



HEInnovate

Experiences from the recent Country Reports and next steps

Raffaele Trapasso

Senior Economist

OECD Centre for Entrepreneurship, SME, Cities and Regions

Raffaele.Trapasso@oecd.org

A holistic framework



Leadership and
Governance



Organisational
Capacity: Funding,
People and
Incentives



Entrepreneurial
Teaching and
Learning



Preparing and
Supporting
Entrepreneurs



Digital
Transformation and
Capability



Knowledge
Exchange and
Collaboration



The
Internationalised
Institution



Measuring Impact

A holistic framework



Leadership and Governance



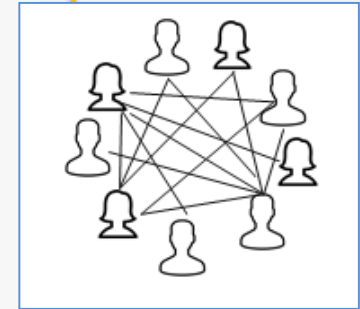
Organisational Capacity: Funding, People and Incentives



Entrepreneurial Teaching and Learning



Preparing and Supporting Entrepreneurs



Policy learning network

Online self-reflection tool



Digital Transformation and Capability



Knowledge Exchange and Collaboration

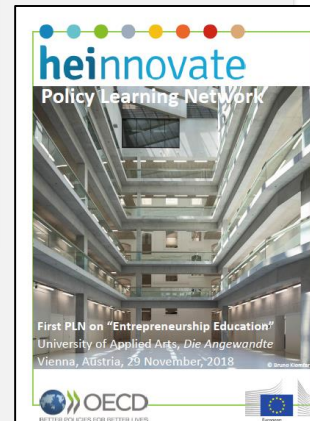


The Internationalised Institution



Measuring Impact

13 Country Reports
Country reviews involved over 100 HEIs as case studies



1. Promote the use of the HEInnovate framework and the self-assessment tool, in the country.
2. Provide detailed analysis and recommendations on 3 to 4 dimensions of the framework, and connect institutional practices to regulatory frameworks.
3. Inform the OECD's programme of work to maximize HEIs' contributions to local economic, social, and environmental development (recovery plans)

A Policy Brief summarizing findings/
recommendations of the 13 country reviews

Country Reviews

1. Bulgaria (2014)
2. Ireland (2017)
3. Poland (2017)
4. Hungary (2017)
5. The Netherlands (2017)
6. Romania (2019)
7. Austria (2019)
8. Croatia (2019)
9. Italy (2019)
10. Sweden (2021)
11. Lithuania (2021)
12. Greece (2021)
13. Slovenia (2021)

Concentration of topics

Dimension	BUL (2014)	IRE (2017)	POL (2017)	HUN (2017)	NLD (2017)	ROM (2019)	AUT (2019)	HVR (2019)	ITL (2019)	SWE (2021)	LIT (2021)	GRE (2021)	SLO (2021)
Governance and Leadership													
Organisational Capacity													
Entrepreneurial Teaching and Learning													
Preparing and Supporting Entrepreneurs													
Knowledge Exchange and Collaboration													
Digital Capacity and Transformation													
International Institutional													
Measuring Impact													

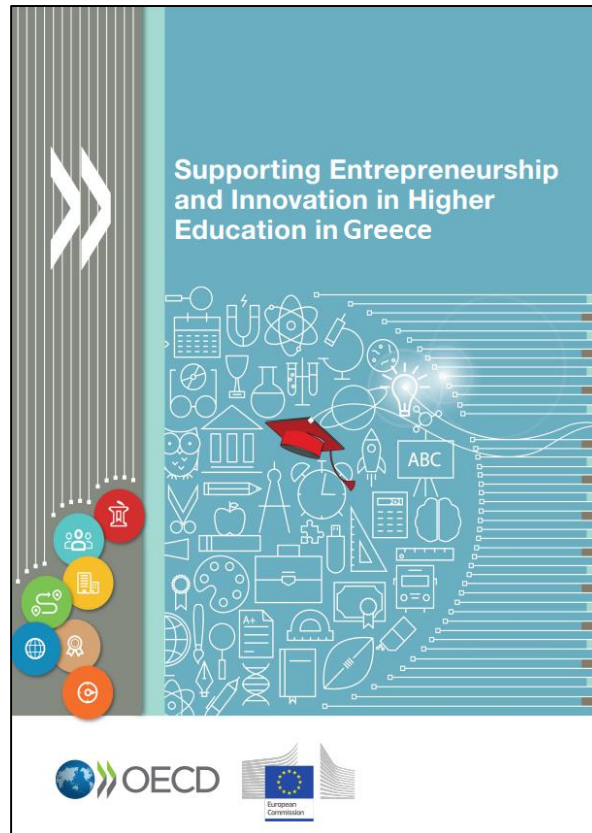
Note: **HEInnovate Review of Ireland** includes a chapter entitled 'Enhancing the impact of Ireland's higher education institutions' which examines how HEI can have an impact in their communities, leveraging Organisational Capacity, Entrepreneurial teaching and Knowledge Exchange.

