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IEEC | International Entrepreneurship Educators Conference

IEEC2010 Concordat

Enterprise Educators uk
The national network

NCGe
National Council for Graduate Entrepreneurship

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Enterprise Educators UK *and* **National Council for Graduate Entrepreneurship**

With grateful thanks to the delegates of IEEC2010

September 2010

Please Note: *The* **IEEC2010 Concordat** *is published as a discussion document and call to action from the delegates of IEEC2010. It does not necessarily reflect the views of the sponsors or organisers of IEEC2010 but is published to stimulate discussion with key stakeholders in support of the enterprise and entrepreneurship agenda.*

IEEC2010 Concordat

Executive Summary

The key findings of IEEC2010 can be summarised as the "IEEC2010 Concordat" declaring 5 key calls for action.

IEEC2010 calls for:

1. **Integration and pathways** to be developed so that schools, colleges and universities can provide a continuous and integrated approach that will help our learners to develop the lifelong skills needed to be enterprising and entrepreneurial.

2. **Improved institutional support and leadership** that helps to drive forward the entrepreneurial mission across institutions, at all levels.

3. **Clarity of impact measures and associated funding priorities** so that we can work to develop a more sustainable, transparent and appropriate, approach to developing these capacities.

4. **Improved guidance on issues of quality and assessment**, so that a more coherent yet flexible framework will enable educators to embed more enterprising approaches in their curriculum.

5. **Recognition and reward** nationally, regionally and institutionally to support those working within a fragile environment of short term funding by providing career progression and recognised development opportunities - for the ultimate benefit of regions, institutions as well as individuals (staff & students).

Contents

IEEC2010 Twitter Wordle.net: visually depicts the content of the tweets during IEEC2010. The larger the text, the frequency/repetition of the word through 600+ tweets. **Twitter #IEEC2010**

Introduction

This report presents the educator outcomes from the 2010 Enterprise Educators UK (EEUK) and National Council for Graduate Entrepreneurship's (NCGE) International Entrepreneurship Educators Conference (IEEC) where over 300 delegates from 13 nations explored the challenges and opportunities in shaping the future for enterprise and entrepreneurship education. The Cardiff University-based three-day event (IEEC2010) included 62 practitioner workshops, 3 keynote presentations (Professor Alan Mortiboys, Dr Colin Jones and Dr Charlie Ball) and two Welsh Assembly Government Minister's perspectives, including a presentation by the First Minister, Rt. Hon. Carwyn Jones.

The conference's 'call to action' focused on the current experiences, challenges and priorities for enterprise and entrepreneurship education.   146 organisations were represented and stakeholders included business representatives and student groups.   The conference dinner provided an opportunity to recognise and reward achievement across enterprise and entrepreneurship education through the joint EEUK/NCGE 2nd Annual National Enterprise Educator Awards.

Networking and sharing are key drivers of this unique event and the views and perspectives of delegates are critical in response to the changing climate. Additionally for the first time a separate leader's forum engaged senior figures in debate, asking what they perceived to be key issues within policy environment and eliciting what their perceptions were in terms of what scope there is to develop and grow capacity.

Throughout IEEC2010 it was possible to capture and record delegate's views through two instantaneous voting stick question sessions; collection of 2 forms 'postcard' data contributions and electronically through twitter and the online survey (appendix).   A graphic recorder captured the event as it evolved, creating two extended visual interpretations of the proceedings (www.ieec.co.uk); moreover, the twitter feed elicited opinions from 600 tweets (65 active tweeters) and the comments from the separate leader's forum have also been integrated into this report.

This document 'The IEEC2010 Concordat' is designed to reflect the full breadth and opinion of IEEC 2010. We present our findings under three headings: journey so far, challenges, and action priorities and offer an executive summary that draws out key points in a concise manner as 5 key "calls to action" which will form the starting point for our 2011 conference, to be hosted at Coventry University (7-9th Sept 2011).

1. Journey so far

A number of key changes since the previous evaluation at IEEC2007 became evident during the conference (http://www.ieec.co.uk/2007/docs/Conference_Report.pdf , and are outlined as key statements below (a-g).

a. *The development of enterprising and entrepreneurial mindsets are now primary learning goals.*

Primarily, there has been a positive step change in the way that educators see their role; this is now more about capacity building to be enterprising and entrepreneurial, and less about teaching generic small business skills.

b. *The educator networks are strong and although there is potential to engage newcomers more effectively, networking has led to improved confidence level within educators.*

A passionate community of educators has emerged who network and support each other (as seen within the IEEC community). There is clear evidence within this network of a new confidence in pedagogical approaches and methods of raising student engagement and interest.

c. *Advanced educators wish to move the agenda forward and deepen academic underpinning to effectively support the development of entrepreneurial mindsets within learners.*

The conference feedback indicated that experienced educators now have a critical need for pedagogic advancement (including clarity on creating appropriate assessment strategies; critical evaluation of delivery methods etc) to underpin their shift away from business strategy and towards developing an entrepreneurial mindset.   Whilst many newcomers welcomed the passing down of practice and knowledge, others now feel that the community needs to continue to evolve and develop its approach.

d. *Generic advances (materials; funding and networks) have supported the majority but educators call for specific support as "one size doesn't fit all".*

Some specific sectors/disciplines stated that general models of 'business' didn't stimulate or engage students (in particular, Art, Design & Media) in the class room and calls to support and retain sector-specific support and funding were also made as vital to stimulate key areas within regions and across UK (for instance, creative and digital industries).

e. *Entrepreneurship is becoming more recognised as a career choice for students through improved engagement with small business/role models; however there is still considerable room for improvements (e.g. creating a "virtuous circle" of support across institutional enterprise activities).*

Working with externals (entrepreneur-in-residence; near-peer graduate start-ups and local entrepreneurs) as well as more strategic engagement with business/community appears to be

working more efficiently at local and regional levels. More than half of the educators polled felt that they were able to help students and graduates to engage in new ventures and start-ups, and support them beyond the start-up phase.

