Capacity-building for Researchers: Fostering Knowledge-based Innovation

Community for Educational Innovation (CEI)

November 18, 2025





C E Community for Educational innovation





Community of practice created by the Directorate General for Education, Youth Sport and Culture (DG EAC) of the European Commission.

Aims to advance educational innovation and develop the mindsets needed to navigate and contribute to Europe's innovation landscape.



EHESO

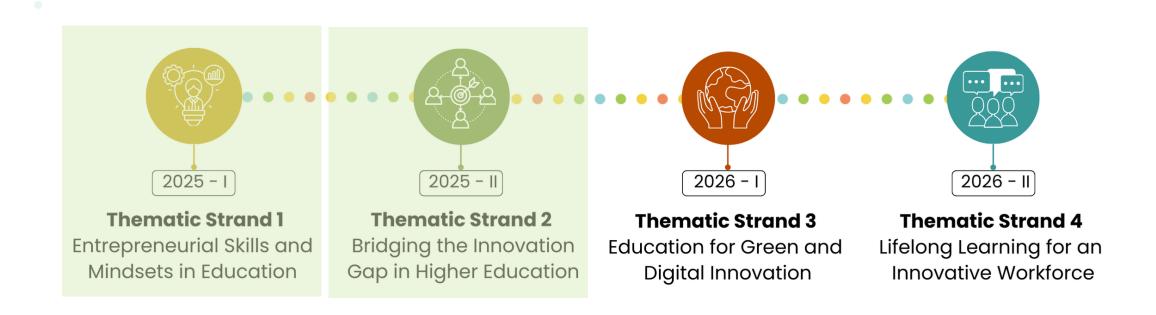
Developed under the **HEInnovate** initiative and part of the **EHESO** (European Higher Education Sector Observatory) **Strategic Transformation Toolbox**.



Brings together representatives from higher education, industry, the public sector, and civil society.

Thematic strands

Report on Thematic Strand 1 is now available!



Agenda

15:30	Welcome
15:40	Intervention 1: Knowledge Valorisation: Capacity building in TTOs and from TTOs, Dr. Christophe Haunold
16:00	Intervention 2: Empowering researchers for transformative impact: Understanding the context of capacity building, Dr. Victoria Galan-Muros
16:20	Intervention 3 – Valorisation & Impact, Juliëtte Boughouf,
16:40	Interactive Debate
16:55	Closing Remarks

OBJECTIVE

Explore the context and strategies for fostering researchers' skills, mindsets, and leadership to promote knowledge valorisation.

KEY TOPICS

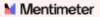
- Skills and competence for fostering knowledge valorisation,
- Strategies to develop innovative mindsets in researchers and educators,
- Challenges and opportunities in knowledge valorisation.

Mentimeter

1- What are the main barriers to foster partnerships between HEIs and non-academic stakeholders?

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Dr. Christophe Haunold

Head of Partnerships, Knowledge and Technology Transfer Office, University of Luxembourg. Intervention 1

Knowledge Valorisation: Capacity building in TTOs and from TTOs

- Previously, Technology Transfer Office Director at Toulouse University until May 2020.
- Deputy General Manager in the French Tech Transfer Acceleration companies, responsible for developing the SATT (Technology Transfer Acceleration Company) blueprint in 2012.
- Past president of the pan-European association for Knowledge Transfer (ASTP).



Christophe HAUNOLD

Head of Partnership, Knowledge and Technology Transfer Office, University of Luxembourg.

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Victoria Galán-Muros

CEO, Innovative Futures Institute, Spain.

Intervention 2

Empowering researchers for transformative impact: Understanding the context of capacity building

- Leading higher education expert, researcher and advisor with over 15 years of experience in higher education, policy and industry across 50+ countries.
- She is the CEO of Innovative Futures Institute and an Expert for the European Commission in higher education and innovation areas.
- Previously, she has held the roles of Chief of Research and Analysis at the UNESCO International Institute for Higher Education, Policy Analyst at the OECD, Senior Associate Consultant at Technopolis Group UK, Research Director at the Global Institute on Innovation Districts, Policy Affairs Director at the University-Industry Innovation Network, among others.





