Strengthening the Enterprise Pipeline: The role of universities

Enterprise Education – The Welsh Context

Andy Penaluna

"...the current national curriculum and assessment arrangements no longer meet the needs of the children... The case for fundamental change is powerful."
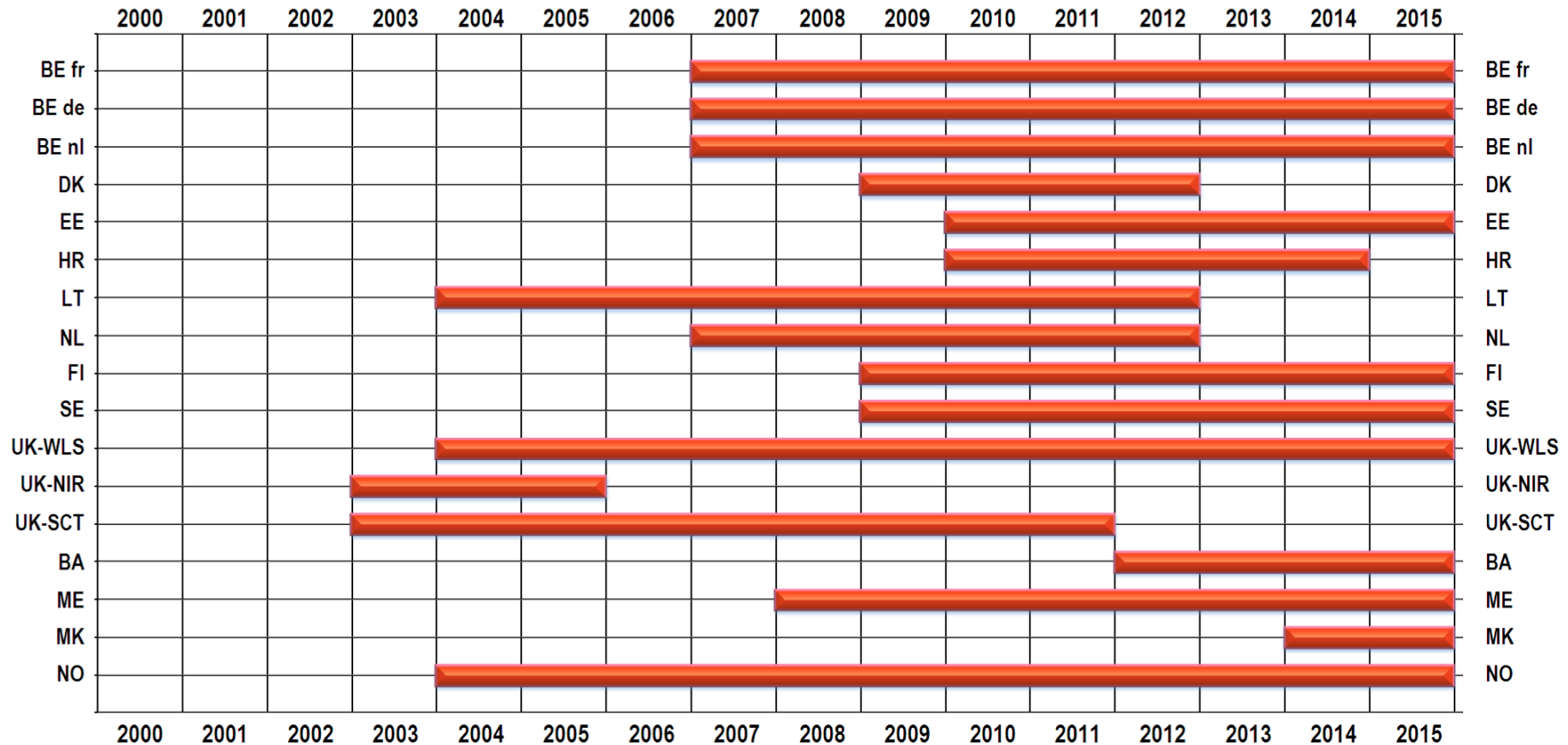Graham Donaldson (2015)

European Context – central level entrepreneurship education strategies

> The Eurydice (2016) report highlights significant differences in the UK, where each country had to be presented independently.

Of specific note is that England remains absent from most of these lists.

