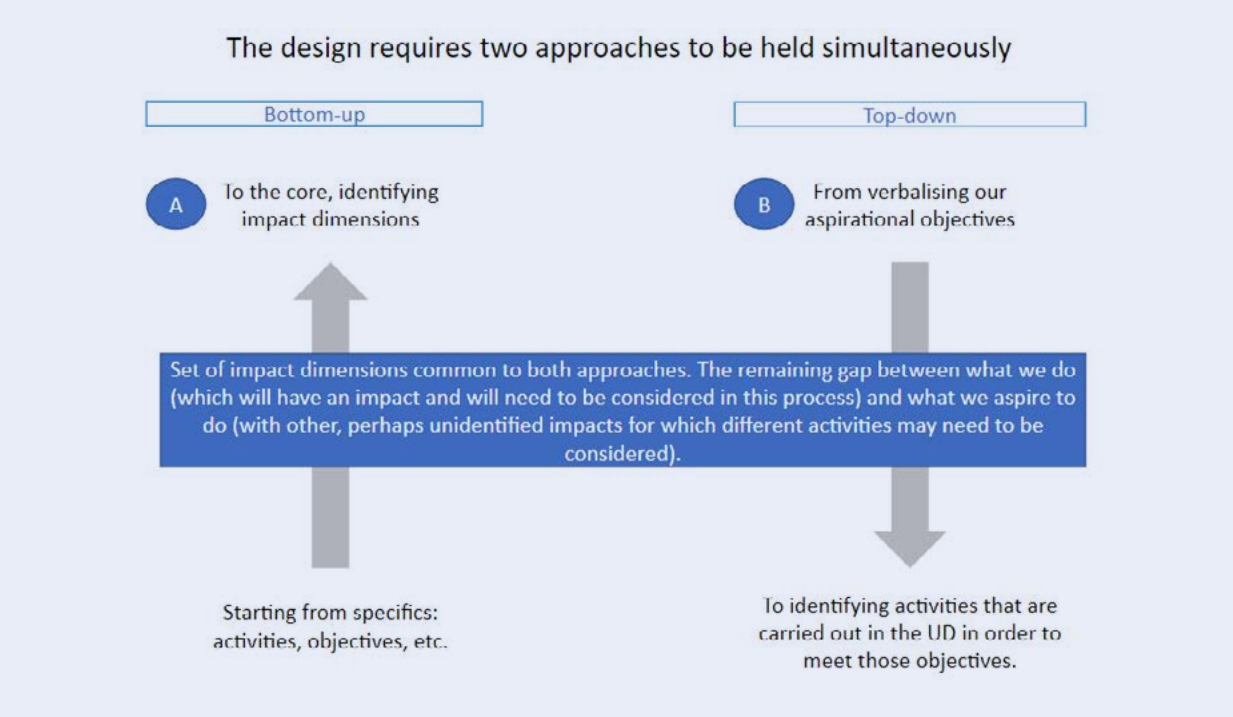

Figure 2. Visions for building the UD's model for measuring its social impact

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workshops with the Deusto Social Lab team; (ii) participation in the meeting of the UD Corporate Monitoring Committee for this project; (iii) in-depth interviews with a group of 30 UD professionals; and (iv) contrasting dialogues with external agents.

Regarding the spaces for dialogue within the UD, it was assumed that the participatory process to build a model for measuring social impact needed to go in two directions: starting from the activities that the people who work in the UD carry out on a daily basis (bottom-up), and also starting from the objectives that are set at the strategic level (top-down) (see Figure 2).

1.2.1.

Interviews and workshops with the Deusto Social Lab team

As noted above, the project focused on UD's entrepreneurship activities. For this reason, the first spaces for dialogue that were set up were aimed at the team of professionals working at Deusto Social Lab.

Interviews were conducted with 13 people (Innovation and Entrepreneurship Unit team and directors of Deusto Social Lab). The following table shows the specific details of the individuals and dates on which these interviews were held.

Person	*Position*	*Date*
Garbiñe Henry	Director of the Innovation and Entrepreneurship Unit. Overview	21/03/2019
	Reflection on processes and transformations and	07/06/2019
Mikel Korta	Innogune Manager	01/04/2019
Nagore Ardanza	Crecer + Platform Manager	01/04/2019
Olatz Urquijo	Finance manager	02/04/2019
Raúl Onaindia	Deusto Kabi Incubator Manager	02/04/2019
Vanesa Angulo	Innovation and Entrepreneurship Team	02/04/2019
Janire Gordon, Roberta Vicente, Víctor Carramiñana	Innovation and Entrepreneurship Team	11/04/2019
José Luis del Val	Business Relations Unit Director	11/04/2019
Isabel Fernández	Dual Unit Team and MDEA Coordinator	16/04/2019
Jesús Riaño	Employment Unit Director	30/04/2019
Irene Cuesta	Dual and Continuing Education Unit Director	09/05/2019.

In addition, two workshops were held with these people:

Workshop (1) Entrepreneurship and Innovation team
Held on 12 June
Workshop (2) Deusto Social Lab management team
Held on 19 June

Below are some images from these workshops:

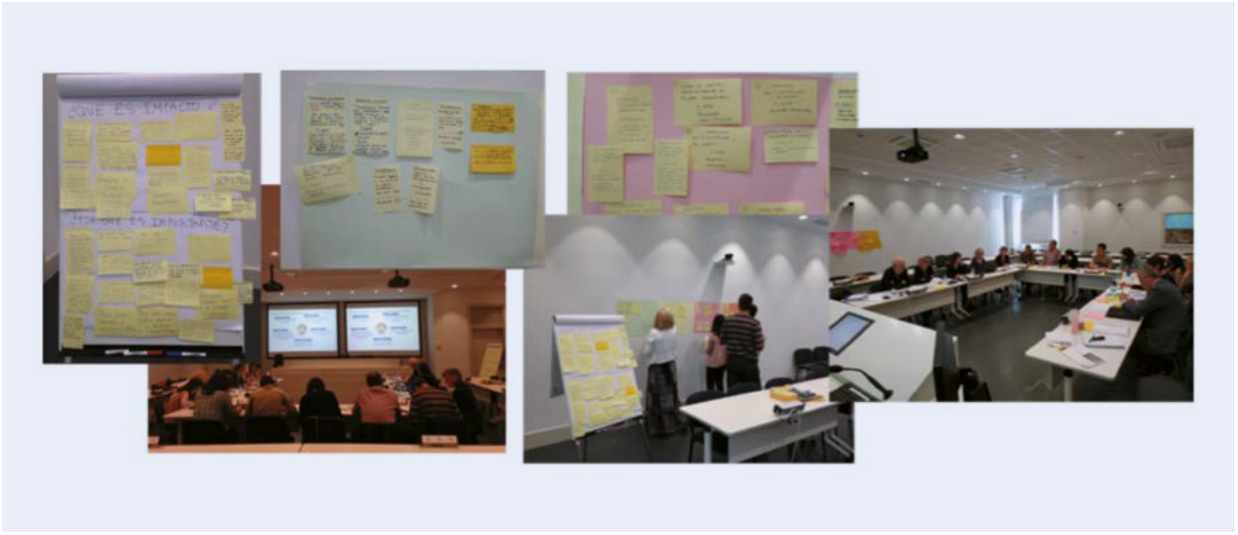

Figure 3. Innovation and Entrepreneurship Unit.