> f. *Insufficient forward planning has led to a heavy reliance on short-term, contract and project staff, who experience limited job security and see little or no career pathway. This builds inherent weakness into all institutional activities including external relations with business, and can lead to repetition of effort and significantly reduce institutional progress.*

Funding mechanisms (particularly HEIF in England) have enabled and pump-primed institutional activity and supported the creation of multi-partnership projects. However project/initiative-driven funding has also led to short-termism in terms of institutional planning as well as a high level of insecurity in institutions.

> g. *Institutional infrastructures are evolving; though the only pathway to becoming an entrepreneurial organisation isn't clear. This can create issues of relevance and flexibility within curriculum design and needs leadership to be managed to create a supportive 'virtuous circle' of entrepreneurial activity.*

There is broader recognition of the value of enterprise and entrepreneurship education and the previously wide-spread, but highly fragile institutional model of a single champion is now increasingly seen to have grown to include wider faculty/institutional support including network, including support services (careers etc). As institutional infrastructure develops, it remains important that sufficient flexibility is embedded to enable subject specialists to adapt and evolve the curriculum to suit their own subject areas.

2. Challenges

It became clear during the conference that many challenges highlighted in previous years by educators are being addressed and as indicated above, much has been achieved. It also has become evident that the nature and type of challenges was changing as a more experienced and better-networked community sought to improve their offerings to learners. There is a generally felt call that more national leadership and championing of the agenda is required, and that in order to safeguard the successes that have been evidenced and achieved. The following widely experienced tensions are the primary challenges that educators have to face in the near future.

2.1 Business-Academia relations: Educators seek sustainable engagement (partnerships; networks)

Virtuous circles of mutually effective partnerships can have significant impact on staff, curriculum development, institutional stances and the broader community, especially in terms of local partnerships. However the increasingly constrained environment that HE and FE work within is limiting the amount of scope for working up ideas and grasping opportunities. Internal

bureaucratic inertia (red tape) can seriously impede the educator's opportunity to act promptly and effectively to gain the trust of partners who work in a far more flexible and adaptable way.

2.2 Funding and support: Educators seek the' planned' in face of uncertainty & short-termism

As noted above, funding has tended to be extremely short term and measured by narrow start-up measures only. Whilst many good educators and champions are now active, their long-term effectiveness is put at risk by uncertain funding streams and mechanisms. The loss of funding[1] could impact deeply and have longer term drawbacks than might initially be considered; as immediate short falls and the loss of experienced champions will take many years to rebuild into an effective educational community.

2.3 Impact, metrics & infrastructure: Educators seek guidance to sustain progress & prove case

Few institutions appear to have fully grasped what an enterprising university or college can achieve on behalf of the students and the economy as a whole. As metrics and measurements tend to be limited to numbers of start-ups and not educational changes or the shifting of attitudes, there is little recognition for innovation and change. The tracking of students' enterprising activities and the value given to starting their own ventures (DLHE[2]) is problematic, yet could give far more valuable insights with improving measures and metrics. Moreover, the silo mentality between institutions and subject-specific departments leads to entrenched perspectives and inflexibility when dealing with an overarching subject such as enterprise. This inappropriateness of measurements and lack of more holistic viewpoints are very real challenges that delegates are deeply concerned about.

Thus far there is little evidence of improved integration into teaching and learning strategies, yet this is an area where many delegates felt that they were able to contribute within a vision of a truly entrepreneurial institution. Moreover, an improved academic underpinning would not only engage more research-orientated institutions, it could significantly impact on the security and sustainability of enterprise and entrepreneurship agenda through clear impact and outcomes across the institution.

3. Action Priorities

The conference feedback mechanisms enabled a rich opportunity for eliciting views on what were considered to be key actions needed. Details from the interactive voting sessions (questions 1 -24) can be found in the appendix. Supported by online feedback and 'postcard' responses collected at various locations at the conference, the following priorities are those identified by delegates as key to enriching, supporting and sustaining the enterprise and entrepreneurship agenda.

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[1] HEIF funding in England has been a major boost to this agenda at institutional, faculty and individual level.

[2] Higher Education Statistics Agency: Destinations of Leavers from Higher Education Institutions

In keeping with the theme of IEEC 2010, we call for action to provide:

3.1 National direction and integration: FE and HE entrepreneurial pathway

There is no clear direction as to how schools and FE and HE institutions can work together to embed enterprise and entrepreneurship education in a seamless pathway of opportunity. 61% of voting respondents felt a need for such clarity (Question 7). Until such direction is offered, there may be significant duplication of effort and approaches, with the learners becoming the losers within an inefficient education system. IEEC2010 also asked for opinions on whether or not the impact is clearly understood within society (voting stick question 4). Whilst the result shows an improved level of clarity from participants polled at IEEC2007, the split result is far from clear and suggests a general lack of understanding of direction and outcomes.

3.2 Strong institutional leadership and supportive institutional cultures

There appears to be little to incentivise or empower senior managers to engage with and/or recognise the enterprise and entrepreneurship agenda. Of particular note is that over 90% of respondents believe that institutional culture needs to be changed across Further and Higher Education if entrepreneurship education is to be grown and developed (Question 1). Continued Professional Development strategies could offer significant opportunities to improve on knowledge skills and attitudes, but these need a strong institutional lead if they are to succeed. Whilst 62% of voting respondents felt that the policy environment was supportive of their role, 75% felt that there is insufficient commitment and support to ensure long-term sustainability. Student demand may also reflect this lack of leadership and profile, as 56% felt that there was not a high demand (Question 9). This is particularly worrying as there is minimal improvement in perception since the IEEC2007 evaluation. The fragility of the situation is further clarified in responses to Question 24, where 69% were not confident in their institutional goals.

