# The University of Alicante Science Park : A Model for University-Industry Collaboration in Entrepreneurship

# القطب العلمي بجامعة أليكانت: نموذج للتعاون بين الجامعة والمؤسسات في مجال ريادة الأعمال

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## *Abstract :*

This study examines the role of the University of Alicante Science Park (PCA) in fostering student entrepreneurship and strengthening university-industry collaboration. Based on a mixed-methods approach combining document analysis, a managerial interview, and a student survey, the findings highlight the Park's solid infrastructure and contributions to employment and innovation. Nonetheless, student participation remains limited, with low visibility and scarce funding opportunities, particularly concentrated in STEM fields. Despite these shortcomings, both students and managers recognize the PCA's potential as a driver of innovation and entrepreneurship. The study concludes that expanding outreach, promoting interdisciplinary inclusion, and reinforcing mentoring and financial support are essential to enhance the Park's impact within the university's entrepreneurial ecosystem.

***Keywords : University–Industry Collaboration, Student Entrepreneurship, Entrepreneurial Ecosystems, Innovation and Employability***
***Jel Classification Codes : L26;M13;O31***

**ملخص:**

تبحث هذه الدراسة في دور القطب العلمي بجامعة أليكانت في تعزيز ريادة الأعمال الطلابية و تقوية العلاقة بين الجامعة و المؤسسات. بالاعتماد على منهجية مختلطة تجمع بين تحليل الوثائق, مقابلة مع أحد الاداريين و استبيان موجه للطلبة. أبرزت النتائج أن للجامعة بنية تحتية قوية و مساهمات واضحة في التوظيف و الابتكارو مع ذلك يظل انخراط الطلبة محدودا , مع ندرة فرص التمويل, لا سيما في التخصصات العلمية و التقنية و الهندسية و الرياضيات و رغم هذه التحديات, يعترف كل من الطلبة و الإدارة بإمكانات القطب العلمي بجامعة أليكانت كمحرك للابتكارو ريادة الأعمال , وتخلص الدراسة إلى أن توسيع نطاق التوعية، وتعزيز الشمولية بين مختلف التخصصات، وتقوية الإرشاد والدعم المالي، تُعد خطوات أساسية لزيادة تأثير القطب العلمي بجامعة أليكانت ضمن المنظومة الجامعية لريادة الأعمال.

**كلمات مفتاحية: التعاون بين الجامعة و المؤسسات ,ريادة الأعمال الطلابية, النظم الريادية, الابتكار و قابلية التوظيف**
**تصنيف JEL :** ***L26;M13;O31***

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# INTRODUCTION

Science and technology parks are designed to bridge the gap between academia and industry by fostering innovation, entrepreneurship, and business development. While their role in supporting students and startups is widely recognized, evidence on their actual impact particularly regarding work organization, business creation, and long-term sustainability remains limited.

The Alicante Science Park (PCA), officially established in 2010 with the support of the regional government and the University of Alicante, emerged from a faculty-led initiative dating back to the early 1990s to facilitate technology transfer and promote academic entrepreneurship. Over the years, the PCA has grown into a regional hub for innovation, providing a platform for collaboration between researchers, students, and businesses. Today, it hosts more than 50 companies, alongside faculty-led ventures and student projects, and provides services such as networking, mentorship, startup incubation, and access to collaborative research opportunities (APTE, 2024; Universidad de Alicante, 2024).

In terms of infrastructure, the PCA has expanded considerably. It includes approximately 1,800 m² of specialized laboratories, 1,500 m² of office space, 3,000 m² of semi-industrial facilities, and 560 m² of coworking areas, along with large meeting rooms and a new 13,000 m² building inaugurated in 2023. These facilities provide tailored environments for both startups and established firms to innovate and collaborate. In addition to supporting over 600 employees, the Park contributes significantly to student development through internships, industrial doctorates, and research collaborations. Recent data indicate that PCA-affiliated companies have created more than 1,000 graduate jobs, offered 300 student internships, supervised 50 Master's theses, and supported 20 industrial PhD projects (Universidad de Alicante, 2024; Cadenaser, 2024).

Under its evolving mission, the PCA has recently sought to extend its support to a broader student population. However, its capacity to engage undergraduates and foster sustainable, student-led entrepreneurship has not been comprehensively assessed. This gap is significant given the growing importance of early-stage entrepreneurial ecosystems in higher education.

The present study examines the extent to which the PCA contributes to the organization of work, the promotion of innovation, and the entrepreneurial success of student-led startups. Specifically, it investigates how the Park's objectives, mission, infrastructure, and operational framework translate into tangible outcomes for students, and identifies the challenges and opportunities for strengthening its role within the university's entrepreneurial ecosystem. By combining student perceptions with managerial insights, this research aims to provide a critical evaluation of the PCA's impact and propose actionable recommendations for enhancing its contribution to entrepreneurship and innovation.

Along these lines, the development of student entrepreneurship in university settings is increasingly examined through systemic and collaborative models that highlight the interaction of multiple interconnected actors. This section draws on two complementary theoretical frameworks the Entrepreneurial Ecosystem Theory and the Triple Helix Model to evaluate the role of science parks in fostering student entrepreneurship.