Figure 4. Deusto Social Lab management team.

The following is a more detailed account of the work carried out in the interviews and workshops mentioned above.

These interviews were carried out between March and May to discover how the different areas of the Lab (Entrepreneurship and innovation; Dual training and lifelong learning; Alumni relations and Relations with economic and social agents) work and what resources they have available to them. The design of the interviews was based on a theory of change model developed by Aragón, Aranguren and Iturrioz (2010) and on an educational approach to assessment aimed at reflection and learning (Bolivar, 1999).

Script used in the interviews conducted with the Deusto Social Lab team

Introduction of the researchers; outline of research objective; request for authorisation to record the interview; and space for the interviewee to ask questions		
Dimension	**Research question**	**Question prompts**
Objectives	What are the objectives of your work?	What are the objectives of your current activities? What objectives would you like to set for the future?
Inputs	What resources and facilities do you have available?	How many people work with you? What budget do you have? How many units does your area include? What would you need to achieve your future goals?
Outputs (activities)	What activities do you carry out to achieve these objectives?	Teaching Research Transfer Awareness-raising Others
Results	What results does your work produce for UD **people internally**? What are their profiles?	Students Research Staff Administrative Staff Others
	What results does your work produce for **people externally** (outside the UD)? What is the map of your impact?	Companies Public Administrations Associations Other agents...
Assessment	How do you assess whether you are producing those results?	Indicators you already use Other indicators you would like to have

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Introduction of the researchers; outline of research objective; request for authorisation to record the interview; and space for the interviewee to ask questions		
Dimension	**Research question**	**Question prompts**
Impact	How do you define social impact/ transformation?	Does your work have a social impact? Do you think it should have it? How would you define social impact? Are your objectives aligned with your definition of social impact?

At the end of the round of interviews, two workshops were held; one with the Entrepreneurship and Innovation area and another one with those responsible for each of the four areas of Deusto Social Lab (see Figures 3 and 4). The aim of both workshops, which were held on 12 and 19 June 2019, was to share the overall vision of the project and to reflect on the impact that each person aspires to have on their environment. The definition of inclusive and sustainable well-being developed in section three of this report was presented as a basis for reflection. As in the case for the other dialogue spaces held throughout the year, the aim of the workshops was also to begin to build a shared language around social impact.

The joint reflection carried out in the workshops helped to redefine, adjust and expand some of the aspects of the impact model outlined based on the literature review. It also laid the groundwork for designing the script for the in-depth interviews that would be conducted with a larger group of UD professionals during the months of July to September 2019.

1.2.2.
Corporate Monitoring Committee

The representatives of the research team who participated in the meeting with the UD Corporate Monitoring Committee on 30 May 2019 provided the context and rationale of the project, as well as the steps to be taken. The comments and questions raised by the different Committee members throughout the presentation served to confirm/adjust the focus of the project.

1.2.3.
In-depth interviews with a group of 26 UD professionals.

One of the outcomes of the research team's participation in the meeting with the UD Board of directors was the decision to extend the reflection process on the social impact of UD to people in strategic positions in the UD. A questionnaire was designed for this purpose, which was sent to the interviewees in advance and served as a script for the interviews. A total of 26 interviews were conducted between July and September 2019, each lasting approximately 2 hours. The interviews were first systematised individually and then jointly using the large blocks of the questionnaire (A-G) shown below. The entire research team participated in the joint systematisation process, which took place on 8 October 2019.

Questionnaire sent to respondents and used as a script for interviews

The Social Impact of the University of Deusto and its contribution to sustainable development

Context

We live in a time of constant change and transformation, a time that is complex and uncertain, but also full of opportunities. As for many other agents, these changes are acting as catalysts of reflection processes in academic institutions globally; universities are also undertaking processes of reflection aimed at rethinking and redefining their role and the value they provide to their stakeholders, in particular, and to society in general. This makes it necessary to find tools that can capture and measure the social impact of our activities.

Deusto has taken on this challenge, based on a deep awareness of the importance of having a strategic instrument to gauge the global social impact of its activities and its contribution to economic and social progress. It has been reflected as such in the strategic framework governing the coming years of the Institution, 'People who transform the world'. This is the context that frames the 'University of Deusto's Social Impact Model' project. It is designed to fill strategic line L18 'Assessing the University's social impact and its contribution to sustainable development' of the aforementioned 2022 Deusto Initiative. The main objective of this project is to develop the University of Deusto's social impact model within a global perspective, and so showcase the University's work and measure its contribution to society and to the economic and social development of the region. In light of the above, we aim to build this model together by developing a shared process of reflection. We would like to have an **interview** for (at the most) **two hours**, in which we

would like to address a number of questions which are detailed below in order to facilitate your reflection beforehand:

A. Motivation and usefulness of this project.

1. What do you think the social impact of a university is?

2. What do you think should be the main motivations guiding this project?

Examples: Creating a new common internal language that allows internal cohesion and external differentiation, having a strategic management tool available, discovering the real contribution of the UD and confirming the transformations that it drives, serving as an accountability instrument, supporting resource attraction/encouraging funding contributions, using it for communication purposes, as an internal learning-improvement tool, etc.

B. Overview

Since its creation in the 19th century, the University of Deusto has been markedly social in nature and has remained permanently committed to serving people and society, as well as seeking to transform the world through people.

3. What do you think are the main transformations to which the UD should contribute?

4. What do think social well-being means?

5. Do you believe that these transformations should aim at achieving/developing/expanding/enhancing social well-being?

6. Based on your knowledge and experience, how do you think the UD is working (in terms of activities developed, services offered, etc.) so that people become agents of transformation in our society?

7. Specifically in the context of this reflection (referring this context to the present time, global trends, geographical characteristics, etc. ....), do you think that the UD should aim to support people throughout their lives?

8. In this reflection on well-being and the role of people in social transformation, what elements of the context do you think are most decisive in the role that the UD should play? To what extent should these contextual elements be in line with a vision that is shared with the UD's main stakeholders?

C. Approach: work process

The approach to this work is based on creating spaces for dialogue and reflection in order to develop a shared vision for its social impact model.