3.3 Clarity of impact measures and associated funding priorities

Funding streams are fragile and often lead to duplication of effort and loss of expertise when specialist staff move department or leave their institution. Impact measures could include: effective working with external partners, effective tracking of students and their achievements or integration into teaching strategies and curriculum. Responses to question 3 indicate that there is a long way to go to get enterprise and entrepreneurship firmly embedded across all disciplines. Little has changed since 2007 as 68% of IEEC2007 respondents, when asked to respond on levels of resources and commitment for long-term sustainability (Question 5), felt that there was an insufficient resource. Question 8 indicated that approximately half of those present did not know how best to measure the impact of their work and only 9% felt a strong ability to track their students in terms of successes and destinations.   Only 20% agreed that they also knew how to do this, but 53% indicated that they were unable to achieve this key performance indicator. Moreover, integrated institutional goals do not appear to sufficiently clear to over 58% of those polled.

3.4 Central guidance on assessment and quality issues

Whilst none of the delegates called for a restrictive or otherwise limiting approach to assessment, there is a clear call for central guidance - to help curriculum development specialists to prepare appropriate learning outcomes and to benchmark their offerings in terms of quality enhancement. As noted above, cultural issues (Question 1) impede on progress, notably not a single delegate disagreed with this premise, 85% expressed concern over embeddedness (Question 3) and Question 22 indicated that less than half of those who polled an opinion felt confident that they can effectively assess entrepreneurial learning outcomes. These findings, in conjunction with discussions in workshops and plenary sessions, indicate a very clear need for action. This year's conference saw a distinct increase in discussions surrounding the development of learners' creativity, innovation and opportunity recognition abilities.

3.5 Recognition and reward mechanisms

IEEC once again highlights the need for improved recognition and reward mechanisms for educators and champions of enterprise and entrepreneurship education. Enterprise Educators UK and the National Council for Graduate Entrepreneurship recognised and responded to this shortfall in 2008 by establishing national educator awards and were pleased to recognise no less than 31 shortlisted candidates in their 'National Entrepreneurship Educator Award' presentations at the event's Gala dinner (See: http://enterprise-educators-awards.ncge.com). However it is clear that institutionally, career progression and promotion opportunities are limited for those who deliver on this agenda and the conference feedback, once again tells us that we play a key role in empowering and giving confidence to educators to operate effectively in their home institutions.

4. IEEC2010 Concordat Summary: Table 1

Table 1 (below) provides a short summary of the issues raised by educators at IEEC2010 in Cardiff as highlighted in Concordat chapters 1-3. It has been deliberately structured around the stakeholder groups who have been identified as best able to support or address these calls:

- Government;
- Institutional Leadership;
- Academic/Educator Community and
- Externals from business or wider community.

This summary table shows the breadth of challenges raised by educators working as educators across the full spectrum of enterprise and entrepreneurship agenda within FE and HE institutions. This table also identifies where further detail can be sourced within this document (IEEC2010 Concordat call 1-5; voting stick data is indicated by question number (x) and (*) indicates the chapters within the Concordat which illuminate or illustrate this point).   This summary will drive the planning of IEEC2011, Coventry.

		Table 1: Call for Action IEEC2010 Summary of issues	*
Government	Culture	Clarity from Government, individual institutional leaders and other key stakeholders as to the desired outcomes sought (2)	C2
	Societal impact/ 'UK plc'	There is a need for universally accepted impact measures (4) which support the work of enterprise/entrepreneurship educators working within curriculum (desired learning outcomes) and outside (impact measures).	C3 2.3
	Sustainability	Strong message of support from all key stakeholders which together with clarity on resources will enable a planned and virtuous developments at all levels (5)	C3 2.2
	Clarity/stability	The environment needs to be stable and consistent to underpin cultural and institutional change (6)	C2
	Progression & Pathways (FE/HE)	The issue of clear and deliverable progression from primary, through secondary, and further to higher education needs to be addressed. The creation of a framework was called for in 2007 and needs to address the nature of the educational contract at each stage and address agreed outcomes(7)	C1 3.1 2.3
	Impact	National guidance to address the lack of clarity in impact measures is needed (18)	C3
Leadership	Culture	Strong leadership within institutions to support educators (1)	C2
	Strategy	Strong leadership and support to confirm enterprise/entrepreneurship as an integral part of institutional strategy (24)	C2
	Curriculum	As enterprise/entrepreneurship education remains a lottery for many UK students (depending on discipline; institution and tutor) action is required to standardise curriculum to ensure access for all (3)	C4 2.2
Academic /Educator Environment	Staff Development	IEEC2010 attendees typically appear to be confident (10) equipped and empowered to undertake their role (11) – in particular: *to support new venture/start-ups (12); student engagement13); student's self efficacy (14); entrepreneurial mindset (15); entrepreneurship as a viable career choice (16); pedagogy to change behaviour (18); venture/business growth (20); Effectively share and communicate success stories (21)*	C5 1.a 1.c 1.d
		There is a clear need to continue support educators to deliver effective educational programmes – in particular: *Educator guidance and support in the development of effective assessment strategies (22); Clear guidance is needed to support educators in measuring and tracking outcomes (23); Support to this group (including IEEC) must be tailored to reflect their potential as change agents (8)*	C4 1.b 1.d 1.e
	Curriculum	Whilst materials are more available it is clear that support is still needed, either to create context specific support or provide an awareness and signposting to identify them (10). Many materials fail to create entrepreneurial outcomes in students, and quality/appropriateness must be the next measure to be explored, together with guidance on use (learning outcomes).	C4 1.c 3.4
	Student Demand	There needs to be monitoring of student perceptions, needs and demands. There is also scope for awareness raising amongst the student population (9)	1.e 1.g
External/business		Outline strategies and case examples of sustainable partnership working (17)	2.1

Key: *(Brackets)* indicate voting stick response (question number); * indicates Concordat call; theme (1.a – 1.g) & 2.1 – 2.3 as drawn from Concordat chapter

5. Conclusion

IEEC2010 has evidenced that the enterprise and entrepreneurial educator has evolved and developed significantly over the past three years. S/he is more confident, is better networked, supporting and supported and keen to continue with the fuller development of this agenda. There is increased confidence and capacity, more teaching materials and better pedagogical understanding.