The first approach posits that entrepreneurial success depends on a dynamic system of interdependent actors (universities, public policies, support services, etc.) rather than on

isolated individual or organizational factors. Science parks often serve as catalysts by combining physical resources and support networks to stimulate innovation and new business creation. Germain et al. (2023) confirm that these parks facilitate the emergence of entrepreneurial ecosystems by coordinating regional stakeholders[2].

Moreover, recent literature highlights specific challenges faced by student entrepreneurs, with limited access to funding being a major barrier[3]. Other studies show how universities are adapting their technology transfer policies to better integrate students into entrepreneurial initiatives[4].

The Triple Helix Model conceptualizes innovation as the outcome of interactions between three institutional spheres: university, industry, and government. Science parks are hybrid structures that embody this synergy, acting as active intermediaries in technology transfer and business incubation. The literature confirms that the Triple Helix framework remains central to understanding the institutional role of science parks[5].

Moreover, an empirical study conducted at the University of Valencia Science Park (PCUV) shows that companies perceive proximity to the university, access to funding, and agglomeration effects as decisive benefits[6].

So, both approaches highlight the importance of interconnected systems for fostering student entrepreneurship: the Entrepreneurial Ecosystem Theory stresses the interdependence of actors, while the Triple Helix Model focuses on institutional synergies. Together, they provide a robust analytical framework for examining how the Alicante Science Park (PCA) supports student entrepreneurship, work organization, and innovation. This dual perspective also helps identify potential improvements in the PCA's current approach.

Based on these theoretical foundations and empirical findings, two hypotheses are proposed:

**H1:** The University of Alicante Science Park significantly contributes to the organization of work and the promotion of innovation among student entrepreneurs by providing a collaborative environment, technological resources, and structured support (e.g., coworking spaces, mentoring, training).

**H2:** The PCA plays a crucial role in the entrepreneurial success of student-led projects, particularly through partnerships with companies, mentoring programs, and funding opportunities, thus facilitating the transition to sustainable business creation.

[2] Eloïse Germain et al : "Science parks as key players in entrepreneurial ecosystems", The Authors. R&D Management published by RADMA and John Wiley & Sons Ltd, 2022.

[3] Colin Donaldson et al, " The impact of an entrepreneurial ecosystem on student entrepreneurship financing: a signaling perspective", Taylor & Francis online, 2023.

[4] Mireille Matt et al, "Building Entrepreneurial Ecosystems Conducive to Student Entrepreneurship: New Challenges for Universities", Journal of Innovation Economics & Management, January 2018.

[5] https://en.wikipedia.org/wiki/Triple_helix_model_of_innovation?utm_source=chatgpt.com

[6] Vicent Clemente-Císcar et al, « A New Perspective on the Perceived Benefits of a Science Park Location: Results From an fsQCA Analysis", Journal of Small Business Strategy, February 23, 2022.

## 1. Method

This study aimed to provide an in-depth evaluation of the PCA's role in organizing work and supporting student entrepreneurship through a mixed-methods design that combined qualitative and quantitative tools. The rationale for using mixed methods was to capture both the institutional perspective of PCA managers and the lived experiences of students, thus ensuring a more comprehensive understanding of the Park's mechanisms and impact (Creswell & Plano Clark, 2018).

### 1.1 Research questions

The study addressed the following key questions:

- What are the PCA's main objectives and mission in supporting student entrepreneurs?
- How effective are its support mechanisms (mentorship, funding, training)?
- What are the main challenges faced by the PCA in implementing its programs?
- What strategies can be proposed to enhance its impact on student entrepreneurship and business development?

### 1.2 Data collection

Documentary Research. Internal reports, public presentations, and strategic documents from the University of Alicante and the PCA were analyzed to trace the Park's objectives, services, and development trajectory.

Qualitative Interview. A semi-structured interview was conducted with Mr. Esteban Pelayo, Director of the PCA (June 2023). The interview explored: the PCA's mission and objectives; the range of activities and services; target audiences; mechanisms of collaboration with faculties and enterprises; and key challenges and future perspectives. A thematic analysis was applied, using manual coding of transcripts, to extract recurring themes and strategic priorities.

Quantitative Survey. An online questionnaire was distributed to students at the University of Alicante between February and March 2025. A total of 18 valid responses were collected. Respondents were recruited through faculty mailing lists and student networks, with inclusion criteria requiring enrollment at the University of Alicante. The survey comprised 19 questions, including multiple-choice, Likert scale, and open-ended items. Topics covered included :

- Age, education level, and field of study.
- Awareness of and participation in PCA activities.
- Evaluation of services (e.g., mentorship, training, networking).
- Perceived benefits (e.g., access to mentors, funding, entrepreneurial skills).
- Challenges faced (e.g., lack of visibility, access to financing, difficulties connecting with the entrepreneurial ecosystem).
- Suggestions for improving PCA outreach and effectiveness.

(To maintain transparency, a full version of the questionnaire is provided in the annex of this article.)

### 1.3 Data analysis

Qualitative Data. The interview was transcribed and coded manually following thematic coding procedures (Braun & Clarke, 2006). Key themes were grouped into categories such as institutional mission, service provision, challenges, and perspectives.

