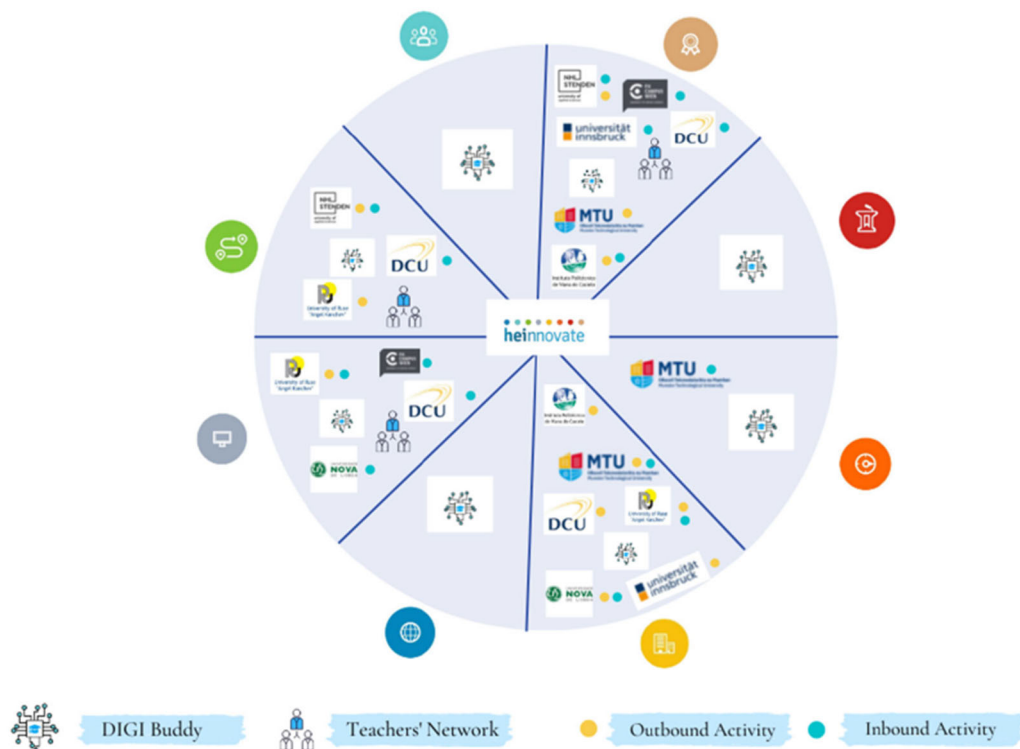


BeyondScale: European Forward Looking Cooperation Projects in the fields of Education and Training

BeyondScale Activities, Tools and Results



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This report summarizes all activities of the BeyondScale project from November 2019 to April 2022. Deliverables are also available on www.beyondscale.eu and on www.digi-buddy.eu

One of the biggest challenges of the project was the outbreak of the COVID-19 pandemic in March 2021, which did not only require to change to online activities, but also made a rethinking necessary within the Higher Education Institutions.....

1. The Project

BeyondScale is one of four forward-looking projects (FLPs) funded by the Erasmus + scheme. The FLPs aim to stimulate and enhance the use of the HEInnovate tool and the HEInnovate platform by (European) higher education institutions that aim to implement a more entrepreneurial agenda.

Regarding an entrepreneurial and innovative higher education institution there is not a common definition but rather a combination of characteristics that make it entrepreneurial. These characteristics could be how they manage their resources and the way that they build their organizational capacity the way in which they involve external stakeholders in their leadership and governance; the embedment of technology into their activities; the creation of synergies between teaching, research, and societal engagement; the promotion of entrepreneurship through education and business start-up support as well as knowledge exchange with the labour market.

The project intended to create a community of practice among the higher education institutions and their stakeholders, thus promoting the take-up of practical entrepreneurial experiences and activities focused on strengthening the links between education, research, and business. Nine HEIs from five different countries under the lead of WPZ Research developed the BeyondScale toolbox to support other HEIs to become more entrepreneurial, as encouraging institutional change is the focus of BeyondScale. Two aspects characterise the specific approach of BeyondScale. Firstly, there is a strong focus on identifying barriers that stand in the way of institutional change processes. Secondly, peer learning, facilitated by a so-called buddy system, is vital in achieving BeyondScale's goal of helping higher education institutions (HEIs) to overcome these barriers. The BeyondScale project distinguished between inbound activities, which aim to improve change processes focusing on internal HEI goals and stakeholders, and outbound activities, aiming to improve change processes where HEIs interact with their external stakeholders in their wider innovation eco-system.

Within the BeyondScale project, the HEInnovate tool was deployed beyond its self-assessment capacity. The HEInnovate dimensions are used to drive entrepreneurial and innovative change across a range of inbound and outbound education and engagement activities in higher education institutions with relevant stakeholders.

One of the main assets of the BeyondScale project was the buddy system, in which partners engage in a peer-learning, exchanging experiences, and discussing plans. Facilitating capacity building through collaboration among higher education institutions can be understood as an important driver to move the transformation of European higher education forward. Currently, when looking for partners, higher education institutions often face the problem of finding matching partners, i.e. partners with or from

whom they can learn. Frequently, higher education institutions aim to establish collaborations with institutions that are known for their overall excellent performance or are regarded as light towers in selected areas. To some extent, this might not lead to a situation that benefits all collaborating institutions. Those institutions that already perform well or excellent might not be eager to engage in learning communities with institutions that only start to develop the issue. There is no burning need for mutual learning for those institutions, and investment in the collaboration might exceed their actual return. In addition, the collaboration of non-matching institutions might lead to a standardization of the HE sector across Europe as practices of more successful institutions are copied without considering the profile and context of the adopting institution.

2. The basic approach

The BeyondScale project looked at the HEInnovate tool, its use and the formulation of recommendations that could contribute to its improved usability. One of the questions addressed in the project was to what extent the HEInnovate tool can support organisational change processes in higher education institutions (HEIs). These change processes initiated by the BeyondScale project partners either focused on changing internal structures (these were labelled: projects on inbound activities) or on strengthening the arrangements and interaction structures for cooperation with external stakeholders (i.e. the outbound activities).

A question here was whether the HEInnovate tool could help identify the weaknesses and strengths of the HEI in discussions and activities undertaken with its internal and external stakeholders. The discussions informed by the HEInnovate tool are supposed to be the start of action plans developed in collaboration with stakeholders. Each of the eight BeyondScale partners set out to carry out an inbound and outbound project to make their HEI more entrepreneurial. The activities that were part of the projects were implemented over a 2.5-year period (November 2019 – April 2022) with regular interactions (e.g., workshops, meetings) taking place between the project partners, the overall BeyondScale management and the project partner (i.e. CHEPS) responsible for carrying out the accompanying research that was part of BeyondScale. Apart from the partners' ambitions to successfully implement their planned activities, a further question addressed in the BeyondScale project was whether the HEInnovate tool could help monitor the change processes taking place in the eight HEIs involved in BeyondScale.

3. Action plans and country reports

The BeyondScale project started on November 1, 2019. In preparation for the kick-off meeting, a questionnaire developed by CHEPS was sent to all BeyondScale project partners in November 2019 with the aim of collecting the plans for the activities undertaken in their institutions as part of the BeyondScale project. However, the questionnaire was not only designed with the aim of inquiring about the partners' projects, but also as an intervention measure that the partners had to select specific projects at the beginning of the project and also develop them in a certain degree of detail. This was to ensure that the partners were able to present their planned activities, goals, the integration

of the HEInnovate tool, and the relation of their activities to the HEInnovate dimensions to the other partners at the kick-off meeting.

The results of the first project phase were described in eight institute-specific country notes, with each partner describing two activities, in most cases one inbound and one outbound activity. That means, each partner conducted a practice review of its engaged entrepreneurial higher education institute and by doing so, the partners were asked to map the existing links and the footprint of their organization as well as its chances and challenges.

Country notes are HEI specific and do not reflect national positions. They outline the proposed activities, associated outcomes and objectives; the output of the initial deployment of the HEInnovate tool, including potential barriers, challenges and opportunities identified as well as proposals on how the HEInnovate platform will be experimented with as part of the activity area work programme with a view to expanding its application and use beyond its current format.

4. The Projects – inbound and outbound

Inbound projects were a set of activities undertaken by a HEI that focuses primarily on HEI-internal matters and its internal stakeholders (e.g. staff, students). Examples are the development of the management capacity of the institution, the development of the institution's curriculum, the development of the institution's entrepreneurial support systems.