However, the issues seen in 2007 remain where enterprise/entrepreneurship education was not fully embedded, even within the same institution and many activities are dependent on short term funding, individual initiative and gut-feeling, rather than integrated into structures or underpinned by a deeper pedagogical or institutional understanding.

The key outcomes of this conference is not then that that educators need to learn more, but that they need more support and national guidance to continue to develop and deepen their practice to meet clear outcomes.

Our five 'calls-to-action' echo these findings. From the voice of delegates at IEEC2010, we call for:

1. **Integration and pathways** to be developed so that schools, colleges and universities can provide a continuous and integrated approach that will help our learners to develop the lifelong skills needed to be enterprising and entrepreneurial.

2. **Improved institutional support and leadership** that helps to drive forward the entrepreneurial mission across institutions, at all levels.

3. **Clarity of impact measures and associated funding priorities** so that we can work to develop a more sustainable and transparent, not to mention appropriate, approach to developing these capacities.

4. **Improved guidance on issues of quality and assessment**, so that a more coherent yet flexible framework will enable educators to embed more enterprising approaches in their curriculum.

5. **Recognition and reward** nationally, regionally and institutionally to support those working within a fragile environment of short term funding by providing career progression and recognised development opportunities for the ultimate benefit of regions, institutions as well as individuals (staff & students).

Appendices

1. Questions posed (voting sticks; on-line questionnaire; postcard data)
2. Data behind the IEEC2010 Concordat

Appendix 1: Voting Stick questions 1-11

Adapted from IEEC 2007 voting stick poll: sourced from www.ieec.co.uk Cambridge 2007
http://www.ieec.co.uk/2007/docs/Conference_Poll_Report.pdf

1. I believe that there is still much to be done to change the culture of our Further and Higher Institutions
2. I believe that there is a lack of clarity as to what outcomes are being sought in students
3. I believe that enterprise/entrepreneurship education is firmly embedded across all disciplines/curriculum in my institution
4. I believe that the impact of entrepreneurship education upon society is clear
5. I believe that the present level of resources & commitment is sufficient to ensure long term sustainability
6. I believe that the policy environment supports my role within my institution
7. I believe that there is clarity in the progression from schools to colleges/universities and into employment
8. I believe that the present level of competence of educators/champions is sufficient to ensure sound progress
9. I believe that there is currently a high demand from all students in my institution
10. believe that there is more than enough material available to deliver entrepreneurship and education across all contexts
11. I believe that I am sufficiently equipped and empowered to undertake my role

Questions 12-24 (unique to IEEC2010)

As an educator, I believe that:

12. Have the necessary tools to support student new venture / start-up
13. Am able to increase the level of student engagement with enterprise/entrepreneurship
14. Clearly develop students' self efficacy (skills and confidence)
15. Can develop an entrepreneurial mindset in my students
16. Promote entrepreneurship as a viable career choice
17. Work effectively with partners (business; community; externals) to create sustainable relations
18. Know how to measure the impact of my work
19. Understand the pedagogy needed to change behaviour (becoming entrepreneurial)
20. Know how to support venture/business growth (post start-up)
21. Effectively share or communicate success stories
22. Effectively assess entrepreneurial learning outcomes
23. Know how to track student successes/destinations
24. That enterprise and entrepreneurship education is an integral part of my institution's curricular goals

Post card data:

Two sets of post-cards were available to delegates - one to express direct messages to key stakeholders that impact upon the work of the educator and one to map their confidence against three key words – engaged; equipped and empowered.

On-line Survey Questions

1. How can government best support universities and colleges in their work to engage students and graduate in enterprise?
2. Would a quality framework help in your work with enterprise or entrepreneurship education? How should enterprise education be quality assured?
3. It has been suggested that enterprise education should include learning about financial management. What other elements, if any, do you think are important to include?
4. What's the best mechanism for rewarding and/or recognising the work of enterprise educators?
5. What arguments can be made to senior staff at universities and colleges to encourage top-down support for enterprise education?
6. What's the best way to disseminate examples of good practice from the UK and abroad?
7. What networks are you currently involved in for enterprise education? What additional networks would help you or your students?
8. Do you currently work with entrepreneurs as mentors for your students or graduates? If yes, please give an example. If no, why not?
9. Please describe your role (e.g. an enterprise educator within a university or college; an entrepreneur with an interest in supporting student and graduate enterprise; an educator looking to support enterprise education in the future; or a business support professional)
10. What key comment would you like to make, or what issue most concerns you about entrepreneurship and enterprise education in HE or FE?

