



# 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

### Universität Innsbruck (UIBR)

June 2020



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

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# Institutional Country Note - UIBK

## Section 1 - Country's HE system and characteristics of the HEI

Austria: The HEInnovate country note Austria gives an overview of the higher education system in Austria. The Austrian higher education system consists of 22 public universities, 21 universities of applied sciences (Fachhochschulen, UAS), 16 private universities and 14 university colleges for teacher education. The public universities are the biggest group and represent about 80% of the overall students. The second largest higher education sector is that of UAS. University colleges for teacher education and private education have just a small part of students and offer a small number of programmes.

The public University of Innsbruck (UIBK) is Western Austria's largest institution of higher education and research, and covers a broad range of teaching and research areas. It is organised across 16 faculties, 81 departments, and 45 research platforms and centres.

More than 27,000 students study at UIBK and 5,000 staff are employed.

In the past 10 years, UIBK coordinated more than 50 EU projects; and took part in more than 100 FP7-projects and 76 H2020 projects. At present, the UIBK is carrying out

more than 1,000 projects and had third party funding of 60 M€ per year (20% of its budget).

The University of Innsbruck annually contributes a scientific output of over 4,200 scientific publications and presents research work in over 4,500 presentations at national and international conferences, meetings, and public events.

UIBK's administrative staff, especially the **project service office** (research support) has developed a wide range of services, acting as a one stop shop for researchers. Experts provide continuous support to obtain funding for ideas, protect valuable Intellectual Property and commercialize research results.

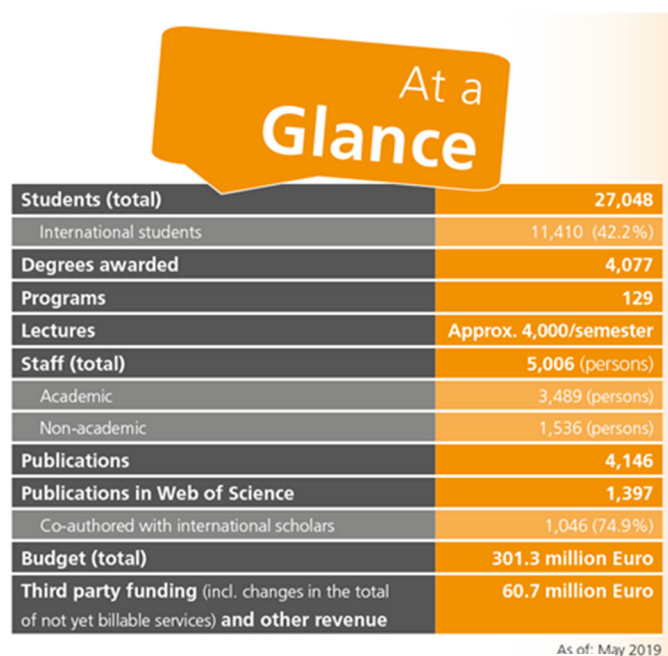


Figure 1: UIBK at a glance (May 2019)

The **Transferstelle Wissenschaft Wirtschaft Gesellschaft** ('Transfer Center for Science, Economy and Society') is a dedicated unit dealing with industry collaboration, knowledge transfer to society, spin off support, and equity management, and also with alumni work and career services.

UIBK is also owner of the University Holding, which holds shares in 17 commercial spin offs. The spin-off-teams are supported for legal, financial and management concerns.

UIBK implemented its first incubator in October 2016. The **InnCubator** and entrepreneurship centre, is run in an even cooperation with the Tyrolean chamber of commerce on the premises of their training centre. The InnCubator offers co-working spaces, an incubation programme, as well as a large 'makers space' for easy prototyping.

The UIBK **Chair of Innovation and Entrepreneurship** concentrates on innovation, especially open innovation. Its research includes the transformation of innovation processes, the change from organizations into innovation labs, collaboration with start-up communities for innovation and digital transformation of companies and industries. This background and the close collaboration with the start-up-community, companies and industries is beneficial for UIBK's academic entrepreneurial ecosystem.

