

Emerging Entrepreneurship Skills & Technical Education in South Mediterranean Countries

Technical Assistance Mission
HERE, SPHERE, National Erasmus +

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Exploring the interfaces of Entrepreneurial Support and Technical Education

Why should Technical Education institutions promote entrepreneurship?

Technical Education institutions are changing continuously:

- New modes of engagement with stakeholders and local/regional environments
- Pressure of measuring impact and meet international quality standards
- Contributions to economic growth and wellbeing in society
- Pressure of job market on academic careers and employability of students
- New funding models (beyond just government support)
- Internationalisation / globalisation
- *Promote entrepreneurship and entrepreneurial values*

Being or becoming an entrepreneurial / innovative technical education institution is a response to these challenges

What is an entrepreneurial and innovative Higher Education Institution (HEI) (i.e., Technical Education institution) ?

- A major source of skills and knowledge that drive innovation and growth
- A place for creating entrepreneurial mind-sets, stimulating business creation and exploiting new ideas and solutions in society
- A context-specific actor for change. There is no single model that can be followed by all, but much can be learned from the experience of others

How can Technical Education institutions become more entrepreneurial?

(Example: *HEInnovate* , a tool for thinking. EU-OCDE)

- a self-assessment tool for higher education institutions (i.e., technical education) who wish to explore their entrepreneurial / innovative potential
- with the purpose of helping Technical Education institutions identify their current situation and potential areas for action: *“assess-think-act-measure”*
- analyzing eight broad areas, under which are statements for self-assessment

Expand the dimensions below to read more

- Leadership and Governance
- Organisational Capacity: Funding, People and Incentives
- Entrepreneurial Teaching and Learning
- Preparing and Supporting Entrepreneurs
- Digital Transformation and Capability
- Knowledge Exchange and Collaboration
- The Internationalised Institution
- Measuring Impact

DOWNLOAD CONCEPT NOTE

Select one of the dimensions below to start a self-assessment



A tool for thinking that you may use whenever, wherever and with whoever ...

- **Open to all** HEIs (Technical Education, Vocational Training, Universities, University Colleges, etc.)
- **Free** of charge
- Available in **all EU languages**
- Intentionally **open and flexible** so you decide how to organise and use results
- Easily **accessible**: You can explore HEInnovate at : <https://heinnovate.eu> and use the tool and material (slides, case studies, tutorials) for presenting the method and manage your own assessment for a group in your institution.

**NO
RANKING**

**NO
BENCHMARKING**

Building an entrepreneurial support ecosystem for Technical Education



- Technical education institutions are judged by the ways in which they respond to the social and economic needs of society
- So, a multidimensional approach is recommended: eight broad areas to assess what needs to be improved
- To identify current situation
- To agree on potential areas for action and impact



Positive and responsive leadership is what maintains a **dynamic and successful organisation**, particularly in times of uncertainty, unpredictability and complexity (Trustees, Provost&ViceRectors, Deans & Directors)

Leadership and governance can **stimulate innovation** of all kinds in an organisation that is held together by a **shared vision and culture**, not overloaded with managerial systems, constantly striving for its autonomy via the entrepreneurial management of its various interdependencies **with stakeholders**.



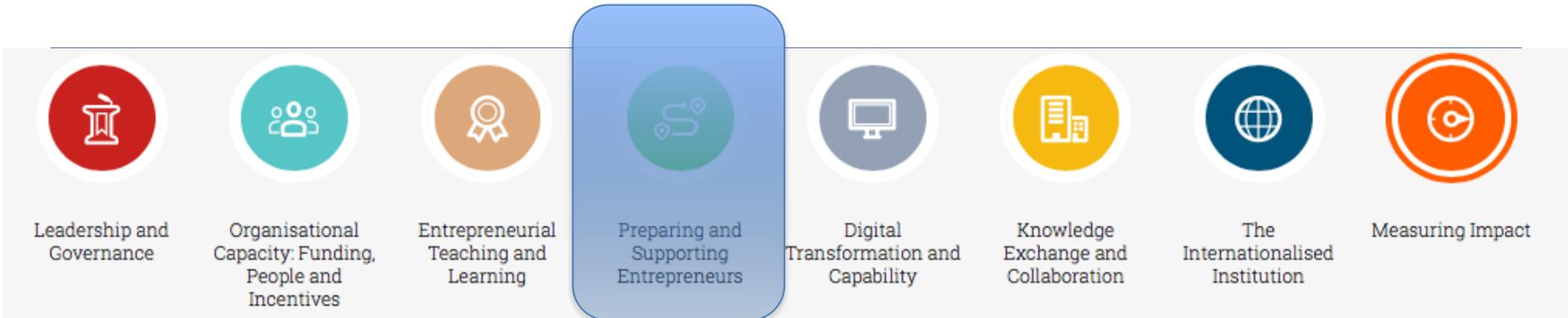
Incentives and rewards are in place for entrepreneurship champions, staff, students and stakeholders who are promoting the entrepreneurial agenda, and removing barriers and constraints within the organisation.

