

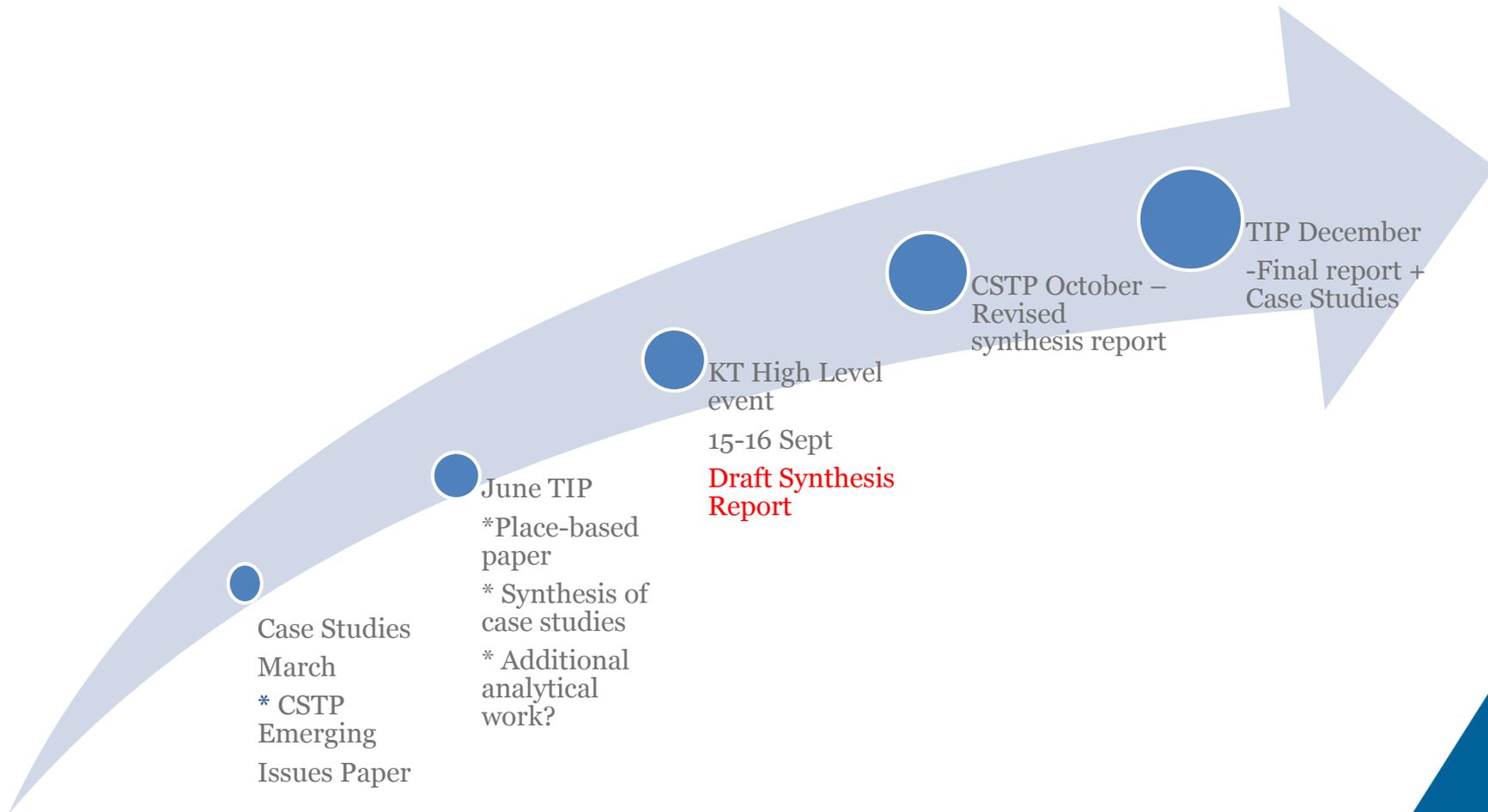


THE KNOWLEDGE TRIANGLE: NEXT STEPS

Workshop on Impact Assessment 2-3 May 2016



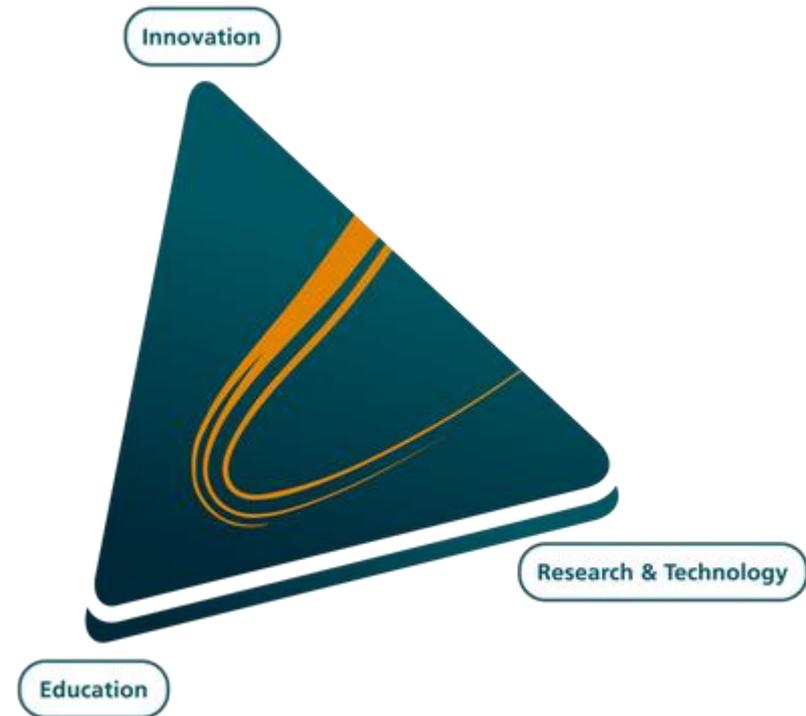
Countdown to final report on the Knowledge Triangle