Outbound projects were a set of activities undertaken by a project partner focussing on external matters and external stakeholders, such as engagement with the professional field in the development of academic programmes and R&D activities, engagement in social entrepreneurship activities or engagement with regional bodies to develop entrepreneurial educational, economic, social and cultural plans at a regional level. Also activities aimed at the internationalisation of the institution are part of outbound activities.

4.1 Inbound activities

The HEInnovate dimensions are used to drive entrepreneurial and innovative change across a range of inbound and outbound education and engagement activities in higher education institutions (HEIs) with relevant stakeholders. From the BeyondScale perspective, the inbound activities serve to support HEI's institutional development process and organizational capacity. Therefore, it targets internal stakeholders (university management, administrative staff, lecturers, researchers, students). Examples are the improvement of the management capacity, improvement and further development of curricula, or the development of the institution's entrepreneurial support systems.

The inbound activities within the BeyondScale project had a clear focus on the organizational development capacity of the HEIs considering their entrepreneurial agenda. The HEIs were conceived as learning organizations and their role was to engage in peer-learning with the wider institutional community.

The goal of the inbound activities was to identify barriers to effect transformation, address these, and create a stronger network of different stakeholders within the HEIs. The project partners managed,

despite the COVID-19 pandemic, to organise a broad range of activities over the project life span with the intention to facilitate transformation in a higher education institution.

Inbound activities of the BeyondScale partners included the following HEInnovate dimensions: Measuring Impact, Entrepreneurial Teaching and Learning, Preparing and Supporting Entrepreneurs, Digital Transformation and Capability, and Knowledge Exchange and Collaboration.

Figure 1: Overview of inbound activities

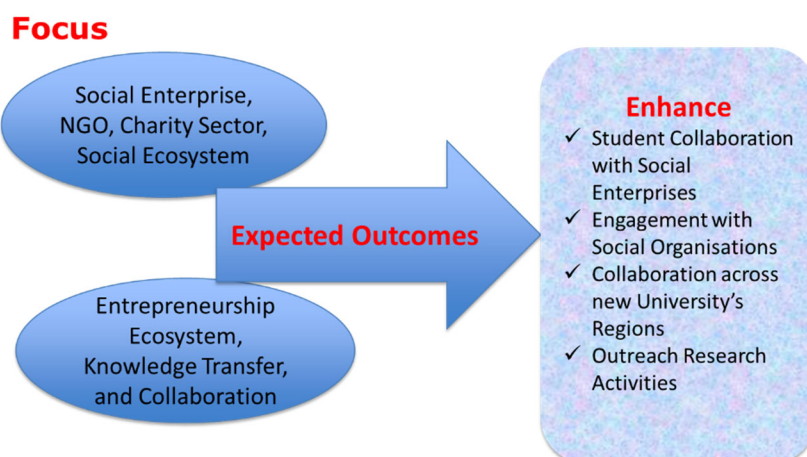


4.2 Outbound activities

From the BeyondScale perspective, the outbound activities aimed at strengthening the HEI's wider regional and societal engagement, thus targeting external stakeholders (students, employers, social enterprises, business, NGOs).

The outbound activities of the higher education institutions involved in BeyondScale undertook a set of activities focussing on external matters and stakeholders, such as engagement with the professional field in the development of academic programmes and R&D activities, engagement in social entrepreneurship activities, or engagement with regional bodies to develop entrepreneurial educational, economic, social, and cultural plans at a regional level. The activities also aimed at the internationalisation of the institution.

Figure 1: Overview of Action Plan to Implement Outbound Activities



Mutual Benefits of the Activities

- ✓ Greater visibility and interaction between the HEI and the region. E.g, Social Enterprises (social and traditional), charities, development agencies.
- ✓ Identification of new stakeholders/opportunities for businesses and for the HEI for work-placement, research (Innovation Vouchers), employees.

5. BeyondScale Toolbox for Activities

The BeyondScale toolbox is made for higher education institutions to learn from experiences, projects and activities of the BeyondScale partners. The tools comprise e.g. user stories based on the combination of the HEInnovate dimensions and the Value Proposition Canvas (see 3.1) as well as guidelines (see 3.2) providing a set of recommendations on how HEIs should use the HEInnovate approach to further the entrepreneurial agenda.

5.1 The Value Proposition Canvas

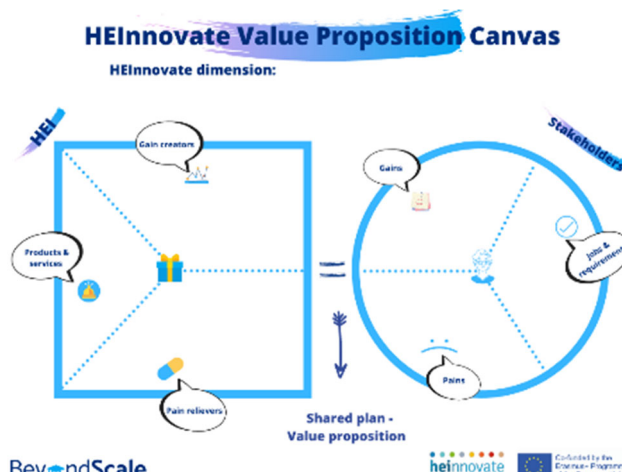
The idea of the value proposition originates from the business world. The Value Proposition Canvas was initially developed by Alexander Osterwalder as a framework to ensure that there is a fit between a product and the needs of the market (Osterwalder et al., 2015). A value proposition describes the benefits customers can expect from the products and services on offer. It gives the reason why a customer should buy a product or service from that particular business. The value proposition is the basis of the business model of a firm.

The Value Proposition Canvas is a tool that helps to understand the inbound and outbound stakeholders, and to target their needs better, which leads to optimized value creation.

It is a way to structure the different elements that feed into the value proposition. The canvas can be visualised and in group settings it is often used as a means to structure a discussion around business ideas. The canvas has two segments: the 'Customer Needs' and the 'Value Proposition'.

In total it comprises of six elements:

- Customer jobs
- Pains
- Gains
- Products & services
- Pain relievers
- Gain creators



The canvas can be used by a HEI to identify the needs and demands of its stakeholders (both its internal and external stakeholders) and the way the HEI can address those needs. The function of the canvas is to structure discussions between a provider of goods and services – in our case: a HEI – and its customers (its stakeholders, e.g. its students), and to stimulate learning about the stakeholder needs. The tool helps develop the HEI's value proposition to the stakeholders.

The BeyondScale project tested an adjusted format the Value Proposition Canvas (VPC) which incorporates the specific HEInnovate dimensions and the Value Proposition Canvas aiming to develop action plans for the HEI.

5.2 Value Proposition Workshops

The basic idea was to develop a structured workshop approach integrating the HEInnovate dimensions into a Value Proposition Canvas approach in order to develop a collaborative project design and development.

The structured workshop approach should yield a shared plan (value proposition) focused on delivering chosen activities through the provision of assistance and solutions by the HEIs to relevant stakeholders. It should also facilitate the collection and analysis of information and data, which inform the accompanying research in the BeyondScale project.

The three workshop stages were:

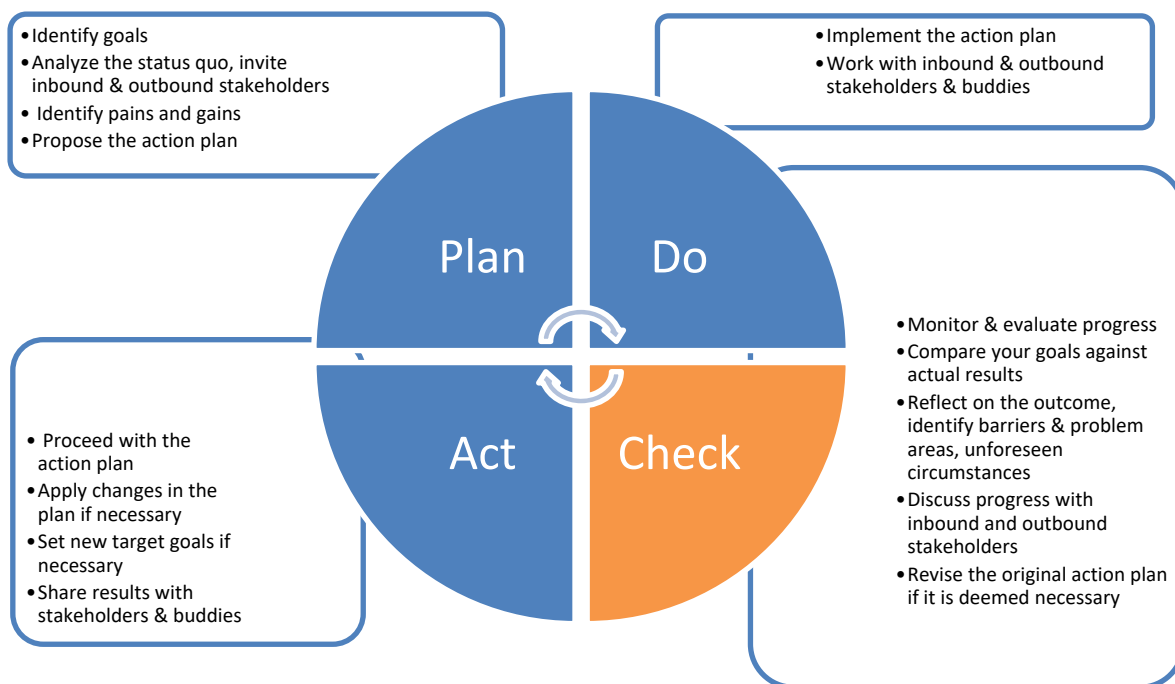


The BeyondScale team also produced a tutorial video that aims to illustrate how the various HEInnovate dimensions were used in the BeyondScale project and applied to the value proposition canvas. Within the project, we use the HEInnovate dimensions combined with the value proposition canvas to deliver innovation activities in higher education institutions with relevant stakeholders.

[Watch the Tutorial](#)

The BeyondScale project plan included that the partners conduct a follow-up workshop after a few weeks as part of their inbound/outbound activities. This was a chance for the BeyondScale partners to re-apply the HEInnovate self-assessment tool in the workshop. The re-use of the HEInnovate self-assessment tool intended to provide a means of determining the extent to which the HEI's performance has changed, i.e. to determine the extent to which the 'entrepreneurial agenda' has become further embedded in the respective HEIs. Furthermore, the second use of HEInnovate was to determine whether HEInnovate is also suitable for monitoring and steering projects that serve to strengthen entrepreneurship in HEIs.

Cycle in the BeyondScale partner projects



In the second workshop – again together with the group of internal respectively external stakeholders – HEIs discussed the progress of the activities, considered to what extent the objectives had already been achieved, checked whether the objectives were still in line with the expectations and the use of resources for the activity.

5.2.1 The BeyondScale roadmap on peer-learning and HEIs' take-aways from peer learning experiences

Peer-learning is a way for partners to learn from each other effectively. At a time when the university resources are limited and demands upon the staff are increasing, it can be beneficial internal as well as external stakeholders of an HEI to learn from each other.

For peer-learning to take place it is important to know who the “peers or buddies” are. For peer-learning to be achieved within the BeyondScale project a buddy system was created. The buddy system included internal HEI partners for the inbound projects, external for the outbound projects, and a system that involved project partners, associate partners as well as mentors.

The guidelines produced within the BeyondScale project provide a set of recommendations on how HEIs should use the HEInnovate approach to further the entrepreneurial agenda as well as describe the outcomes, contributions, impact of the use and experimentation with HEInnovate in achieving the outcomes and objectives in each activity area.

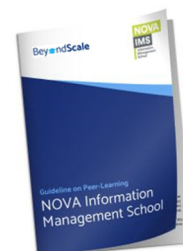
Click on the pictures to read the complete guidelines or go to <https://www.beyondscale.eu/result-repository/guidelines-on-peer-learning/>

Guidelines on inbound activities

Organized by: NOVA IMS

Description of the activity: Review the state of the art of the digital context on NOVA IMS programs as well as digital tools and strategies used in the learning process

HEInnovate dimension: Digital Transformation and Capability



Organized by: Universität Innsbruck

Description of the activity: The main goal of the UIBK inbound activity within BeyondScale was to develop offerings for Entrepreneurial Learning, which are tailored for the specific desires of the disciplines SSHA (Social Sciences, Humanities & Arts). The inbound workshop served to collect the necessary information for this purpose in the forefront by interviewing people from these disciplines SSHA: students, alumni, lecturers and other “connoisseurs”.

HEInnovate dimension: Entrepreneurial Teaching and Learning



Organised by: Instituto Politécnico de Viana do Castelo

Description of the activity: Opportunities and Development of entrepreneurship teaching and learning on social innovation with the “Inclusive School project”

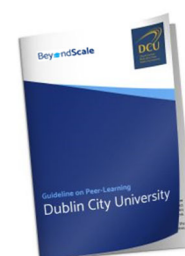
HEInnovate dimension: Entrepreneurial Teaching and Learning



Organised by: Dublin City University

Description of the activity: Fostering ICE (Innovation, Creativity and Entrepreneurship) activities as part of the student curriculum and co-curricular experience. The creation of Open Educational Resources in Creativity, Innovation & Entrepreneurship. The provision of prototyping support and the creation of a Maker- Space in the new Entrepreneurship Hub where students could develop their entrepreneurial ideas and create prototypes of the products and/or services that they wish to create.

HEInnovate dimension: Digital Transformation and Capability



Organised by: FH Campus Wien

Description of the activity: The overall objective of this activity was to re-design curricula, in order to transform the digital competencies of students of the FH Campus Wien. Activities were conducted on university and program level and focused on content in curricula and in learning outcomes and digital teaching and learning methods.

HEInnovate dimension: Digital Transformation and Capability



Guidelines on outbound activities

University of Ruse “Angel Kanchev”

Description of the activity: Two workshops were organised by the University of Ruse to analyse how the university could collaborate better with local industry partners in applied research projects in the field of knowledge transfer.

HEInnovate dimension: Knowledge Exchange & Collaboration



Munster Technological University

Description of the activity: The expansion of MTU's entrepreneurship ecosystem. While MTU's Entrepreneurship ecosystem has been well linked to various external stakeholders, their views are less understood. The value of external stakeholders is crucial for the continued success of MTU's strategy to support for entrepreneurship and innovation.

HEInnovate dimension: Knowledge Exchange and Collaboration



NHL Stenden University of Applied Sciences

Description of the activity: Determination of the current situation regarding the way that NHL Stenden supports entrepreneurship within its organization and to aim to develop a better insight in the current educational initiatives and other activities to support our students' entrepreneurship.

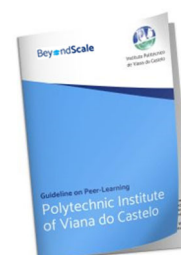
HEInnovate dimension: Entrepreneurial Teaching and Learning



Polytechnic Institute of Viana do Castelo

Description of the activity: The activity aims to expand IPVCs' social entrepreneurship ecosystem, collaboration, and knowledge exchange with NGOs. The activity also intends to identify partners' needs in order to promote the development of service-learning projects with teachers and students.

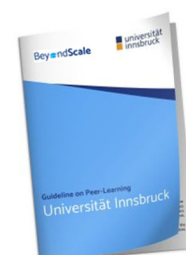
HEInnovate dimension: Knowledge Exchange and Collaboration



University of Innsbruck

Description of the activity: The main goals of the UIBK outbound activity was to get an insight about the needs of the NGO / charity / non-profit / social enterprise sector regarding entrepreneurial mindset and innovation. This was achieved through seminars, webinars, and workshops as well as development of ideas & impulses how to improve this interaction.

HEInnovate dimension: Knowledge Exchange and Collaboration



5.2.2 User Stories

The user stories resulting from the activities within the BeyondScale project are based on the combination of the HEInnovate dimensions and the Value Proposition Canvas, and they depict the experiences of the partner higher education institutions.

Click on the pictures to read the complete user story or go to <https://www.beyondscales.eu/result-repository/user-stories-tutorial/>

Munster Technological University User Story

The overarching aim of the outbound activity undertaken by Munster Technological University (MTU) for the BeyondScale project was to activate the thought process and actions needed to expand the entrepreneurship and innovation ecosystem beyond the University for the mutual benefit for students, staff and regional stakeholders. As one of Ireland's newest Universities, it was vital for MTU to further develop links with external stakeholders across the region.

