

BeyondScale

Developing the Organisational Capacity of Higher Education Institutions using the HEInnovate platform to facilitate peer learning and a pan-European community of practice

Institutional Country Note

Instituto Politécnico de Viana do Castelo

June 2020



Co-funded by the
Erasmus+ Programme
of the European Union



Contents

Section 1 Overview of Instituto Politécnico de Viana do Castelo (IPVC) in the context of Portugal's Higher Education System

Section 2 IPVC's Planned Activity 1 (outbound), using the HEInnovate framework

2.1 Proposed outbound activity – *The development of IPVC's social innovation ecosystem*

Associated outcomes and objectives of the planned activities (duration and resources required).

Potential barriers, challenges and opportunities.

Identification of the relevant regional social entrepreneurs.

Applying the HEInnovate tool

Activity development supported by the exchange of Buddies experiences and problem solving.

2.2. Knowledge Exchange - Applying the HEInnovate tool

Applying the HEInnovate platform as part of IPVC's outbound activity.

Expanding HEInnovate tool.

Activity development supported by the exchange of Buddies experiences and problem solving.

2.3 Conclusion – summary of the planned outbound activity.

Section 3 Planned Activity 2 (inbound), using the HEInnovate framework**3.1 Proposed inbound activity – *Foster and develop the “Inclusive School project”***

Associated outcomes and objectives of the planned activities (duration and resources required).

Output of the planned deployment of the HEInnovate tool. Potential barriers, challenges and opportunities.

3.2. Knowledge Exchange - Applying the HEInnovate framework

Applying the HEInnovate platform as part of IPVC's inbound activity

Expanding HEInnovate tool.

Suggestions to how the inbound activity could be applied to other HEIs, stakeholders and 'Buddies'.

3.3 Conclusion – summary of the planned inbound activity.

Section 1 Overview of Instituto Politécnico de Viana do Castelo in the context of Portugal's Higher Education System

The Polytechnic Institute of Viana do Castelo (IPVC), founded in 1980, is a regional institution that aims at qualified human, cultural, scientific, technical and professional training. IPVC comprises six decentralized Schools offering a wide range of undergraduate, postgraduate and specialization courses. Since its creation IPVC has built an extensive experience in the management of nationally and internationally funded research projects and conducts, shares and transfers predominantly applied research, supported by a national and international networks of partners.

Its pedagogical and scientific areas are Arts, Design and Humanities, Engineering and Technology Sciences, Health Sciences, Life and Earth Sciences, Economics and Business, Exact Sciences, Education and Social Sciences and Electrotechnology and Informatics. The teaching and research staff of the IPVC is composed of 340 teachers and of 170 technical and support personnel who serve approximately 5000 students.

IPVC strongly aims to contribute to regional, national and international development. To this end, it continuously aims for high quality training and, collaborates in projects in various areas with its natural partners in the region and with other national and international institutions.

Since its foundation, IPVC participates in the development of research projects and provides services to the community. Thus, there are several national projects and international cooperation, in which the IPVC is or was involved: Erasmus+, Horizon 2020, LLP - Erasmus; Erasmus Mundus; INTERREG. Creating synergies by the concerted action of both internal and external communities is the attitude-brand of the institution.

IPVC's Quality Management System is internationally certified in accordance with ISO 9001:2015, for the following areas: Teaching and Learning, R&D activities, Supporting Processes.

IPVC has established an Employment Office which aims to facilitate the transition of IPVC's students to the labor market, as well as to support companies in the announcement of job offers and internships for IPVC's students. In addition, the office organizes workshops with stakeholders (eg, Vitamins for Employment, Job Party; EUROPASS CV; Companies Open Days, the project "Employment at table"). The objectives of these actions are: to disseminate the employers' processes of selection and recruitment, including interviews; writing CVs and letters of motivation/candidacy; identify and help students to develop proactive attitudes to the labor market and job search strategies and tools; identify the main professional and personal skills; understand the role of networking and entrepreneurial attitudes in active job search and getting to know the main companies operating in the region and their ways of acting.

Also, IPVC engages in 'Poliempreende', a contest that is done at Portuguese Polytechnic Institutes. This contest, which is currently in its 17th edition, is an idea and business plan contest. It aims to stimulate students to develop entrepreneurial projects. These are evaluated and best projects are awarded a prize. PoliEmpreende is jointly promoted by all Portuguese Polytechnic Institutes and has a regional and a

national component. At the regional level, each Polytechnic Institute promotes a set of initiatives aimed at its students, culminating in the choice of the best project. The winning projects in each region are then submitted to a National Jury that will choose the three best national projects and award a monetary prize.