The aim is to empower individuals throughout the organisation to own their own initiatives, engage in innovation and build personal trust-based stakeholder relationships across external and internal boundaries in search of synergy.



Entrepreneurial teaching and learning requires something **other than standard textbooks** and ordinary classroom settings.

An **‘entrepreneurial’ pedagogy** seeks to enhance entrepreneurial capacities and capabilities amongst students by giving them more autonomy and responsibilities in the **learning process through experimental, collaborative and reflexive learning.**



Preparing and supporting entrepreneurs entails teaching strategies and learning environments which offer targeted support for students and staff that aim at setting up a business.

Technical education institutions can provide this support directly themselves or refer potential entrepreneurs to specialised start-up support services within the (local) entrepreneurship ecosystem.



It is increasingly important that institutions make the most out of the opportunities afforded by digital technologies, which are a key enabler of innovation and entrepreneurship.

Ensuring that technical education institutions are able to do so entails fostering a positive digital culture, developing and maintaining a fit-for-purpose and up-to-date digital infrastructure and developing digital competences among staff and students to fully exploit the opportunities provided by digital technology and tools.



Knowledge exchange and collaboration is determined by the **perceptions of the respective "other"**. A negative attitude towards entrepreneurship, entrepreneurs and businesses within a technical education institution can limit and hinder network formation and collaboration with business partners.

Communication that ensures that both sides of a **knowledge exchange network** have a clear **understanding of respective expectations, limitations and requirements**, is a major building block of the entrepreneurial and innovative technical education institution.



Internationalisation is an important indicator for quality in technical education. It is not an end in itself, but rather is a vehicle for continuous change and advancement.

Technical education institutions can internationalise through their activities in teaching, research and knowledge exchange, and through their staff and students.

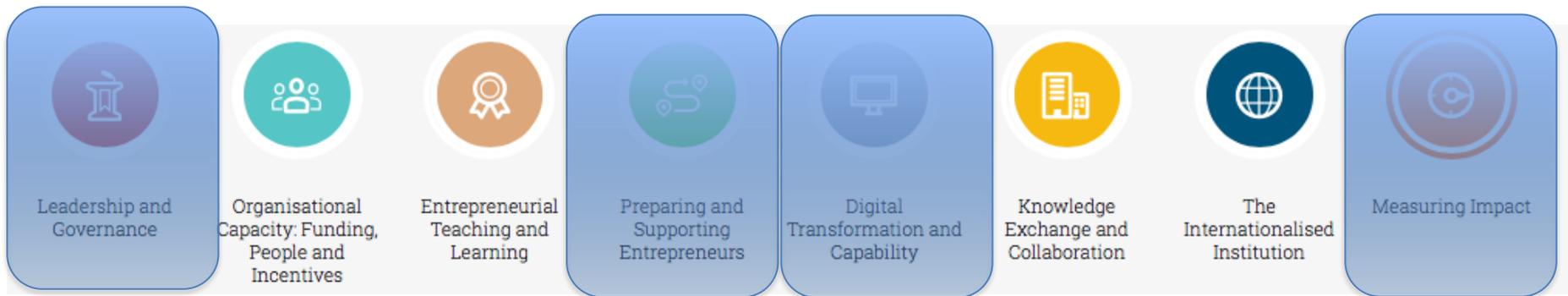


To measure the impact of the entrepreneurial agenda, it is important to start by **monitoring and reviewing** entrepreneurship within the leadership of the technical education institution. This will help establish an understanding of how important entrepreneurship is to the **governing and executive boards**.

Excellence is judged through the eyes of all of its **stakeholders** in pursuit of the creation of **public value**.