Figure 2.2: Implementation of specific central level entrepreneurship education strategies, 2000-2015

Background and IICED experience

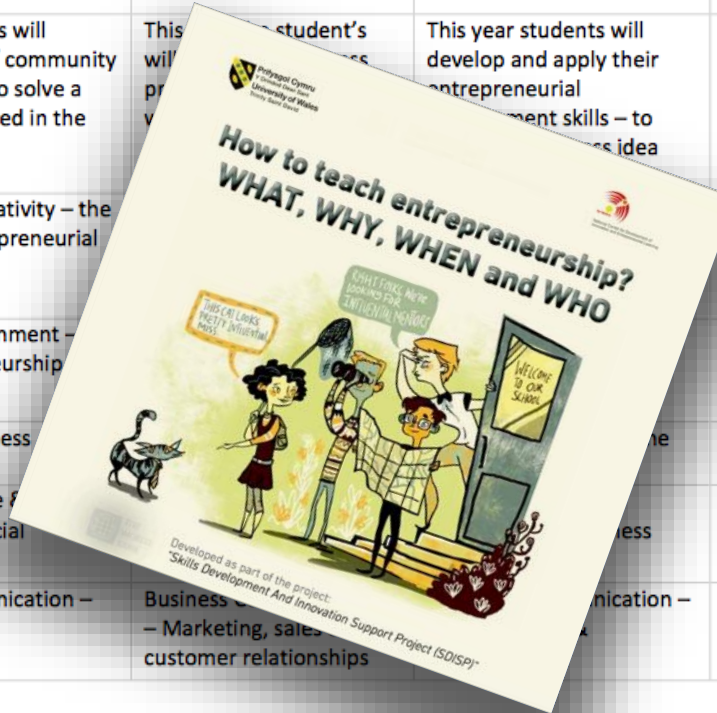N Macedonia and the Balkan's SEECEL projects

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Entrepreneurial Learning: formal vs. in- and non-formal education and training
By Professor Dr. Radmil Polenakovikj, Business Start-up Centre, Faculty of Mechanical Engineering, Ss. Cyril and Methodius University

The methodology matrix for entrepreneurship education in primary and secondary schools

Study year	IX grade primary school (13 – 14 years old)	I Secondary School (14 – 15 years old)	II Secondary School (15 – 16 years old)	III Secondary School (16 – 17 years old)	IV Secondary School (17 – 18 years old)
Title course	*Innovation*	*Innovation and Entrepreneurship*	*Innovation and Entrepreneurship*	*Innovation and Entrepreneurship*	*Business and Entrepreneurship*
	Being Entrepreneurial	Entrepreneurial Community Experience	Entrepreneurial Business Experience	Entrepreneurial Management Experience	Entrepreneurial Leadership Experience
Year aim	This year students will design an event that showcases the economic opportunities that they have discovered in Macedonia and beyond.	This year students will develop a social / community action project – to solve a problem discovered in the community	This year student's will ...	This year students will develop and apply their entrepreneurial management skills – to ... idea	This year students will apply all of their prior learning to develop a company
Innovation & Creativity theme	Who am I, and who is an entrepreneur?	Innovation & Creativity – the base of the entrepreneurial process			Innovation & Creativity – making the entrepreneurial process work
Context theme	What's out there?	Context & Environment – Social Entrepreneurship			Context & Environment – Customer development
Business understanding theme	How do we create value?	Introducing business modeling			Running & adapting the business model
Finance theme	How does money, buying and selling work?	Managing finance & resources in a social economy			Sourcing finance & organizing resources in a business
Communication theme	What I have learned and where could it take me?	Business Communication – Engagement and involvement	Business ... – Marketing, sales customer relationships	... ication –	Creating and implementing a business communication strategy