9. What spaces for reflection do you think should be put in place?

10. Who should participate in these spaces?

11. Would you be interested in continuing to participate / remain involved in this process?

D. Areas of activity of the University

The University of Deusto strives for excellence in research and teaching. It aims to educate free individuals, responsible citizens and competent professionals, equipped with the knowledge, values and skills that will enable them to commit themselves to the promotion of knowledge and the transformation of society. In this context, considering the three missions of the university, reflect on the main contributions of the UD in terms of social impact in each of them to answer the following questions.

12. Learning processes: Education and values: What do you think are the main contributions of the UD's training activities? Please provide a maximum of three.

13. Research and transfer activities: What do you think are the main contributions of the UD's research and transfer activities? Please provide a maximum of three.

14. Contribution to economic and social progress: What do you think are the UD's main contributions in terms of economic and social progress? Please provide a maximum of three.

15. Entrepreneurship - Intrapreneurship: What do you think are the main contributions of the UD derived from the activities promoted in the area of entrepreneurship-intra-entrepreneurship? Please provide a maximum of three.

16. Employment: What do you think are the main contributions of the UD derived from the activities promoted in the area of entrepreneurship-intra-entrepreneurship? Please provide a maximum of three.

17. Alumni Network: What do you think are the main contributions of the UD derived from the activities promoted in relation to the Alumni Network? Please provide a maximum of three.

18. Socially-focused activities: What do you think are main contributions of the UD's socially-focused activities? Please provide a maximum of three.

19. Discussion and reflection activities: What do you think are the main contributions of the UD resulting from the discussion and reflection activities performed? Please provide a maximum of three.

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20. Are there any other activities that you consider relevant that have not been mentioned above? If yes, please provide them together with your three main contributions.

21. The 'University of Deusto Social Impact Model' project will be carried out over the 2022 strategic horizon. Since different activities will have different transformational impacts and aspirations, they should be analysed separately (within a common conceptual model).

In this respect, please put them in order according to your interests. Give each activity a priority, with 1 being the highest priority and 10 the lowest.

Activity	Priority
Learning processes: Education and values	
Research and transfer	
Contribution to economic and social progress	
Entrepreneurship - Intrapreneurship	
Employment	
Alumni Network	
Socially-focused activities	
Discussion and reflection activities	
Others (please specify)	

E. Measuring social impact

22. Do you think that social impact should be expressed in quantitative terms, qualitative terms, or both?

23. Do you think that the social impact of the UD should be expressed as a synthetic indicator or do you think that it is necessary to have a set of indicators?

24. Do you have social impact measurement indicators in your area of responsibility? Please give some examples.

25. Are there any areas where you do not have impact indicators so far, but should consider them in the future? Which ones?

26. Do you think that social impact measurement should be incorporated into performance appraisal models for people working at the UD?

F. Entrepreneurship and Innovation as an initial focus

The BBK Foundation is a partner at the start of this project. This led to a decision to focus on the social impact of innovation and entrepreneurship activities in 2019.

27. What characteristics do you think a university that wants to be entrepreneurial should have? Do you believe that the UD has those characteristics? Yes/ No. Why?

28. Which groups of people should be the focus of the UD's entrepreneurial efforts?

Some examples: Students (undergraduate and/or postgraduate, by branch of knowledge, by academic year, in general), graduates, teaching staff, research staff, administrative and management staff, others.

29. What do you think are the main indicators of the UD's impact specifically in terms of entrepreneurship?

G. Other items of interest

30. What factors can foster the development of the UD's social impact model?

31. What factors can act as barriers to the development and implementation of the UD's social impact model?

32. Please provide any other comments, observations or reflections you would like to share that are not covered in the questions above.

The result of the systematisation of the interviews appears in various sections of this report, in the different boxes that have been introduced in each of the sections where it is applied in the first phase of the project.

1.2.4.
Contrasting dialogues

On 21 November, a meeting was held with external agents in which a total of 83 people took part, including UD professionals, representatives of public administrations, of companies, of the third sector, as well as entrepreneurs and students.

The meeting began with two discussions on the social impact of the University and the social impact of the University through entrepreneurship. The discussions, which served as inspiration for the dialogue that followed at the working tables, were followed by two work exercises. The participants were divided into groups. At each table there was a UD member who played the role of coordinator. The coordinators were selected on the basis of the interest expressed in the project when they were interviewed in the pre-project phase.

Work exercises used:

Exercise 1. Overview of the social impact of the university

Q1. How do you see the contribution of the University in terms of social impact?

Q2. After reviewing the summary of the University's activities, please answer the questions on the following page.

1. Learning processes	Teaching and learning activities at all levels (undergraduate, postgraduate, doctoral, lifelong learning, etc.).
2. Research and transfer	Set of research activities carried out by different teams and individuals at the UD, in different fields of knowledge and under different forms (articles, projects, contracts, etc.). Transfer refers to the mechanisms or ways in which the knowledge generated is shared. When research is conducted in partnership/ cooperation, transfer is more direct.
3. Entrepreneurship and innovation	A set of learning, awareness-raising, dissemination activities, etc. aimed at developing entrepreneurial and innovative skills in people. An ecosystem of agents is generated around these activities, depending on the objective of each one.
4. Employment and alumni	A set of activities focused both on student guidance and on facilitating the transition from university to the world of work. In short, to contribute to personal and professional development, as well as to the relationship with graduates throughout their lives.
5. Socially-focused activities	A series of cultural, sporting, solidarity and faith-related activities that the University organises for the entire University Community.
6. Discussion and reflection activities	A series of activities aimed at facilitating collective reflection and open discussion on issues of broad social interest.

Q.21. Can you rate the following activities in terms of their level of social impact on a scale of 1 to 5, where 1= Very little impact and 5= Very high impact?

Q.22. What are the reasons for your assessment?

Q.23. What are the main social contributions of the University for each activity?

Q.24. If there are any activities that you consider relevant but have not been included, please let us know.

UD Activities	Impact Scale 1-5	Motives?	Main social contributions of the University?
1. Learning processes			
3. Entrepreneurship and innovation			
5. Socially-focused activities			

Q2. After reviewing the summary of the University's activities, please answer the questions on the following page.

1. Learning processes	Teaching and learning activities at all levels (undergraduate, postgraduate, doctoral, lifelong learning, etc.).
2. Research and transfer	Set of research activities carried out by different teams and individuals at the UD, in different fields of knowledge and under different forms (articles, projects, contracts, etc.). Transfer refers to the mechanisms or ways in which the knowledge generated is shared. When research is conducted in partnership/ cooperation, transfer is more direct.
3. Entrepreneurship and innovation	A set of learning, awareness-raising, dissemination activities, etc. aimed at developing entrepreneurial and innovative skills in people. An ecosystem of agents is generated around these activities, depending on the objective of each one.
4. Employment and alumni	A set of activities focused both on student guidance and on facilitating the transition from university to the world of work. In short, to contribute to personal and professional development, as well as to the relationship with graduates throughout their lives.
5. Socially-focused activities	A series of cultural, sporting, solidarity and faith-related activities that the University organises for the entire University Community.
6. Discussion and reflection activities	A series of activities aimed at facilitating collective reflection and open discussion on issues of broad social interest.

