‘Progressing through and reaching beyond boundaries in entrepreneurship education’

Research workshop on Entrepreneurship Education 27 November, 1200-1600

Speakers
• Professor David Rae, Director, CEI
• Dr Elena Ruskovaara, Director of Entrepreneurship Education, Lappeenranta University of Technology (LUT), Finland
• Professor Malcolm Hoare, Visiting Professor, CEI
• Dr Oluwasoye Mafimisebi, Senior Lecturer, CEI

Meet members of the REntEd Community of Interest – ISBE and EEUK
Develop research project ideas & collaborations across boundaries

Register for the event as a EEUK member [free] https://isbe.org.uk/ent-ed-27nov/

Buffet lunch available if you book by Friday 22 Nov.
Venue: Edith Murphy Building [EM] 1.07
@CEntIntDMU
Community of Interest [Col]:

Research in Enterprise Education (REntEd), in partnership with ISBE & EEUK

The COI has the following aims:

• to encourage and support educational practitioners to produce research output;
• to facilitate the development of potential research projects and partnerships between researchers and practitioners;
• to host activities where researchers and practitioners exchange expert knowledge;
• to act as an expert group to inform policy responses and calls for evidence.
‘Progressing through and reaching beyond boundaries in entrepreneurship education’

Agenda

The workshop will explore how research can inform, assist and evaluate educational design and practices, in enabling learners, learning and educators to move across such boundaries as:

- Progressions through educational and age levels, from school to university and lifelong learning;
- Intersubjective learning between disciplines and subjects: beyond business and management;
- Innovative approaches to learning and design (pedagogy, andragogy and heutagogy);
- Different kinds of learning spaces, sites and organisations;
- Intercultural and international learning across cultural and national boundaries.
‘Progressing through and reaching beyond boundaries in entrepreneurship education’

Agenda

• Please introduce yourself – name, organisation, role

• What boundaries are you aware that your learners experience, and have to go beyond, in entrepreneurship education?

• What boundaries affect you as an educator?

• Write them on Post-its!
‘Progressing through and reaching beyond boundaries in entrepreneurship education’

Speakers

• Dr Elena Ruskovaara, Director of Entrepreneurship Education, Lappeenranta University of Technology (LUT), Finland

‘Learning from Enterprise education policy initiatives in Finland: lessons for ‘progressing through and reaching beyond’

• Professor Malcolm Hoare, Visiting Professor, CEI

‘Enterprise Education -Unlocking the potential for empowerment and social justice through lifelong learning’

• Quick questions

• 1400 -1415 Break
• Dr Oluwasoye Mafimisebi, Senior Lecturer, CEI

• ‘Entrepreneurship Education - moving between African and UK contexts’

• Questions & discussion on the theme of progressions through and beyond boundaries

• Developing future research agendas, projects and collaborations
Learning from Enterprise education policy initiatives in Finland: lessons for ‘progressing through and reaching beyond’

Dr Elena Ruskovaara
Associate professor, Director of Entrepreneurship Education, LUT University, Finland
Docent, University of Oulu, Finland
Honorary Senior Research Fellow, De Montfort University
Entrepreneur, Partner
Agenda

- LUT university (LUT, Lappeenranta University of Technology)
- Entrepreneurship / Entrepreneurial / Enterprise Education in Finland
- Entrepreneurial University
- Entrepreneurial Learning & Entrepreneurial Initiatives @ LUT
- Current studies and projects
LUT
CAMPUS
AREA
LAPPEENRANTA

International cross-point
FINLAND

- The world’s safest country
  *World Economic Forum, 2016*

- The world’s highest standard of living
  *Social Progress Imperative, 2016*

- The world’s greenest country
  *Environmental Performance Index, 2016*
LUT IN FIGURES 2018

1969 founded in 1969, combining technology and business from the start

920 scientific publications

5000 Bachelor’s and Master’s students

524 doctoral students

80 M funding €80 M: Ministry of Education and Culture €48 M, supplementary funding €32 M

1000 staff members

81 different nationalities on two campuses

1/3 of incoming students are international
SOLUTION-FOCUSED ORGANISATION

- COLLEGIATE BODY
  - LUT BOARD
  - RECTORATE

- LUT SCHOOL OF BUSINESS AND MANAGEMENT
- LUT SCHOOL OF ENERGY SYSTEMS
- LUT SCHOOL OF ENGINEERING SCIENCE

- RESEARCH PLATFORMS
- SUPPORT SERVICES
Entrepreneurship (Enterprise)
Education
Entrepreneurial Learning
Entrepreneurial University
Entrepreneurship (Enterprise) Education

- Entrepreneurship education (EE) aims at e.g. creating and improving student’s ability to act responsibly, be active, creative and able to seize opportunities, take controlled risks, and plan and manage projects of suitable sizes.