Quantitative Data. Survey responses were processed using descriptive statistics (frequencies, percentages) and cross-tabulations (e.g., age vs. participation; level of education vs. future interest in PCA). The small sample size (n=18) limits statistical generalization but provides valuable exploratory insights into student perceptions.

### 1.4 Limitations

This study faced limitations in terms of sample size and representativeness. Only 18 students could be reached, which reflects a low response rate and may introduce self-selection bias. Similarly, the qualitative data are limited to one in-depth interview with the PCA Director, which, while insightful, cannot capture the full diversity of managerial perspectives. These limitations are acknowledged, and results should be interpreted as exploratory rather than definitive.

## 2. Results

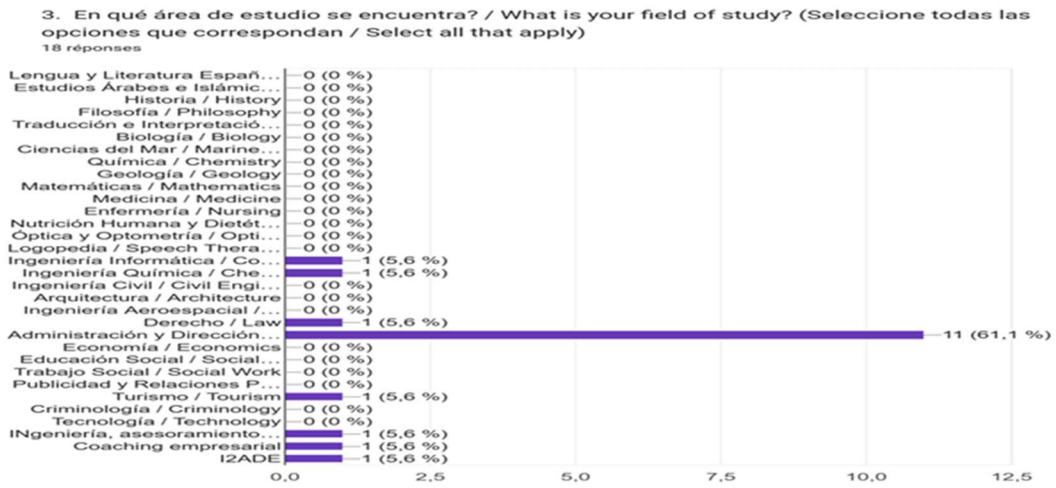
This section reports the main findings based on two complementary sources of data: (1) a student survey targeting potential and actual beneficiaries of the PCA's services, and (2) a semi-structured interview with Mr. Esteban Pelayo, Director of the Alicante Science Park. The results are presented concisely, with emphasis on frequencies, patterns, and themes. Detailed survey items are available in the annex.

### 2.1 Respondent profile

A total of 18 valid responses were collected. The age distribution was as follows : 44% were between 20–25 years, 28% less than 20, 22% above 30, and 6% between 26–30. In terms of academic level, 78% were undergraduate students, 17% master's students, and one was a PhD student. Business Administration dominated the sample (11 students), followed by Chemical Engineering, Law, and Coaching (one each). This indicates that the majority of respondents were at the early stages of their academic and professional careers, where entrepreneurial awareness is often formed.

**Fig.1.** Age, Level of education, Field of study






**Source:** Results of survey

This reflects the relevance of PCA initiatives for early-stage awareness and project development among undergraduates and shows that entrepreneurship is being considered even before graduation.

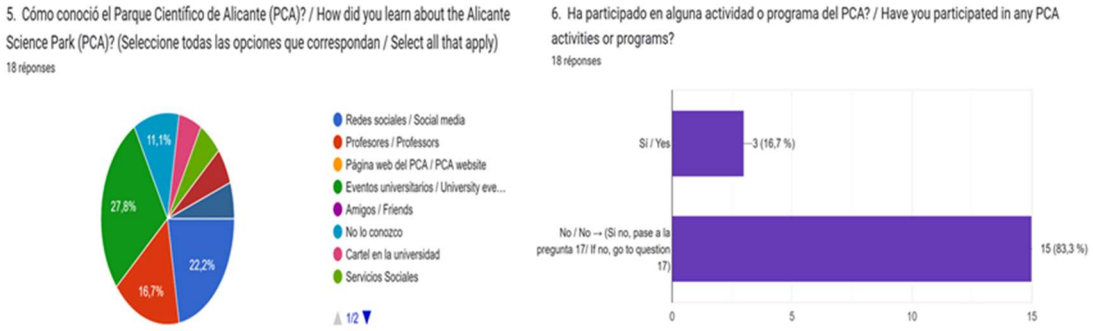
However, the observation made by Mr. Esteban Pelayo, Director of the PCA, acknowledged that most of the Park's current activities are concentrated in scientific and technical disciplines, due to existing institutional partnerships and limited internal resources.

He explicitly mentioned that the PCA is actively working on expanding its outreach to students from non-STEM fields, including humanities, social sciences, and other underrepresented departments. The goal is to sensitize a broader academic base to entrepreneurship, but structural challenges such as staffing limits and coordination with faculties currently constrain this ambition.