At the regional level, in addition to the prize, the incubation of the project at “In.Cubo” (a technological incubator) is offered. Although this competition targets in particular the academic community, external entities to the Polytechnic Institutes may also compete, as long as they are integrated in teams composed mostly by members of the Polytechnic community. The competition takes place in several phases, with the objective of involving the participants in the theme of Entrepreneurship and its promotion.

It should also be mentioned, that this competition is the oldest and most representative national network for the promotion of entrepreneurship in higher education. Through common actions and projects, this network has developed a wide range of initiatives that support students in creating their business and leveraged Portuguese entrepreneurship.

In order to provide all the support and means that stimulates entrepreneurial spirit, the IPVC Technology Transfer, Innovation and Knowledge Workshop was created to support students and alumni entrepreneurs in the following areas: research funding opportunities, support for start-ups, preparation of business plans,; and support to establish a company in the framework of a Business Incubator.

The IPVC also develops or integrates several initiatives that foster an entrepreneurial attitude, either in partnerships with other higher education institutions or with other partners, namely local and regional companies and authorities.

In IPVC, the curricular inclusion of ways to provide specific skills to promote self-employment and entrepreneurial initiatives is an absolute priority, since it has proved to be successful by a high number of self-employed graduates and their high employability. This issue resonates with the very characteristics of IPVC’s region where self-employment and entrepreneurship are often the preferred path for graduates from specific disciplines.

For IPVC it is important to develop an evaluation methodology for measuring the effectiveness of its entrepreneurial work. First of all, we can give the example of the School of Business Sciences. It has an initiative to involve students in a three-year project in which they have to create their own employment - starting from the conception of a business idea (1st grade) and culminating in the completion or implementation of a business plan (3rd year of school). The objective is to combat unemployment, mainly in the Alto Minho region, stimulating the entrepreneurial spirit of the students and providing them with tools for implementing, monitoring and managing their own business.

Secondly, the curricular plans of the Undergraduate Programs of Distribution and Logistics Management, Business Organization and Management, Management, Agronomy, Biotechnology, Environmental Sciences and Technologies, Food Engineering, Informatics Engineering, Tourism, and Sports and Leisure, as well as several Master courses, include units related to Entrepreneurship or the development of business plans. In general, we intend to teach (basic) concepts by encouraging students to develop skills in the area of entrepreneurship. It is also intended to develop in students the ability to

interact in the world of work with a critical, constructive and enterprising point of view. IPVC aims:

- to create a "do" and "happen" attitude for entrepreneurship and to challenge students' thinking and assumptions about what works and why;
- expose to a large number of students the various business plans designed for innovative concepts;
- identify the "core", i.e. understand what needs to be done when developing and implementing a viable business plan;
- create a business plan for a real company, start a new or expand an existing company.

The IPVC also develops and integrates several initiatives that foster an entrepreneurial attitude, either in partnership with other higher education institutions or with other partners, namely local and regional companies and authorities.

The history of Entrepreneurship at the IPVC is already significant, with IPVC's DNA promoting and stimulating self-employment entrepreneurship for its students and graduates.

Section 2 Activity 1 - IPVC's planned Outbound activity, using the HEInnovate framework

2.1 Proposed outbound activity: The development of IPVC's social innovation ecosystem

IPVC's outbound activity: *The development of IPVC's social innovation ecosystem.*

IPVC's new strategic plan sets out the development of a more sustainable and inclusive campus as one of its main pillars. IPVC intends to be a third generation HEI capable of carrying out innovative activities within the scope of social responsibility and sustainable development actively contributing to regional and community development. IPVC works in partnership with

local authorities, business partners and social partners, the so-called quadruple helix. This work is done with a collaborative and cooperative spirit, encouraging participation in social projects to contribute the regional community entrepreneurship.