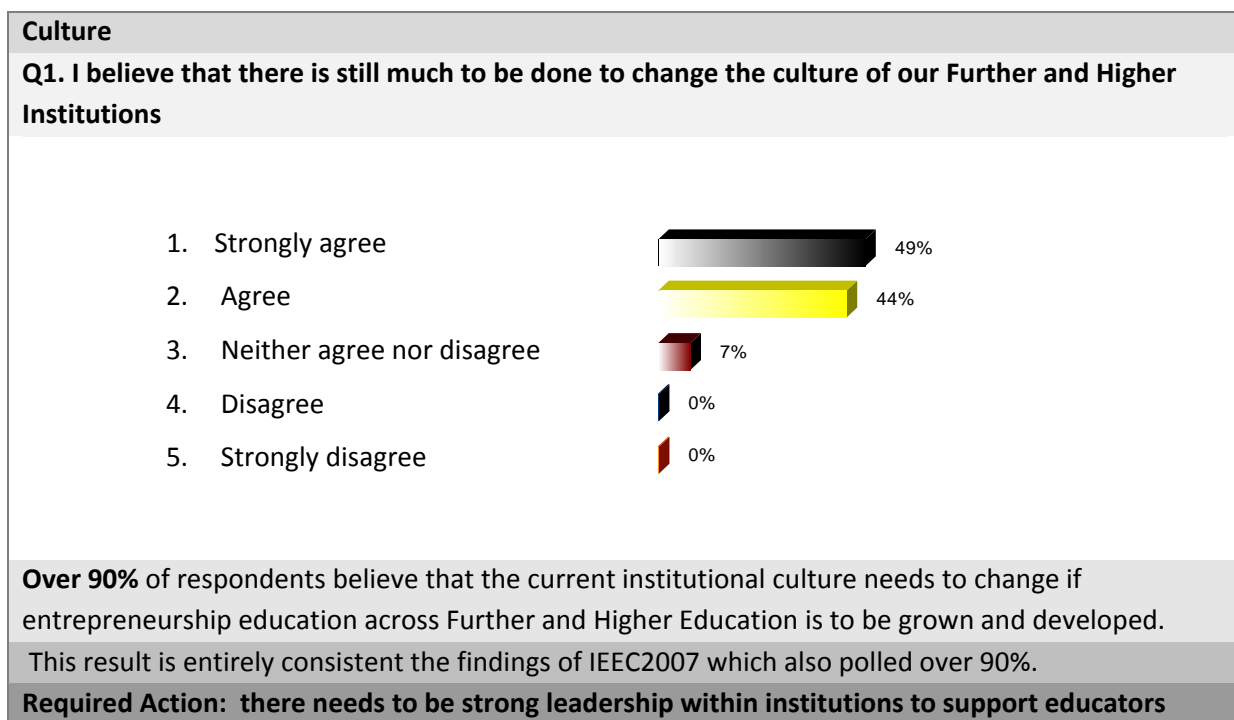**Appendix 2: The Data behind the IEEC2010 Concordat**

The data collected from delegates during IEEC2010 via voting sticks is detailed below. The first 1-10 questions echo those posed at IEEC2007 (see IEEC2007 conference poll report which can be found at http://www.ieec.co.uk/2007/docs/Conference_Poll_Report.pdf) and therefore will include a comparative statement to those results before outlining any proposed actions.

Voting Analysis Key Questions 1-10

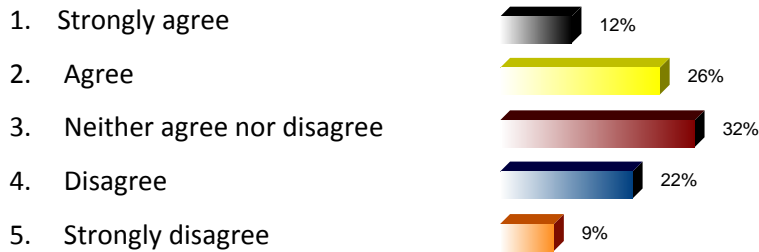|	
	IEEC2010 Results
	IEEC2007 comparative comment*
	Required Actions

Whilst comparisons are made between the conference data sets, it is recognised that statistical comparisons are limited and therefore is provided here only as the voice of the conference 2010.

Voting Stick Data 1-11 Thursday 2nd September

Culture

Q1. I believe that there is still much to be done to change the culture of our Further and Higher Institutions

1. Strongly agree — 49%
2. Agree — 44%
3. Neither agree nor disagree — 7%
4. Disagree — 0%
5. Strongly disagree — 0%

Over 90% of respondents believe that the current institutional culture needs to change if entrepreneurship education across Further and Higher Education is to be grown and developed.

This result is entirely consistent the findings of IEEC2007 which also polled over 90%.

Required Action: there needs to be strong leadership within institutions to support educators

Outcomes

Q2. I believe that there is a lack of clarity as to what outcomes are being sought in students

1. Strongly agree — 12%
2. Agree — 26%
3. Neither agree nor disagree — 32%
4. Disagree — 22%
5. Strongly disagree — 9%

This spread of results indicates confusion amongst educators with only 38% of educators being relatively clear on outcomes, whilst **31% unclear and 32% neither agree nor disagree**.

Improving Clarity is apparent as IEEC2007 found **90% of respondents** agreeing in a lack of clarity

Required Action: there still needs to be clarity from Government, individual institutional leaders and other key stakeholders as to the desired outcomes sought within formal education.