### 2.2 Awareness and participation

Out of 18 students, 15 (83%) had never participated in PCA activities, while only 3 (17%) reported prior participation. The main channels through which students learned about the PCA were university events and social media, but a significant portion reported not having heard of the PCA at all. Among the three students who had engaged with PCA activities, the reported experiences included mentorship and training workshops. These results reveal a substantial visibility gap between PCA initiatives and the wider student body.

**Fig.2. Awareness and Participation of Students in the Alicante Science Park (PCA)**



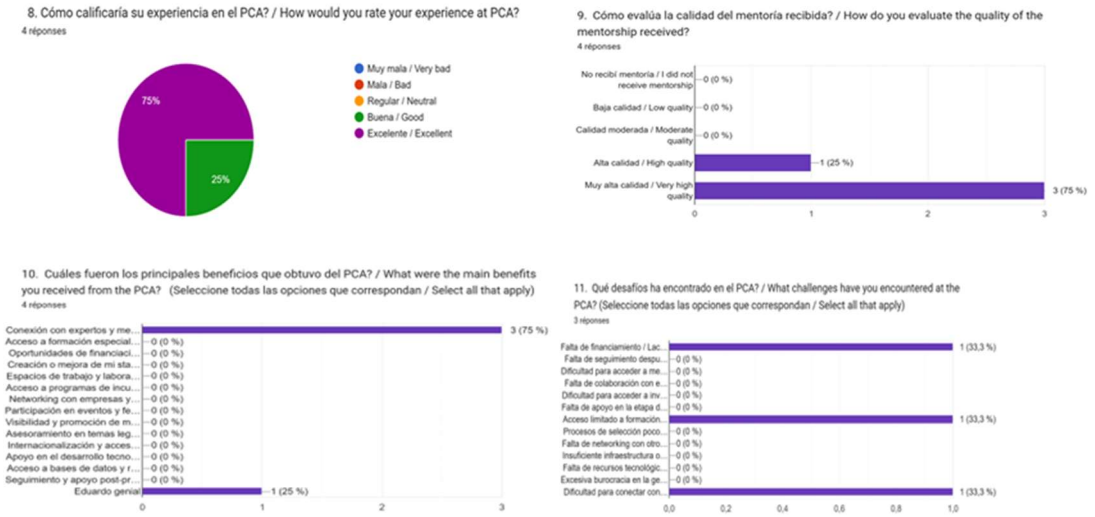

**Source:** Results of Questions 5 and 6 from the student survey

In this way, according to Mr. Esteban Pelayo, the PCA conducts awareness campaigns through the Centro del Empleo, university job fairs such as La Fenera, and innovation-oriented programs like Challenge UA. Despite these efforts, he acknowledged that reaching students across all faculties remains a challenge, partly due to limited human resources and insufficient coordination with some departments.

### 2.3 Perceptions and satisfaction

Among the few students with direct PCA experience, overall satisfaction was positive: three rated their experience as "Excellent" and one as "Good." The quality of mentorship was also evaluated favorably, with three students rating it "Very High" and one "High." Reported benefits included connections with mentors and experts, entrepreneurial skills, and networking opportunities. However, challenges cited included difficulties accessing international ecosystems, limited tailored training, and restricted funding opportunities.

**Fig.3.** Students' Experience, Mentorship, Benefits, and Challenges at the Alicante Science Park (PCA).



**Source:** Results of Questions 8, 9, 10 and 11 from the student survey.

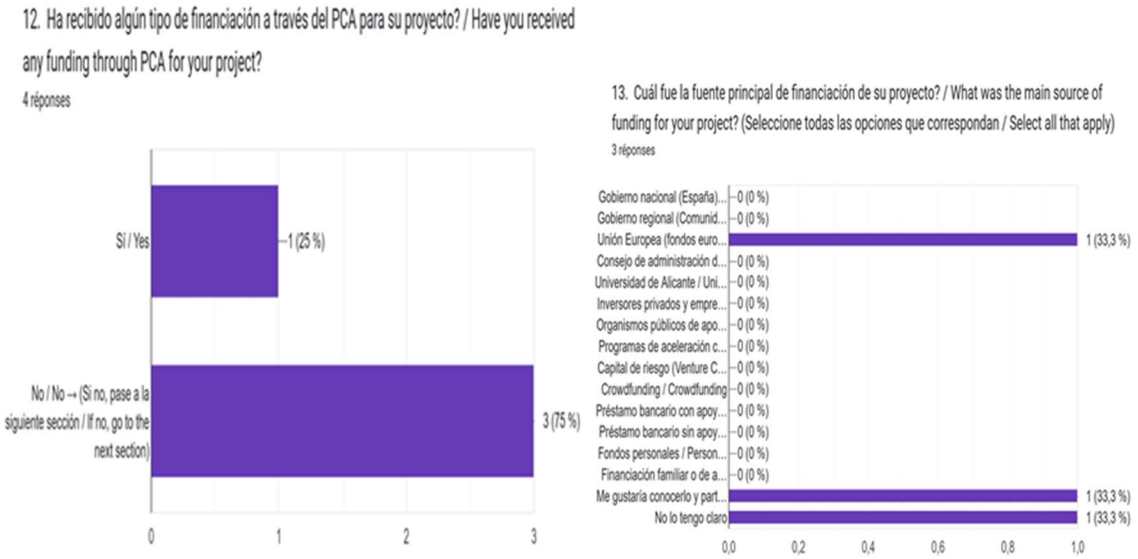
Only three students provided responses to this open-ended question. The challenges mentioned include : difficulty connecting with the international business ecosystem, limited access to specialized training, and lack of funding. These obstacles point to structural limitations in the PCA's support infrastructure, especially regarding internationalization, tailored learning, and financial accessibility three critical elements for sustainable startup development.