Q.21. Can you rate the following activities in terms of their social impact on a scale of 1 to 5, where 1= Very little impact and 5= Very high impact?

Q.22. What are the reasons for your assessment?

Q.23. What are the main social contributions of the University for each activity?

Q.24. If there are any activities that you consider relevant and have not been included, please let us know.

UD Activities	Impact Scale 1-5	Motives?	Main social contributions of the University?
1. Research and transfer			
3. Employment and alumni			
5. Discussion and reflection activities			

Exercise 2. Overview of the social impact of the university

TRANSFORMATION	DEFINITION
Promoting an entrepreneurial and innovative culture	The University of Deusto seeks to make people WANT to be entrepreneurs and to innovate. To do so, they have to PERCEIVE entrepreneurship and innovation as an OPPORTUNITY for their development. In order to make people more entrepreneurial, work must be done to make them aware of the importance of entrepreneurship and innovation and therefore more open to considering this attitude as something essential for their future (either as an entrepreneur or as an intra-entrepreneur).
Training - learning for entrepreneurship and innovation	The University of Deusto seeks to make people FEEL THEY ARE CAPABLE of carrying out their ideas. To do so, they need to develop competences and skills that will equip them with the necessary tools to propose and design solutions to today's and tomorrow's challenges. The perception of one's abilities, coupled with the desire to behave as an entrepreneur, places the individual in the ideal position to be prepared and alert to the opportunities around them.
Setting up projects and enterprises	The University of Deusto seeks to help people IDENTIFY ideas and TURN THEM into real projects with a PURPOSE. Once individuals acquire an entrepreneurial profile, have the perception that they are willing and able to undertake new projects, remain alert and identify an idea that motivates them, and find a favourable environment, that is when they take action. They behave as an entrepreneur, turning that idea into a real project. However, the UD's aspiration is to ensure that people not only 'know how to do' but that they differentiate themselves by 'why they do it'. That is, the aim of the entrepreneur must be to do something with meaning, with purpose, to seek social value and moral good in the new project being promoted. Thus, the characteristics of the entrepreneur / intrapreneur activity undertaken will be a distinctive element.
Co-generating transformative knowledge	The University of Deusto seeks to PROVIDE solutions to social challenges in order to PROMOTE the improvement and transformation of society. This requires both understanding the changes taking place in our society and being able to anticipate future scenarios, together with formulating projects that provide innovative solutions through co-creation and action research.
Co-creating networks and cultivating the ability to influence	The University of Deusto seeks to ESTABLISH interrelationships and generate LINKS between all those agents with the ABILITY to ENHANCE the entrepreneurial experience. To do so, they must feel involved, have a shared vision and purpose. Mobilising agents and weaving connections between actors in the entrepreneurial ecosystem is a key element that should contribute to the construction of an entrepreneurial and innovative UD.
Generating economic activity and employment	As a result of the development and promotion of entrepreneurship by the UD and that of its ecosystem, it also contributes to generating wealth and employment in the region.

Q.1A. After each participant had reflected and shared on the six transformations, which activities did participants agree the most on?

Q.1B. Can you explain the reasons for this?

Q.1C. Which activities should the university focus on in order to achieve a greater social contribution from entrepreneurship?

Q.1D. How can this contribution be measured?

TRANSFORMATION	Motives?	Activities to focus on?	How to measure contribution?
Promoting an entrepreneurial and innovative culture			
Training - learning for entrepreneurship and innovation			
Setting up projects and companies			
Co-generating transforming knowledge			
Co-creating networks and cultivating the ability to influence			
Generating economic activity and employment			

In general terms, the conclusions of the meeting can be summarised as follows:

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- The concept of social impact is linked to the changes that have taken place in recent years, to their speed and depth. It is now on the agendas of virtually all organisations and at a global level. The 2030 agenda has helped a lot, but it is important to have a local perspective.

- However, social impact is much more than a mere act of communication, and organisations that do not work from this perspective will have difficulties in the future (among other things, in terms of attracting professionals, who increasingly value what organisations do for society when making decisions to join a specific business project).

- In this context, society places the university as an important agent; and making a social impact through its activities is one of its intrinsic characteristics. To understand the University's social impact, a reflection is called for in regarding the purpose (what for) and the beneficiary (for whom) of each activity.

- All of its activities must be well-being-oriented, to contribute to inclusive, just and equitable societies.

- Learning processes (training and education) are the most important ones to generate social impact (out of all the activities carried out by the university). The importance of learning does not only lie in technical skills but also in soft skills, values and critical thinking. The teaching staff play a key role of here, as well as the mainstreaming of values education and learning about social impact issues in order to help students have a different view of reality. Once students become alumni, it is essential to maintain and strengthen connections.

- The second most important activity is research and transfer. It was suggested that greater alignment should be sought with teaching and that it should become more visible. It was also mentioned that there should be collaboration between different disciplines (harnessing the capabilities of the university) in order to better address societal challenges.

- In particular, with a focus on entrepreneurship and innovation activities, the transformations that participants agreed were the most important were:

  – Promoting an entrepreneurial and innovative culture. Working in this area even from an early age through multiple activities was considered essential. This did not only refer to entrepreneurship in a company, but also to cultivating innovation for other jobs and even for one's personal life project.

  – Training-learning for entrepreneurship and innovation: learning by doing, mixing students from different faculties, fostering social awareness and involvement in projects.

  Followed in equal measure by:

  – Co-generating transformative knowledge. Entrepreneurship also within universities and organisations: this requires breaking down barriers between departments / areas of knowledge and research. Working from the perspective of adding practical knowledge to theoretical knowledge, which is transferable to social needs and challenges. Knowledge must be transformative.

  – Co-creating networks and cultivating the ability to influence: supporting entrepreneurs in their process, facilitating spaces and opportunities for connection between people, the exchange of experiences, both of success and of failure.

  The other two transformations were generally considered to play a less important role in terms of impact:

  – Setting up projects and companies: other agents were seen to play this role, which is why it was not regarded as being central.

  – Generating economic activity and employment. This was understood as an outcome, not as an end in itself. It was considered that employment should be qualified as 'quality employment'

1.2.5.

Application of the UD's social impact measurement model to the area of entrepreneurship and innovation at Deusto Social Lab

The methodological details corresponding to this section can be found in Annex II.

Annex II. Methodology and assumptions used in the Economic Impact calculation

Input-output methodology

This section describes the methodology used to estimate the economic impact of the University of Deusto's entrepreneurship and innovation activities over the 2015-2018 period.

This methodology makes it possible to estimate the wealth generated in a country or region from an economic activity (in this case, the one referred to above) over a given period of time (in this case, limited to the four years relating to the previous strategic horizon). This impact is basically measured through the macroeconomic aggregates GDP and employment, which in turn generate returns to the Treasury, which are also recorded.