Embeddness

Q3. I believe that enterprise/entrepreneurship education is firmly embedded across all disciplines/curriculum in my institution

1. Strongly agree — 1%
2. Agree — 9%
3. Neither agree nor disagree — 4%
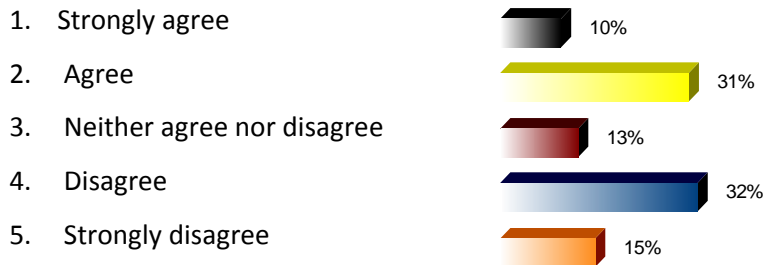4. Disagree — 40%
5. Strongly disagree — 45%
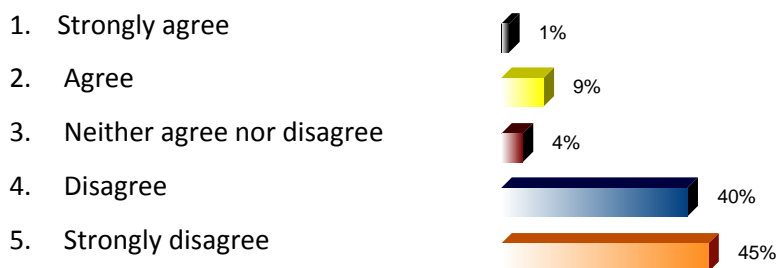
IEEC2010 educators felt that there remains a long way to achieving a fully embedded change in the curriculum with **85%** expressing their concern.

There has been a slight rise in the confidence of educators over the last 3 years but this minimal change reflects continued concern for the sustainability and security within disciplines/curriculum.

Required Action: Action is required to standardise and ensure access for all.

Impact

Q4. I believe that the impact of entrepreneurship education upon society is clear

1. Strongly agree — 10%
2. Agree — 31%
3. Neither agree nor disagree — 13%
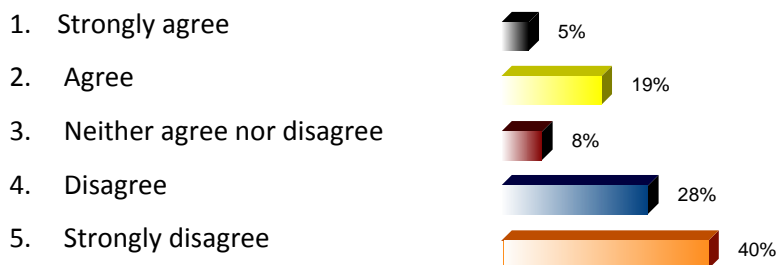4. Disagree — 32%
5. Strongly disagree — 15%

This **split result** shows educators feel the impact of their work is not yet clearly understood, measured or recognised, as the **difference between agreement/disagreement is only 6%.**

In 2007 three quarters of participants were unclear of the impact of their work. Whilst this shows an increasing clarity emerging within the field, the 2010 results echo the need for universal impact measures.

Required Action: There is a need for universally accepted impact measures which support the work of enterprise/entrepreneurship educators working within curriculum (desired learning outcomes) and outside (impact measures).

Sustainablity

Q5. I believe that the present level of resources & commitment is sufficient to ensure long term sustainability

1. Strongly agree — 5%
2. Agree — 19%
3. Neither agree nor disagree — 8%
4. Disagree — 28%
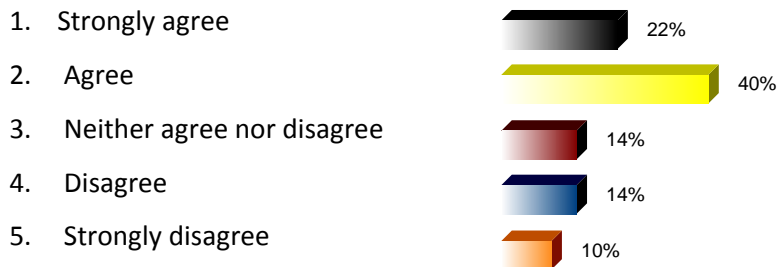5. Strongly disagree — 40%

68% of respondents believe there is insufficient support to ensure long term sustainability.

The majority (75%) of IEEC2007 also felt that level of resource & commitment was insufficient.

Action Required: there needs to be a strong message of support from all key stakeholders which together with clarity on resources will enable a planned developments at all levels.

Policy environment

Q6. I believe that the policy environment supports my role within my institution

1. Strongly agree — 22%
2. Agree — 40%
3. Neither agree nor disagree — 14%
4. Disagree — 14%
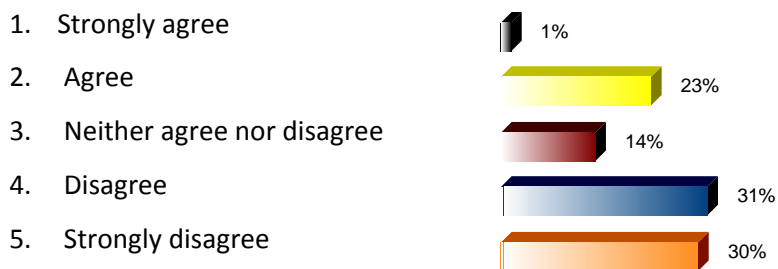5. Strongly disagree — 10%

62% of IEEC2010 respondents felt that the current policy environment has been supportive to their institutional role.

This shows a marked change from IEEC2007 when two third of respondents believed that the policy environment was not 'the best it could be'.