Due to IPVC's geographic location and its schools spread across different cities in the Minho region, the projects have been developed through different independent and desegregated initiatives (e.g. by some schools of IPVC and various external stakeholders geographically close to the school). The planned activity aims to develop a holistic and in-depth understanding of this network and select the social organizations interested to participate and collaborate with IPVC. The community stakeholders from social organizations will support IPVC's mission to support the development of social entrepreneurship in the region and thus promote youth retention in the region. Providing service-learning, applied research, education, and support for social entrepreneurship and social innovation in the region is very relevant for regional development. The construction and exchange of knowledge and practices for the benefit of our students, IPVC and the region, is very important. In order to further develop links with external stakeholders, the outbound activity (1) will assess the engagement and existing networks/collaboration with external stakeholders interested in collaboration. These efforts will result in tangible and transferrable knowledge that will inform IPVC's teaching, training, research and contribution to the region's economy and inform policy. The framework of our activity was designed to meet Portugal North 2020 strategy and the 2030 Agenda for Sustainable Development. The challenges launched by the Operational Program of the Northern Region 2014-2020 - "NORTH 2020" namely the local development strategies led by local communities and the investments in the context of community-based local development strategies.

Objective: *Development of IPVC's social innovation ecosystem beyond the Institute.*

Outcomes - Activity 1 (O1)

O1.1: Map current external social collaborations with IPVC - This initial review will include the use of the HEInnovate tool (by internal members of the IPVC social innovation ecosystem), and the mapping of existing engagements of the IPVC with external stakeholders. The mapping will involve identifying current collaborations, regional, level of contact, engagement type, beneficiaries and duration of the collaboration. Table 1.1 provides an example of the information the IPVC' BeyondScale team will gather on each external stakeholder's engagement with IPVC.

Stakeholder's Name	Year link began	Social Sector (e.g.,)	Location (e.g, city, county, region etc)	Knowledge exchange - one way or bilateral	Engagement Type (e.g. service-learning, research, advisor, volunteer etc)	Benefits (e.g, knowledge Product development	Beneficiaries (e.g., employees,clients, organization)
APCVC (Cerebral Palsy Association of Viana do Castelo)	-	Cerebral palsy (20 employees)	Viana do Castelo	Bilateral learning	Service-learning	Answer to identified needs	<u>Organization</u>

Table 1.1: Sample of stakeholder mapping activity - O1.1.

O1.2: Measuring the impact of knowledge exchange and collaboration and entrepreneurial teaching and learning

In this activity, the IPVC intends to develop a workshop program based on the HEInnovate dimensions “Entrepreneurial Teaching and Learning” and “Knowledge Exchange and Collaboration” to facilitate the creation of a workplan. This plan will enhance knowledge exchange and teaching as well as learning activities between IPVC and the regional social entrepreneurs. Based on the HEInnovate tool and the stakeholders involved, they will be invited to take part in a workshop. The aim of the workshop will be to share with participants the IPVC’s awareness of social innovation initiatives and discuss ways to strengthen relations and increase collaboration between IPVC and the regional social stakeholders. The workshop will introduce the HEInnovate tool as well as explain the results from O1.1, its relevance and value to them. This workshop will gather information on possible gaps and actions required to expand IPVC’s social innovation ecosystem beyond the Institute.

As part of the workshop, participants will be asked to reflect the use and improvements of the two HEInnovate dimensions “Knowledge exchange and collaboration” and “Entrepreneurial teaching and learning”. The use of the HEInnovate tool by the external stakeholders will provide valuable insights into the use of the tool from an outbound perspective and also highlight possible gaps in both the tool and in the outbound links of the IPVC.

O1.3: Action Plan to expand IPVC: *The development of IPVC’s social innovation ecosystem* beyond the Institute.

The information gathered from O1.1 and O1.2, promotes the development of a new action plan (Table 1.2). This action plan of engagement for the development of IPVC’s social innovation ecosystem will be developed by IPVC and the entrepreneur stakeholders available to collaborate, in order to achieve the enlargement of IPVC’s social innovation within the regional community.

In addition, the ‘Buddy’ scheme and HEInnovate online resources (e.g, User Stories) will also support this action plan in identifying good practices and share experiences.

Action #	Action	Benefits	Link with IPVC
1	Encourage IPVC professors to develop new entrepreneurial educational methodologies integrating real world projects of the regional social organizations’ needs.	Embrace real world projects and contribute to the regional social needs; Enhancement of social innovation network.	Professors and Schools across IPVC.

Table 1.2: Action Plan for holistic entrepreneurship ecosystem beyond IPVC - O1.2

To ensure the implementation of this Action Plan, meetings with professors will be arranged. In these meetings we will analyse the gathered information from the external social stakeholders and identify the projects which can be integrated in the course or courses. After this, a set of activities must be defined in articulation with the external stakeholder, in order to guarantee the achievement of the planned goals of the social project.