HEInnovate Review of Hungary includes a chapter entitled 'Strengthening entrepreneurship support in Hungarian higher education', which for the purpose of this paper has been allotted to Entrepreneurial Teaching and Learning.

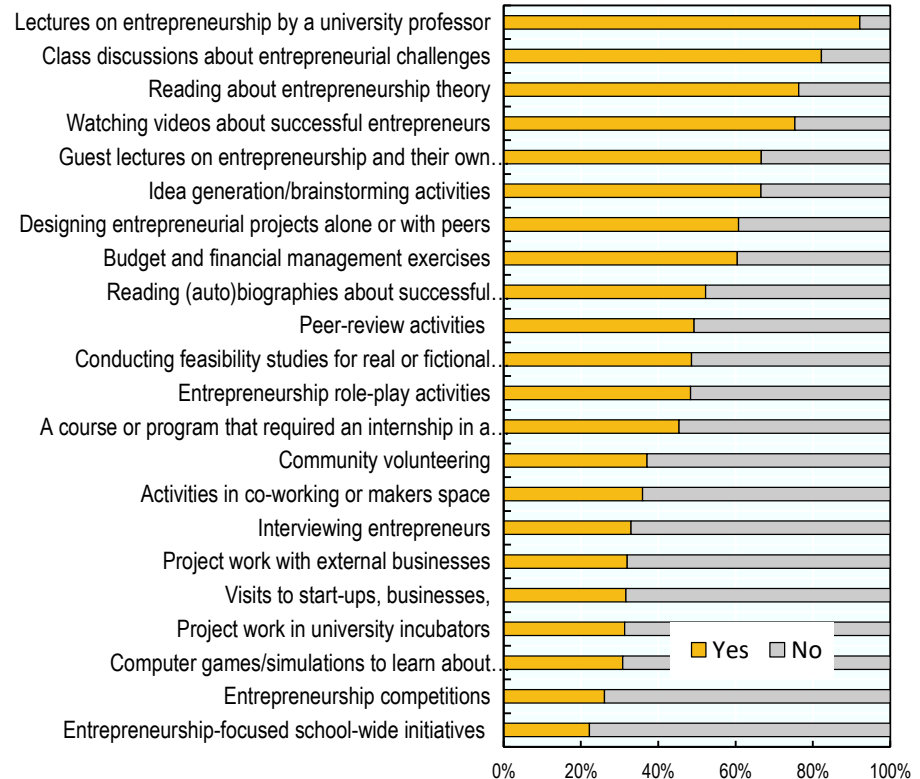
HEInnovate Review of Slovenia includes Measuring Impact as a cross-cutting dimension.