- Employability (future) skills

- Entrepreneurship as a key competence

- Best possible future for students (and pupils); to make wise, educated decisions concerning their future
Entrepreneurial problem-solvers…?

LUT 2020 strategy:
“We train the next generation of entrepreneurial problem-solvers to shape the business environment of tomorrow”

- Can analyze and take risks
- Can work in teams and solve problems
- Can solve real-life problems in his/her field of expertise
- Can act and communicate in groups and networks
- Can understand and identify the possibilities of entrepreneurship
- Can manage himself/herself (goal-orientation, responsibility, initiative)
- Can put new ideas into action
- Can see and grasp opportunities
- Can see possibilities and act in uncertainty
- Can take and play an active role in society

- Show creative, responsible initiative-takers attitude
- Show creative and innovative expertise
- Show persistency
- Show “can-do-attitude”
- Show healthy, positive self-image
- Show will to succeed
- Show an entrepreneurial mind-set

Learning through, for, about entrepreneurship
EE and Finland

- Finland is the very first country in the EU to embed entrepreneurship education in all education levels
  - Since 1994 in curricula for basic education
- Entrepreneurship (e-ship promotion) in Government Programs
- Entrepreneurship for Education - Guidelines in Finland (2017)
  - Strategic level and leadership
  - Training for education and teaching staff
  - Training that supports entrepreneurship
  - Learning environments
- Full document, [see](#)
Entrepreneurship is booming…

- Finland’s trailblazer status: Finland is the first country in EU to include entrepreneurship education in curricula at all education levels (since 1994 in basic education)
- We may have succeeded in something…
- Entrepreneurship has never been so popular amongst HEI students
  - Entrepreneurship boom of university students
- We can see gradual growth in EE (practices, methods, tools used)
  - Entrepreneurial pedagogy, entrepreneurial learning
- Entrepreneurship as a key competence
- Entrepreneurial University initiatives
- It’s a marathon not a sprint
OUR TARGETS (LUT)

» STRATEGIC TARGET: LUT will be the first entrepreneurial university in Finland (OECD criteria, HEInnovate)

» We train curious entrepreneurial problem-solvers to shape the business environment of tomorrow

» We use state-of-the-art teaching methods

» Our graduates’ employment rate is higher than our competitors’
ENTREPRENEURIAL UNIVERSITY

STRATEGIC TARGET: LUT will be the first entrepreneurial university in Finland (OECD criteria, HEInnovate), for more, see:
www.heinnovate.eu

➢ Improving the entrepreneurial culture through a wide range of trials and learning environments
➢ Promoting the entrepreneurial skills and activity of students and staff
➢ Commercialising research results and accelerating startup growth
➢ Active collaboration with businesses and interaction in entrepreneurial ecosystems
Action Plan for Entrepreneurship, some examples…

- Increasing the number of research-based spin-offs
- Evaluating the impact of... Entrepreneurial strategy, mindset and regional involvement
- Encouraging staff entrepreneurship
- Rewarding staff for entrepreneurial activities
- Funding for entrepreneurship actions
- Encouraging student and staff mobility to enterprises
- Increasing cooperation with the businesses
- Supporting extra-curricular activities and involving students
- Launching minor subject in entrepreneurship for all students

Entrepreneurial strategy, mindset and regional involvement
## Framework for Entrepreneurial Learning

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<tr>
<th>Student owns (the learning) process</th>
<th>Course 1</th>
<th>Course 2</th>
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<tr>
<td>(learning as an) Iterative process</td>
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<td>Collaboration with companies / entrepreneurs</td>
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<td>During the course, students learn… (through, for, about entrepreneurship)</td>
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<td>… perseverance</td>
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<td>… spotting opportunities</td>
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<td>… creativity</td>
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ENTREPRENEURSHIP AT LUT

COURSES, CONNECTIONS, START-UP SCENE AND EMPLOYMENT
Examples of LUT Entrepreneurial Initiatives

- LUTES
- Incubator
- Green Campus Open
- Jamie Hyneman Center - JHC
- Entrepreneurship for Academics
- Lahti Venture Program
- International Entrepreneurship Challenge
- Code camp
Studies in the pipeline

- The Finnish ninth grade students’ perception of their entrepreneurial skills
- Teachers adopting entrepreneurship education – a study of professional development
- Empirical evidence of entrepreneurship education practices in vocational education
- Does Pedagogy Matter? Entrepreneurship Education and Entrepreneurial Intentions
- The impact of entrepreneurial teaching: The mediating effect of the teacher’s ease of performing university–business collaboration
- Calling for student engagement in an entrepreneurial university
- Understanding the emergence of university-based entrepreneurial ecosystem: Comparing the university and company actors’ perspectives
Current projects