Planned completion of the outcomes are as follows:

O1.1: October 2020 - Mapping current external social collaborations

O1.2: January 2020/February 2021 - Stakeholder workshop and HEInnovate tool

O1.3: April 2021 Action Plan (Table 1.2) & October 2021 Analysis and evaluation results

Potential barriers, challenges and opportunities:

In the scope of innovative activities, generally there are challenges and opportunities, as well as potential barriers to the success of expanding IPVC’s outbound social innovation ecosystem. The following figure (1.1) illustrates examples of positive and negative issues. To mitigate any negative issues, regular monitoring on the developed activities will be conducted.

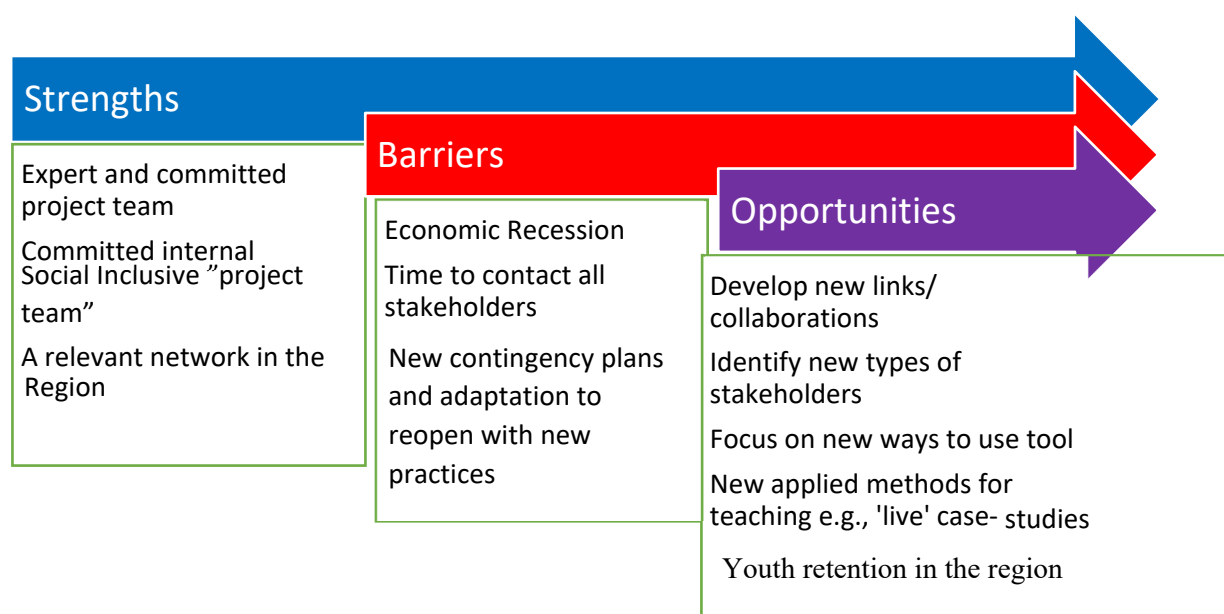


Figure 1.1: SBO analysis for Activity 1.

2.2. Knowledge Exchange - Applying the HEInnovate framework

The HEInnovate self-assessment tool and the use of online resources available through the HEInnovate platform will be employed to expand IPVC's outbound social innovation ecosystem. As outlined above in O1.1 a mapping will link with stakeholder, in O1.2, a workshop with a sample group of external stakeholders will reflect two dimensions of the HEInnovate tool and O1.3 will build on HEInnovate's *User Stories*, *Country Notes* and the Buddy Scheme (Beyond Scale).

The workshop (O1.2) based on the two HEInnovate dimensions "Knowledge Exchange and Collaboration" and "Entrepreneurial Teaching and Learning") will facilitate the creation of a workplan to enhance knowledge exchange and teaching and learning activities between IPVC and its regional social entrepreneurs. Additionally, with this workshop, it is also expected from the external stakeholders that they will express their views on the implementation of the plan, in order to improve engagement. The workshop will allow the exchange of ideas on how the HEInnovate tool can support collaboration with IPVC and external stakeholder with mutual benefits.

As part of the workshop and use of the HEInnovate self-assessment tool (O1.1 and O1.2), participants will be asked to reflect on the tool. Table (1.3) is a sample reflection form. Centered on the two HEInnovate dimensions "Knowledge Exchange and Collaboration" and "Entrepreneurial Teaching and Learning"), each will be assessed on how its use can support IPVC to expand their engagement with external stakeholders, with the ultimate aim of assisting students and the regional community. Output is potentially, tailored questions or sections in the HEInnovate tool to increase relevance and value from an external stakeholder perspective with potential case studies/stories of enhanced engagement.