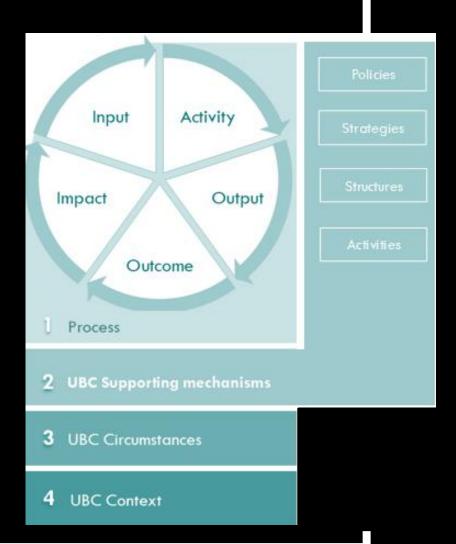


1. A common language and a clear aim are needed

What is innovation? What is knowledge transfer? What is capacity building? And why am I doing these activities?

2. A common framework is needed

e.g. The UBC Ecosystem Framework









3. Training should be designed and delivered based on evidence

'You cannot measure you cannot improve'
What are the barriers, drivers, motivators, strenghts,
weaknesses of those researchers? What's the
context?...





4. Most researchers overestimate the readiness of their ideas

Impact relevance is not academic excellence, Lack of exposure, Confirmation bias, etc.

5. The sooner the training starts the better

PhD candidates are more open but also the least empowered. Senior researchers can make a difference but harder to change and more resistant.







6. Training needs to be adapted to different areas of knowledge and type of research

HSS vs STEM. Basic vs applied research. Previous experience in transfer. Training on interdisciplinarity.





7. Training needs to be comprehensive

Consider: different cooperation activities, innovative and entrepreneurial mindset, confidence, mindset, adaptation, psychological safety for trial-and-error, open science practices, basic knowledge of TRLs, company creation, IP, etc.

8. Training needs to be practical

Based on real cases/examples, templates, simulations, etc. Inspirational but realistic.







9. There are key barriers to researchers' capacity building in most HEIs

e.g., prioritization, time, funding, knowledge, facilitators, continuation, measurement.





10. Researchers needs training as a lifelong learning / continuous development

As part of their professional development. But training is often a scarce, one-off activity, insufficiently measured

11. Training works better if it is embedded in existing HEI processes

e.g. integrating impact training planning into grant writing courses, PhD supervision procedures, or departmental strategy cycles.







12. Training researchers is not enough to translate research into impact

Researchers also require networks, support with key communication and negotiation, legal advise, etc.

And the other stakeholders also need training —

KTPs, industry, governments.





13. Incentives are key to put those skills into practice

Internal (interdisciplinarity, criteria for promotion, allocated time) and external incentives (policies that allow and ideally promote transfer, criteria for applications to national and EU projects)

14. It takes a long time to see the results of capacitybuilding

Impact often emerges from long-term relationships, not short-term projects and it can take years, including intangible, indirect, non-financial impacts.







15. Successful training permeate an individual until their identity change and permeate the HEI until those behaviors trigger a culture change





EMPOWERING RESEARCHERS FOR TRANSFORMATIVE IMPACT

Dr. Victoria Galan-Muros galanmuros@ifuturesinstitute.com





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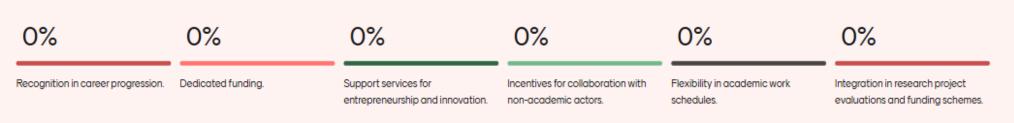
2- What incentives are necessary to promote knowledge valorisation among researchers?

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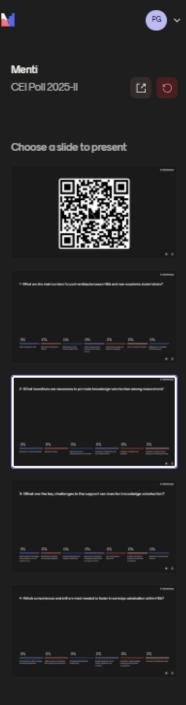




2- What incentives are necessary to promote knowledge valorisation among researchers?









Juliëtte Boughouf

Co-founder, THRIVE Institute.

Intervention 3

From research to impact – A practical tool for valorising your research idea

- Expert in valorisation and impact entrepreneurship, with a strong track record in advancing societal innovation and research.
- In 2019, she co-founded THRIVE Institute, a think tank focused on societal transition across the Netherlands and Europe. As the Lead of Strategy & Valorisation and supervisor of Alternative Academic Careers, she now oversees a diverse portfolio of social innovation and research projects, guiding.
- Previously, Project Manager in healthcare at SMO at Erasmus University Rotterdam, focused on interdisciplinary collaboration and applied impact initiatives.

