

## **Розділ 4. УПРАВЛІННЯ ЗНАННЯМИ В ОСВІТЯНСЬКИХ ТА НАУКОВИХ ЗАКЛАДАХ ДЛЯ ЗМІНИ І РОЗВИТКУ СОЦІАЛЬНО-ЕКОНОМІЧНИХ СИСТЕМ РІЗНИХ РІВНІВ**

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### **THE UNIVERSITY ROLE IN INNOVATION PROCESS IN ITALIAN SMEs**

Innovation process is a very critical one, both inside the big corporations and for the SMEs which in Italy are 7 million. In Bergamo area there is a SME every 7 inhabitants, particularly in textile, mechanical and electronic industries. SMEs in Italy constitute the 50 % of PIL and 70 % of occupation. Universities and CNR (National Research Center) have promoted in the past more than 30 technological parks and about 300 public institutions should facilitate technology transfer to Italian SMEs, but the dialogue between research centers and enterprises remains very difficult, basically for cultural reasons. In Italy researchers and scientists publish papers for their international colleagues and major reviews, using scientific and technical language impossible to be understood by the entrepreneurs. SMEs entrepreneurs and managers are very far from University environment because there are pragmatic and practical in managing their projects. A lot of research is also developed in the humanistic and art areas where Italy has a traditional leadership.

In given publication the features of Italian National Innovation System (INIS) are described, and the role of University of Bergamo in innovative process is shown. The authors of the article consider that using of experience of Finland and Israel could be applied as two possible strategies for development of INIS and for implementation of innovation into SMEs.

In the paper the role of institutions supporting innovative entrepreneurship in Latvia also are considered. This experience could be useful to mutual cooperation between Italy and Latvia. Obviously, collaboration SMEs with universities in R&D gives possibilities of efficient knowledge transfer, resource exchange and organizational learning. The *aim* of the paper is to evaluate the role of universities in the innovation process.

The *major objectives* to be accomplished are outlined below:

1. To analyze the Italian National Innovation System and its components, from the Public Administration authorities supervising the process, to Universities, Research Centers, Technology Transfer Centers, Technology Parks, until the final SME enterprises, the majority of industrial landscape.

2. Benchmark the System with international excellence cases, focused on Finland and Israel policies and institutions, to understand better the driver factors to be transferred in the Italian context.

3. To describe the innovative approach of Bergamo University Technology Transfer Center (GITT), in order to stimulate and accelerate the innovation process in the local SME enterprises.

4. To show the role of institutions supporting innovative entrepreneurship in Latvia that could be useful to mutual cooperation of two countries.

*The methodology* of the research includes a qualitative, theoretical research approach, involving a literature review of international and Italian scientific publications, information analysis and drawing conclusions. For GITT case, also the field activities performed in the first six months has been considered, together with enterprises first feedbacks.

The main results of the publication could be formulated in such way: it's necessary that Italy implements selected policies to boost innovation and that have rapid and immediate impacts. In this regard it's important to implement consolidation strategies of enablers factors of the innovation grouped into 5 main categories:

✓ **Interventions and economic incentives, financial and tax** through public support directly or indirectly. Directly through investments in areas with high potential for economic fallout (health, energy, defence) or indirectly through financial incentives or tax breaks;

✓ **Access to factors**, such as know-how, capital, thanks at which it's possible the biggest diffusion. Innovation is development, exchange and confrontation of ideas;

✓ **Human capital development**, resource critical to the economic revival of a nation and system innovation;

✓ **Development and support for enterprises** growth that is directly proportional to innovation. It appears necessary trigger actions targeted to the business combination and concentration, in order to increase investment in R&D;

✓ **Potential and improving infrastructures** that would allow of have aggregations of system conditions different or the presence of

companies, universities and research centres and public sponsorship and financial resources.

The role of universities is therefore to become a promoter of a continuous dialogue between technological innovation and SMEs of the local territory in which success is hardly achievable from single than that from the group.

University is also active in promoting the importance of innovation not only in SMEs but especially among potential investors that are very often insurmountable barrier for an entrepreneur to get funding and increase their competitiveness. The Italian University human capital also should specialize primarily in high technology sectors, especially in the various districts in order to capitalize on the skills and perpetuate the continuous growth.

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## **СИСТЕМА ВИЩОЇ ОСВІТИ: ВІДПОВІДНІСТЬ УМОВАМ ПЕРЕХОДУ ДО НОВОГО ТИПУ СУСПІЛЬНИХ ВІДНОСИН**

В умовах глобалізації, посилення конкуренції фундаментального значення для національної економіки набуває розвиток ринку освітніх послуг. Знання стають ключовою конкурентною перевагою людини, організації, суспільства, і вища школа, яка є генератором нових ідей і технологій, повинна забезпечити формування високоосвіченого людського ресурсу, необхідного для нових напрямків суспільного розвитку.

Зростаюча складність суспільних процесів, спричинює трансформацію цілей освітніх програм вищих навчальних закладів: від підготовки елітного фахівця, що володіє набором знань, умінь і навичок (кінець ХХ ст.), до успішної людини з морально значущими особистісними якостями (початок ХХ в.) [1].

Важливими факторами забезпечення змін в освітньому процесі стають: розвиток ідеології освіти протягом життя; розвиток, поряд з формальною, неформальної та інформальної (індивідуальна пізнавальна діяльність, що супроводжує повсякденне життя й не обов'язково носить цілеспрямований характер) освіти в університетському освітньому середовищі; прийняття ідеї про значущість неявного знання для становлення особистості.