<p>In order to move BeyondScale of the HEInnovate tool and to explore innovative uses and development of the tool, IPVC activity will endeavor the deployment of two dimensions for the outbound activity.</p>	
 <p>Knowledge Exchange & Collaboration - Knowledge exchange is an important catalyst for organizational innovation, the advancement of teaching and research, and local development.</p>	 <p>Entrepreneurial Teaching and Learning - HEI need to support entrepreneurial development in teaching and learning as well as providing the right tools to deliver education and training opportunities internally and via externally environment.</p>
<p>Strengths & Weaknesses of the tool dimensions when evaluating the social innovation ecosystem</p>	
<p>New ways to use the tool when listening to social partners</p>	
<p>Suggested new questions and/or items for self-reflection</p>	

Table 1.3: Innovative, creative ways to use the HEInnovate

How Outbound activities could be applied to other higher education institutes (HEI) and stakeholders.

Learning from IPVC's application of the HEInnovate tool from the external stakeholder perspective, with the aim of developing IPVC's social innovation ecosystem, will be presented in a User Story format (similar to those available on HEInnovate platform).

The presentation of the outcomes from Activity 1 and use of the HEInnovate platform will be presented at a conference attended by representatives from other HEI and external stakeholders. IPVC will also submit their User Story for publication on the HEInnovate platform.

Links with Buddies

IPVC will buddy with another BeyondScale partner to exchange knowledge on the use of the dimensions "Knowledge Exchange & Collaboration" and/or "Entrepreneurial Teaching and Learning". This cooperation with a buddy will provide a valuable opportunity to discuss problems, exchange success experiences and learn from each other.

SEEKING: A Buddy who is focusing on the Knowledge Exchange & Collaboration and/or Entrepreneurial Teaching and Learning dimensions in the context of an outbound activity and related to social innovation

(This section will be extended once all partners delivered their institutional country notes.)

2.3 Conclusion – summary of the planned outbound activity

Although this outbound activity and the related outcomes and assessments are ambitious, the team believes there is great value in exploring the current level of collaboration with stakeholders beyond the IPVC. The activities will also develop an action plan to improve the external ecosystem to complement the current internal ecosystem. This activity will give the IPVC team evidence and a codeveloped roadmap to build the innovative social ecosystem.

These efforts will result in tangible and transferrable knowledge enabling to inform our teaching, training, research, contribution to our region and inform policy. In addition, the activity (1) will provide reflections by external stakeholders on the use and possible changes to HEInnovate.

In practice, application of the outbound activity means that:

- IPVC will expand their social innovation ecosystem and engagement with outbound stakeholders.

- IPVC will align their education and training system with social sector needs and expectation for the future.
- New social innovation opportunities to our students.
- IPVC will progress entrepreneurship education, training and supports (e.g. R&D).
- IPVC will actively work on innovative local development strategies led by local communities.
- IPVC will enhance social innovation community-based.

This in turn means that IPVC will be an attractive place to study, research and contribute to the regional and local community.

Section 3 Activity 2 - IPVC's planned Inbound activity, using the HEInnovate framework**3.1 Proposed Inbound Activity: *Foster and develop the "Inclusive School project"***