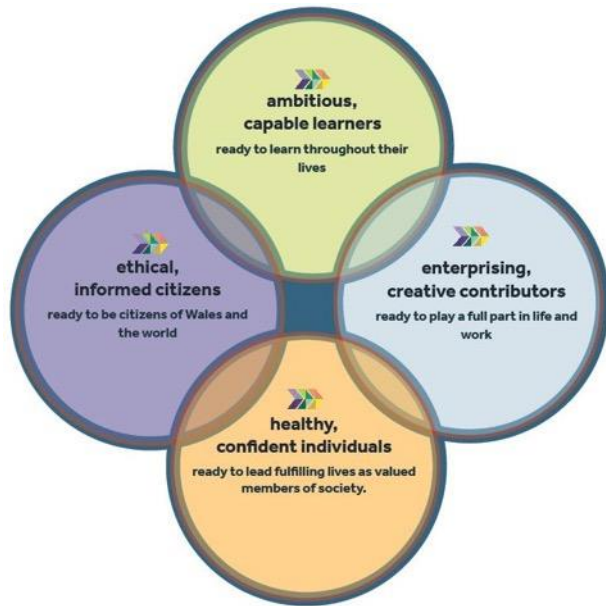# Welsh Context and the International Institute for Creative Entrepreneurial Development (IICED)

› Purposes of the Curriculum

Wales educates 1 in 20 graduates, yet produces more than 1 in 10 grad start-ups

Wales developed first school teacher training in enterprise (2010), and the UK's first Ed. Doc for education leaders (2018).

Wales is the second country in Europe to introduce compulsory enterprise education that demonstrates progression. One of the 'Four Purposes states that young people should develop to be "Enterprising Creative Contributors". Due start date September 2022.

Work commenced in Wales in 2004 with the Youth Entrepreneurship Strategy (Business and Transport Ministry – now Big Ideas Wales)

Some current distinctions

'The Great Debate' (2015)

- The purposes of the new curriculum
- The structure of the new curriculum
- The pedagogy of the new curriculum
- The assessment process

Wales trains its 'entrepreneurial role models' to teach at all levels and usually in subject related presentations.

Welsh Baccalaureate Enterprise Challenge (Welsh Joint Education Committee, 2015) incorporates learning briefs from outside agencies and bodies, and includes new ways of developing learners and assessing their performance – at three levels.

Welsh 'Skills Challenge' qualification has four components:

- Individual Project
- Enterprise and Employability Challenge
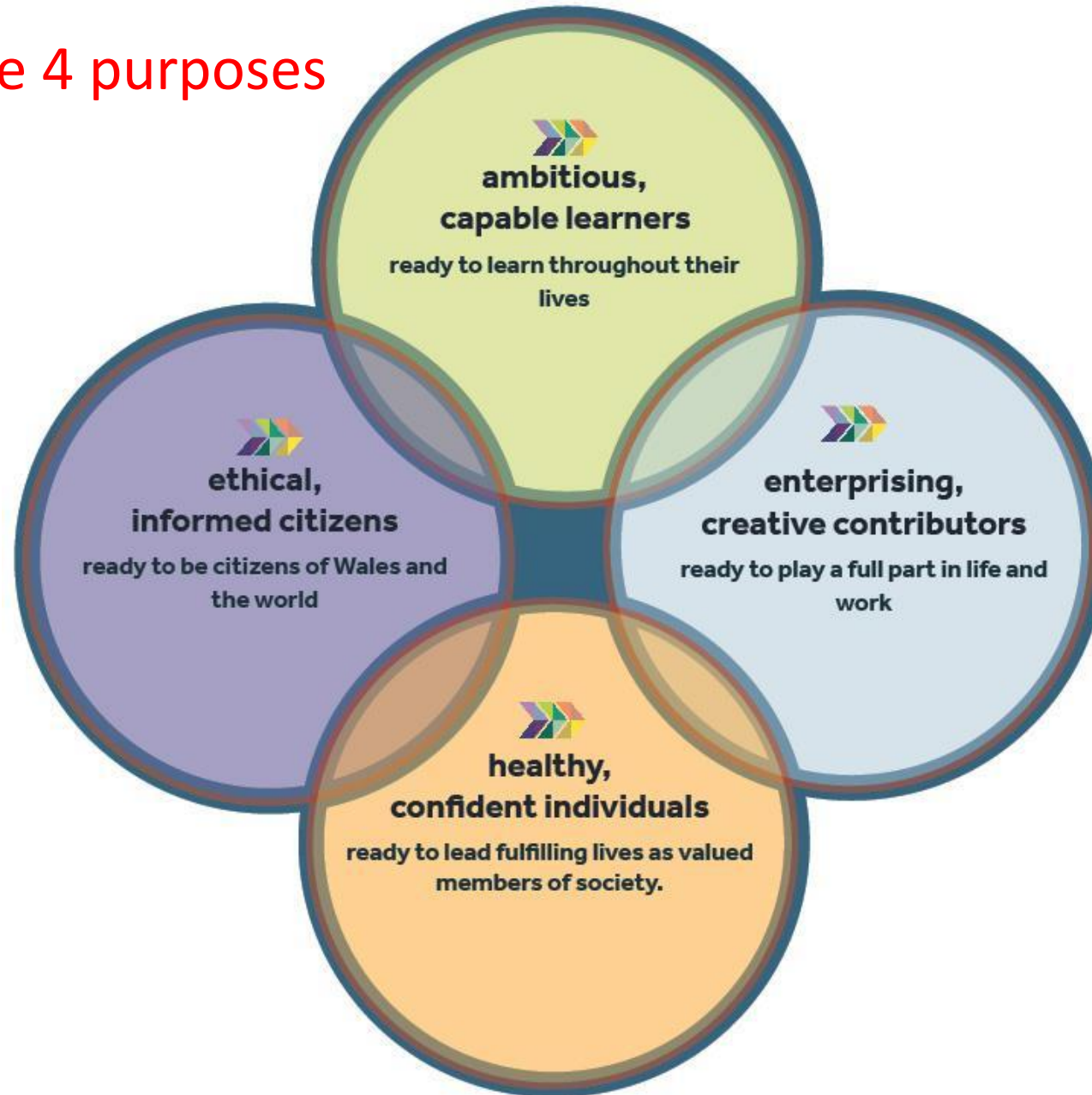- Global Citizenship Challenge
- Community Challenge