Action Required: the environment needs to be stable and consistent to underpin cultural and institutional change

Pathways

Q7. I believe that there is clarity in the progression from schools to colleges/universities and into employment

1. Strongly agree — 1%
2. Agree — 23%
3. Neither agree nor disagree — 14%
4. Disagree — 31%
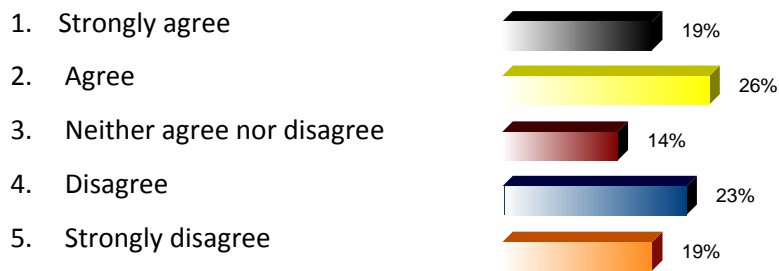5. Strongly disagree — 30%

61% of respondents disagreed that there was clarity of progression

IEEC2007 also reported that 6 out of 10 respondents felt there was insufficient clarity, suggesting little has been done over the last 3 years to address this issue.

Action Required: the issue of clear and deliverable progression from primary, through secondary, and further to higher education needs to be addressed. The creation of a framework was called for in 2007 and needs to address the nature of the educational contract at each stage and agreed desired outcomes required at each stage.

Staff Development

Q8. I believe that the present level of competence of educators/champions is sufficient to ensure sound progress

1. Strongly agree — 19%
2. Agree — 26%
3. Neither agree nor disagree — 14%
4. Disagree — 23%
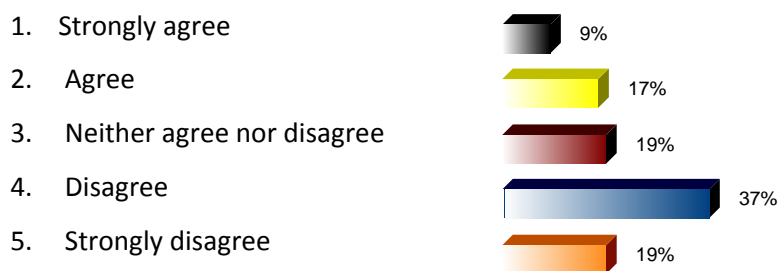5. Strongly disagree — 19%

This **split result** indicates the changing landscape with enterprise and entrepreneurship education but clearly indicates the work still needed to be done to support educators (not even half of respondents feel competence is sufficient).

Over 50% of IEEC2007 agreed that the current level of competence was insufficient.

Action Required: there is a clear need to continue support educators to deliver effective educational programmes.

Demand

Q9. I believe that there is currently a high demand from all students in my institution

1. Strongly agree — 9%
2. Agree — 17%
3. Neither agree nor disagree — 19%
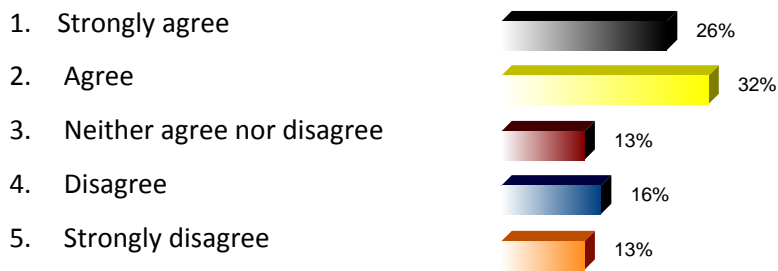4. Disagree — 37%
5. Strongly disagree — 19%

IEEC2010 respondents disagreed (56%) that there was high demand from all their students.

IEEC2007 found that a high proportion of respondents were neutral to this statement although number in agreement has increased over the last 3 years.

Action Required: there needs to be monitoring of student perceptions, needs and demands. There is also scope for awareness raising amongst the student population.

Curriculum
Q10. I believe that there is more than enough material available to deliver entrepreneurship and education across all contexts

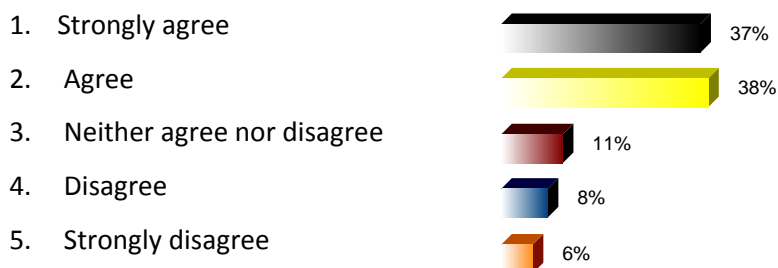|	
1. Strongly agree	26%
2. Agree	32%
3. Neither agree nor disagree	13%
4. Disagree	16%
5. Strongly disagree	13%

IEEC2010 respondents believe that there is material (58% agree) available however with 42% unclear or disagreeing, an issue of awareness or suitability remains.

IEEC2007 saw only 27% of respondents in agreement with almost half in disagreement (47%) suggesting positive movement in the creation of materials over the last three years.

Action Required: Whilst materials are more available it is clear that support is still needed, either to create context specific support or provide a awareness and signposting to identify them. Many materials fail to create entrepreneurial outcomes in students, and quality/appropriateness must be the next measure to be explored, together with guidance on use (learning outcomes).

Q. 11 My role
I believe that I am sufficiently equipped and empowered to undertake my role

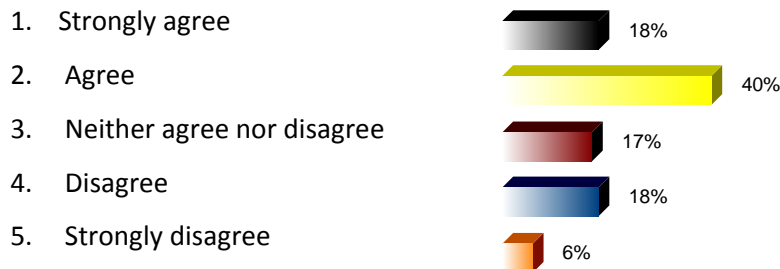|	
1. Strongly agree	37%
2. Agree	38%
3. Neither agree nor disagree	11%
4. Disagree	8%
5. Strongly disagree	6%

The confidence within the IEEC2010 respondents is **high (75%).**

Action Required: IEEC2010 attendees typically appear to be confident within their roles and have potential to be the change agents within institutions. Support to this group (including IEEC) must be tailored to reflect their potential.