Workshop User Story

- Workshop Organizer - **Hincks Centre for Entrepreneurship Excellence, School of Business, Munster Technological University, Ireland**
- Authors - **Helen McGuirk & Breda Kenny**
- Type of Activity - **Outbound Workshop**



Dublin City University User Story

For the planned outbound activity at Dublin City University, the DCU BeyondScale team chose the HEInnovate dimension Knowledge Exchange and Collaboration. The team wanted to investigate what knowledge exchange and collaboration currently looks like between DCU and the third sector and explore ways to enhance collaboration between them. The third sector accounts for not-for-profit organisations such as social enterprises, charities, NGOs, and community organisations. The main objectives set for the outbound workshop were as follows: gain an insight into what the landscape of knowledge exchange and collaboration currently looks like between DCU and the third sector; identify and understand the main challenges that exist in the third sector and to investigate how DCU could help to overcome these challenges; improve knowledge exchange and collaboration between DCU and the third sector by developing an action plan based on the findings of the workshop.

Workshop User Story

- Workshop Organizer - **Dublin City University, Ireland**
- Authors - **Emer Ní Bhrádaigh & Donnchadh Kindlon**
- Type of Activity - **Outbound Workshop**



University of Ruse "Angel Kanchev" User Story

The University of Ruse "Angel Kanchev" organised a workshop to create awareness among the companies in its region for the potential of knowledge interactions between the university and the region. The event was inspired by the HEInnovate tool and was organised as part of the university's involvement in the BeyondScale project. The Ruse BeyondScale team believes that the workshop results have been very useful for the university and the experience could be useful for other academic communities as well in their search for opportunities to establish fruitful collaboration with companies. Therefore, the purpose of this document is to describe some of the key steps in the preparation and execution of this workshop.

Workshop User Story

- Workshop Organizer - **University of Ruse "Angel Kanchev", Bulgaria**
- Authors - **Hristo Beloev, Diana Antonova, Rusi Minev, Daniel Pavlov, Sasho Iliev**
- Type of Activity - **Outbound Workshop**



NHL Stenden User Story



The workshop user story focusses on the outcomes and impact of using the BeyondScale workshop approach by NHL Stenden for its inbound and outbound activities in HEInnovate dimension areas. In this workshop user story, NHL Stenden reports on how the BeyondScale workshop format was applied and helped to achieve the institute's objectives as well as lessons learned from this experience. With the workshop user stories, the BeyondScale project aims to support other higher education institutions that are interested in applying a similar workshop format, showing details of the process, tips, and tricks for a successful implementation of the workshop, and collecting detailed feedback from internal and external stakeholders.

This user story zooms into the phase of the change process during which NHL Stenden aimed to adapt its activity plans to respond to the demands of its internal and external stakeholders. The workshop helped NHL Stenden identify the major barriers and facilitators to achieve its objectives.



FH Campus Wien - User Story

The FH Campus Wien activity involved a re-design of the curricula, in order to transform the digital competencies of students at FH Campus Wien. Activities were conducted on university and programme level and focused on content in curricula and in learning outcomes and digital teaching and learning methods.

Within the BeyondScale project, FH Campus Wien further elaborated on questions that were of particular interest and organized a value proposition workshops on the HEInnovate dimension digital transformation and capabilities, offering a possibility to engage with stakeholders and develop an action plan, which should stimulate the digital transformation of the institution. Since HEInnovate focuses on digitalization at an institutional level – FH Campus Wien considered looking at the program level as well.

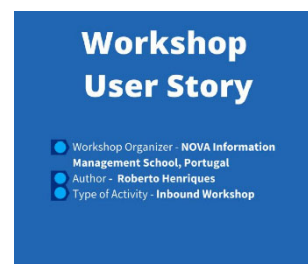
The value proposition workshop provided the opportunity to explore “gains” and “pains” of digitalization at university level as well as on program level. One objective of the workshop was to derive activities for the action plan. At university level, this included activities and measures for the strategic field of digital transformation and social change. On the program level, the transformation of curricula as well as teaching and learning with regard to digitalization was supposed to be fostered.



NOVA IMS - User Story



This user story describes a workshop held at NOVA IMS to deliver on an inbound activity that is part of the BeyondScale project: the digital technologies supporting teaching and learning. This activity builds on the HEInnovate dimension "Digital Transformation and Capability" and focuses on improving the quality of teaching and digital enhanced learning. As part of its strategic plan for 2019-2022, NOVA IMS, the Data Science school from NOVA University, has decided to invest in pedagogical innovations focusing on Digitally-Enhanced Learning (DEL) initiatives in the data science area. To achieve this goal, we conducted at NOVA IMS a workshop with programme coordinators/ professors, which pointed to the need to support the teaching and learning processes by means of digital tools and digital content in our course curricula.



University of Innsbruck - User Story

The University of Innsbruck (UIBK) offers its students and researchers a wide range of opportunities in learning and getting familiar with entrepreneurship. One example is an interdisciplinary course on entrepreneurship for bachelor/master and PhD students, workshops for post-docs, etc. UIBK has a well-developed ecosystem for entrepreneurship offering wide range of opportunities to enhance the entrepreneurial mindset and to acquire the necessary skills. However, there is a lack of awareness in the fields of social sciences, humanities and arts (SSHA). With the "BeyondScale project" UIBK seeks to focus on the SSHA field to enhance the staff, the researchers' and the students' entrepreneurial mindset.



The main goal of the activity was to develop offerings for Entrepreneurial Learning, which are tailored for the specific demands of the disciplines of social sciences, humanities, and arts. For this purpose, we collected the necessary information in the forefront by interviewing people from these disciplines SSHA: students, alumni, lecturers, and other stakeholders. A second goal – which relates to all BeyondScale partners and activities – is to gain experience and feedback concerning the HEInnovate tool/questionnaire/survey.

Instituto Politécnico de Viana do Castelo - User Story

IPVC engages with the so-called Inclusive School Project, which is part of its Quality and Social Responsibility Management system. With the project, IPVC aims at two major goals: The first goal is to foster community building in innovation and entrepreneurship. It aims to enhance the link between the academic community and the social and non-profit organisation sector in the Alto Minho region. The second goal is to implement service-learning at IPVC. To this end, small scale collaboration projects where students service non-profit organisations in the region are implemented. These two goals are addressed by IPVC's inbound and outbound activity. In its inbound activity, IPVC engages with its teachers to convince and train them to engage in various service-learning projects and to foster social



entrepreneurship in students. In its outbound activity, IPVC aims to strengthen the exchange and collaboration with the social sector in its region.

6. The Digi Buddy Platform

Based on the BeyondScale objective, the project explored the possibility of identifying partners to facilitate peer learning across Europe. Therefore, the BeyondScale project created a web-based tool – the Digi Buddy platform - which will support higher education institutions to find other higher education institutions to establish collaborations that are beneficial for all partners and help them develop and transform their institutions.

Digi Buddy is a digital platform that supports higher education institutions finding institutional partners for peer learning and supports their collaboration and capacity building during institutional transformation with evidence-based tools. Thus, it is a process-oriented and interactive tool to support the higher education institutions' transformation and capacity building. It mainly provides support in areas linked to the dimensions that currently are addressed by HEInnovate.

The Digi Buddy platform has the following three main functionalities:

1. To enable HEIs to find matching institutions that face similar challenges
2. To facilitate collaboration, networking, and mentorship among HEIs
3. To provide access to evidence about how institutions become more entrepreneurial through the "Inspiration Fiches". For the prototype platform, inspiration fiches are included for two HEInnovate dimensions: "Entrepreneurial Teaching and Learning" and "Knowledge Exchange and Collaboration with a special focus on social entrepreneurship and social innovation.

The "Inspiration Fiches" were developed in the course of accompanying research of the BeyondScale project by CHEPS. The "Inspiration Fiches" summarize evidence from scientific literature and resources provided by the HEInnovate platform and BeyondScale. They provide a menu of typical challenges that higher education institutions face when becoming more entrepreneurial. In addition, the fiches list interventions higher education institutions employed to respond to challenges, the inputs used, the barriers faced, and the solutions institutions have developed. The inspiration fiches can be understood as a condensate of the available evidence of the entrepreneurial transformation of higher education institutions. The keywords in each category (challenge, intervention, barrier...) form an entry point to the underlying knowledge base.