- Action plan for Entrepreneurship (Entrepreneurial University)
- Measurement Tool(s) for Entrepreneurship Education
- Recognition of prior learning of entrepreneurship competences and studification of activities that enhance entrepreneurship competences, MOE
- University Pedagogical Support (UNIPS), MOE
- 9th-graders Entrepreneurial Skills
- Blended-Learning International Entrepreneurship Skills Program (BLUES), Erasmus+
- EntreComp for Teachers (ECT), Erasmus+
- Global University Entrepreneurial Spirit Students’ Survey (GUESSS) For publications and indicators, see http://www.guessssurvey.org/
Thank you for your attention!

Questions, comments?

Elena Ruskovaara
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Enterprise Education and Lifelong Learning – Unlocking the potential for empowerment and social justice

Professor Malcolm Hoare
Or, how many ways can you spell CAPPUCCINO?
Centre for Enterprise & Innovation: https://www.dmu.ac.uk/research/centres-institutes/cei/index.aspx

A new research centre within Leicester Castle Business School

• Producing & sharing knowledge to advance *transformative social value*

• Leading centre for research excellence in entrepreneurship and innovation

• An interdisciplinary and multicultural team of over 40 entrepreneurship researchers

• An Open Knowledge Network – potential global connectivity

• Impacting on UN SDGs, migration, inclusion & intercultural entrepreneurship
  ▪ African Entrepreneurship Cluster: international conference June 2019
  ▪ India Business Research Cluster proposed for 2019/20
OECD Paris Forum 2019

https://m.youtube.com/watch?v=6RptXfXsuBQ
From Emotion to E-Motion?
From Proletariate to Precariate?

“Are we human or are we dancer “
Future Work - Student perceptions

64% - need more information about the impact of technological change in the workplace

41% young women, 50% young men feel confident about their future life

46% worry that they will not be able to gain permanent full time employment

63% see the possibility of working flexibly as an exciting prospect

OECD 2019
“Education is an admirable thing but it is well to remember, from time to time, that nothing that is worth knowing can be taught”

Oscar Wilde
Entrepreneurial schools + Entrepreneurial teachers + Entrepreneurial Pedagogy

How we teach is as important as what we teach

1. Real problems
2. Student empowerment
3. Community engagement
4. Real solutions
Entrepreneurial Capabilities

“the ability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and act upon them in a variety of contexts, both personal and work.”

Davies. 2002
Enterprise = For profit
+ Social and Community Enterprise
An example – The National Trust

UK Charity – 5 million members.
UK’s largest private landowner
2017 Annual Income -£ 591 million pounds
2017-8 . 61,000 volunteers, 4.6 million hours

NB Owns and maintains Wolsthorpe Manor!
Entrepreneurial Genius

“If I have seen a little further it is by standing on the shoulders of giants.”

“standing on the shore finding a prettier shell or smother pebble than ordinary ... while the great ocean of truth lay undiscovered before me. “

Sir Issac Newton
Entreplexity

Entrepreneurship +complexity
Gene Luczkiw

Jazz Combo or Rock Band?
“Some times I get nervous when I see an open door”

https://m.youtube.com/watch?v=RIZdjT1472Y
1. What have you learnt about your customers ....Suppliers ... etc ?
2. How have you used that knowledge ?
3. How do you now do things differently ?
Entrepreneurship Education: Moving Between African and UK Contexts

Research workshop one Entrepreneurship Education
“Progressing through and reaching beyond boundaries in entrepreneurship education”
Wed. 27 November, 2019.

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Research Interests:
✓ Crisis Management & Business Continuity
✓ Risk Management & Organisational Resilience
✓ Strategic Entrepreneurship Education
✓ Financial Technology (FinTech)
✓ Business Ethics
✓ Case studies
✓ Commercialisation of Innovation & Research
✓ SMEs Finance, Resilience and Growth Dynamics
Presentation Aims

1. Challenge the ontological nature of entrepreneurship education in African and UK contexts
2. Discuss the policy and pedagogical foundation of entrepreneurship education
3. Chart directions for progressing through and beyond six relevant boundaries:
   ✓ Educational levels
   ✓ Curricula
   ✓ Cultural
   ✓ Conceptual and practical learning divergence
   ✓ Age
   ✓ Geographic
Introduction

• Enterprise and entrepreneurship education can add significant value to learners’ journey.
• Research has recognised the value of developing enterprising and entrepreneurial skills in learners.
• In Africa, the old model of graduate-to-work without entrepreneurial skills is dead. For example, rising population, youth unemployment and poverty are a stark reminder.

