



# **ENTREPRENEURSHIP IN HIGHER AND FURTHER EDUCATION: SHAPING THE FUTURE**

**Final Report**

**2007 NCGE/UKSEC International  
Entrepreneurship Educators  
Conference,  
10<sup>th</sup> – 12<sup>th</sup> September,  
Cambridge, UK**

**October 2007**

THIS PAGE IS LEFT BLANK FOR PRINTING

**Entrepreneurship in Further and Higher Education: Shaping the Future  
FINAL REPORT**

---

<b>CONTENT</b>	<b>PAGE</b>
EXECUTIVE SUMMARY	<b>4</b>
WHY THIS REPORT?	<b>5</b>
AN OVERVIEW OF THE 2007 NCGE/UKSEC CONFERENCE	<b>5</b>
REPORT STRUCTURE	<b>6</b>
SECTION ONE: POLICY AND CONCEPT	<b>7</b>
SECTION TWO: INSTITUTIONAL DEVELOPMENT	<b>8</b>
SECTION THREE: CURRICULUM AND PEDAGOGY	<b>9</b>
SECTION FOUR: EDUCATOR DEVELOPMENT	<b>10</b>
CONCLUSIONS	<b>11</b>
PRIORITIES FOR ACTION	<b>12</b>
APPENDIX: 1. Conference Feedback Summary	<b>13</b>

**ENTREPRENEURSHIP IN HIGHER AND FURHER EDUCATION  
SHAPING THE FUTURE**

**EXECUTIVE SUMMARY**

This report presents the outcomes from the 2007 NCGE/UKSEC International Entrepreneurship Educators Conference where over 260 delegates from 28 nations for three days explored and discussed the challenges and opportunities in shaping the future for enterprise and entrepreneurship education.

The conference focused on the current experiences, challenges and priorities for action across four major themes in enterprise and entrepreneurship education: the policy environment and concepts of enterprise and entrepreneurship education; the scope for institutional development to grow capacity; the need for growth and innovation in curricula and pedagogy development; and, an emphasis on educator development to build capability.

Overall the conference demonstrated the overwhelming and growing interest in the enterprise and entrepreneurship education agenda – from government; regional and national organisations; individual institutions; and educators. To build a sustainable and continuing growth in enterprise and entrepreneurship education provision and demand the conference identified a number of fundamental challenges to address which are reported in detail.

There still remains a significant need for an overarching framework to guide what is being sought regards the desired outcomes from enterprise and entrepreneurship education, and there remains a strong need for an overarching policy framework and strategy that pulls together a fragmented provision environment and delivers cohesiveness and coherence. Much more needs to be done to level the playing field across regions, institutions and disciplines to create an equal opportunity environment for learners.

The final section of the report proposes key priorities for change during the next 12 months to address the challenges and opportunities for development that have arisen through this important and significant conference. These include actions for national and regional government; for institutions and associations; for staff and educators; and for NCGE and UKSEC.

For example,

- The need for government to develop an overarching enterprise and entrepreneurship strategy across education; to create a competitive fund for stimulating campus-wide approaches; and to embed enterprise and entrepreneurship education outcomes within all regional economic strategies and benchmarking frameworks
- The need for further developing institutional leadership at senior management level with responsibility for cultural change and achieving agreed outcomes and impact; for staff training and development and curricula innovation

**The 3<sup>rd</sup> International Entrepreneurship Educators Conference in September 2008 will review the progress that will have been made in addressing the priorities for change in shaping the future for enterprise and entrepreneurship education.**

**ENTREPRENEURSHIP IN HIGHER AND FURHER EDUCATION**  
**SHAPING THE FUTURE**

**WHY THIS REPORT?**

The growth of enterprise and entrepreneurship education in many countries is a recent and significant phenomenon. More institutions, more faculty and more students are engaged in a diversity of experiences and opportunities to learn and develop entrepreneurial capacities. The need for this growth to continue and develop within the further and higher education sectors has been argued elsewhere. The overarching message from the conference is that we need a stronger, a more coherent and a clearly sustainable future for enterprise and entrepreneurship within education.

This report presents the outcomes from the 2007 NCGE/UKSEC International Entrepreneurship Educators Conference where over 260 delegates from 28 nations for three days explored and discussed the challenges and opportunities in shaping the future for enterprise and entrepreneurship education. These findings, and those from the electronic poll at the conference, are essential in providing a development agenda for debate with key stakeholders.

This report aims to inform and influence policy and practice in shaping the future for enterprise and entrepreneurship education within FE and HE sectors. It has the explicit purpose of increasing the scope of provision and scale of student engagement to expose more students to entrepreneurial opportunities.