The University of Innsbruck is part of the Knowledge Transfer Centre West (WTZ West). The WTZ West is Western Austria's biggest competence centre for academic knowledge and technology transfer. The WTZ West connects six universities and five universities of applied sciences in a professional network. UIBK is also a member of the Association of European Science and Technology Transfer Professionals (ASTP). ASTP is a non-profit organisation committed to knowledge transfer among universities and industry. The focus is to further improve the quality of impact that public research and education has on the economy and society. ASTP is the European professional association for knowledge transfer professionals. ASTP's focus is to provide outstanding training and practice exchange among knowledge transfer professionals.

## Students and Graduates

Enrollments in programs  
Winter semester 2018/19 per faculty  
(Bachelor, Master, Diploma, PhD)

30,917  
Program enrollments

Degrees awarded  
Academic year 2017/18 per faculty  
(Bachelor, Master, Diploma, PhD)

4,077  
Degrees awarded

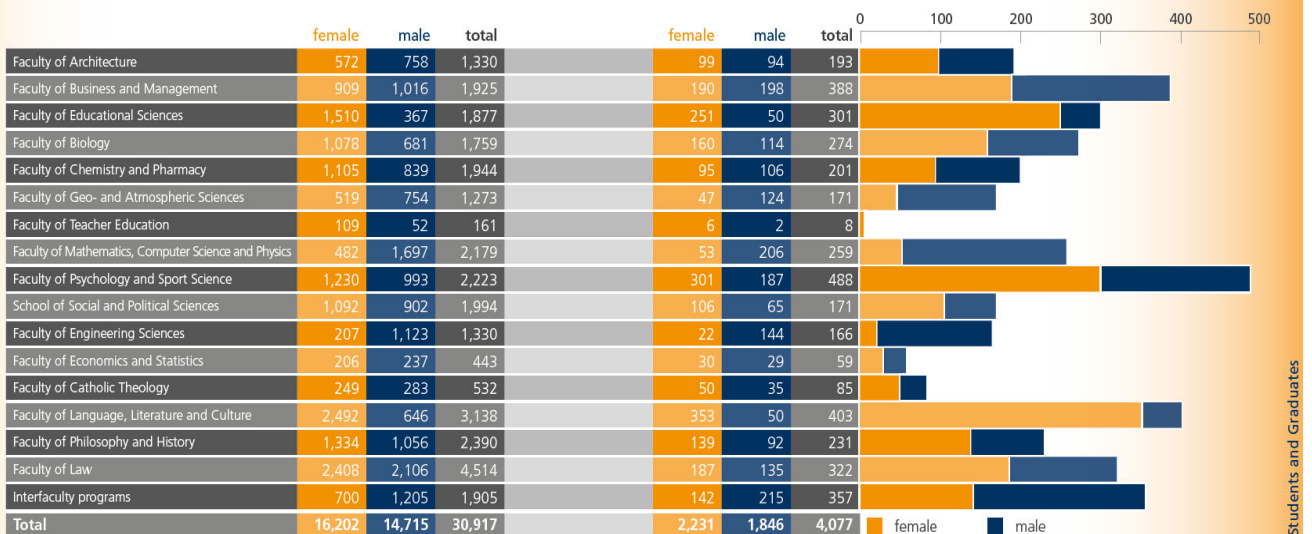


Figure 2: Number of UIBK students 2018/2019

## Section 2 - Activity 1 – UIBK planned Inbound activity in HEInnovate Dimension “Entrepreneurial Teaching and Learning”

### 2.1. Proposed inbound activity: Improve Entrepreneurial awareness and skills for social sciences, humanities and arts (SSHA)

The University of Innsbruck offers its students and researchers a wide range of opportunities in learning and getting familiar with entrepreneurship: For example an interdisciplinary lecture on entrepreneurship for bachelor/master and PhD students, workshops for post-docs (RESI – postdoc society and p21-network), an incubator for start-ups run by the UIBK and the Tyrolean chamber of commerce ([www.inncubator.at](http://www.inncubator.at)), coaching and consulting to start a spin-off with the “University-holding”, consulting in Intellectual Property through the “project service office”. So, there is a wide range of opportunities to enhance the entrepreneurial mindset and to acquire necessary skills. The UIBK provides students and researchers plenty of opportunities for business development, licensing and contract research.