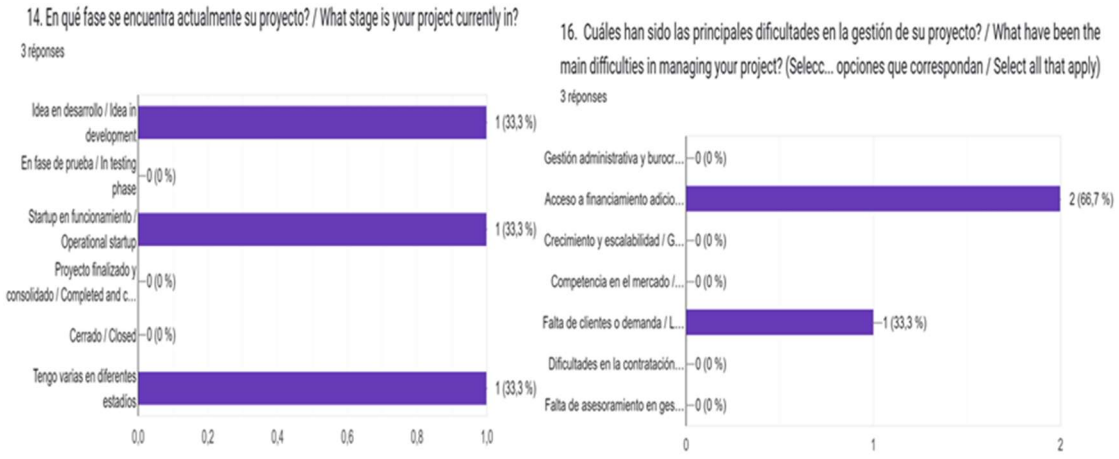
These findings are also consistent with the concerns raised by the PCA director, who acknowledged that staff and resource constraints hinder the institution's ability to provide customized and continuous support to all participants. The remaining 15 respondents left this question unanswered, which may reflect low participation or limited experience with the PCA's programs.

### 2.4 Funding and project status

Only one student reported having received financial support via the PCA, while three confirmed they had not, and the majority did not answer. One student mentioned the European Union as a funding source. In terms of project development, one student reported running an operational startup, another was at the ideation stage, and a third had multiple projects underway. Overall, participation in funding pathways and startup development remains extremely limited among students.

**Fig.4.** Funding, Development Stages, and Management Challenges of Student Projects at the Alicante Science Park (PCA).






**Source:** Results of Questions 12, 13, 14 and 16 from the student survey.

This finding aligns with the director's statement during the interview, where he pointed out that funding opportunities are scarce and highly competitive, often depending on external calls or collaborations with public-private institutions. Both perspectives suggest that improving financial accessibility and transparency around funding programs could significantly enhance the impact of PCA's entrepreneurial support.

The remaining 15 students did not respond, likely due to their non-participation in PCA programs or absence of an entrepreneurial project. This response pattern suggests that only a very small segment of the student population has moved beyond the ideation phase, which could be attributed to limited access to follow-up support, incubation structures, or funding mechanisms. These results echo both student concerns and the director's remarks regarding the need to strengthen project continuity and long-term support mechanisms within the PCA ecosystem.

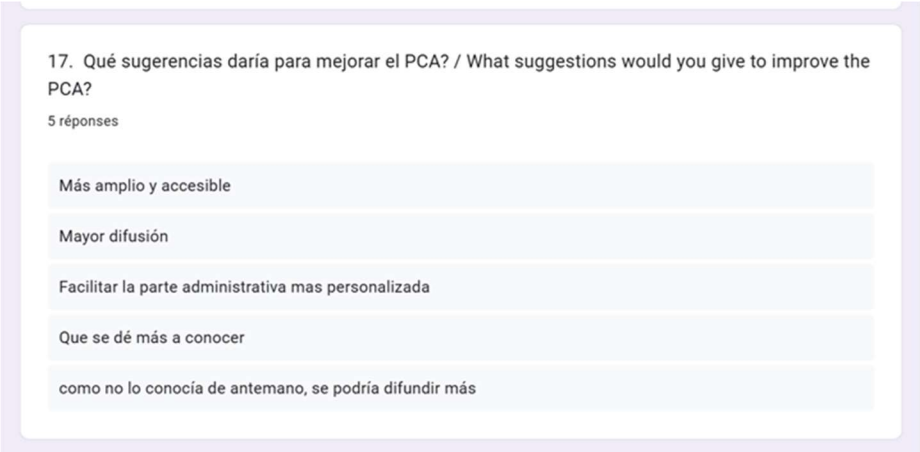
However, in the interview, Mr. Esteban Pelayo emphasized that one of the PCA's original institutional missions was to facilitate the creation of spin-off companies by university professors and to support technology transfer from academic research to the private sector. The Science Park was conceived as a tool to help researchers commercialize their innovations, bridging the gap between academic output and market application.