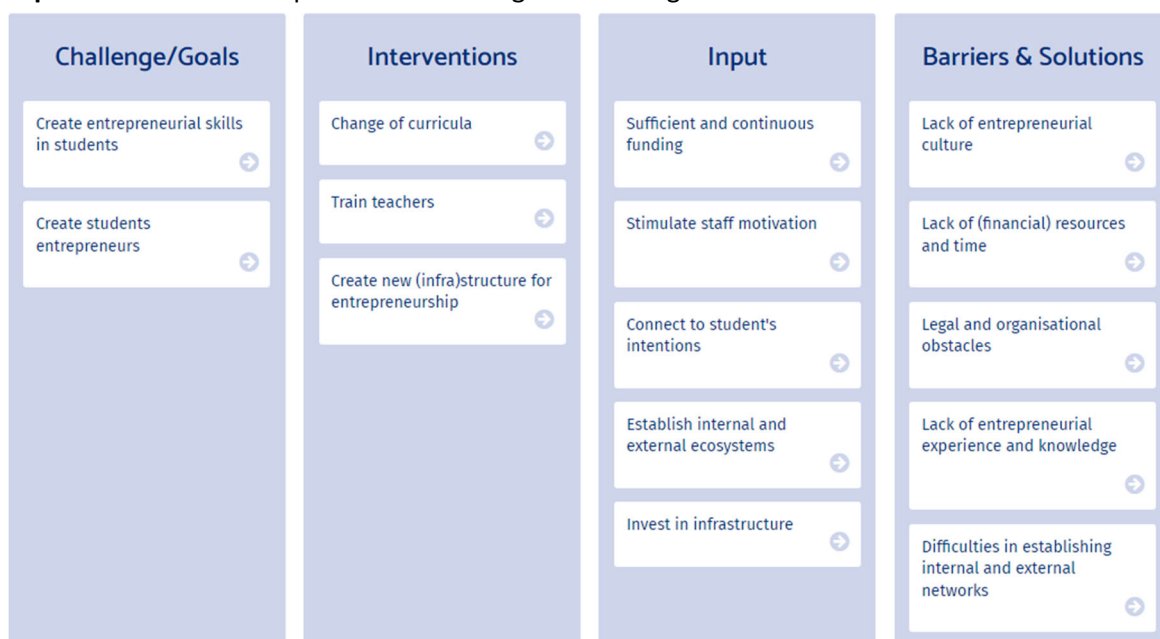
Users of the digital fiches will be linked to more information and resources once they select a keyword included in the fiches. They provide several entry points for the users from which they can start their learning journey.

The inspiration fiches are intended to give an overview of possible courses of action that you can apply to achieve change in your university. They provide basic information, but also show additional sources of information where further knowledge can be used.

They include answers to the following questions:

- **Challenge/Goals** – Which goals should be achieved through the change process?
- **Interventions** – What interventions are there to achieve the goals?
- **Input** – What inputs or resources must be expended for this, and what special requirements must these inputs meet?
- **Barriers & Solutions** – What problems can arise and what can be done to overcome them?

Inspiration Fiche – Entrepreneurial teaching and learning



Linking the Digi Buddy Platform and HEInnovate

The Digi Buddy platform capitalizes the existing HEInnovate resources in two ways: First, it uses the current eight HEInnovate dimensions for the matching procedure. In addition, it links users to the consultative information on the HEInnovate platform by linking them to the case studies, user stories and other information material that is available on the platform. This will enable users to engage in networking activities with other HEIs that have used HEInnovate before and actively pursue institutional change and transformation processes. The suggestions of this information will be based on the selection institutions make when they register for the platform and the matching.

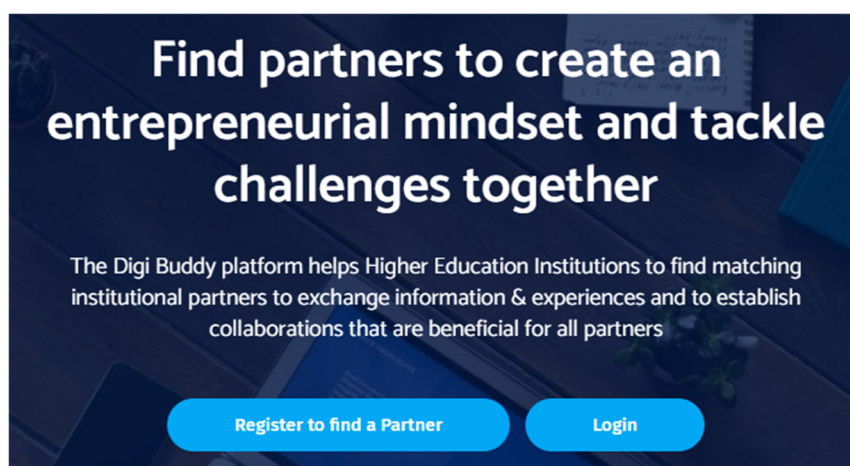
How Does It Work?

Digi Buddy provides three major functionalities: 1. matching higher education institutions interested in collaboration and peer learning, 2. a digital space where higher education institutions can kick off their collaboration, and 3. access to evidence-based material on institutional transformation, in particular the Inspiration Fiches, to inspire and support the collaboration.

To participate in the platform, institutional users register on the platform providing information on their institution (such as size, type of institution, full or specialized institution, country, etc.), thematic area of interest and on the topic they seek to collaborate on. The platform is aligned with the GDPR regulations and provides users with information on how their data is used. The platform does not disclose information to third parties and only shares information with registered users during the matching process.

The matching process involves two steps. First, users will fill in general institutional characteristics. Based on the users' choices the platform shows a list of higher education institutions with similar interests. These choices include structural and process-oriented information, which will lead to matches of higher education institutions that might face similar challenges and plan to engage in a similar area of transformation.

Once the platform generates a match, the seeking institutions can send an invitation for collaboration to the matched institutions through the system, forming the second step.



Click on the image to go to the website or use this link: <https://www.digi-buddy.eu/>

To promote the Digi Buddy platform, a seminar (online, due to COVID-19 restrictions) was organised by the University of Ruse "Angel Kanchev" in which the concept of the platform was presented. Participants from Bulgarian and Romanian Universities were introduced to the background of the platform and guided through the registration process. Their feedback was very helpful to improve features of the Digi Buddy platform.

A seminar at the University of Athens was held by WPZ Research to inform an international group of students about the platform and give them the opportunity to test and discuss the design and concept.

The International Entrepreneurial Education Network (“Teacher Network”)

Within the BeyondScale project, the consortium partners have kick-off an International Entrepreneurial Education Network, based on an action plan that has defined the details of the network to ensure existence and further development after the BeyondScale project has been finished.

The International Entrepreneurial Education Network shall focus on building entrepreneurial education, that is effective, innovative and attractive, and might contribute massively to knowledge-, skill- and attitude development in and among the area of entrepreneurship. It will offer opportunities to connect teachers in order to exchange knowledge and experience in the area of entrepreneurial teaching activities and evaluation models on entrepreneurial competences.

First, an inventory of existing entrepreneurial teacher networks has been made, based on a concise internet-based desk research. Next, the target group of teachers, a vision, the future requirements and concrete steps for setting up the network have been defined. Representatives from all BeyondScale project partners participated to discuss the vision of the international entrepreneurial education network at the BeyondScale capacity building seminar that took place in November 2021.

Subsequently an initial exchange on the vision and objectives of the International Entrepreneurial Education Network has been developed, based on discussions with relevant stakeholders both inside as well as outside of the BeyondScale project.

In order for the network to be continued, also after formal dates of the BeyondScale project, initiatives have been taken to involve other partners beside the BeyondScale partners. Therefore, possible network partners were invited to the seminar and also met afterwards for further discussion. (among them GHENT University and partners of the RUN EU regional university).

A visual representation of the network to present the concept has been designed based on the requirements indicated by the BeyondScale partners and presented at the BeyondScale final conference.

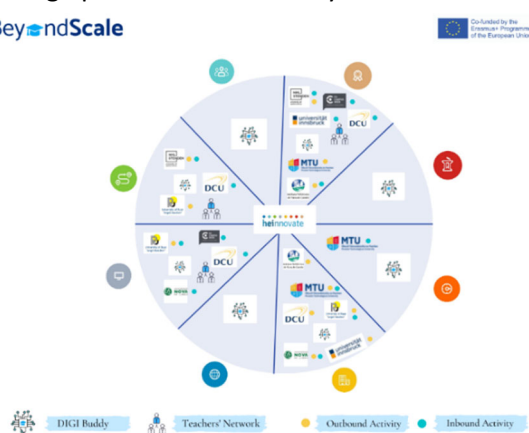
The next step in the development is to find structural funding and organisational embedding for the network. At the moment, embedding in the international RUN EU network seems to be the most promising route for the long-term continuation of the network. Of course, current BeyondScale partners will be closely involved in the further development of the International Entrepreneurial Education Network.