In the period of 2020-2024 the IPVC aims to decrease the number of students that drop out before their graduation and at the same time empower students and value skills, valuing careers and rewarding efforts and commitment. The framework of our activity was designed to meet Portugal North 20-20 strategy and the 2030 Agenda for Sustainable Development: a) the challenges launched by the Operational Program of the Northern Region 2014-2020 - "NORTH 2020" in its priority axis 7, social inclusion and poverty through the innovative training of the most disadvantaged audiences. Many of our students need mentoring support to go through education. Therefore, it is crucial to intervene closely, in a work of deep personal development with staff, students and the social community to identify these cases and promote their education. This transcends technical issues only, allowing for professors and students to work deeply their personal involvement as well as the development of innovation skills. We intend to contribute to these innovation skills which are deeply associated with resilience, self-esteem, creativity and critical thinking usually required for the development of an entrepreneurial profile. IPVC also intends to motivate them through the learning processes so that they remain in higher education systems, decreasing absence and drop-out. The activity will improve employability through the development of human skills on our students, such as innovation, work based experience, real problem solving and social community increased sensibility. It intends to promote student's awareness of innovative social projects, increasing participation and social innovation, improving their employability skills when faced with real organizational contexts and work-based problems. While the academic staff have the opportunity to acknowledge the social needs of the community, interact with the local councils for social actions, which are municipal structure bringing together all entities of a social nature in Minho region, as well as the social solidarity institutions (3rd sector or non-profit sector) to approach the integration of real world social entrepreneurship projects and improve the IPVC' capacity to contribute to the regional societal needs. In general, the IPVC' students have a rural socio-economic profile, coming from families with low educational qualifications (most of the students' parents completed the 6th year of schooling) and consequently a high percentage has low income. Therefore, the activity will be developed from the perspective of collaborative learning methodologies in active processes of entrepreneurial teaching and learning based on project-based learning. These project-based learnings (PBL) will be developed in collaboration with the social innovation ecosystem developed at the Outbound activity: "The development of IPVC's social innovation ecosystem". The main goal is to internally join efforts to contribute with proposal' solutions to minimize or respond to the community problems, co-developing knowledge by responding to the needs identified by social organizations, increase entrepreneurial and research projects in collaboration and improve the students learning experiences, through the development of real world social entrepreneurship project modules.

Activity 2 (IPVC's inbound activity) will focus on using HEInnovate to work towards the entrepreneurship teaching and learning activities.

Activity 2 will explore the value of using the HEInnovate platform and buddy scheme to track the progress and strengthen an entrepreneurship teaching and learning culture based on service-learning. Service-learning is a methodology associated to the community service with learning and teaching, differently from volunteering. Service-Learning is a pedagogical methodology that uses practice and experiential learning from the community, bringing relevant social challenges into the classroom. This activity has the overall aim to stimulate internal stakeholders for the social entrepreneurship initiatives, as well as the progress and effect of the development and introduction of new modules.

Overall Activity 2 will:

- a) Map current entrepreneurship teaching and learning activities namely project-based learning applied to community service learning by using HEInnovate self-assessment tool in the course or curricular unit;
- b) Facilitate a workshop for academic staff that aims to promote knowledge exchange, explores joint activities and possibilities, new programs and entrepreneurship culture and use of the HEInnovate tool in curricular units of the courses in particular in project based-learning applied to community service learning;
- c) Facilitate a shared learning event/conference workshop to present findings from the use of HEInnovate in curricular units that use project based learning applied to community service learning, and propose changes to the HEInnovate resources to support internal organizational/strategic changes.

Objective of Activity 2: *Opportunities and Development of entrepreneurship teaching and learning on social innovation the “Inclusive School project”*

Outcomes for Activity 2 (O2):

O2.1 Map current entrepreneurship teaching and learning activities: project-based learning applied to community service-learning on course or curricular-unit

The initial review will include the use of the HEInnovate tool and mapping the nature and purpose of existing project-based learning applied to community or curricular-unit with large potential for service-learning. The mapping will involve identifying entrepreneurship teaching and learning activities, regional, level of contact, beneficiaries and results. Table 2.1 provides a sample of the information the IPVC' BeyondScale' team will gather.

Stakeholder's Name	Course unit or course	Location (e.g, city, county, region etc)	Knowledge exchange - one way or bilateral	Entrepreneurship teaching and learning activities	Benefits (e.g, knowledge Product development	Beneficiaries (e.g., employees,clients, organization)
Veterinary nursery	Course unit	Ponte de Lima	Bilateral learning	Service-learning	Product development	<u>Students</u>

Table 2.1: Sample of stakeholder mapping activity - O1.1.

O2.2 Review workshop entrepreneurship teaching and learning activities: project-based learning applied to community service-learning on course or curricular-unit

Development of a briefing workshop with internal entrepreneurship teaching and learning activities to professors. This briefing will explain HEInnovate, its resources, the aims of BeyondScale project and Activity 2. Participants will include approximately 10-12 people representing members of the IPVC 6 schools. The purpose of the workshop is to review entrepreneurship teaching and learning activities conducted by the professors, by using HEInnovate self-assessment tool.

Part of the O2.2 workshop will provide overview of how to use the HEInnovate tool and set a two-week deadline for completion of the two dimensions of interest:



Entrepreneurship learning and teaching

Entrepreneurial teaching and learning involve exploring innovative teaching methods and finding ways to stimulate entrepreneurial mindsets.



Knowledge Exchange and Collaboration.

- Knowledge exchange is an important catalyst for organizational innovation, the advancement of teaching and research, and local development.