**AN OVERVIEW OF THE 2007 NCGE/UKSEC CONFERENCE**

The 2<sup>nd</sup> International Entrepreneurship Educators Conference achieved its three key objectives:

- To inform the policy debate for shaping the future for enterprise and entrepreneurship education
- To extend and strengthen the enterprise and entrepreneurship educator community
- To build a development agenda for change across the sector

On Day One of the conference delegates were stimulated through invited contributions from the UK, USA (Kauffman and MIT), China and Denmark. During the second day workgroups facilitated by leading and experienced faculty and practitioners from different nations aimed to identify key challenges and development needs. On Day Three after exploring the evidence as presented from the US, UK and EU delegates formulated priorities for change around a number of main conference themes. Full details of the conference – proceedings, attendees – can be found by visiting: <http://www.ncge.com/conference/>.

Delegate feedback has demonstrated the value of the event and highlighted changes for next year. These are detailed in Appendix One.

The main conference outcomes are presented under the following headings:

- Policy and concept
- Institutional development
- Curricula and pedagogy
- Educator development

## **REPORT STRUCTURE**

The analysis is presented under each of the above themes as:

- Current experiences – lessons drawn out from UK/Global experience - and future aspirations/goals
- Development challenges and opportunities
- Actions for change required
- Who needs to be involved and how

*NB. The views expressed in this summary do not necessarily reflect the policies of any of the sponsoring and supporting organisations for IEEC07.*

# Entrepreneurship in Further and Higher Education: Shaping the Future

## FINAL REPORT

---

### SECTION ONE: POLICY AND CONCEPT

#### Current experiences and future aspirations

IEEC07 reaffirmed that the recent government policy environment has been instrumental in the growth of enterprise and entrepreneurship education in higher education across many countries. Existing policy initiatives are providing some higher education institutions with funding to sustain operations. However, many institutions are unsure about their future possibilities.

In other sectors of the education system there are different perspectives. Further education in the UK has no explicit national policy for supporting enterprise and entrepreneurship education and this sector has significant potential for contributing nationally to the development of entrepreneurial opportunities and outcomes. The growing activity and experience in schools is welcomed but insufficiently connected to post-compulsory support for enterprise and entrepreneurship education. Additionally, there is a lack of clarity around the connection of entrepreneurship across broader policy priorities, e.g. employability and in particular the role of post-compulsory education sectors.

#### Development challenges and opportunities

A number of challenges and opportunities were raised throughout the conference:

- There is concern for the future sustainability of enterprise and entrepreneurship education as much current activity has been developed around short-term project funding.
- Future growth in provision is likely to be affected by changes in the policy environment. Uncertainty about funding in the future will threaten continued growth in provision.
- There is an unlevel playing field for exposure to enterprise and entrepreneurship education opportunities depending upon the region, institution, or discipline at which a learner is based.
- There is a strong need to connect enterprise and entrepreneurship education across the education system and within key policy agendas, such as employability, inclusion, etc.
- There is a need for clarity and coherence about the nature of the desired outcomes sought from enterprise and entrepreneurship education at all levels. What are its many purposes and objectives?
- There is feeling that at national and regional policy level there needs to be a clear and explicit demonstration of commitment to enterprise and entrepreneurship in education - raising its priority.
- Current indicators and performance measures do not encourage change in institutional culture or behaviour for improving the environment for enterprise and entrepreneurship education.

#### Actions for change required

- Build national and regional capacity as a solid platform for future growth
- National strategies for connecting enterprise and entrepreneurship education provision across schools, vocational and higher education to deliver clear desired economic and social outcomes
- Adjust indicators and impact measures to affect institutional change
- Expose every student to entrepreneurial thinking and action
- Identify levels of student entrepreneurial intent to persuade HEIs/FEIs and key stakeholders of the need for enterprise and entrepreneurship education
- Set up investment equity programmes regionally/nationally

## **SECTION TWO: INSTITUTIONAL DEVELOPMENT**

### **Current experiences and future aspirations**

High numbers of higher education institutions are engaged in providing enterprise and entrepreneurship education opportunities for students and graduates. This was clearly evidenced at the conference by speakers from the UK, USA and EU. In other countries their provision is being grown – such as in China, and in parts of Eastern Europe. It is clear however that within countries there are huge variations in levels of institutional commitment, leadership and support for the provision of enterprise and entrepreneurship education across the whole campus.

The real need for top-down leadership, as well as bottom-up passion, was recognised as a way to achieve cultural change more quickly and more effectively in making education institutions places conducive to entrepreneurial learning and development. A lack of institution-wide strategies for enterprise and entrepreneurship education was seen as a barrier to growth. The use of internal champions – in senior management, faculty staff and in students – was identified as an important catalyst for change.