7. The HEInnovate Platform and the BeyondScale activities

In recent years, the HEInnovate platform has grown. Besides the self-reflection tool, it now provides resources such as case studies and user stories for HEI practitioners, seeking inspiration to strengthen their institutions' entrepreneurial agenda. EPIC - an instrument that helps measure entrepreneurial education's impact on students – is connected to the HEInnovate platform since late 2019.

The **accompanying research** of the BeyondScale project engaged differently with the HEInnovate platform than the project partners. Rather than employing the platform, the accompanying research reflected on how the project partners use the HEInnovate tool and platform in their project activities related to the BeyondScale project. As part of this, the accompanying research studied the role that the HEInnovate resource base plays in facilitating partners during their (organisational/institutional) change processes initiated by the HEInnovate/BeyondScale activities.

BeyondScale



The accompanying research in the BeyondScale project took three different roles. The first was to provide support and consultation for project partners concerning the planning and development of their activities and their use of the HEInnovate tool. In its second role, the accompanying research created a useful knowledge base for the partner projects (and further users of the HEInnovate platform). This role included collecting and unlocking the available evidence from the currently overwhelming academic literature on different aspects of entrepreneurship in higher education.

Thirdly, the accompanying research analysed the experiences of the partner projects in using the HEInnovate tool. In addressing these three roles, the accompanying research strived to suggest ways to enhance the HEInnovate tool.

The HEInnovate self-assessment statements are often the start of a discussion – the start of a learning journey – around the experiences and ways in which HEIs can become more entrepreneurial and transform themselves while undertaking this journey.

In order to learn about the ways in which this transformation can take place, the users of the HEInnovate tool can get inspiration from the rich database of case studies and user experiences that is made available through the HEInnovate website. However, the experiences of BeyondScale partners in making use of these HEInnovate resources (i.e. the self-assessment statements, the case studies) suggested that a number of additions and enhancements to the tool can be made.

Based on the experiences of the partners in the BeyondScale project the accompanying research has developed a number of recommendations on how the use and usability of the HEInnovate tool can be enhanced. All BeyondScale project partners reaffirmed that, as a self-reflection tool, HEInnovate is already **a very useful instrument** to support HEIs in identifying their strengths and weaknesses in the area of entrepreneurship and innovation.

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8.1 Challenge 1: Translate awareness into action

One of the biggest lessons learned during the BeyondScale project is that HEIs often find it challenging to choose the actions to undertake when they wish to move from the current state they are in towards becoming a more entrepreneurial institution. The HEIs that have done a self-assessment realize that there are many actions that might be considered and that there are many examples of HEIs in the world that in one or another have managed to implement some of them. However, as shown from our literature review on the topic of Introducing Entrepreneurial Teaching & Learning in HEIs, there are several interventions, actions and strategies to consider and choosing the one that works for the institution is a great challenge.

Addressing this challenge is not a simple task, as each HEI in a way is unique, in the sense of being situated in a particular context and already having some experience in terms of embedding entrepreneurship in the activities (education, research, engagement) and support structures of the institution. In some parts of their institution the HEI already may have reached a particular level of entrepreneurial characteristics, while other parts (say, faculties, departments) may not. Therefore, a first step is building awareness of the state the institution is in – and for that HEInnovate is a useful instrument.

Starting a discussion in the institution on what steps to undertake could easily lead to a debate where too many options and interventions are suggested. Certainly, when the discussion would start from the full set of (eight) HEInnovate dimensions. To prevent this overload of dimensions and issues to consider, it pays to **select one HEInnovate dimension** (or two at most) and to sometimes go even further and select a particular course of action to achieve a goal – thus **focussing on one particular set of interventions**.

The BeyondScale partners found the choice for one dimension one of the most important pieces of advice when embarking on their organisational change project (say, their inbound, or outbound activity). This focus can help the stakeholders involved in the transformation process remain motivated and continue participating in the project, as they see a clear road ahead of them and they stay focused on the goals of project. It prevents the organisational change project from drowning in ambitions. A clear focus also makes it easier to align the activities undertaken in the project with the needs and demands of the stakeholders (e.g., the students, or the businesses and other external partners of the HEI).

Getting this clear focus on the HEInnovate dimension to concentrate on and the interventions to consider, however, requires that the institutions first **learn about the demands of their stakeholders**. Another important lesson learned in the BeyondScale project is that it pays off to make an investment in engaging the stakeholders in a focused debate on what they perceive to be the value proposition that the HEI can make in addressing their needs. This debate can be organised by means of a workshop where the value proposition canvas is placed in the centre. The **Value Proposition Canvas** distinguishes the pains perceived by the stakeholders, and it provides a structured debate on the ways these pains

can be relieved, the gains that can be provided by the HEIs (i.e. their products and services), along with ways this can be done (by means of the gain creators). The value proposition canvas was well-received by the HEIs in the BeyondScale project – it helped structure the debate with their stakeholders involved in the (inbound and outbound) projects and it served as the start of an action plan, with inputs from the different partners in the project.

The preparation of such a workshop that makes use of the value proposition canvas is crucial. From the BeyondScale experience we learned that it helps to first collect the opinions and experiences of the different stakeholders and participants in the workshop. This can be done using the self-assessment statements provided by HEInnovate. However, the statements are not always easy for users to react to.

Firstly, because the HEInnovate self-reflection statements make use of terminology and concepts that are not always clear to the uninitiated (say, outsider). In particular, representatives from external stakeholder parties (e.g., business, non-profit sector) do not have the required profound prior information on the higher education institution to answer a statement let alone the *time* to invest in finding that information. This can lead to a high level of non-response, unreliable responses, or ‘not applicable’ responses.

Secondly, the statements relate to the HEI as a whole, while the respondent may not have the full picture and only be aware of her/his particular department or unit in the HEI. The statements are seen as too broad and not tailored to the individual institution. Despite of this, the statements are inspiring for the organisers of a value proposition workshop – the statements can be seen as the start of the process of collecting information.

Thirdly, the statements are all in the shape of closed questions (requiring answers on a five-point scale), which is a challenging is there is no real benchmark. Scoring a ‘five’ on a statement would actually require a comparative case – an ideal case. But that does not always exist, so interpreting a score awarded is difficult.

The BeyondScale partners, therefore, in their preparation for the Value Canvas workshop discussions added their own questions to the HEInnovate questionnaire, often deciding to include more ‘open questions’, where information is sought on actual pains, gains and how (and why!) to address them. In particular, these additional questions were meant to collect information on practices and experiences related to their selected HEInnovate dimension. Often, this more qualitative information was found to be more useful than quantitative scores on a five-point scale given by survey participants. Without inviting the survey participants to articulate wishes, desires, pains, gains, ideas etc., one just gets a snapshot of the institution’s present status (as perceived) and does not garner ideas for future development.

All of this leads to the recommendation that the HEInnovate tool can (and should) be made more flexible and useful for HEIs by means of **adding questions and statements** that are more tailored to the issue at hand and the particular stakeholder groups where information and opinions are to be found. In some cases, statements may also be deleted if they are felt to be less relevant for the issue (e.g., dimension and intervention) at hand. One should understand that the goal of HEInnovate is to start a discussion/dialogue in the HEI to initiate change processes. Whatever makes this goal become more within reach may need to be added to the tool. This also includes **adding clarifications** of terms (e.g. entrepreneurship) and examples to the HEInnovate tool.

8.2 Challenge 2: Identifying the relevant resources from the HEInnovate case studies, user stories and guidance notes



The BeyondScale partners often found it challenging to make sense of the large set of materials that was suggested to them after having completed the HEInnovate self-assessment questionnaire. They were often overwhelmed with the abundance of case studies, user stories, guidance notes, videos and other digital resources on the HEInnovate website.

Making the relevant selection from these resources is a tremendous challenge for leaders, policymakers, and advisors in higher education institutions. There is no simple or single best practice, because the differences between HEIs are quite large in terms of their degrees of freedom (autonomy; legal provisions), their experience (or maturity) in entrepreneurial activity, the culture and attitudes of their (academic & support) staff in the various disciplines, and – finally – their (managerial) capacity (i.e. expertise and resources).