While this mission has since expanded to include student entrepreneurship and startup incubation, its primary structure and partnerships remain anchored in research-led innovation. This historical orientation helps explain the current emphasis on STEM disciplines and the challenges in adapting the support system to early-stage student projects, which often require a different approach and timeline than faculty-led ventures.

### 2.5 Suggestions and future interest

Five students offered suggestions, most of which emphasized the need for greater visibility and accessibility of PCA services. Others called for improved communication strategies and simplified procedures. Despite low actual engagement, 14 out of 18 students (78%) stated they would recommend the PCA to their peers, and an equal number expressed interest in participating in future programs.

**Fig.5.** Students' Suggestions for Improving the Alicante Science Park (PCA




**Source:** Results of Question 17 from the student survey.

### 2.6 Managerial perspective

The interview with Mr. Pelayo provided a complementary top-down perspective. He highlighted that the PCA currently hosts more than 50 companies and supports over 600 employees. Its activities remain strongly concentrated in scientific and technological disciplines, with only 23 hours of training per year allocated due to resource constraints. He acknowledged the challenges of expanding outreach across all faculties, citing limited human and financial resources as barriers. Nonetheless, he emphasized the strategic priority of broadening student access, diversifying disciplines, and reinforcing mentorship and incubation mechanisms.

## 3. Discussion

This section interprets the findings in light of the study's research questions and relevant theoretical frameworks. Three main themes emerge: (1) visibility and awareness, (2) participation and inclusiveness, and (3) funding and project sustainability.

### 3.1 Visibility and awareness

The survey revealed that a significant proportion of students had never heard of the PCA, confirming a visibility gap between institutional outreach and student awareness. Despite efforts such as fairs, the "La Fenera" job event, and the Challenge UA program, communication strategies appear insufficient to reach the broader student population. From an institutional theory perspective, this misalignment underscores the role of resource constraints and organizational structures in limiting diffusion across the university. Strengthening cross-campus partnerships and investing in diversified communication channels are critical to bridging this gap.

### 3.2 Participation and inclusiveness

Participation in PCA programs was limited to three students, none of whom belonged to the key demographic of 20–25 years old, despite this being the largest survey segment. This result reflects a structural mismatch: PCA initiatives remain better suited to mature, research-driven projects led by faculty or doctoral candidates.

From a human capital theory perspective, this gap implies that the development of entrepreneurial skills among undergraduates who represent a significant reservoir of untapped potential remains underutilized. Increasing inclusive engagement across non-STEM faculties would align with broader models of entrepreneurial ecosystems that emphasize interdisciplinarity.

### 3.3 Funding and project sustainability

Funding emerged as the weakest component of PCA support, with only one student reporting access to financial aid. This resonates with Mr. Pelayo's statement that funding is heavily dependent on competitive external programs. From a **resource-based** view, limited access to financial capital undermines students' capacity to transform ideas into viable businesses. Strengthening seed funding, micro-grants, or public-private partnerships could significantly enhance entrepreneurial outcomes.

### 3.4 Implications for policy and management

The findings underscore the need for structural adjustments in PCA operations. At the managerial level, priorities include : improving visibility campaigns, simplifying access to services, and reinforcing mentorship capacities. At the policy level, regional and university authorities could increase resource allocation to expand interdisciplinary inclusion and ensure equitable access across faculties. **At the theoretical level**, the results illustrate how institutional constraints and resource limitations shape entrepreneurial ecosystems, reaffirming the importance of adapting university-linked structures to the needs of early-stage entrepreneurs.

### 3.5 Limitations and future research

This study was based on a small sample (n=18) and one managerial interview, which limits representativeness. Results should be viewed as exploratory. Future research should include larger, more diverse samples and comparative studies with other science parks. Nonetheless, the consistency between student perceptions and managerial insights provides robust evidence of systemic challenges and opportunities for reform.

## 4. Conclusion

This study evaluated the extent to which the Alicante Science Park (PCA) contributes to work organization, innovation, and student entrepreneurship. By combining a student survey with managerial insights from the PCA director, the research highlights both the strengths and limitations of the Park's current model.

Theoretically, the findings contribute to debates on university-based entrepreneurial ecosystems, showing that the mere existence of a science park does not guarantee broad or equitable student engagement. Instead, institutional constraints and resource limitations shape participation and outcomes, leaving younger undergraduates and non-STEM disciplines largely underserved. This aligns with human capital and institutional theories, which emphasize that skill development and opportunity structures are unevenly distributed unless proactive inclusion mechanisms are designed.

Practically, the study underscores the PCA's potential as a catalyst for innovation through its infrastructure, mentorship, and corporate partnerships, but also reveals that its tangible impact is currently concentrated in niche groups, especially mature or research-oriented participants. To maximize effectiveness, the Park should expand its visibility across faculties, adapt programming to younger students, diversify disciplinary inclusion, and reinforce funding and

incubation pathways. Strengthening staffing and internal coordination will also be essential to scale mentorship and outreach.