Distinction:

• **Enterprise** is the generation and application of ideas, which are set within practical situations during a project or undertaking. It combines creativity, originality, initiative, idea generation, design thinking, adaptability and reflexivity with problem identification, problem solving, innovation, expression, communication and practical action.

• **Entrepreneurship Education** is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social or economic value. This can, but does not exclusively, lead to venture creation (QAA, 2018).

• **Entrepreneurship**: is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social (FFE-YE, 2012).
Ontological nature of entrepreneurship education in African and UK contexts

• Enterprise education aims to produce learners with the mindset and skills to come up with ideas that make a difference in response to identified needs and shortfalls, and the ability to act on them.

• Enterprise education is about facilitating learners in moving from ideas to action and, in so doing, support and aligns with a broader approach to developing employability amongst learners (QAA, 2018).

• What ‘form’ should entrepreneurship education takes in Africa?

• Entrepreneurship education focuses on the development and application of enterprising mindset and skills in the context of creating a new venture and managing entrepreneurial episodes required to develop and grow a business.

• What does “entrepreneurship education” looks like?

• How do we recognize ‘entrepreneurship education’?
Conceptualisation of Entrepreneurship Education In Africa

• In African context, the conceptualisation of entrepreneurship education as developing learners entrepreneurial skills for new venture creation is problematic.

• For example, in Nigeria, entrepreneurship education is made compulsory at all Universities but limited to first year.

• Should entrepreneurship education be limited to university education?

• How should we conceptualise entrepreneurship education?

• Role for co-creation of knowledge in entrepreneurship education.

• Bringing policymakers and researchers in transforming entrepreneurship education.
Policy and pedagogical foundation of entrepreneurship education in Africa

• Employability Fad
• Graduate unemployment
• Paradigm shift – from being an employee to becoming an employer
• Transforming the human resources of African economies
• Driving entrepreneurial and innovative skills for economics renewal
• Educational leaders – structure entrepreneurship education curricula to drive economic development.
• Illusion of entrepreneurship revival
The Trouble with Entrepreneurship Education in Africa

- Entrepreneurship education is grossly mis-conceptualized when compare with UK context.
- Entrepreneurship education focus on new venture creation. It is perceived as a ‘license’ for new venture creation.
- The ontological nature of entrepreneurship education becomes a mirage and complicate its very essence.
- There is need to harmonise definitions of enterprise and entrepreneurship education in African context.
- This is the foundation towards progressing through and reaching beyond boundaries in entrepreneurship education.
- Specifically, if we can define what entrepreneurship education mean for Africa, everything else is a shallow treatment.
Directions for progressing through and beyond six relevant boundaries in African Context

How research can inform and assist in breaking boundaries:

1. **Educational levels**: Should entrepreneurship education be limited to certain educational levels in Africa? How should entrepreneurship education be embed across different educational levels? Is entrepreneurship education gendered and how can we overcome this?

2. **Curricula**: How should entrepreneurship education program be design? What roles do context play in shaping entrepreneurship education curricula? What forms of assessment should be used in evaluating entrepreneurial education? To what extent does entrepreneurship education curricula represent a ‘policy fad’? What should entrepreneurship education teach and how should learning content be develop and deliver? How should we design constructively aligned entrepreneurship education curricula that matches learning to outcomes in Africa?

3. **Cultural**: Are there traditions that held back entrepreneurship education? How do traditional perception of African businesses complicate entrepreneurship education? How do cultural specificities affect entrepreneurial intentions?

4. **Conceptual and practical learning divergence**: How should we bridge the divergence between conceptual and practical learning in entrepreneurship education? What does ‘learning’ mean in the context of entrepreneurship education? What roles should policymakers and researchers play in shaping the divide between conceptual and practical learning?

5. **Age**: Should entrepreneurship education be restricted to certain age groups? Should we bring in ‘age’ in entrepreneurship education? At what age should learners be exposed to entrepreneurship education?

6. **Geographic**: Are there region specific entrepreneurship education policy? What role does geographic location play in entrepreneurship education?
E: enquiry@dmu.ac.uk  
W: dmu.ac.uk
Thank you

Call for Papers Special Issue: The entrepreneurship educator’s classroom: exploring and uncovering what lies beneath


Please join the REntEd SIG if not already a member – [https://isbe.org.uk/special-interest-group/rented/](https://isbe.org.uk/special-interest-group/rented/)

Next event scheduled for March 2020, MarJon, Plymouth