A well-developed eco-system for entrepreneurship is in place, but there is a lack of awareness in the fields of social sciences, humanities and arts (SSHA). Currently, mostly students and researchers from

the STEM-field (Science, Technology, Engineering, and Mathematics) join the programmes. Data from the University-Holding, show as well that most of the players are from STEM-field.

With the “BeyondScale project” UIBK seeks to focus on the field of humanities and social sciences and enhance their (staff, researchers and students) entrepreneurial mindset as well as improve their entrepreneurial skills. The activities will support students, researchers and teaching staff to develop their entrepreneurial mindset and skills to become innovators both in or outside academia.

UIBK wants to adapt the dimension “Entrepreneurial Teaching & Learning” to a business model canvas (BMC) in order to develop the HEInnovate platform. The business model canvas is a popular strategic management and lean start-up template for start-ups developing their business models.

### 2.1.1 Proposed activity: description, rationale

The main goal of this inbound activity is to enhance the entrepreneurial mindset and improve the entrepreneurial skills especially for UIBK research and teaching staff and for students from the field for humanities and social science (SSHA) at UIBK.

In previous series of workshops, programs and courses only a few researchers from SSHA participated but they did not show a lot of interest in the topic of entrepreneurship. Therefore, it is essential to learn how to address entrepreneurial topics for these stakeholders. UIBK wants to encourage entrepreneurship and increase awareness for entrepreneurship among SSHA students and researchers. The skills of entrepreneurship and an entrepreneurial mindset will be a very important for their future careers no matter what career path they will follow (stay in academia, work as an employee in a company or start their own venture).

To achieve these goals, the UIBK team will map its curricula on entrepreneurship lectures for SSHA and other research fields. Based on these results an entrepreneurship program/workshop for students from SSHA will be designed. In order to be sure to use the right wording and the right topics all relevant stakeholders (professor, researchers and students from SSHA) are invited to be part of the workshop-design process. The UIBK Beyond Scale team will co-create and design the workshop together with future participants. The HEInnovate platform will be used to accompany the activity within the dimension entrepreneurial teaching and learning. The resulting workshop is the first main output of this activity.

Our approach to reach this goal will be a 2-step workplan:

1. **workshop creation days** (2 to 3 days) UIBK Beyond Scale team with all stakeholders (5 to max. 10 people – professor, researcher and students) in order to find out:
  - based on the curricula mapping if it is for undergrads or master's or even both
  - what are their needs (diffuse, unknown and concrete)?
  - how to communicate entrepreneurship and its attractiveness in the SSHA domain?
  - Find the right topics, tools and language to be used in the workshops (e.g. business model canvas, etc.)
  - Best practice how the HEInnovate tool in the relevant dimension can be used for this activity

For the workshop creation days, UIBK uses its wide experience in workshops for start-ups and the knowhow from the chair of innovation and entrepreneurship. The participants will be invited from the wider university SSHA network. The content will be for example:

- definition of an (academic) entrepreneur, compare good researchers with good entrepreneurs and find out that they have a lot in common,
- explain the method and idea of lean start-up,
- work with business model canvas
- customer development,
- explain costs and revenue streams,
- definition of key partner and resources and stakeholder,
- work on value proposition (also for good for research grant applications),
- customer relation, channels, how to pitch my idea, etc.

During the workshop creation days the most suitable topics and methods are designed for the planned student entrepreneurship workshops.

The result of the creation workshop, is a concrete customized workshop for students on entrepreneurship:

## **2. student entrepreneurship workshop for SSHA**

- Entrepreneurship workshops for bachelor and master's students (min. 5 to max. 20 people) from SSHA.

The student entrepreneurship workshop will be designed during the workshop creation days and so there is no detailed workplan available yet how the workshop will look like and the duration (1 to 3 days). However, it will have a learning by doing approach based on exemplary examples and a lot of

teamwork. It is also planned to test the possibilities and usability of the HEInnovate entrepreneurial teaching and learning questions adapting to a business model canvas.

### 2.1.2 Objectives & Outcomes

The first measurable outcome will be **the workshop creation days** and the **number of workshop participants, respectively people being inspired to join** the entrepreneurial journey.