https://gov.wales/welsh-baccalaureate

The 4 purposes

"Of particular relevance to our discussion is the emphasis given to EntreComp and the usefulness of broader definitions (than business start up)."

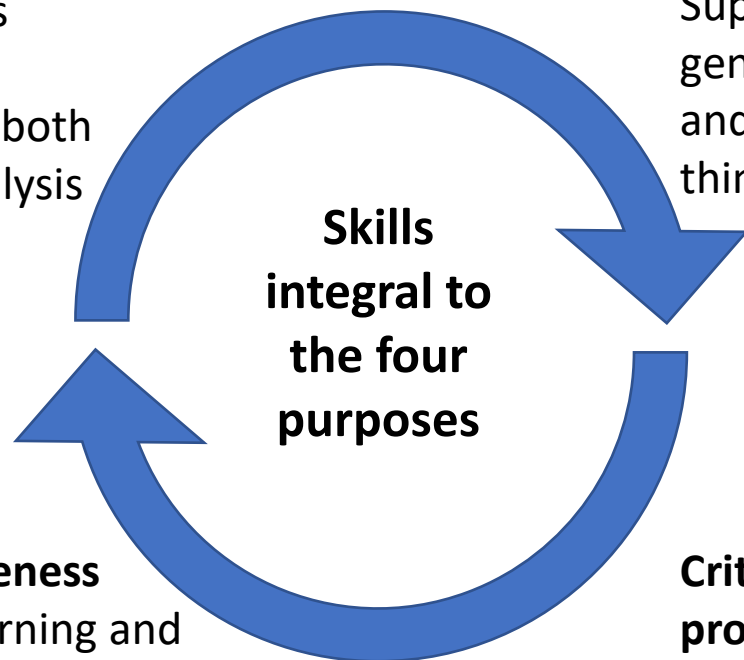(International Perspectives and Wider Skills Working Group, 2017, 9)

ambitious, capable learners
ready to learn throughout their lives

ethical, informed citizens
ready to be citizens of Wales and the world

enterprising, creative contributors
ready to play a full part in life and work

healthy, confident individuals
ready to lead fulfilling lives as valued members of society.

Planning and organising
Learn work across disciplines / with opportunities for both synthesis and analysis

Creativity and innovation
Support learners to generate many ideas / link and connect disparate things