Knowledge Triangle at HEIs defined

- A framework for a more systemic and systematic approach to research, education and innovation policies towards HEIs within a place-based context.
- Government role as funder, orchestrator and referee.





Deliverable : a policy report that provides guidance and practical policy tools to integrate education, research and innovation at HEIs

- 1. Reviews concept of the Knowledge Triangle and its application as “framework” for policy towards HEIs**
- 2. Identifies different national approaches towards the KT based on international comparisons**
- 3. Best practice and practical insights from case studies of HEI eco-systems regarding the policy levers to improve the KT [Ex. how to use funding to improve the KT, how to remove barriers to mobility of talent within the KT, how to design policies for the actors in the KT, how to evaluate impact of policies (policy mix)].**



HEIs have become central actors in innovation systems... They

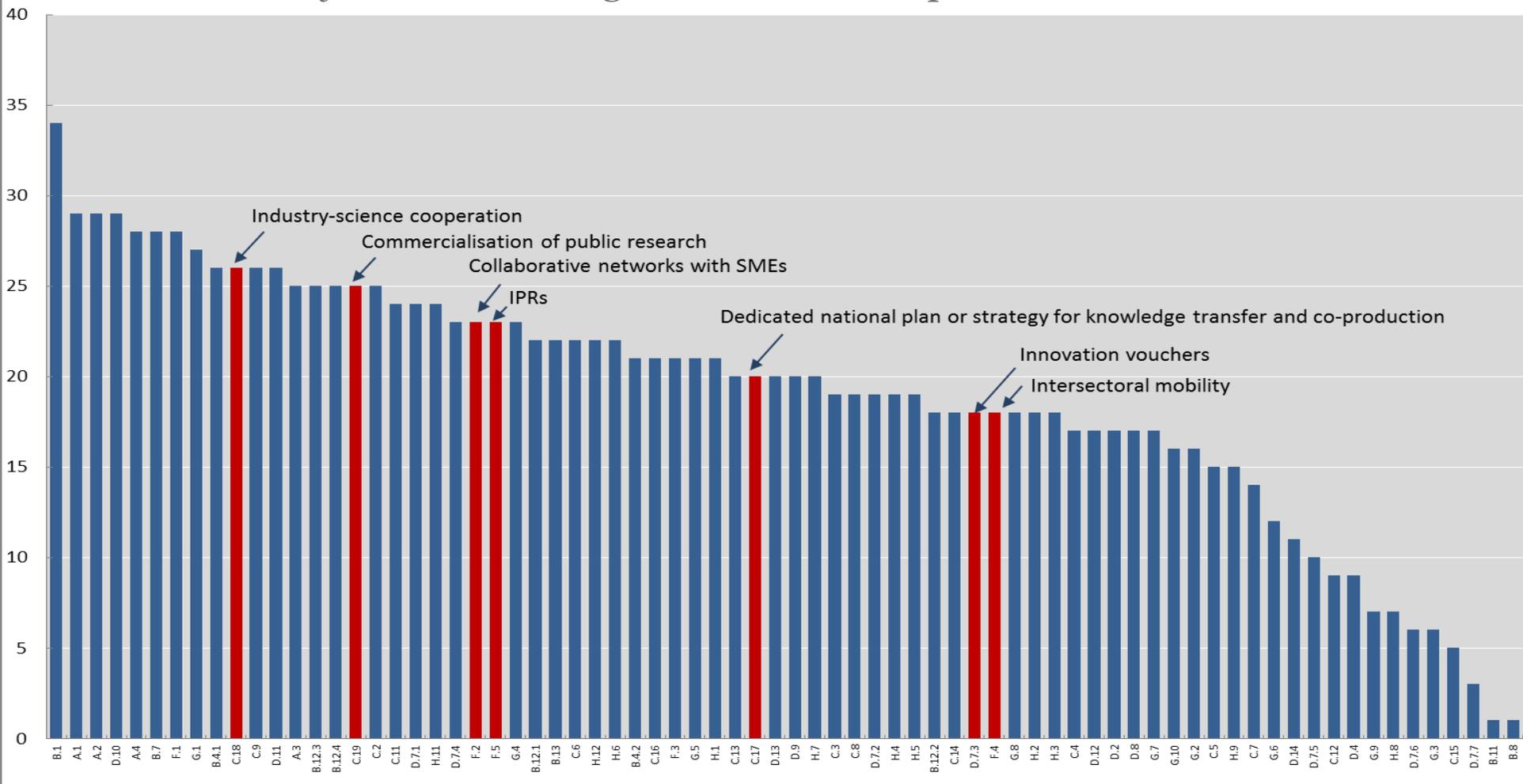
- Train and develop people (human capital) through **teaching** activities.
- Perform a large share of public **research**, both basic and applied research
- Contribute to **local economic employment** and development
- Contribute to “third mission” activities, notably **innovation** and “community engagement”.