### **Development challenges and opportunities**

A number of challenges and opportunities were raised throughout the conference:

- Institutional change is fundamental to long-term sustainability and innovation – and takes time to explore and embed.
- Create strong leadership to champion the development of enterprise and entrepreneurship education across the institution and to provide coherent and cohesive joined-up enterprise/entrepreneurship strategies.
- Make the agenda explicit in institutional missions/visions/faculty action plans.
- Raise the profile of individual institutions – there is a need for nationally and regionally recognised exemplars and role models across all types of institutions.
- Buy-in from senior management is essential for future growth.
- Exploit the diversity of opportunities for learning across institutions and countries.
- Demonstrate the need for enterprise and entrepreneurship support and education across institutions – campus-wide and multi-disciplinary.
- Effectively gauge demand for the expansion of types of provision.
- Enhance connectivity between FE/HE, schools, employers (large/small, public/private) business support organisations and the world of entrepreneurs.
- Overcome cultural barriers and obstacles and institutional inertia to create 'can-do' risk-taking attitudes.
- Overcome faculty perceptions that enterprise and entrepreneurship education is bad for professional career health.
- Overcome resource constraints – the lack of staff or freeing up existing staff.
- Motivate colleagues – greater staff engagement and development.
- Understand the barriers to cross faculty working and recommend actions

### **Actions for change required**

- Promote institutional cross-campus strategies/models for embedding enterprise and entrepreneurship
- Create institution/faculty/student reward/award systems
- Exchange experiences with Kauffman Campus Project Leaders
- Create a handful of exemplary institutions with support for leadership development in building effective institutional cultures.
- Educate institutional deans and directors.

### **SECTION THREE: CURRICULA AND PEDAGOGY**

#### **Current experiences and future aspirations**

It is evident that much general provision is driven by business and management schools, or by dedicated centres external to mainstream faculty/school structures. This poses challenges about the broader relevance of a business conceptualisation. Furthermore, although a wide range of pedagogies for teaching enterprise and entrepreneurship are available these are not widely disseminated or used. The substantial growth in activity raises questions about the nature of the impact and effectiveness of the provision in achieving desired goals and outcomes.

The embedding of enterprise and entrepreneurship education across faculties/schools and disciplines is seen as vital. This requires a recognition that enterprise and entrepreneurship curricula may not only be about starting a business. Aspects of social, community and corporate entrepreneurship are equally important and that meaningful engagement with external networks and actors takes time to build. Overall, it is essential to understand what can or needs to be improved in the design and delivery of enterprise and entrepreneurship education.

#### **Development challenges and opportunities**

A number of challenges and opportunities were raised throughout the conference:

- Embedding enterprise and entrepreneurship into learning outcomes frameworks and assessment practices/outputs.
- Exchanging of pedagogies and assessment practices across faculties.
- Finding a language that bridges philosophical differences and is inclusive.
- Clarifying the need and opportunities for discipline-specific curricula development.
- Understanding the role of enterprise and entrepreneurship in other key areas – ethics, gender politics, social enterprise.
- Promoting ways of embedding enterprise and entrepreneurship within core disciplines and course delivery structures.
- Making greater use of informal learning and student-led approaches – engaging students in designing materials, especially technology-driven applications.
- Greater interaction and learning with/from alumni and other stakeholders.
- Broadening the understanding and application of the educators' pedagogic tool-kit.
- Encourage more exchanges of ideas and innovations in curricula and pedagogic development.

#### **Actions for change required**

- Capture more of the existing good practice, publication and dissemination through workshops and teacher programmes.
- More student-led activity/student societies and engagement with alumni.
- Support the development of evidence of good practice across disciplines and contexts.

## **SECTION FOUR: EDUCATOR DEVELOPMENT**

### **Current experiences and future aspirations**

There are many new educators entering enterprise and entrepreneurship education at all levels in the education system and from a diversity of backgrounds and experiences. This adds richness to the community. However, junior faculty appear unclear about their professional career advancement opportunities. Some faculty seek to legitimise their activity through peer or independent recognition, although few opportunities exist.

It is evident that new opportunities for educator development are beginning to emerge but these are currently small and embryonic in development – examples were identified in the USA, UK, and Denmark. There is clearly a demand for professional development and learning and further opportunities are required in CPD.