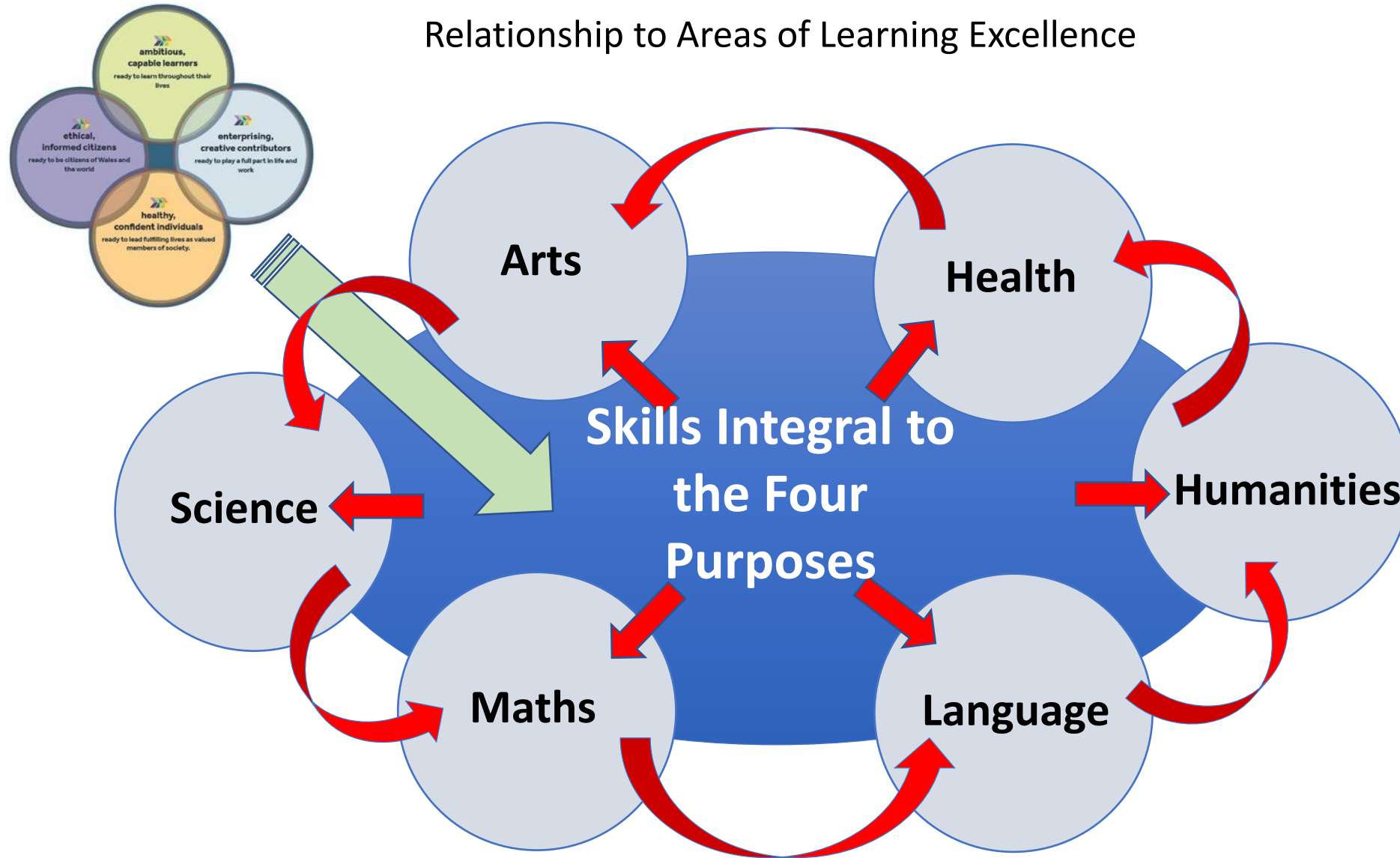**Skills integral to the four purposes**

Personal effectiveness
evaluate their learning and mistakes, identifying areas for development / become responsible and reliable,

Critical thinking and problem-solving
Propose solutions which generate different types of value.

Relationship to Areas of Learning Excellence

Challenge – Connect – Consider – Create - Communicate

Key success factors include?

› Practical measures include teacher training that encompasses entrepreneurial education and leadership opportunities to engage and understand the agenda more fully.

Listening to and working with teachers

Listening to external / international perspectives like the European Joint Research Centre's EntreComp framework.

Bringing together economic and business ministry with education ministry - to offer educationally relevant responses that meet the needs of society and commerce.

Most vocal in their support were teachers
(Arad, 2019)

The role of headteachers is critical and CPD is already underway
(Tegwen Ellis, National Academy for Educational Leadership Wales, 2019)

New frontiers? More insights?

Developing entrepreneurial education in national school curricula: lessons from North Macedonia and Wales

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https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design

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