After the workshop creation days another measurable outcome will be the **number of students applying for the entrepreneurship workshop for SSHA**. The workshop will be evaluated with the HEInnovation self-reflection tool before and after the workshop or when it seems more suitable to the project outcomes to use the HEInnovate tool in a different way (e.g. adaptation to business model canvas, etc.).

Successful entrepreneurship workshops will secure that more students register for the interdisciplinary courses for bachelor and master's Programmes on Entrepreneurship from the chair of Innovation and Entrepreneurship in which they get more insight into Entrepreneurship. This may lead to greater number in SSHA start-up teams participating in the incubator program and eventually starting their own business base on their knowledge.

Another outcome is that after participating in the workshop the students, researchers and staff will be able to **spot opportunities and develop initial ideas into either research projects, opportunities of value to organisation as an employee or in a venture**. The participants of the workshops can use their entrepreneurial mindset and their other skills to pursue careers that will be personally and professionally rewarding within and outside of academia.

A further possible outcome will be a new wording, a more appropriate language to address entrepreneurship topics to SSHA- students. At the moment there is the impression that they do not feel enthusiastic about these topics.

The possibilities and usability of the HEInnovate tool or alternative use of the tool will be tested. The activity will give insight how the tool can be used to achieve specific goals in entrepreneurial learning and teaching for SSHA students.

The UIBK Beyond Scale team vision over time is: no need to offer special entrepreneurship courses for SSHA students but for all research fields. An entrepreneurial mindset will become an integral part of a student's and researchers' professional life.

### 2.1.3 Timing of the planned activities

1. Mapping of the curricula (June – July)
2. Get in touch with SSHA professors and students (June - September 2020)
3. Start with **workshop creation days** (September/October – November 2020)
4. HEInnovate questionnaire before and after the workshop creation days (September - December 2020) or test of alternative use of the HEInnovate tool
5. Launch **student entrepreneurship workshop for SSHA** (Jan 2021)
6. HEInnovate questionnaire before and after the **student entrepreneurship workshop** (Jan - April 2021) or test of alternative use of the HEInnovate tool

### 2.1.4 Barriers, challenges & opportunities

The biggest barrier will be the present lack of commitment to entrepreneurial teaching on different levels of the university (dean, professors, teaching staff) and subsequently the missing commitment of the students. Beside this barrier there is a lack of awareness, time and resources among all SSHA stakeholders.

In order to mitigate these hindrances, all stakeholders (dean, head of institute, professors and teacher) will be informed about the project goals and convince them with personal contact to join and co-create the planned activities.

Professors and students design a new course with the UIBK Beyond Scale team in an interdisciplinary and interactive way. This is a completely new approach at UIBK and an opportunity to create a customized workshop with all stakeholders for students on entrepreneurship. With the workshops the students and staff will achieve an understanding of entrepreneurship and with the new gathered skills they will be able to work on solutions in a different way as they did before. UIBK will have better educated students with skills to transform new ideas into research projects or other ventures.

The possibilities and usability of the HEInnovate tool or alternative use of the tool for this activity is unknown within the UIBK Beyond Scale team. There might be great barriers and challenges by using and adapting the tool for this activity.

Another barrier might be restrictions caused by COVID 19, e.g. workshops cannot be delivered.



## Subsection 2.2 Applying the HEInnovate platform to support Activity 1

The HEInnovate tool will be employed during the whole project period: the resources provided from the HEInnovate platform like user stories, best practices, etc. are used to feed into the project goals and activities. Before the planned activities start and after the workshop creation days and the delivered workshops on student entrepreneurship a survey based on the HEInnovate tool (or an alternative use of the HEInnovate tool) and comparison of the results before and after the activities will provide insights about the process. The HEInnovate self-assessment from 2018 revealed that there is a great gap between the specific groups about the understanding of Entrepreneurial Teaching and Learning at our university (see figure 3). At the moment the results are quite diverse (see figure 3).