The different agents that incurred expenditure in the local economy (in this case, regional expenditure, related to the Basque Autonomous Region) were analysed. Their sectors were classified and input-output employment tables of the Basque economy were generated. In this way, the economic impact derived from the entrepreneurial and innovation activity of the UD could be quantified and structured into three groups: direct impact, indirect impact and induced impact.

Direct, indirect and induced impact

Using this methodology the total effect or impact on the economy can be broken down into three different types of impacts, as described below:

- Direct impact: this is the impact derived from the expenditure incurred by the different economic agents related to the activity under study, resulting from its very existence (i.e. if the University of Deusto did not carry out any activities in the field of innovation and entrepreneurship, this expenditure would not have been incurred). Thus, this expenditure involves an increase in demand in certain business sectors, which makes it essential to define both the limits of the economic activity considered and the agents that make up the chain of successive economic disbursements in order to avoid duplication in the calculation of this expenditure.
- Indirect impact: The business sectors that directly receive the above increase in demand and that in turn generate effects on other business sectors: indirect impact is therefore the effect generated through companies' increased purchases from intermediate suppliers, producing successive rounds of chain effects, propagated by the economic interrelationships originally affected and the rest of the economic sectors.
- Induced impact: this is the effect produced as a consequence of the increase in household income generated by the economic activity caused by direct and indirect impacts. This chain interaction of effects is called the income multiplier. Therefore, induced impact means that the effect on households in the long run as a result of the increase in their employment and capital income can be quantified.

Thus, the total economic impact will be the result of adding up direct, indirect and induced impacts, the results of which are presented in this Report. An input-output methodology has been chosen for the calculation of the different multipliers necessary to estimate these impacts , as it is the most widely used method and provides information at a level of disaggregation which is of interest for the purposes of this study (although, like any other method, it has some limitations) .

Main components and sequence of activities for estimating the economic impact

As noted in the previous section, the starting point is the identification and analysis of the expenditure incurred by the different agents involved in entrepreneurship and innovation activities at the University of Deusto.

1) Agents identified

The focus was on three specific agents:

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- The University itself, specifically considering the budget of the Innovation and Entrepreneurship Department of Deusto Social Lab (DIE) of the University of Deusto. The University of Deusto has been carrying out different actions to promote entrepreneurship and innovation through its Faculties, although the analysis was limited to the activities promoted by the Deusto Social Lab in this first assessment.

- Entrepreneurs who have been supported in the different incubators of the University, both in DeustoKabi (Bilbao) and Innogune (San Sebastian).

- Students who have participated in some of the programmes offered in this area. The economic impact estimation analysed participants from:

  – The Youth Entrepreneurship Programme (both for 2017 and 2018)

  – The Dual Master's in Entrepreneurship in Action (for 2017/18 and 2018/19)

  – Deusto Start II (both for 2017 and 2018)

  – Deusto Start I (for the entire period from 2015 to 2018).

2) Expenditure by agent. Sectoral and geographical analysis

The expenditure by the different agents should be analysed from the perspective of their sectoral and geographical allocation.

- The double-digit CNAE-2009 business sector classification was used for the sectoral analysis. As stated by the Spanish National Statistics Institute, this classification is the *National Classification of Economic Activities* resulting from the international revision process known as Operation 2007, and was compiled according to the conditions set out in the NACE Rev.2 Approval Regulation, and replaces CNAE-93 Rev.1. Its objective is to establish a hierarchical set of economic activities that can be used both to encourage the implementation of national statistics that can be differentiated according to the activities established, and to classify statistical units and organisations according to the economic activity carried out.

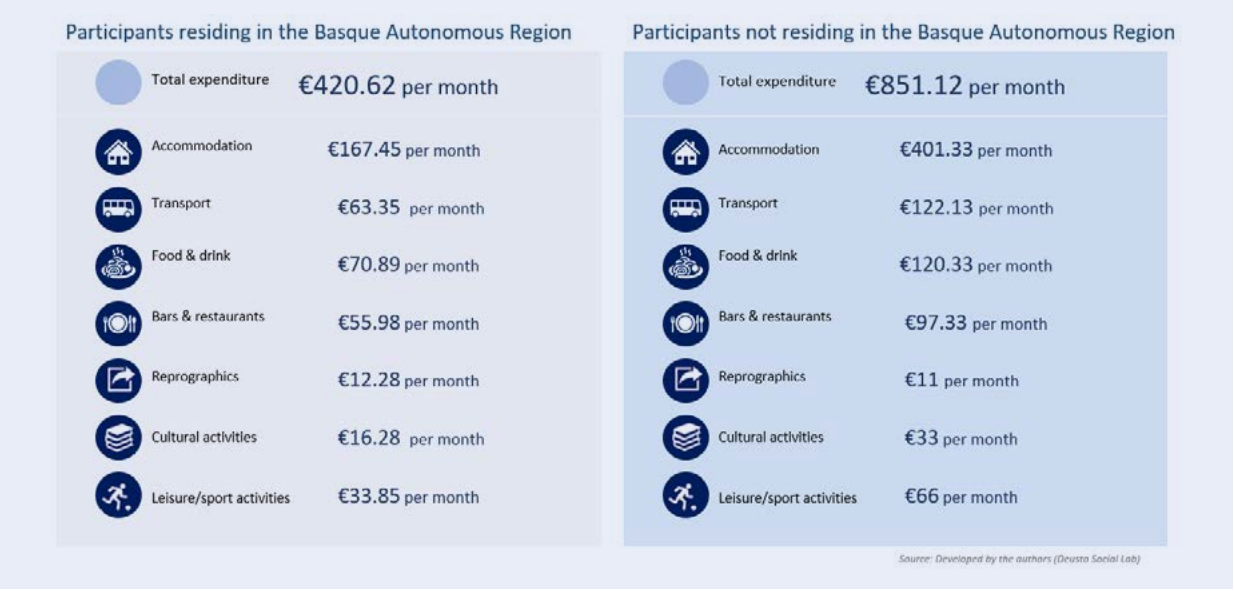
The following were used as data sources:

- The expenditure budgets of the Directorate for Innovation and Entrepreneurship, extracted from the university's accounts and referring to the purchase of current goods and services for carrying out its work.

- The expenditure corresponding to the purchases made by the members of the team of the Innovation and Entrepreneurship Directorate was considered. Regarding the Wages and Salaries expenditure, the income received by staff was allocated to different business sectors on the basis of the family budgets of Basque households published by EUSTAT. In particular, this was based on the statistics on total expenditure (thousands of euros), average expenditure (euros) and percentage distribution of expenditure in the Basque Autonomous Community (to 2 and 3 ECOICOP/EGF digits) compiled by EUSTAT.