### **Development challenges and opportunities**

A number of challenges and opportunities were raised throughout the conference:

- Extending the scope for learning and development across the enterprise and entrepreneurship education community from novice to expert.
- Clarity about where entrepreneurship educators 'fit' within a changing HE policy context.
- Training faculty as champions in enterprise and entrepreneurship
- Building professional and academic qualifications
- Exploring interdisciplinary approaches – engaging with more academics
- Exchanges across institutions and countries
- Enabling educators with the confidence/capability to intellectually argue and influence colleagues and senior management
- Enabling educators to effectively work with and embed external resources and experiences within provision
- Creating effective links between enterprise and entrepreneurship education development and institutions' knowledge transfer and IP/innovation support.
- Build the professional profile and institutional legitimacy of enterprise and entrepreneurship educators

### **Actions for change required**

- Build a wider number of programme and access points for educators
- Offer wider promotion of opportunities for development
- Create more partnerships with key stakeholders to support educator development
- Immerse educators in enterprise and entrepreneurship experiences via placements
- Create national CPD and academic award opportunities in enterprise/entrepreneurship teaching – in addition to informal recognition processes

## **CONCLUSIONS**

The conference has demonstrated the overwhelming and growing interest in the enterprise and entrepreneurship education agenda – from government; regional and national organisations; individual institutions; and educators. The conference has evidenced the immense and continuing growth both in provision and in demand stimulated by policy support, institutional pressures and individual passions and beliefs.

To build a sustainable and continuing growth in enterprise and entrepreneurship education provision and demand the conference identified a number of fundamental challenges to address:

- The legitimacy, broad acceptance and relevance of enterprise and entrepreneurship within education
- A focus on cross-campus approaches engaging all faculties and schools
- Overcoming the uncertainty around future investment
- Developing sustainability as well as the growth of provision
- Understanding what is good practice in design and delivery
- Understanding the impact of enterprise and entrepreneurship education on individuals, organisations, society, economy – and also on learning, capability, and personal confidence
- Maintaining political support
- Clarifying its fit with mainstream policy agendas
- The development of institutional leadership and culture change
- Identifying and promoting strategies/models/approaches that work – for a region, for an institution
- The significant need for educator development
- Creating a framework for progression and connectivity across the education and support system
- Applying appropriate institutional measures/indicators for enterprise and entrepreneurship curricula outcomes and deliverables
- Capturing leading role models and exemplars – promotion of good practice
- Extending the use of institutional champions – senior management, faculty and students
- Creating opportunities for cross country exchanges of practice and experience

There still remains a significant need for an overarching framework to guide what is being sought regards the outcomes from enterprise and entrepreneurship education, and there remains a strong need for an overarching policy framework and strategy that pulls together a fragmented provision environment and delivers cohesiveness and coherence.

Much needs to be done to level the playing field across regions, institutions and disciplines to create an equal opportunity environment for learners.

The final section of the report proposes key priorities for change during the next 12 months to address the challenges and opportunities for development that have arisen through this important and significant conference.

**PRIORITIES FOR ACTION: 2007/2008**

**FOR NATIONAL AND REGIONAL GOVERNMENT**

- Develop an overarching enterprise and entrepreneurship strategy across education
- Create a competitive fund for campus-wide approaches
- Build explicit enterprise/entrepreneurship policies in all government departments
- Embed enterprise and entrepreneurship education strategies within all regional economic strategies with clear goals and future vision
- A greater focus on desired outcomes and impact
- Improve opportunities for educator training and development

**FOR EDUCATION INSTITUTIONS AND REGIONAL ASSOCIATIONS**

- Develop institutional policy framework for supporting enterprise and entrepreneurship education across the campus with associated measures
- Develop institutional leadership at senior management level with responsibility for cultural change and achieving agreed outcomes and impact
- Support internal champions – faculty and students
- Support a leaders forum for promoting good practice and international exchange – as role models
- Create funds and rewards for staff training and development and curricula innovation
- Every institution to have at least one trained member of staff in enterprise and entrepreneurship education

**FOR FACULTY STAFF AND EDUCATORS**

- Engage in more CPD/training opportunities
- Seek/create opportunities for educator exchanges across faculties, across institutions and across countries
- Seek to broaden understanding and knowledge in the application of a diverse range of pedagogic tools

**FOR NCGE/UKSEC**

- Strengthen and support the enterprise and entrepreneurship educator community and network
- Capture and promote good practice and curricula innovation
- Create national and regional awards

**APPENDICES**

**APPENDIX ONE: CONFERENCE FEEDBACK SUMMARY HIGHLIGHTS**

Aspects Most Valued from the Conference:

- Networking and contacts
- New ideas – borrowed/invented/co-inspired
- The right time and the right theme
- Challenge to articulate thinking
- Sharing with like minded people
- Getting into this field
- The notion of entrepreneurship education preparing students for an uncertain changing world
- Sharing central practice
- Gaining a feeling for the level of activity in this field
- Refreshed understanding as an entrepreneurship educator on a world scale

Suggested Changes for Future Events:

- More reports on the web in advance
- Space/time for more networking
- Use to interactive sessions to warm up the delegates
- Get into more academically rigorous debates
- More pedagogic best practice and cases of different approaches
- Integrate the polling activity earlier in the conference