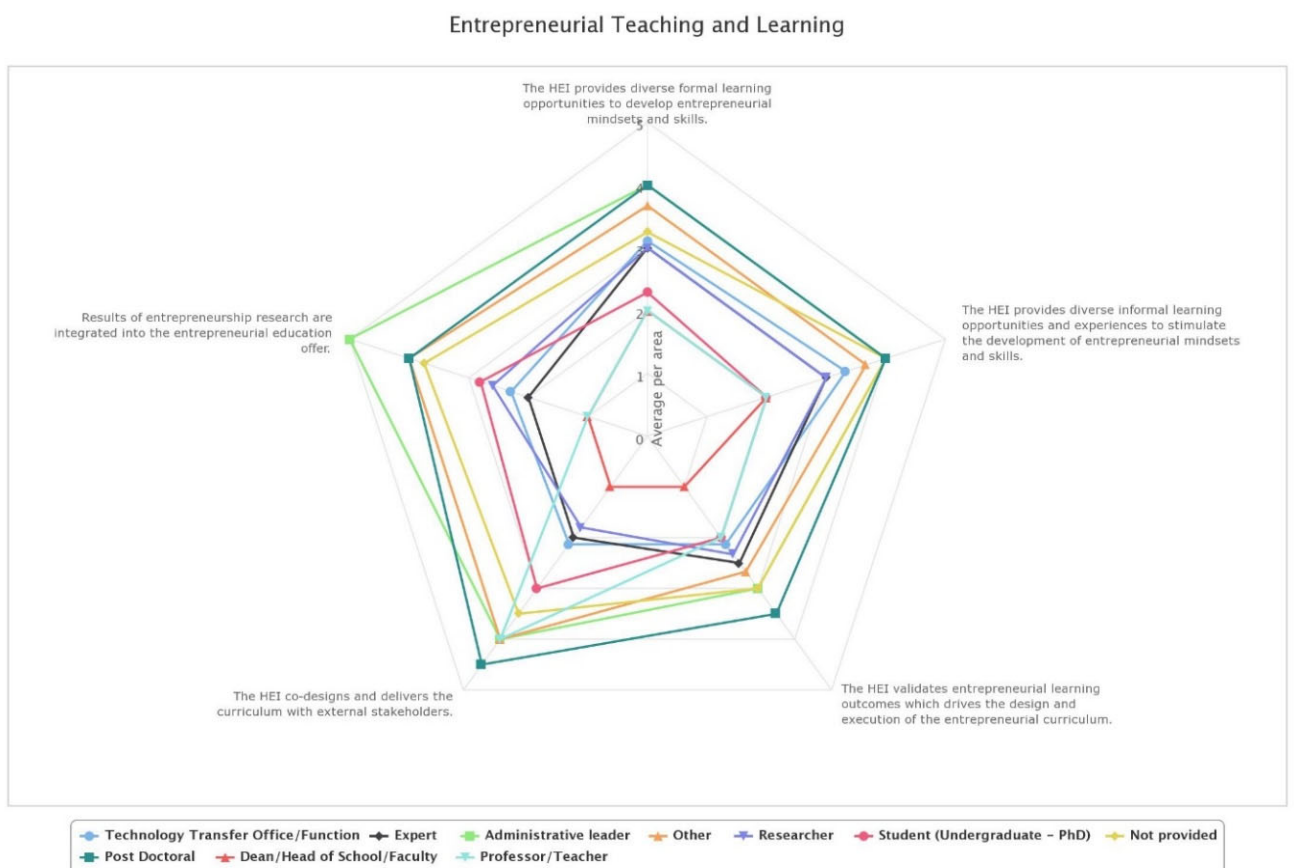


Figure 3: UIBK Self-assessment 2018 –Entrepreneurial Teaching and Learning

### 2.2.1 Deploying the toolbox for self-assessment

Because of COVID 19 the project could not be implemented as planned. The HEInnovate self-assessment will be delivered later. The project starts with the survey results from 2018.

A stakeholder survey at the beginning of the activity and the end of the activity is planned. The results will be discussed and a plan on how to adapt the tool to improve the work-flow of the activities will be made. The application of the HEInnovate tool by all stakeholders will give good insights about the understanding of entrepreneurship teaching and learning at UIBK, so that is possible to improve the HEInnovate tool according to the feed-back of the participants. It is also an alternative use of the HEInnovate tool which will be defined during the activity.

At the end of the planned activities a potential output will be provided as a best practice example for Entrepreneurial Teaching and learning with SSHA.