As part of the workshop, participants will be asked to reflect on the use and improvements to the two HEInnovate key areas: Knowledge exchange and collaboration and Entrepreneurial teaching and learning. The use of the tool will provide valuable insights into the use of the tool from an inbound perspective integrating perspectives from students and staff. In addition, the group will explore possible joint activities on courses or curricular units' programs or research projects based on social innovation.

Workshop details:

- Participants: 10-12 people representing members of the IPVC 6 schools.
- Duration: 2-3 hours in duration
- Facilitators: BeyondScale team.
- Equipment: Laptops, whiteboards.
- Location: IPVC campus

O2.3 Shared learning event/conference workshop

In order to learn from the experience of using HEInnovate to introduce the entrepreneurship teaching and learning activities, project-based learning applied to community service-learning on course or curricular-unit and the broader use in an organizational/culture change finding will be presented at a shared learning event/conference workshop. The workshop will present a proposal to change/add questions or sections to the HEInnovate platform.

Facilitate a shared learning event/conference workshop to present findings from the use of the HEInnovate platform (e.g., tool and resources) dedicated to teaching and learning activities: project-based learning applied to community service-learning on course or curricular-unit.

Shared-Learning/conference workshop details:

- Participants: 10-15 people (from IPVC, national and international HEI staff).
- Duration: 2 hours in duration.
- Presenters: BeyondScale team.
- Equipment: Laptops, whiteboards.
- Location: To be defined.

O.2.2. Knowledge Exchange and Entrepreneurial Teaching and Learning - Applying the HEInnovate framework

The HEInnovate self-assessment tool and the use of online resources available through the HEInnovate platform will be employed to support IPVC developing entrepreneurial teaching activities related to social innovation using service learning, in the region. As outlined above in O2.1, IPVC will map its current teaching and learning activities and knowledge exchange using the HEInnovate tool. In O2.2 Similar to the outbound activity, IPVC will provide a HEInnovate based workshop program with the academic staff, in order to focus on the development of real-world social entrepreneurship project-based modules as part of its program curricula. It will be facilitated as a shared learning event/conference workshop to present findings from the use of the HEInnovate platform (e.g., tool and resources) dedicated to teaching and learning activities: project-based learning applied to community service-learning on course or curricular-unit.

Part of each workshop will include the opportunity to review HEInnovate Table (2.2) of an evaluation form. Centered on the two HEInnovate dimensions (Knowledge Exchange & Collaboration and Entrepreneurship Learning & Teaching), each will be assessed to highlight its use in supporting HEI through organizational/cultural change such entrepreneurial activities like project-based learning applied to community service-learning on course or curricular-unit. Output is potentially tailored questions or section in the HEInnovate tool to increase relevance and value from project-based learning applied to community service-learning on course or curricular-unit, having a perspective with potential case studies/stories of enhanced engagement of IPVC academic staff.



In order to move BeyondScale of the HEInnovate tool and to explore innovative uses and development of the tool, IPVC activity will deploy two dimensions for the inbound activity.	
IPVC activity will increase relevance and value from project-based learning applied to community service-learning on course or curricular-unit having a perspective with potential case studies/user stories of enhanced engagement of IPVC staff and students on entrepreneurial activities.	
 <p>Knowledge Exchange & Collaboration - Knowledge exchange is an important catalyst for organizational innovation, the advancement of teaching and research, and local development.</p>	 <p>Entrepreneurial teaching & learning - Explore innovative teaching methods and ways to stimulate entrepreneurial mindsets.</p>
Strengths & Weaknesses	
New evaluations on the use of the tool when evaluating the internal teaching and learning entrepreneurial activities	
New ways to use the tool when evaluating its increase relevance and value from project-based learning applied to community service-learning on course or curricular-unit.	
Suggested new questions/sections and/or items for self-reflection	

Table 2.2 Assessment form.

The Activity (2), *Opportunities and Development of entrepreneurship teaching and learning on social innovation* the “Inclusive School project” will have potential value for other stakeholders beyond the inbound mentioned above. These include the external stakeholders of IPVC and will be explored during O2.2 and presented in O2.3 shared learning workshop.