Knowledge transfer policies are evolving and focus on HEIs

Major areas of changes in national STI policies, 2016

Number of countries



Source: EC/OECD STI Policy Survey 2016 (preliminary).



Policy tensions and open questions

- **Fragmented governance**
- **Tensions between HEIs and PROs**
- **Trade-offs between knowledge production and diffusion**
- **Excellence in research at the expense of education?**
- **Complementarity between education and the third mission**
- **Place-based and HEI eco-systems**
- **Diversity of funding, performance indicators and evaluation practices**
- **HEI institutional management and leadership.**



Case Studies on the Knowledge Triangle

- 16 Country case studies
- Understanding the current state of affairs, drivers and barriers and the (national) policy mechanisms used to promote **synergies/integration** of research, education and innovation missions
- Institutional policies and **practices** to support KT activities. Describing complementarities or conflicts between agendas (i.e. regional growth, tertiary education or research excellence), incentives and outcomes.





Some findings from the analytical work and case studies thus far

- HEIs are diverse actors but quality of performance in teaching and innovation is concentrated within countries
- Levels and terms of public funding (block, competitive) are powerful levers on HEI behaviour but focus more on research and teaching excellence than on “third mission”
- Institutional autonomy is important lever for institutional performance but not sufficient for change
- Little institutionalisation of “knowledge triangle” activities at some of universities in the case studies
- Universities **themselves** need to become better at linking the three tasks
- Importance of **academic leadership** to set ambitious goals and strategies
- - but in many cases most univ. leaders come from the faculties!
- Evaluation and impact assessment are dependent on missions and funding criteria
- There are differing points of departure for KT- variance between academic fields and profession-oriented, applied sciences



Next Steps (1) Synthesis of the case studies

- Part I
 - KT definition, understanding
 - National Policy Frameworks
 - Funding, evaluation,
 - KT policies and governance
- Part II
- A) Institutional Cases
 - Comprehensive
 - Technical
 - Regional
- B) Place-based cases
 - Eco-systems
 - Smart



-
- Part III
 - Lessons learned
 - Policy implications
 - Government
 - Regions
 - Institutions



Next Steps (2): Analytical paper on place-based policies and HEIs

- Review of OECD evidence and literature on the role of HEIs at the local level
- Development of a typology of OECD regions on the basis of HEI and innovation related indicators.
- Typology based on a statistical cluster analysis on the bases on innovation related-variables belonging to the OECD Regional Database
- Analysis of recent policy trends for the local KT on the basis of case studies and desk research



Next Steps (3):

- Discussion at TIP Meeting on 20-22 June 2016
- High Level Meeting on 15-16 September 2016
- Outcomes of work on impact assessment (December 2016)
- Final report – December 2016

SAVE THE DATE

High-Level meeting on the Knowledge Triangle: Transforming Higher Education Institutions from the Inside and Outside



15-16 September
2016, Paris,
France



**OECD Delegates to the
DSTI and EDU
Committees and leading
stakeholders across
academia, government
and business**



Please contact Mario
Cervantes
(mario.cervantes@oecd.org)
for further information



Policy Issues

Higher education institutions (HEIs) and public research organisations (PROs) are central actors in innovation systems. But the diversity of institutional models means that their contributions to innovation varies greatly within and across countries. The Knowledge Triangle approach in policy calls for the integration of education, research and innovation activities in HEIs and PROs in order to increase their socio-economic impacts at national and local levels.

The OECD will present the first findings of the Knowledge Triangle project that draws on cross-country statistical analysis to explore the impact that science, technology and innovation policies have on HEI performance. Twenty-two institutional case studies provide practical insights on the role that leadership, governance structures, incentives and stakeholder involvement play in helping institutions transform themselves to integrate research, education and innovation.

The high level meeting will offer a valuable opportunity to:

- ❖ ***Discuss the role of national research, education and innovation policies in enabling the transformation of HEIs from the inside and outside.***
- ❖ ***Learn about the strategic changes that some HEIs have made to transform the way they deliver education, research and innovation.***
- ❖ ***Understand the role that education and training policies play in building innovation capacity and in fostering a “culture” of innovation.***
- ❖ ***Meet fellow policy makers, university and business leaders interested in helping HEIs seize the opportunities of globalisation, digital technologies and place-based economic development.***