### 2.2.2 Role of BeyondScale buddies

At the moment the goals and activities are very diverse within the Beyond Scale project and the partners - even when they work in the same dimension. Therefore, UIBK hopes to get insight from BeyondScale partners how they use the HEInnovate tool and the platform beyond the self-assessment. Although there was a self-assessment in 2018, UIBK is not that firm and experienced using the HEInnovate tool.

UIBK would like to work with FHCW, DCU and CIT as buddies, because they work in the project on the same HEInnovate dimensions, but UIBK is also open to other partners.

UIBK wants to interact with its buddies and exchange ideas and experiences on a two monthly basis via skype or telephone call. UIBK is also keen to know how buddies use the HEInnovate tool and platform in their organisation.

UIBK can provide a lot of experience in entrepreneurship in general (university spinoffs, incubation, industry-cooperation) and relating to the HEInnovate dimension "Entrepreneurial Teaching and Learning" a lot of experience in courses and workshop on Entrepreneurship for bachelor, master and PhD students as well as post-docs and non-academics.

### 2.2.3 Further development of HEInnovate platform with regard to activity 1

The goal is to attract more SSHA students to entrepreneurship topics at UIBK. Within the workshop creation activity, all stakeholders collaboratively design the workshop. During this process the wording how to address SSHA students for these topics will change. UIBK wants to find out how the HEInnovate platform can be used for this activity and alternative ways of use respectively new adaptations.

When talking to SSHA students about entrepreneurial topics it often ends up in confusion or even worse in refusal of the key concept (otherwise they would have studied business and management). Hence, it is very important to adapt language, convince people, build up trust and generally to develop a more successful approach in addressing SSHA students. Achieving this goal, will already have a big impact, because then also other HEIs and UIBK faculties can address entrepreneurship in a way that SSHA students understand and can accept it as a very important topic for their work life. These experiences we want to implement in the HEInnovate platform and has to be defined during the ongoing project.

Another idea is to use the entrepreneurial teaching and learning dimension to assess

1. the development of the workshop
2. the delivery of the workshop

It is intended to try to adapt the relevant dimension questions to a business canvas model, with a view to assisting in the prioritisation of activities and outcomes with a view to maximising the impact of the workshop activity.

### Subsection 2.3 Conclusion for Activity 1

With the proposed activities we will address persons from UIBK in the field of SSH Awho did not engage so far in entrepreneurship. AT UBIK there are a lot of opportunities and events for starting a business and Entrepreneurship in general (FuckUp nights, venture creation weekends, hackathons, incubator programs, business model competitions, ideation workshops, etc.). A lot of students use these opportunities but even more students do not use these opportunities because they think it has nothing to do with their qualification. The aim of the project is to change their mindset with the help of the HEInnovate platform and show them that entrepreneurship is everywhere and it is not “bad”, but essential in our present society. The activity aims with help of the HEInnovate tool to familiarize students with the idea that also non-profit organisations work with business models This is what the project wants to achieve.

## Section 3 - Activity 2 – UIBK planned Outbound activity in HEInnovate Dimension Knowledge Exchange & Collaboration

### 3.1. Proposed outbound activity: Innovation and Enterprise in NGO / Charity / Social Enterprise Sector

The NGO / charity / non-profit / civil society / social enterprise sector is recognised as an essential sector in all European societies, providing products and services to tackle a wide range of social issues such as poverty and social exclusion. In Ireland there are nearly 10,000 charities and over 20,000 additional non-profit organisations, employing ca. 190.000 staff and with a combined turnover of over €14.5 billion (The Wheel, 2020). According to the Austrian country report on “social enterprises and their ecosystems in Europe” there are approximately 1,500 organisations estimated as social enterprises, including associations, cooperatives and public benefit limited liability companies. It is estimated that social enterprises employ about 250.000 paid workers and more than 500.000 volunteers work at least once a month in a NPO. ([Social enterprises and their ecosystems in Europe Country report : Austria](#)) Around 1,000 associations exist in the social / cultural fields and in the housing sector; 320 public-benefit limited liability companies and 70 limited liability companies without public benefit status in social fields. There are also 120 cooperatives in various business fields such as housing, social care, community energy, sustainable consumer goods, local service provision, culture, consulting, advocacy and education.