- Regarding attendees to any of the above-mentioned programmes, their expenditure has been earmarked:

- By sector, according to the information extracted from the surveys in which they participated. The following figure shows the two expenditure profiles identified



according to the residence of the participants (inside or outside the Basque region).

- In addition, both the duration of the different programmes in which they participated (in order to be able to correctly apply these monthly profiles) and the years in which they took place have been considered. The distribution was as follows:

Total students analysed (2015-2018)			Hypothesis of annual breakdown of students by programme			
Duration	Programme	Grand total	2015	2016	2017	2018
2 months (October/November)	DSI (academic year 14/15,15/16, 17/18, 18)	98	24.5	24.5	24.5	24.5
1 month (May)	DSII (2017 and 2018)	28	0	0	14	14
9 months	MDEA (17/18 and 18/19)	29	0	0	14.5	14.5
3 months (October, November, December)	Youth entrepreneurship (2017 and 2018)	47	0	0	23.5	23.5
		202	24.5	24.5	76.5	76.5

- The sample was also distributed according to place of residence, taking into account the results obtained from the survey, which indicated that 72% of the total number of students resided in the Basque region and the remaining 28% resided outside the ACBC.

2015 and 2016	
Total students	24.5
Students residing in the Basque region	17.64
Students not residing in the Basque region	6.86

2017 and 2018	
Total students	76.5
DSI (academic year 14/15, 15/16, 17/18, 18)	24.5
Basque r.	17.64
Non-Basque r.	6.86
DSII (2017 and 2018)	14
Basque r.	10.08
Non-Basque r.	3.92
MDEA (academic year 17/18 and 18/19)	14.5
Basque r.	10.44
Non-Basque r.	4.06
Youth Entrepreneurship (2017 and 2018)	23.5
Basque r.	16.92
Non-Basque r.	6.58

Thus, the total expenditure to be allocated to the participants in the aforementioned training programmes is shown in the table below, which includes the sectoral allocation and the total amounts (in euros per year). For the purposes of this report,the amounts considered were those for 2015 and 2018 .

TOTAL	Sectoral allocation	Total Expenditure 2015 Aggregate	Total Expenditure 2016 Aggregate	Total Expenditure 2017 Aggregate	Total Expenditure 2018 Aggregate
Accommodation	55-56 Hotel accommodation and Food and beverage service activities	11,414	11,414	61,495	61,495
Transport	49 - Land transport and transport via pipelines	3,911	3,911	21,069	21,069
In-store food and drink	47 - Retail trade, except of motor vehicles and motorbikes	4,152	4,152	22,370	22,370
Bars & restaurants	55-56 Hotel accommodation and Food and beverage service activities	3,310	3,310	17,835	17,835
Reprographics	18 - Printing and reproduction of recorded media	584	584	3,147	3,147
Cultural activities	93 - Sports activities and amusement and recreation activities	1,046	1,046	5,637	5,637
Leisure / sporting activities	93 - Sports activities and amusement and recreation activities	2,100	2,100	11,313	11,313
		26,517	26,517	142,866	142,866

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- In the case of entrepreneurs who set up a company and were located in one of the two incubators of the University of Deusto, their expenditure was also allocated by sector according to the information extracted from the survey carried out. This allocation considered the following variables:

  – The total expenditure information collected in the survey (referring to the total expenditure since the company was set up).

  – The annual allocation assumption based on the average life of active companies taken from the survey (5.2 years at the time when the survey was conducted).

  – Based on the data collected in the survey, 67% of the expenditure of these companies was incurred in the Basque region.

  – The allocation of expenditure by company, based on the companies that provided this information.

  – This individual profile was then applied to all the companies incubated at Deusto Kabi and Innogune in the years considered.

This information is presented in the following tables.

Number of projects/companies

Incubator	2015	2016	2017	2018
DeustoKabi	**33**	**33**	**27**	**21**
Business	23	29	24	17
Project	10	4	3	4
Innogune	**24**	**30**	**28**	**26**
Company	13	16	15	17
Project	11	14	13	9
Grand total	***57***	***63***	***55***	***47***
Total companies	***36***	***45***	***39***	***34***

Sector allocation	Overall total expenditure	Total annual expenditure	Total annual expenditure – Basque region	AVERAGE EXPENDITURE PER COMPANY PER YEAR AND BASQUE REGION
74-Other professional, scientific and technical activities	79,850	15,356	10,288	381
47 - Retail trade, except of motor vehicles and motorbikes	428,975	82,495	55,272	2,047
35 - Electricity, gas, steam and air-conditioning supply	50,503	9,712	6,507	241
68 - Real estate activities	138,950	26,721	17,903	663
74-Other professional, scientific and technical activities	269,875	51,899	34,772	1,288
68 - Real estate activities	35,000	6,731	4,510	167
68 - Real estate activities	0	0	0	0
62 - Computer programming, consultancy and related activities	465,625	89,543	59,994	2,222
47 Retail trade, except of motor vehicles and motorbikes	34,475	6,630	4,442	165
47 - Retail trade, except of motor vehicles and motorbikes	38,750	7,452	4,993	185
65 - Insurance, reinsurance and pension funding, except compulsory social security	36,100	6,942	4,651	172
74 - Other professional, scientific and technical activities	320,500	61,635	41,295	1,529
75 - Public administration and defence; compulsory social security	120,275	23,130	15,497	574
Wages and salaries. Distribution	1,487,598	286,076	191,671	7,099
Rest	93,525	17,986	12,050	446
	3,600,001	692,308	463,846	17,179

- In all the above cases, and as mentioned in each case, an analysis was carried out based on spending allocation, considering only those expenses which had been incurred in the Basque region. This is due to the geographical scope of this study, which is constrained to the regional level.

3) Application of the Input-Output tables of the Basque economy

The Input-Output Tables of the economy published by official statistical agencies allow this direct expenditure to be translated into terms of impact on GDP, employment maintenance and returns to the Treasury. This impact calculation is made on the basis of sector-specific multipliers and macroeconomic aggregates. The quantitative tool used was the input-output model, which analyses inter-sector relations in the economy.

In order to calculate the economic impact of the activities carried out by the University of Deusto between 2015 and 2018 in the field of innovation and entrepreneurship with the scope detailed at the beginning of this appendix, the Input-Output Tables of the Basque region published by Eustat (Basque Institute of Statistics) for 2016 (the latest published by this institution) were used.

Some considerations should be made in this regard:

- By considering any disbursements both in current activity and in wages and salaries as University of Deusto expenditure, the impact in terms of employment obtained through the tables does not include the staff of the Innovation and Entrepreneurship Directorate, which is why this has been added to obtain the indicator of jobs maintained. This is reflected in the Report.

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- The economic impact overview is conducted annually. Therefore, the economic impact vision is presented for the years 2015 and 2018, as they are the representative years for the beginning and end of the previous strategic period analysed.

- Given the nature of this methodology, accounting transactions that did not involve an actual cash outlay (e.g. amortisation, provisions) have not been considered.