Valorisation and impact

Juliëtte Boughouf Nov 18 2025



THRIVE Institute

- Founder
- Think and do tank
- Research: how to grow impact through the use of knowledge
- Orchestrate impact ecosystems with partners (corporate, public organizations, SMEs, funding organizations, and more!)
- Think and do valorisation
- ReSkillSpan

Erasmus University Rotterdam





Universiteiten van Nederland





















Big societal gap academic knowledge as force for societal impact

- Society longs for answers to complex problems, science has answers
- Researchers are not trained in valorisation skills, nor are they rewarded
- Limited funds available, valorisation paragraph called the 'wine paragraph'
- Majority of PhDs (70%) has to leave academia after PhD, are and feel unprepared
- Leaves impact gap

Impact potential



Maria Carmen Punzi

Mission: Eliminate Period Poverty MedTech

- Excellent research
- Presentations at European Parliament on period poverty
- Social media knowledge sharing
- Advice for organisations

THRIVE PhD Academy

- Trained over 400 academics
- Community
- Go from research to impact (valorisation)
- Get an impactful career outside academia



Programs

- Valorisation Program
- Purpose Accelerator
- Career Swifters



Our mission

Every researcher should have the option and facilities to make an impact, big or small

TRAINING

Valorisation Program

- Go from research to impact
- Develop transferable skills whilst making impact

The purpose of the program was to translate knowledge to products, services, processes, and entrepreneurial endeavours towards economical and societal use. In other words: making impact. I am very happy with the results I have seen.

Jantine Schuit

Member of Executive Board Vice Rector Magnificus



TRAINING SET UP

Valorisation Program

GENERAL

SPECIALIZATION

Introductory course

Policy influence

Impact-first business

Popular Science

Place-based development

Apply research to relevant policy (makers)

Set up a (non-profit) forimpact company Share your insights with the (large) public

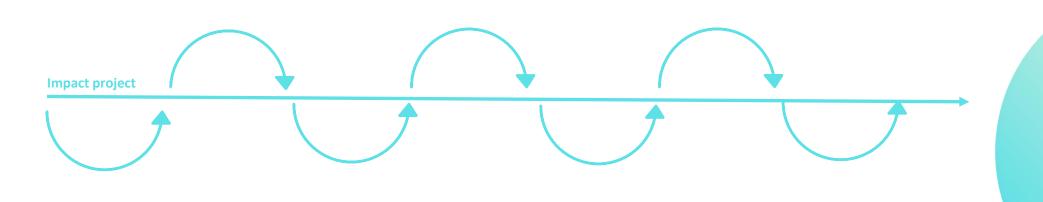
Set up a local program to improve well being in the region





Entrepreneurial skills develop strategy, pitching, personal branding Valorisation skills identifying knowledge, social innovation, navigating complexity Knowledge broker skills understanding stakeholders, translating

Professional skills networking, communication



Some more examples

Promoting the well-being of selfemployed entrepreneurs

Sjanne-Marie helps improve the relationship between employers and over a million Dutch freelancers, focusing on trust, security, and flexibility. Her research has influenced a multi-party supported legislative proposal to strengthen the position of independent workers.

Towards a smoke-free generation

Guided by THRIVE, Heike became a smoke-free youth expert at the Trimbos Institute, creating tools used by sports organizations across the Netherlands and Belgium, and featured on national programs like LUBACH.

Standing up for the human rights of athletes

Danielle advocates for athletes' human rights and abuse prevention, advising organizations like the European Commission and now leading Research and Education at the Center for Sport and Human Rights.

Thank you!

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DO YOU HAVE ANY QUESTIONS?

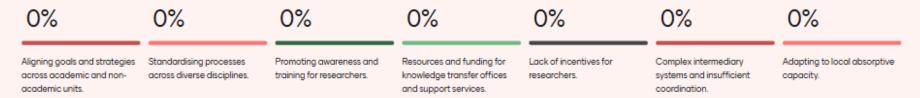
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3- What are the key challenges in support services for knowledge valorisation?

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3- What are the key challenges in support services for knowledge valorisation?







Developing activities



Thematic Strand 2: Bridging the innovation gap in higher education

Share your good practices on:

Bridging the innovation gap in higher education

Contribute your insights and inspire innovation!





- Initiatives, projects, programmes, or policies—that connect research with real-world innovation.
- Deadline, November 26.



Thank you!