Planned completion of the outcomes are as follows:

O2.1: November/December 2020 -	Map current entrepreneurship teaching and learning activities: project-based learning applied to community service-learning on course or curricular-unit & use of using HEInnovate self-assessment tool
O2.2: February - April 2021 -	Review workshop entrepreneurship teaching and learning activities: project-based learning applied to community service-learning on course or curricular-unit and use of HEInnovate
O2.3: Oct/November 2021 -	Shared Learning Event

Potential barriers, challenges and opportunities:

In most innovative activities, there are challenges and opportunities, as well as protentional barriers to the success of expanding IPVC's inbound "*Inclusive School project*". The following figure (2.1) illustrates a sample of positive and negative issues. To reduce any negative issues, close monitoring and strong team work is essential.

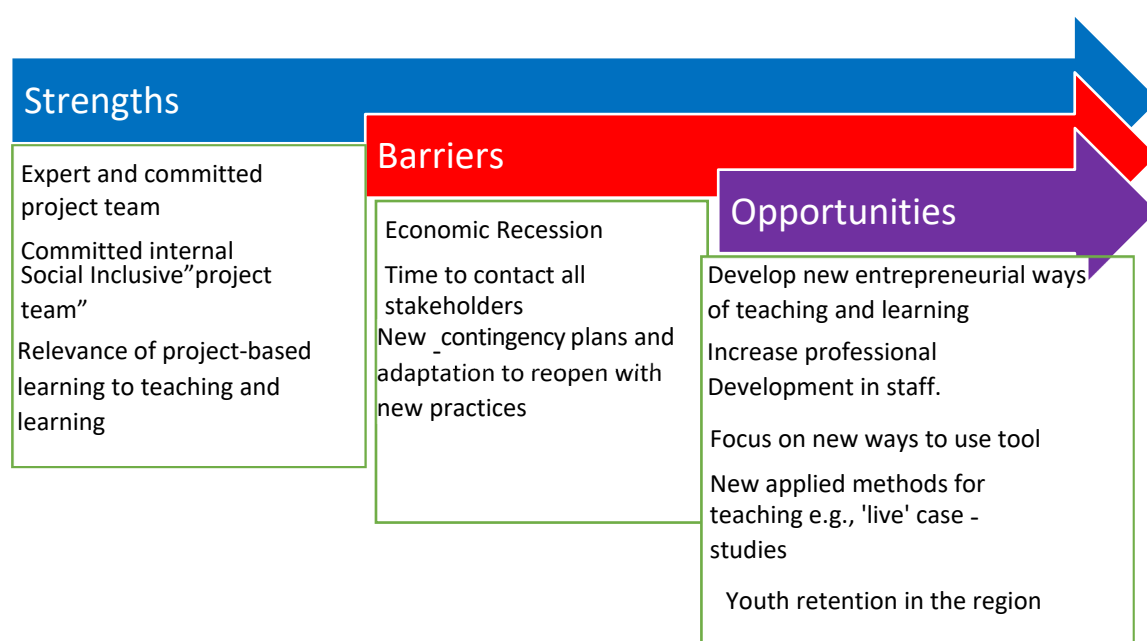


Figure 2.1 SBO analysis for Activity 2.

Links with Buddies

IPVC will Buddy with another BeyondScale partner to exchange knowledge on the use of the Knowledge Exchange & Collaboration and/or Entrepreneurial Teaching and Learning. This link with a buddy will provide a problem discussion and a valuable opportunity to exchange experiences and solutions.

SEEKING: A Buddy who is focusing on the Knowledge exchange & collaboration and/or Entrepreneurial Teaching and Learning dimensions in the context of an outbound activity and related to social innovation

(Section will be extended once all partners delivered their institutional country notes.)

Conclusion – summary of the planned inbound activity.

The activities will enable to develop potentially valuable additional questions/sections for the HEInnovate resources. These efforts will result in tangible and transferrable knowledge enriching our teaching, training, research, contribution to IPVC, region and inform policy.

In practice, application of the inbound activity means that:

- IPVC will assess their current and entrepreneurial teaching and learning activities.
- Share findings with HEIs nationally and internationally.
- IPVC will have a strong and sustainable entrepreneurship culture.
- IPVC will accomplish part of its strategic plan 2020-2024 working student's drop-out and school failure at the same time that it intends to empower people and value skills, valuing careers and recognizing merit.
- IPVC expects at a long term to have lower drop-out and improve employability
- IPVC staff and students will improve innovation, work-based experience, real problem solving and social community increased sensibility.
- IPVC will enroll staff and students in innovative social projects, increasing participation and social innovation.
- Increase education on social innovation to respond to the community basis.

This in turn means that IPVC will provide relevant and cohesive entrepreneurship education and research in the region.