- For the expenditure items corresponding to general supply costs, an approximation has been made by taking the overall expenditure data of the UD and pro rata per square metre.

- Based on the expenditure effectively incurred, this model does not take into account the opportunity cost derived from the investment made by the agents related to organising and carrying out the activities of the University of Deusto on a different activity.

The details of the questionnaires used to obtain information on the two groups mentioned above are given below.

Survey conducted: Questionnaires used

People who have undertaken specific training programmes on innovation and entrepreneurship

Questionnaire for participants in entrepreneurship and innovation training programmes

This questionnaire is part of the project that the University of Deusto is carrying out in partnership with the BBK Banking Foundation on social impact through entrepreneurship and innovation activities. We would be grateful if you could answer the following questions. The data you provide will be treated as confidential at all times and will be used exclusively for the purposes of this study. Thank you in advance for your cooperation!

1. Sex: ☐ Male ☐ Female

2. Age: _____

3. Nationality: _____

4. Usual place of residence: _____

5. Educational attainment

☐ Degree ☐ Ph.D
☐ Double degree ☐ Other (specify) _____
☐ Máster

6. Language skills: Please indicate your level (basic, intermediate or advanced)

☐ Basque
☐ Basic
☐ Intermediate
☐ Advanced

☐ English
☐ Basic
☐ Intermediate
☐ Advanced

☐ French
☐ Basic
☐ Intermediate
☐ Advanced

☐ German
☐ Basic
☐ Intermediate
☐ Advanced

☐ Other (specify) _____
☐ Basic
☐ Intermediate
☐ Advanced

7. My current occupation is... (check all that apply)

☐ Employed
☐ Self-employed
☐ Unemployed
☐ Inactive
☐ Student
☐ I combine studies with work

7. Years of work experience: _____

8. Have you ever been self-employed?

☐ Yes ☐ No

9. Do you know anyone close to you who is an entrepreneur (family, friends, etc.)?

☐ Yes ☐ No

10. I have participated in the following University of Deusto programmes (tick all that apply):

☐ Deusto Start I
☐ Deusto Start II
☐ Dual Master's in Entrepreneurship in Action
☐ Youth Entrepreneurship Programme

11. Could you tell us the reasons why you decided to pursue a training/skills programme in entrepreneurship and innovation? Please rate these from 1 to 5, 1 being the lowest and 5 the highest. Mark N/A if it does not apply to you:

	N/A	1	2	3	4	5
I have an idea and I would like to develop it (it is my career development option).						

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	N/A	1	2	3	4	5
To increase my skills in innovation and entrepreneurship (in general)						
To increase my skills in innovation and entrepreneurship (and to be able to develop intrapreneurship projects in my organisation).						
To enhance my future employability						
Others (specify) _____						

12. Can you tell us the reason(s) for choosing the University of Deusto as a place for training in entrepreneurship? Please rate these from 1 to 5, 1 being the lowest and 5 the highest. Mark N/A if it does not apply to you.

	N/A	1	2	3	4	5
Prestige of the University						
University's focus on being of service to society						
Quality of training programmes and teaching staff						
Potential to enhance personal and professional prospects						
Specialised/distinct programmes in entrepreneurship and innovation						
Expanded contact network						
Third-party recommendation						
Proximity						
Others (specify) _____						

13. Could you indicate the approximate monthly expenditure (in €) that you have incurred in the Basque Country as a result of your attendance to the training courses and programmes that you have taken at the University of Deusto?

	€ Basque Country
Monthly expenditure on accommodation (in euros)	
Monthly expenditure on transport (public and/or private means of transport - Kms, tolls, taxi) (in euros)	
Monthly food and beverage expenditure in shops (in euros)	
Monthly expenditure in bars and restaurants (in euros)	
Monthly expenditure on reprographics (in euros)	
Monthly expenditure on cultural activities (in euros)	
Monthly expenditure on leisure/sports activities (in euros)	
Others (specify) _____	

15. After completing the entrepreneurship and innovation training course/programme .... (indicate your degree of agreement or disagreement):

	N/A	1	2	3	4	5
My ability to develop entrepreneurial projects has increased.						
My fear of failure has subsided.						
I am more interested in carrying out entrepreneurial/innovative projects within a company (intrapreneurship).						
I now have a greater ability to develop an innovative project within a company (intra-entrepreneurship).						
I feel ready to apply for new posts.						
I have seen my knowledge of the business environment enhanced.						
I believe that I am likely to undertake my own entrepreneurship project in the next 3 years.						

- In this case, can you tell us what type of entrepreneurial activity you are thinking of?

14. Indicate from 1 to 10 your level of satisfaction with the service received from the University of Deusto

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

15. Do you consider that the relationship established with the University of Deusto has influenced your outlook on and your commitment to society?

☐ Yes ☐ No

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16. Do you consider that the relationship established with the University of Deusto has influenced your outlook on and your commitment to society?

☐ Yes ☐ No

If yes, please indicate how it has influenced you (YES /NO)

☐ I am more socially aware
☐ I participate in volunteering activities promoted by the University.
☐ I cooperate with social projects / NGOs outside of university activities.
☐ I have proposed changes in my personal/professional environment (environmental issues, equality, accessibility, etc.).
☐ Other (specify) _____

17. Observations and suggestions for improvement:

Leave us your name and a contact email if you want to participate in the smartwatch raffle so we can keep you informed of all our activities and events!

- *Name and surname:*

- *Contact email:*

Thank you very much!

The confidence level and sampling error of the methodological process used were:

Process launched on 1 October 2019
Process completed on 18 October 2019
Deusto Start I and II, Youth Entrepreneurship and MDEA Programmes between 2015 and 2018

Initial Database	202 contacts	
DSI (Academic Year 2014/15, 2015/16, 2017/18, 2018)	98	49%
DS II (2017 and 2018)	28	14%
MDEA (Academic Year 2017/18 and 2018/19)	29	14%
Youth Entrepreneurship (2017 and 2018)	47	23%
Responses	72	
Response Rate	36%	

Confidence level 90%, sampling error +/- 7.9%.

Self-employed entrepreneurs who have been hosted by the UD's incubators

Questionnaire to entrepreneurs

This questionnaire is part of the project that the University of Deusto is carrying out in partnership with the BBK Banking Foundation on social impact through entrepreneurship and innovation activities.

We would be grateful if you could answer the following questions. The data you provide will be treated as confidential at all times and will be used exclusively for the purposes of this study.

Thank you in advance for your cooperation!