Practical Exercise (tomorrow):

Select 4 areas



Conduct self-assessment per region (5 regions)

Comment results and think on next-steps

**Selected EPE-TE complementary practices:
self-assessment**

1



Leadership and Governance (1-10)



1. Entrepreneurship is a major part of the TEI's strategy.
2. There is commitment at a high level to implementing the entrepreneurial agenda.
3. There is a model in place for coordinating and integrating entrepreneurial activities across the TEI.
4. The TEI encourages and supports centres and units to act entrepreneurially.
5. The TEI is a driving force for entrepreneurship and innovation in regional, social and community development.

2



Organisational Capacity (1-10): Funding, People and Incentives



1. Entrepreneurial objectives are supported by a **wide range of sustainable funding and investment sources**.
2. The TEI has the **capacity and culture** to build new relationships and synergies across the institution.
3. The TEI is **open to engaging and recruiting** individuals with entrepreneurial attitudes, behaviour and experience.
4. The TEI **invests in staff development** to support its entrepreneurial agenda.
5. **Incentives and rewards** are given to staff who actively support the entrepreneurial agenda.



Entrepreneurial Teaching and Learning (1-10)



1. The TEI provides diverse **formal learning** opportunities to develop entrepreneurial mindsets and skills.
2. The TEI provides diverse **informal learning** opportunities and experiences to stimulate the development of entrepreneurial mindsets and skills.
3. The TEI **validates entrepreneurial learning outcomes** which drives the design and execution of the entrepreneurial curriculum.
4. The TEI **co-designs and delivers** the teaching curriculum with external stakeholders.
5. Results of **entrepreneurship research** are integrated into the entrepreneurial education offer.



Preparing and Supporting Entrepreneurs (1-10)



1. The TEI supports its students, graduates and staff to **move from idea generation to business creation**.
2. **Training** is offered to assist students, graduates and staff in **starting, running and growing a business**.
3. **Mentoring** and other forms of **personal development** are offered by experienced individuals from academia or industry.
4. The TEI facilitates **access to financing** for its entrepreneurs.
5. The TEI offers or facilitates **access to business incubation**.



Digital Transformation and Capability (1-10)



1. The TEI fosters a **digital culture** as a mean for innovation and entrepreneurship.
2. The **digital infrastructure** is planned, managed and continuously improved to align with the vision, mission and strategy of the innovative TEI .
3. The TEI is committed to **digital teaching, learning and assessment practices**.
4. **Open science and innovation practices** are widespread across the TEI .
5. The TEI has a dynamic **digital presence** supporting all its activities.



Knowledge Exchange and Collaboration (1-10)



1. The TEI is committed to **collaboration and knowledge exchange** with industry, the public sector and society.
2. The TEI demonstrates **active involvement in partnerships** and relationships with a wide range of stakeholders.
3. The TEI has strong **links with incubators, science parks** and other external initiatives.
4. The TEI provides **opportunities for staff and students** to take part in **innovative activities with business** / the external environment.
5. The TEI **integrates research, education and industry** (wider community) activities to exploit new knowledge.



The Internationalised Institution (1-10)



1. Internationalisation is an **integral part** of the TEI 's entrepreneurial agenda.
2. The TEI **explicitly supports the international mobility** of its staff and students.
3. The TEI **seeks and attracts** international and entrepreneurial staff.
4. International perspectives are reflected in the TEI 's **approach to teaching**.
5. The international dimension is reflected in the TEI's **approach to research**.



Measuring Impact (1-10)



1. The TEI regularly assesses the impact of its entrepreneurial agenda.
2. The TEI regularly assesses how its personnel and resources support its entrepreneurial agenda.
3. The TEI regularly assesses the impact of start-up support.
4. The TEI regularly assesses knowledge exchange and collaboration.
5. The TEI regularly assesses the institution's international activities in relation to its entrepreneurial agenda.

**Emerging trends in EPE-TE
which confirm their complementarity:
A new roadmap**

What needs to be improved?

- Identify major strengths and weaknesses per area



- Prioritize from all the strong and weak elements and select:
 - 3 major strengths
 - 3 major weaknesses

- What are the *barriers* to making improvements?



- What *enabling factors* can facilitate change?



Develop a roadmap

- Define 2-3 goals (what and why)
 - Short-term
 - Achievable
 - Measurable
- Think on strategy and action plan (how)
- Set dates for the milestones (when)
- Budget (how much)
- Responsible persons for goals (who)

Measure your progress

- Specify **indicators** to measure the accomplishment of **goals/actions**
- Think on what **“worked”** and what **“did not work”**. Why?
- **Re-think on:**



- Repeat the whole process as needed (***“assess-think-act-measure”***)



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