This investigation is subject to important limitations. The sample size was small (n=18) and limited to one managerial interview, which restricts generalizability. The data should therefore be interpreted as exploratory evidence rather than definitive conclusions. Future research could adopt comparative case studies with other Spanish or European science parks, longitudinal designs to trace student trajectories, and policy evaluations to assess the effectiveness of new initiatives.

In summary, the PCA has laid solid foundations as a research-led technology transfer platform, but its evolution into a comprehensive and inclusive entrepreneurial ecosystem depends on structural reforms, targeted outreach, and sustained resource investment. By addressing these challenges, the PCA can significantly strengthen its role in fostering innovation and entrepreneurship across the entire university community.

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## 6. *Appendices*

### Annex A. Primary Data Sources

• Interview Transcript: Pelayo, E. (2025). Interview with the Director of the Alicante Science Park :

**Guide d'entretien – Managers du Parc Scientifique :**

Objectif : Mieux comprendre le rôle du Parc Scientifique de l'Université d'Alicante dans la sensibilisation, l'accompagnement et l'intégration de l'entrepreneuriat dans l'université.

- 1. Présentation du Parc / de la structure

FR Pouvez-vous vous présenter et nous dire depuis quand vous travaillez au sein du Parc Scientifique ? GB Could you please introduce yourself and tell us how long you've been working at the Science Park?

Mr Esteban Pelayo, directeur de la structure de puis le 01/06/2023

FR Depuis quand le Parc a-t-il été créé, et par quelle initiative ? GB When was the Science Park created, and who initiated its creation?

L'idée de créer une structure de liaison pour le transfert technologique est née dans le début des année 90, par l'initiative des professeurs de l'université d'Alicante. Le temps d'obtenir de l'aide financière et le terrain par le gouvernement régional, le parc scientifique a été créé en 2010 qui s'étend sur ½ million de terrain.

FR Sa création répondait-elle à un besoin ou un contexte particulier ? GB Was its creation a response to a specific need or context?

La création du parc répond au besoin du transfert technologique et la création des entreprises par les professeurs pour le transfert technologique. Et crée un écosystème homogène entre les entreprises, les étudiants et les professeurs.

FR Quelles sont les attentes ou les objectifs globaux du Parc aujourd'hui ? What are the main expectations or overall objectives of the Park today?

Les objectifs et attentes globaux du parc répondent tout simplement au besoin sur lequel le parc a été créé qui est aider les professeurs a crée leurs entreprises pour le transfert technologique. Mais pas uniquement ceci, le parc scientifique s'occupe aussi de soutenir les entreprises crées et collaborer d'une manière systémique en ce qui concerne la recherche et la formation afin de créer un écosystème fluide et dynamique entre ses intervenants.

FR Combien d'entreprises hébergez-vous actuellement ? GB How many companies are currently hosted in the park?

La foundation comprend actuellement plus de 50 entreprises, 13 professeurs et 6 étudiants connectés.

« Les entreprises crées par le parc scientifique verse 5% de leurs bénéfice au parc. Et les entreprises adhérentes payent 210 euro de frais d'abonnement en contre partie des services offerts par le parc comme :

- La promotion et communication de l'offre de l'entreprise ;
- La facilitation et le soutien à la recherche et fourniture des ressources ;
- Trouver des investisseurs sous le programme de « business alliance », le parc ici agit comme un agent de liaison entre les entreprises, les porteurs de projet et les investisseurs ;
- Connexion entre les chercheurs, les professeurs et les entreprises ;
- La chasse au talent par les entreprise et pas conséquent l'insertion professionnelle par le programme du doctorat industriel ou les étudiants ont droit de passer un stage dans les entreprises adhérentes ou faire de la recherche pour eux et par la suite le talent sera recruté ;
- Le parc est ouvert à toute adhésion des PME et grande entreprises à travers l'europe.

◆ 2. Objectifs et missions

FR Quelles sont les missions principales du Parc vis-à-vis des étudiants et de l'université ? GB What are the main missions of the Science Park towards students and the university?

Comme déjà site :

- Aider les étudiants à trouver de l'emploi ou créer leur entreprise par le programme « el centro del pleo » ;
- Offrir un doctorat industriel

FR Quels types de services ou d'accompagnements proposez-vous aux porteurs de projets ? What kind of services or support do you offer to project holders or entrepreneurs?

- Travail d'été chez les entreprises adhérentes ;
- Collaborer avec d'autres personnes ;
- Communication et promotion de l'offre et soutien des entreprises crées par les étudiants pour les aider à démarrer ;
- Offrir un service spécifique propre à chaque porteur de projet de l'idée à la création avec les formation et stages qui concernes son activité

◆ 3. Sensibilisation à l'entrepreneuriat

FR Menez-vous des actions de sensibilisation à l'entrepreneuriat auprès des étudiants ? Si oui, lesquelles ? Do you carry out any awareness-raising activities related to entrepreneurship for students? If so, which ones?

le centre del pleo chaque année organise des actions de sensibilisation. Il y a aussi la fête de l'emploi chaque année appelée la « fenera » ; aussi, il y a le programme d'accélération pour les aider à ouvrir leur entreprise appelé : « chalenge ».