The European Union recognises the valuable role of the sector, most notably via the [DG for Employment, Social Affairs and Inclusion](#), but also through the DG for Internal Market, Industry, Entrepreneurship and SMEs. The latter has [specific policies and supports for the social economy](#), which includes co-operatives, mutual societies, non-profit associations, foundations and social enterprises. These organisations are usually community-based or established by a number of individuals on behalf of a larger community/group. They also include WISE Work Integrated Social Enterprises providing employment to people typically far from the labour force (long-term unemployed; disabled; marginalised etc). The DG considers these social enterprises to be the engine for social innovation. Despite the role and value of the overall non-profit sector, there is relatively little debate about the importance of innovation and entrepreneurship in the sector. This is gradually changing. The forthcoming [European Social Economy Summit](#) (postponed from November 2020 to May 2021) specifically addresses innovation, along with collaboration and digitalisation.

Another form of social entrepreneurship is individuals (or small teams) setting up businesses with a social benefit. This type of activity has grown and developed in recent years. A range of publicly and

privately funded schemes support these individuals at the early start-up stage. Examples include the [European Union's Social Innovation Competition](#) which has gained traction in recent years. The [Ashoka Changemaker](#) network operates in 20 European countries, including Austria and Ireland. In Ireland, similar programmes are run by [Social Entrepreneurs Ireland](#) and the [Social Innovation Fund](#). These programmes are primarily aimed at fostering the skills of innovation and entrepreneurship in individuals setting up businesses with a social benefit. These latter organisations and those they support are largely funded via foundations and corporates, leading to closer links with the corporate world of CSR. In Austria the lobby group „Social Entrepreneurship Network Austria - Interessenvertretung für Unternehmertum mit positiver gesellschaftlicher Wirkung“ represents more than 50 social entrepreneurs and helps people to get involved into entrepreneurship. Their goal is to make social entrepreneurs visible, make foundations easier, break down barriers for social entrepreneurs, improve the financing situation and get young people excited about social entrepreneurship. Social entrepreneurship is gaining importance in Austria and is represented for the first time in the government program 2020-2024.

In terms of research, social scientists tend to research the more community/collective-based social enterprises while business and management schools tend to be more interested in the individual social entrepreneurs at the start-up phase (Anastasiadis et al, 2018)

In Ireland, higher education graduates represent a total of 61% of the workforce in the non-profit sector compared to 38% in the total workforce (Confidential report for The Wheel, 2020). There is increasing pressure on non-profits to diversify their funding sources, and social enterprises, which deliver market-led services and products to generate income are becoming an increasingly relevant part of the NGO landscape. Thus, it is particularly important to consider how well the higher education system prepares its graduates for the sector, particularly in terms of the HEInnovate-relevant graduate attributes of innovation and entrepreneurship.

### 3.1.1 Proposed activity: description, rationale

Dublin City University and the University of Innsbruck will work in partnership on this external activity. The partners will engage with the overall NGO / charity / non-profit / social enterprise sector to assess how well creativity, innovation and entrepreneurship behaviour, skills and attitude are embedded in higher education.

- I. Stage 1: A review will be conducted of HEInnovate tool and its relevance to the sector; with a view to potential adaptation.
- II. Stage 2: The HEInnovate tool will be used to gauge opinions of two groups of key informants:
  - 1) recent graduates working in the sector and
  - 2) HR and senior managers in the sector.
- III. Stage 3: The survey results will be discussed in two focus groups, of the recent graduates and of the HR & senior managers.
- IV. Stage 4: A final report or best practice example will be written.

The key research question is to what extent the competencies of creativity, innovation and entrepreneurship were fostered during graduate's higher education. Key informants will be selected by the principal investigators of the project, in conjunction with academic colleagues with particular links with sectoral organisation; Alumni offices and Careers office.

### 3.1.2 Objectives & Outcomes

The outcomes of this activity are

- a) to get an insight about the needs of the NGO / charity / non-profit / social enterprise sector regarding entrepreneurial mindset and innovation
- b) information how to attract entrepreneurial teaching and learning and awareness building for graduates who want to engage in this sector and show the needs of this sector for new employees
- c) experiences about feasible use of the HEInnovate survey tool for this activity
- d) knowledge exchange about entrepreneurial topics and innovation for NGO / charity / non-profit / social enterprise and HEI
- e) Knowledge exchange and close cooperation between DCU and UIBK
- f) A final report or best practise example

The joint activity will have a big impact about a workable knowledge exchange between two HEI and a close cooperation. Moreover, with the help of the the HEInnovate tool the HEI will be able to attract entrepreneurial learning and teaching for academics who wants to work in a NGO, charity, non-profit or social enterprise and increase the awareness of an entrepreneurial mnindset.