The HEInnovate website currently provides a search menu with filters and the opportunity to search for keywords and expressions in the documents, so that users are provided with those documents that best match their information needs. However, for some users, accessing knowledge in this way is time-consuming, as they must sequentially study a set of case studies and extract the information they are after. Also, users interested in the practical interventions that may be considered when implementing change processes will have to make a considerable effort to identify the possible interventions and decide on which interventions are relevant for them.

To address this challenge, the accompanying research that took place alongside the BeyondScale project made an effort to unlock the existing academic and HEInnovate resource base on entrepreneurship in higher education. And introduced the idea of '**Inspiration fiches**', as a new tool to support action plans in higher education institutions. The fiches (akin to cards) provide a condensed overview of possible interventions, potential barriers and other aspects related to the change processes in higher education. They are more easily accessible to managers and practitioners in higher education who seek inspiration on how to push forward the entrepreneurial agenda in their institutions.

The inspiration fiches were made to enhance the usefulness of the HEInnovate self-assessment tool, and support HEIs in deciding on an action plan that responds to the challenges that were identified by the institutions. The fiches condense knowledge into information-rich and inspiring keywords for some of the essential features of institutional change processes. The fiches present the essential features of a change process within one of the HEInnovate dimensions (e.g., Entrepreneurial Teaching and Learning). They present (1) the typical *challenges* that motivate HEIs to engage in the selected HEInnovate dimension, (2) the typical *interventions* used by HEIs to respond to these challenges, (3) the *inputs and resources* HEIs employed to implement the interventions, and (4) the *barriers* that HEIs had to overcome during the change process, along with the *solutions* to overcome them. Thus, the Inspiration Fiches support the search process for HEIs that are starting on a transformation journey towards becoming more entrepreneurial in a particular HEInnovate dimension.

In addition, the BeyondScale partners felt there was little information available on the HEInnovate platform on the topic of social entrepreneurship. It was felt that there was a large focus on for profit entrepreneurship instead of initiatives and issues that involved working with (or for) the not-for-profit sector. To address this shortage, the accompanying research in BeyondScale produced an Inspiration fiche dedicated in particular to **social entrepreneurship** and the so-called Third Sector. This particular type of entrepreneurship may be added to the HEInnovate tool – either as a separate HEInnovate dimension or as part of its dimension 'Preparing and Supporting Entrepreneurs'.

8.3 Challenge 3: Learning from others



When having to decide on the actions to undertake for making the entrepreneurial transformation and what to keep in mind in terms of potential obstacles and facilitators to consider, it always makes sense to learn from other experiences. As mentioned above, for this, one can make use of the experiences of other HEIs, or of the academic literature and resources made available through the HEInnovate platform. However, for the BeyondScale partners one of the most valuable experiences was to be able to learn from other HEIs that are in the same situation and that are also interested in change processes. However, it is not only learning *from* others, but in particular learning *with* others. Exchanging experiences with other HEIs is seen as very valuable. Although such interaction these days can take place on-line, and can be enriched by tools such as Mural, there is an advantage of real in-person, face-to-face conversations. The Covid situation made this difficult, but despite this, the BeyondScale partners managed to start discussing common interests and approaches on the on-line platforms (Teams, Zoom).

A lesson learned is that trust between partners and knowing about each other's background and interests is conducive to the information exchange. Knowing the profile of your partners then is a good starting point. Such a profile can be made available on-line – using the digital tools and examples that are ever-present these days. As part of BeyondScale, a **Digi Buddy system** was constructed – as a pilot to test out how representatives from HEIs could be assisted in finding other HEIs (say, buddies) with which they can exchange information, experiences and discuss potential actions to undertake when trying to become more entrepreneurial. The Digi Buddy tool so far was tested only on the selected set of BeyondScale partners, and further enhancements may be made to the tool before it can be scaled-up.

8.4 Challenge 4: Assessing progress on the transformation journey



All BeyondScale partners were involved in their own inbound and outbound change projects. They started with applying the HEInnovate self-assessment tool (including additional questions) and then proceeded with a Value Proposition workshop and the actions agreed after that. In further workshops and activities, the interventions suggested in the VP workshop were followed up.

One of the biggest challenges in this transformation exercise was to keep all interested stakeholders motivated, deliver on the agreed plans and make sure sufficient progress was made. Projects always are confronted with unexpected events (e.g., Covid), which call for further action, investing additional resources (e.g., time of staff). Having a sufficiently detailed project plan is always a sine-qua-non, and this usually is in place. However, the project leaders in charge of institutional change projects such as the ones undertaken as part of BeyondScale often found it difficult to assess the extent to which their actions had contributed to the wished-for objectives or whether the project was on track.

Checking progress and assessing impact of institutional change processes is a big challenge in HEIs. This is also one of the reasons that in the HEInnovate resource base (e.g., its case studies) there are relatively few materials devoted to the HEInnovate dimension of *Measuring Impact*.

Addressing this challenge was also something that the BeyondScale partners found difficult. As part of the BeyondScale activities, a suggestion was made to make use of tailor-made indicators and qualitative assessments for assessing where the project is and whether it has made a difference. A short **guidance note on indicators** was made available to the BeyondScale partners to inspire their use of potential progress indicators and their possible application. The BeyondScale partners were

encouraged to use this guidance note to measure progress and performance in their follow-up workshops. However, many partners were quite hesitant to use the indicators, because of the work involved and the unfamiliarity with the subject. The time period for the projects in many cases also was too short to already expect very clear outcomes.

8. Conferences, Seminars and Webinars

The [Kick-off Meeting](#) of the project BeyondScale took place on 27 and 28 November 2019 in Vienna. Apart from the 12 project partners, representatives from the European Commission, the Austrian Ministry, the HEA Ireland and the OECD participated in the event to define the details and the work plan of the project.

At that time, however, the project process was planned without considering COVID – requiring to redefine the activities and approaches within the project.

From March 2020 on, all meetings (internal and external), capacity building seminars and conferences had to take place online until March 2022.

Therefore, the [Mid-term conference](#), which should originally take place in Bulgaria, took place as online event. The title of the event was: “The power of peer-learning and change management during a pandemic. “

Capacity building seminars

Covid-19 has posed several challenges for universities and intensified the pace of the institutional transformation. The midterm Mid-term conference had twofold objectives, first to focus on the current challenges facing the higher education institutions and to highlight the role of peer learning and change management. The second objective was to invite the partners and update the audience regarding the work done in the BeyondScale project. Thus, the conference aimed to create a common space for various higher education stakeholders to engage in fruitful discussions.

Therefore, the conference comprised 2 main sessions, the first session was led by the external keynote speakers to bring external perspective. And the second session was led by our project partners, to enhance the internal perspective. Apart from the BeyondScale partners, conference participants were representatives from the EACEA, the Ministry of Education in Bulgaria, the Higher Education Authority Ireland, CHE Center for Higher Education/Germany, the Austrian Institute of Technology and the University of Graz, representatives of HEInnovate/Technopolis and THEI2.0.

During the time of BeyondScale, the project was presented at numerous occasions by all project partners, especially at all HEInnovate webinars with Erasmus+ involvement, at meetings with the EACEA and other authorities, but also at conferences of other projects.

The biggest event – and the first face-to-face meeting of the project after the kick-off meeting in November 2019 was the [Final Conference](#) in April 2022 in Vienna.

Main topics were:

- HEInnovate & Forward Looking Cooperation Projects: Mission & Objectives
- Labour market relevance of higher education – how do HEIs anticipate novel jobs and skill needs, create study programmes that are relevant to these labour market needs, and rethink how to communicate with learners about future careers and with employers about graduate skills
- Current needs and challenges to become innovative, more entrepreneurial from HEI's view and also ministry perspective and national perspective
- BeyondScale: Project objectives and the journey we made
- How to manage the transformation of HEIs – is it up to the autonomy of the institutions or is it up to the guidance through the government?

39 speakers from 15 different countries were actively involved in the event, that was followed by a large number of interested participants on-site, online via Zoom and via live stream. Participants from the EC, the OECD, from Ministries from Austria, Bulgaria, Slovenia from HEInnovate, from Munster Technology as well as Abodoo, the EUA, the TU/e innovation Space and from the DG of Higher Education and the Higher Education Authority Ireland provided policy insights and ideas for the future ways to go and how to tackle and adapt to changing conditions.

The BeyondScale partners presented several activities developed within the project and the journey made, and furthermore the different results and outcomes. These included the: inbound and outbound activities, the accompanying research, the value proposition workshop format, the Digi platform and the International Entrepreneurial Education Network.