FR Collaborez-vous avec des facultés ou départements pour intégrer l'entrepreneuriat dans les cursus ? Do you collaborate with faculties or departments to integrate entrepreneurship into academic programs?

Oui et non. Car notre structure ne nous nous permette pas d'intégrer tous les départements de l'université. Par manque de moyen financiers et humains. De ce fait, on peut offrir uniquement 23h de formation par année.

FR Est-ce que les actions de sensibilisation concernent toutes les spécialités de l'Université ou vous en privilégiez certaines? Do these awareness-raising activities target all academic disciplines equally, or are some fields prioritized over others?

Pour le moment, elle concerne uniquement le parcours scientifique et de l'ingenieurie et c'est dans nos perspectives d'étendre notre travaille vers d'autres spécialités.

FR À quel moment du parcours universitaire les étudiants sont-ils sensibilisés à l'entrepreneuriat ? At what stage of their academic journey are students introduced to entrepreneurship?

L'étudiant porteur de projet ou d'idée peut intégrer le parc à n'importe quel moment.

◆ 4. Relations avec les entreprises

FR Le parc joue-t-il un rôle d'intermédiaire entre les entreprises et l'université ? Does the Science Park act as a bridge between businesses and the university?
Oui le parc est un écosystème de collaboration pour la recherche spécifique propre à l'entreprise, la création de nouvelles entreprises et la recherche de de talent.

FR Quelles formes de collaboration existent entre les entreprises du parc et les étudiants ou enseignants ? What forms of collaboration exist between the companies in the park and students or professors?
Nous avons quatre formes de collaborations :

- Le travail pratique ;
- Le stage dirigé ;
- Les stages de fin d'études avec rapport ;
- Le doctorat industriel.

◆ 5. Résultats et impact

FR Avez-vous quelques chiffres ou exemples concrets qui montrent l'impact du parc sur la création d'entreprises ou l'employabilité des jeunes ? Do you have some figures or examples that show the park's impact on business creation or youth employability?
6 entreprises crées, et plus de 2 million de financement de la part des investisseurs.

FR Disposez-vous d'un outil d'évaluation et de suivi de vos résultats ? Do you have a tool or system for evaluating and monitoring your outcomes?
Un reporting continuel par des rapports d'activité on utilisant les KPI car c'est des actions publiques pour rendre compte chaque année.

FR Qui finance les projets retenus ? Who funds the selected projects?
Les projets sont d'abord et en général financés par les 3F (fools, familly and freinds) ; aussi par le gouvernement par des programmes de financement, investisseurs, la prime (associations), les programmes de l'union européenne et les investisseurs.

FR Avez-vous d'autres mécanismes d'aide à l'entrepreneuriat pour accompagner les jeunes entrepreneurs dans la création de leur entreprise ? Do you have other support mechanisms to help young entrepreneurs in launching their businesses?
Programme d'accélération classique pour présenter les idées aux investisseurs.

◆ 6. Contraintes et défis

FR Quelles sont les principales difficultés rencontrées dans la sensibilisation ou l'accompagnement des étudiants ? What are the main challenges you face when it comes to raising awareness or supporting students?
L'instabilité des idées des étudiants avec le manque de personnel pour un meilleur encadrement et un mentorat personnalisé en fonction des chaque projet.

FR Quelles améliorations souhaiteriez-vous apporter à vos dispositifs ? What improvements would you like to make to your support systems?

- Plus de moyens financiers et humains ;

- Un cadre professionnel bien organisé car pour le moment on agit comme des consultant.

◆ 7. Perspectives

FR Quels sont vos projets ou priorités à venir dans le domaine de l'entrepreneuriat universitaire ? What are your upcoming projects or priorities related to academic entrepreneurship?

- Un encadrement et un système de mentorat pour les étudiants pour accompagner chaque idée et l'aider à se concrétiser ;
- S'ouvrir vers d'autres spécialités et ne pas concerner uniquement le parcours scientifique et technologique.
- Elargir no moyen humains et financiers.

To conclude, I would be very grateful if you could also complete the online questionnaire to provide any additional information that may not have been covered during the interview.

Thank you again for your time and valuable insights.

- Student Survey Dataset: Yahiaoui, N. (2025). Cuestionario para estudiantes sobre el Parque Científico de Alicante (PCA): https://docs.google.com/forms/d/e/1FAIpQLSebtW1eGqogKcRwkV5toEqfk-G5wrRifzvgaKTG1MJLJzGAsw/viewform?usp=header

**Annex B. Institutional Materials**

- Internal Reports: University of Alicante (2024). Internal reports and PCA activity data.
- PCA Website: University of Alicante (2023). Our Park. https://pca.ua.es/en/our-park.html
- Press Release: University of Alicante (2024, October 15). UA Science Park, the leading innovation hub in the province, home to fifty partnered companies. https: //web.ua.es/en/actualidad-universitaria/2024/october2024/14-20/ua-science-park-the-leading-innovation-hub-in-the-province-home-to-fifty-partnered-companies.html