### 3.1.3 Timing of the planned activities

In relation to the activities in 3.1.1. the workplan is:

1. Planning, collaboration, collation of survey population lists. July 2020 – Oct 2020
2. Administration of HEInnovate tool survey to whole population Nov 2020 – March 2021
3. Collation and interpretation of results April 2021 – June 2021
4. A final report will be written July 2021 – Sept. 2021

### 3.1.4 Barriers, challenges & opportunities

The biggest barrier will be the engagement with the NGO / charity / non-profit / social enterprise sector and their lack of time working on our project. The challenge will be to get in contact and find suitable organisations and to convince them working on the proposed activity. There might be also barriers to find recent graduates and senior manager in one organisation in the sector who are willing to cooperate. Nevertheless this also can be an opportunity for the organisation to rethink the needed qualifications of their employees, because maybe a lot of NGO / charity / non-profit / social enterprises have not a focus on innovation and entrepreneurship choosing their employees.

The activity will give the HEI a good insight about the needs of NGO / charity / non-profit / social enterprise regarding their employees qualification needs. So that the HEI can manage the focus on certain topics in their curricula. The joint activity between two HEI from two different countries also may have different requirements to turn the activity into action. There might be different barriers for the project activities in the two HEI and maybe a benchmark will be difficult. But the approach to get into contact with the outbound organisations and the use of the HEInnovate tool will be the same. Maybe some questions must be adapt to the local situation. The close cooperation during the joint activity will give the opportunity on new insight for both partners in their HEI-ecosystem and knowledge exchange may also happen on other levels and enrich the cooperation.

## Subsection 3.2 Applying the HEInnovate platform to support Activity 2

The HEInnovate tools will be used to gauge opinions and collect information about the entrepreneurial and innovation needs from recent graduates working in the sector of NGO, charity, non-profit or social enterprises. The platform resources will be used to find similar approaches.

### 3.2.1 Deploying the toolbox for self-assessment

The two partners will deploy the HEInnovate toolbox mainly to gauge opinions of two groups of key informants. Beforehand the HEInnovate tools will be reviewed for feasibility for the planned survey and if necessary adapted. The results and also and potential adaptation of the tool will be discussed in focus groups.

### 3.2.2 Role of BeyondScale buddies

Because of the joint activity it is obvious that DCU and UIBK will be buddies. The activity is a completely cooperative activity for both partners so that the buddy is much more than a sparring partner. The buddies will be essential for each other and knowledge exchange and collaboration will be very intense. Both buddies give insights and exchange their approach on the proposed activity. Best practise, successes and failure will be shared in very close time intervals so that both partners can adjust their activity on behalf of the experiences of the partner. The communication will frequently take place online and via telephone, but also personal with site visits (when it is possible due to budget, time and CORONA). Both HEI, DCU and UIBK can provide a wide experience and approach to entrepreneurship topics.

### 3.2.3 Further development of HEInnovate platform with regard to activity 2

The planned activity will deliver feedback for the HEInnovate tool and a potential adaption for using it in this context. New questions for the survey will arise and a new resource for the HEInnovate platform can be added (best practice or user story).

## Subsection 3.3 Conclusion for Activity 2

The proposed outbound activity will highlight how knowledge exchange and collaboration between two HEI can be achieved and applied. In addition, the activity focusses the need of entrepreneurial mindsets in NGO, charity, non-profit or social enterprises.

Therefore, the proposed activity has a double impact:



1. An international impact caused by the close cooperation between the two HEI partners DCU and UIBK and the expected big effect on the dimension on knowledge exchange and collaboration
2. A national impact on collaborating with NGO, charity, non-profit or social enterprises on the dimension entrepreneurial teaching and learning by reviewing the needs of entrepreneurial mindset and innovation in this sector.