The last generation of HEInnovate reviews

From advocacy to assessment

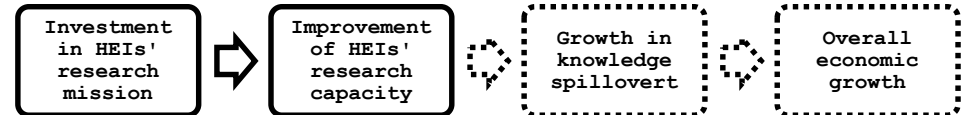
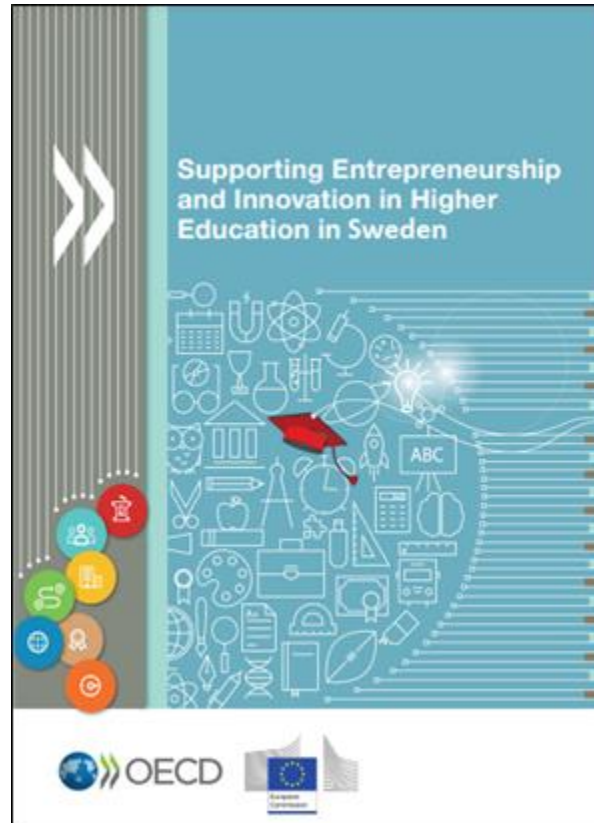


Ways in which students have accessed Entrepreneurship Education



The last generation of HEInnovate reviews

From advocacy to assessment



$$y_{i,t} = \beta \text{research capacity}_{i,t} + \theta W \text{research capacity}_{i,t} + X_{i,t} + \epsilon_{i,t} \quad (1)$$

$$W \text{research capacity}_i = \sum_j \text{research capacity}_j \left(\frac{\text{contig}_{ij}}{\sum_j \text{contig}_{ij}} \right) \quad \forall i \neq j \quad (2)$$

i represents a given municipality and t a given year. The outcome variable $y_{i,t}$ reflects local development measured by income, wage, and innovation per inhabitant. $\text{research capacity}_{i,t}$ measured by publications and citations at the municipal level. $W \text{research capacity}_i$ represents average research capacity in the surrounding municipalities.

Academic research (publications) does not trickle down to regional development/innovation

Five recommendations

Consistently emerging from the country reviews

1. POLICY SYNERGIES

HE policy should be coordinated with innovation, regional development, social mobility and cohesion, FDI attraction and health. S3/S4 and SDGs are opening new opportunities for coordination.

2. ADOPT A BROAD DEFINITION OF EXCELLENCE

Policy makers and HE Leaders should adopt a broad definition of excellence to facilitate cooperation with ecosystem. Policy-makers should consider how they incentivise and reward HEIs.

3. HELP HEIs MEASURE THEIR OWN IMPACT AND LEARN HOW TO IMPROVE

Measurement of impact, as a way of learning, should be embedded into national HE policy and processes. HEIs to measure their entrepreneurial and innovative objectives to keep track of progress. Policy-makers to provide HEIs with a comprehensive measurement framework, allowing all type of HEI to report on their practices.

4. GENERATE OPPORTUNITIES FOR PEER LEARNING, ALSO INTERNATIONALLY

HE teachers and leaders should have opportunities for peer-learning, in particular from international practices. This can happen at all levels, and the reviews included examples of peer-learning at the institutional, national, European and international level.

5. DIGITAL TRANSFORMATION

HEIs should take up the challenge of digital transformation, undertaking new forms of collaboration, teaching and research. Digital transformation requires new forms of organisation, management practices and processes. It enables entirely new ways of working, including tailoring services to stakeholders.

What's next?

- HEInnovate reviews are informing reform projects in Italy (Greece, and Sweden) with the support of EC DG Reform
- EC and OECD working together to update of the HEInnovate self-assessment tool: “from a map to a navigation system”
- The OECD has created an international network of HEIs and their partners EECOLE



Measuring the impact of entrepreneurship education



The Geography of Higher Education



HEIs, Cities/Regions and SDGs

Thanks for your attention!



www.heinnovate.eu

<https://www.oecd.org/cfe/smes/eecole.htm>