1. Sex: ☐ Male ☐ Female

2. Age: _____

3. Nationality: _____

4. Usual place of residence: _____

5. Educational attainment:

☐ Degree ☐ Ph.D
☐ Double degree ☐ Other (specify) _____
☐ Master's

6. Language skills: Please indicate your level (basic, intermediate or advanced)

☐ Basque
☐ Basic
☐ Intermediate
☐ Advanced

☐ English
☐ Basic
☐ Intermediate
☐ Advanced

☐ French
☐ Basic
☐ Intermediate
☐ Advanced

☐ German
☐ Basic
☐ Intermediate
☐ Advanced

☐ Other (specify) _____
☐ Basic
☐ Intermediate
☐ Advanced

7. Did you have any work experience prior to the start of your entrepreneurial activity?

☐ Yes:
☐ How many years of work experience did you have? __
☐ In which business sector? _____
☐ What position did you hold? _____

☐ No

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8. Have you been previously involved in entrepreneurship?

☐ Yes:
- ☐ I have been involved in entrepreneurship in the same work sector
- ☐ I have worked in different sectors

☐ No

9. What was you employment status at the start of your entrepreneurial activity?

☐ Employed
☐ Self-employed
☐ Unemployed
☐ Inactive
☐ Studying
☐ Combining studies and work

10. Do you know anyone close to you who is an entrepreneur (family, friends, etc.)?

☐ Yes ☐ No

11. What is your main reason for engaging in entrepreneurial initiatives?

☐ Opportunity
☐ Necessity
☐ Other (specify) _____

12. Could you indicate the motivation(s) for choosing the University of Deusto as a partner in your entrepreneurial process? Please rat the following e from 1 to 5, 1 being the lowest and 5 the highest. Mark N/A if it does not apply to you.

	N/A	1	2	3	4	5
Access to knowledge (people, research teams) of interest to my project						
Access to finance, investors						
For advice, guidance and support						
Access to infrastructures, spaces						
Access to training/education programmes needed for my project						
Contact network						
By recommendation (from family, friends, professional colleagues, etc.)						
I work at the University of Deusto						
Others (specify) _____						

13. Regarding the entrepreneurial activity carried out:

13.1. Please provide the name of the project/company (if it has been incorporated as such): _____
_____

13.2. Could you describe the challenge that your entrepreneurial initiative seeks to address?

13.3. Have you come to the point of setting up a company?

☐ Yes

☐ No. Please indicate the reasons for abandoning the project.
- ☐ Sale of the idea
- ☐ Lack of a concrete business definition
- ☐ Lack of knowledge of the market
- ☐ Lack of knowledge of the business world
- ☐ Legal barriers
- ☐ Product failure
- ☐ Need for funding
- ☐ Problems in the promotion team
- ☐ Another job opportunity
- ☐ Personal reasons

13.4. When was your company set up?
___/_____ *(month/year)*

13.5. Could you please tell us under which legal form it was set up and the reason for this?

Legal form (drop-down menu with the following options)

☐ Sole trader (Self-employed individual)
☐ Limited Liability Entrepreneur
☐ Community ownership
☐ Non-profit entity
☐ General Partnership
☐ Limited partnership
☐ Limited liability company
☐ Limited company with no minimum capital requirement
☐ Limited company with maximum capital limit
☐ Public limited company

☐ General and limited partnership
☐ Worker-owned limited company
☐ Worker-owned public limited company
☐ Cooperative
☐ Worker cooperative
☐ Professional partnerships
☐ Agricultural processing company
☐ Mutual guarantee company
☐ Venture capital entities
☐ Economic interest grouping

Razones para su selección

13.6. Could you please tell us what has been the cumulative expenditure and investment made since your company was set up (including incorporation costs)?

☐ From €0 to €15,000
☐ From €15,001 to €30,000
☐ From €30,001 to €60,000
☐ From €60,001 to €100,000
☐ From €100,001 to €300,000
☐ Over € 300,000

13.7. Could you provide an estimated percentage distribution to account for the expenditure and investments indicated in the previous question (items from the following list)?

Expenditure item	Amount (in %)
Company incorporation expenses	
Contracted staff	
Purchasing, procurement, stocks	
Supplies: electricity, water, etc.	
Rent	
Vehicles	
Advertising, marketing	
Purchase of buildings	
Purchase of land	
Hardware, software, website	
Furniture	
Equipment	
Insurance	
Banking services/financial expenses	
Surveys and consultancy	
Self-employed social security contribution	
Other (specify) _____	
TOTAL	100%

13.8. In general, ____% of the total expenditure incurred corresponded to payments to suppliers in the Basque region.

13.9. Number of employees: _____

13.10. Average annual turnover: _____ €

13.11. In the course of the company's operations (indicate your degree of agreement or disagreement, 1 being 'I strongly disagree' and 5 being 'I strongly agree'):

☐ We have established partnerships with other organisations/institutions in the region.
☐ We involve the people in the organisation, encourage their participation and gather their opinions and proposals for improvement.
☐ We facilitate/promote the continuing training of our team members.
☐ We facilitate/promote the work and family life balance.
☐ We see the Sustainable Development Goals as a framework that can help guide our work.

13.12. Is your company still in business?

☐ Yes

☐ No:
  ☐ ¿When did your company close down?
  ____/_____ (month/year)
  Please indicate reasons for closure
  ☐ Had an opportunity to sell the business
  ☐ Found another job or business opportunity
  ☐ Personal/family reasons
  ☐ The business was not profitable
  ☐ Problems in obtaining funding
  ☐ Government fiscal policies, bureaucracy and the like
  ☐ The closure was planned in advance
  ☐ An incident
  ☐ Retirement
  ☐ Others
  Have you learnt anything from this experience that has helped you in your current job and/or in your life in general?
  ☐ Yes
  ☐ No

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13. Other issues regarding your relationship with the University of Deusto. Please tick all that apply:

☐ I have participated in one or more of the entrepreneurship training programmes or courses offered by the University of Deusto.
☐ I have participated in / attended events organised by the University of Deusto
☐ The University of Deusto was/is my client
☐ I have offered internship opportunities for students.
☐ I have participated/participate in a shared project with the University.

18. Indicate from 1 to 10 your level of satisfaction with the service received from the University of Deusto

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

19. Would you recommend the University of Deusto (entrepreneurship and innovation field) to your friends or family?

☐ Yes ☐ No

20. Do you consider that the relationship established with the University of Deusto has influenced your outlook on and your commitment to society?

☐ Yes ☐ No

Indicate how it has influenced you. Check all that apply:

☐ I am more socially aware
☐ I participate in volunteering activities promoted by the University.
☐ I cooperate with social projects / NGOs outside of university activities.
☐ I have proposed changes in my personal/professional environment (environmental issues, equality, accessibility, etc.).
☐ Other (specify) _____

21. Observations and suggestions for improvement:

The confidence level and sampling error of the methodological process used were:

Process launched on 1 October 2019
Process completed on 18 October 2019
Entrepreneurs who were in DeustoKabi-Innogune Incubators between 2015 and 2018

Initial Database	80 contacts
Responses	33
Response Rate	41%

The confidence level was 90% and the sampling error was +/- 11%.

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