In the session on the green transition, the focus was on innovative teaching and learning in higher education and the student's involvement in inter-/transdisciplinary research projects, presented by speakers from TU Wien, University of Primorska, EDLAB, ETH Zürich and the Copenhagen Solutions Lab. The panelists agreed on the necessity to raise awareness and to promote better student involvement.

The new tools and peer learning approaches that were developed and tested within the BeyondScale project over the past 2.5 years will help to further improve the user-friendliness of HEInnovate. Especially the value proposition workshop format, the Digi Buddy platform and the Inspiration Fiches will help to support the transformation of Higher Education Institutions on their way to become more entrepreneurial.

Within the BeyondScale project, a variety of webinars and seminars on different topics were offered to the public, focusing on developing and sharing good practice and resources with regard to the outbound perspective of the entrepreneurial agenda. The majority of webinars were advertised and accessible for external stakeholders upon registration, a few were held as internal webinars within the project team. The following provides an overview of some activities.

Webinar from Munster Technological University - Peer Learning, Networks and Communities of Practice for Educators and Researchers

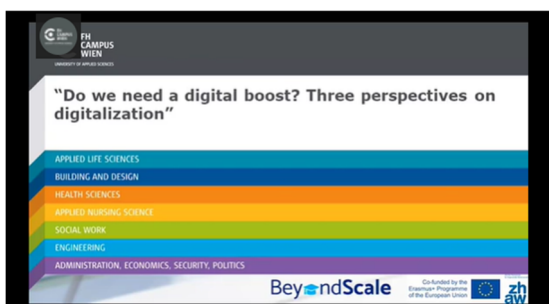


As part of the BeyondScale webinar series, MTU's Hincks Centre for Entrepreneurship Excellence hosted this session on the value of peer learning, communities of practice and networks for educators and researchers.

The event shared ideas on how educators and researchers in entrepreneurship and innovation can learn from each other and the role of peer learning.

[Watch the Webinar](#)

Webinar from FH Campus Wien - Do we Need a Digital Boost? Three Perspectives on Digitalization,



Digitalization approached the higher education world like a wave during the COVID-19 pandemic. A digital environment seems to be state of the art in higher education institutions in 2022.

However, do HEIs simply react to external influences or are they proactive players in their environment? What will happen after the current crisis? Do we need a further digital boost? In this

[Watch the Webinar](#)

webinar, FH Campus Wien looked closer into these questions and explored related perspectives.

Webinar from University of Innsbruck - Piloting the Universities of the Future: AURORA & Universität Innsbruck



In 2019, Universität Innsbruck joined the European University Alliance AURORA – a big step towards a university of the future. The aim of the European Universities is to promote European values and identity and revolutionise the quality and competitiveness of European higher education.

In the BeyondScale webinar the AURORA Innsbruck Office will share their experiences and offer insights into the breadth of their activities. There will be some reflection on the potentials and which role peer learning in the AURORA network has.

Challenges and potentials will be shown up in the case of being part of a transnational university network.

Webinar from Dublin City "Eating Insects to get my Degree" - Social Innovation and Sustainability, Dublin City University



The BeyondScale team at DCU – Dublin City University hosted an interactive webinar to showcase socially innovative sustainability initiatives. Guest speakers were Dr. Dervila Cooke and Dr. Susan Pike presenting the Seasons' Pace Food Growing Initiative, a project undertaken by DCU and Newcastle

[Watch the Webinar](#)

University in collaboration with a social enterprise in Dublin and community organisations in Paris. Dr. Darren Clarke and Leonie Goodwin (CCHANGE team Oslo) presented the impact of a 30-day challenge for his first-year students to contribute positively to the climate crisis

Webinar from NHL Stenden - Festival Experimentation and Sustainable Entrepreneurship



To move towards more sustainable businesses, alternative products, practices and systems are needed. As temporary mini societies, festivals and similar temporary events are the perfect playground to experiment with these alternatives. They offer a real-life context with similarities to the real world in a rather safe, fun and laid-back atmosphere, where people can experiment with sustainable innovations. In this webinar, NHL Stenden presented an approach that may provide sustainable innovators, start-ups, incubators, researchers, students, government representatives, festival organisers and all other innovators that want to contribute to sustainable innovation, insight into how a festival can be used as a place to experiment with sustainable ideas and innovations. The webinar is not focussed on the question of making a festival itself more sustainable, but instead it will discuss how festivals can be used as means for sustainable innovation.

[Presentation](#)

Webinar from Instituto Politécnico de Viana do Castelo - Global Schools and Sustainable Development Goals



The webinar focused on the concept of social innovation and social entrepreneurship, through the integration of Learning Service into a local ecosystem and the cross-cutting concept of Global Schools and Global Citizenship Education (GCE). Furthermore, the need to have policy coherence on GCE as a pre-condition to promote education as a driver for social innovation, considering the role of policy makers as crucial as the role of educators on higher educations and how to integrate GCE in educational policies towards social entrepreneurship and at

[Presentation](#)

the technical level, how it can support teachers' motivation and professional training on social issues were topics discussed in the webinar.

A webinar for SME representatives was organised by the **University of Ruse „Angel Kanchev“**, Bulgaria with the intention to discuss the experience of the participants of the outbound activity with HEInnovate and to provide further information on the tool. The webinar was open for students at the University of RUSE.

The webinar organised by **NOVA IMS**, Portugal, concentrated on the canvas model in general and how NOVA's canvas approach, application, and experiences to allow other BeyondScale partners to learn from their workshop experiences and implement this into their own workshops.

A webinar (in German) was organised with representatives from the **German Academic Exchange Service (DAAD)** to present the BeyondScale project and Digi-Buddy platform. The integration of the Inspiration Fiches into the DAAD portfolio and the possibility of using the platform and Inspiration Fiches in the DAAD fields of activity outside Europe were topics of the discussion.

9. More results of BeyondScale....

All Reports, papers, videos, tutorial, guidelines and user stories... and more.... Are published on the BeyondScale website: www.beyondscale.eu.



Tutorial and User Stories



Guidelines on Peer-Learning



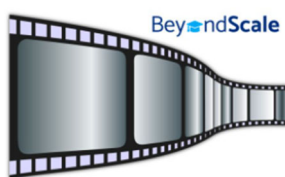
Research and Reports



Proceedings



Platform and Network



Video Insights



Posters and Presentations

Click on the icon to learn more about the results of BeyondScale.

10. Closing thoughts

The common denominator in the findings of the different project partners is that one size does not fit all when promoting entrepreneurship. Creating an entrepreneurial mindset is a multi-faceted process. Among the different project partners there have been rather diverse outcomes and different implementation of more commonly found outcomes. A generally accepted focus has been on interdisciplinarity, which is complex but very valuable for innovation and entrepreneurship within Higher Educational Institutions (HEIs).

The project has been one with a strong emphasis on international cooperation. A clear trend throughout the project is the focus on and the value generated through peer-learning opportunities. Although one size does not fit all, following good practices has been found to be hugely valuable. This also ties to the learning by doing approach.

Overall, collaborations are essential to the successful fulfilment of the project, as they enable continuity and knowledge sharing. These collaborations are being set up through the BeyondScale project, with initiatives such as the Digi Buddy and the Teachers' Network, which make the collaborated design and implementation of best practices possible.

Besides peer-learning, another trend throughout the project has been the prevalent focus on the sustainable goals and making a societal impact. This is hugely important, since educating students to make the world a better place makes much more sense than preparing them solely for a certain job within a specific field of expertise.

For innovation within higher education and student entrepreneurship to work out, HEIs need an ecosystem approach – collaborating with businesses, political organizations, research institutes, NGOs, and other HEIs. However, companies often lack the time for activities outside their core business, which is a major challenge in implementing outbound activities in a project like BeyondScale. How can businesses be motivated to dedicate more time to such activities? This could be solved by building long-term partnerships with mutual benefit between a HEI and a company. Besides an ecosystem approach, a clear system perspective is needed for institutional change and sustainable transformation.

The BeyondScale project has brought about valuable insights and benefits for the parties involved. Three examples, although the benefits clearly extend far beyond those. First, there is increased interest and funding of student entrepreneurship, specifically nurturing their entrepreneurial mindset. Second, there is an emphasis on what employers look for when hiring new graduates and how HEIs can collaborate with industry to support students and employers. And third, it became visible in the project that entrepreneurship and innovation are equally important for all disciplines.

11. Further Information

www.beyondscale.eu

www.digi-buddy.eu

www.heinnovate.eu

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