Q.12 As an educator, I believe I :

Have the necessary tools to support student new venture / start-up

1. Strongly agree — 18%
2. Agree — 40%
3. Neither agree nor disagree — 17%
4. Disagree — 18%
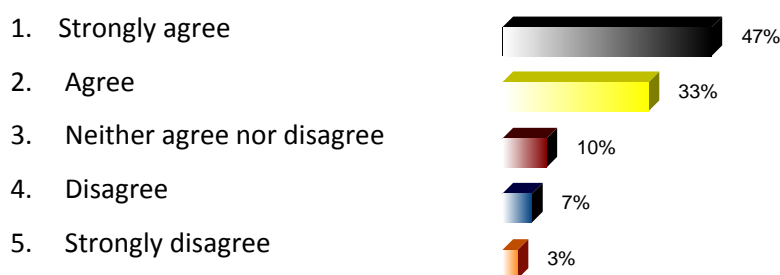5. Strongly disagree — 6%

58% of IEEC2010 educators are confident in their work but this poll indicates a wide spread which suggests the continued need for educator support.

Action Required: educator support is required to support required outcomes.

Q.13 As an educator, I believe I :

Am able to increase the level of student engagement with enterprise/entrepreneurship

1. Strongly agree — 47%
2. Agree — 33%
3. Neither agree nor disagree — 10%
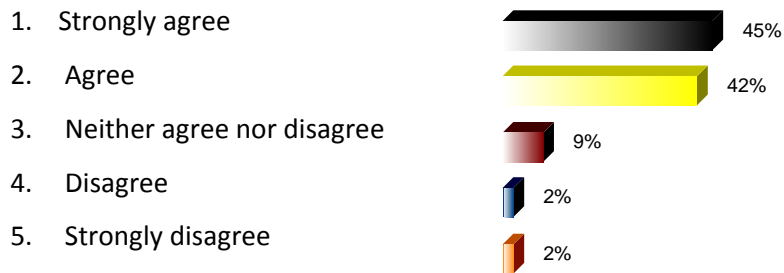4. Disagree — 7%
5. Strongly disagree — 3%

80% of IEEC2010 educators feel confident to increase student engagement with this agenda.

Action Required: standardisation of measures to assist with evidencing practice/confidence.

Q. 14 As an educator, I believe I :

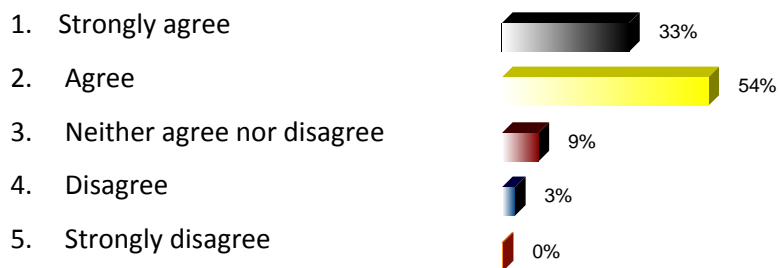Clearly develop students' self efficacy (skills and confidence

1. Strongly agree   45%
2. Agree   42%
3. Neither agree nor disagree   9%
4. Disagree   2%
5. Strongly disagree   2%

87% of IEEC2010 respondents believe that they can clearly develop students self efficacy.

Action Required: national measures are required to standardise and support educator confidence.

Q. 15 As an educator, I believe I :

Can develop an entrepreneurial mindset in my students

1. Strongly agree   33%
2. Agree   54%
3. Neither agree nor disagree   9%
4. Disagree   3%
5. Strongly disagree   0%

87% of IEEC2010 respondents believe they can develop an entrepreneurial mindset.

Action Required: measures required to assist in evidencing educator confidence.

Q. 16: As an educator, I believe I :

Promote entrepreneurship as a viable career choice

1. Strongly agree — 45%
2. Agree — 40%
3. Neither agree nor disagree — 10%
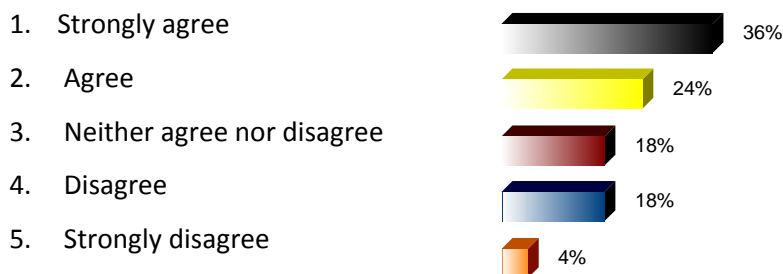4. Disagree — 2%
5. Strongly disagree — 3%

85% of IEEC2010 respondents believe that they can promote entrepreneurship as a career choice.

Action Required: The Oslo Agenda highlighted this key outcome as a European objective and metrics are needed to support educator evidence.

Q. 17. As an educator, I believe I :

Work effectively with partners (business; community; externals) to create sustainable relations

1. Strongly agree — 36%
2. Agree — 24%
3. Neither agree nor disagree — 18%
4. Disagree — 18%
5. Strongly disagree — 4%

Confidence to work effectively with partners is more mixed but positive (60% of IEEC respondents).

Action Required: outline strategies and case examples of sustainable partnership working.

Q. 18 As an educator, I believe I :
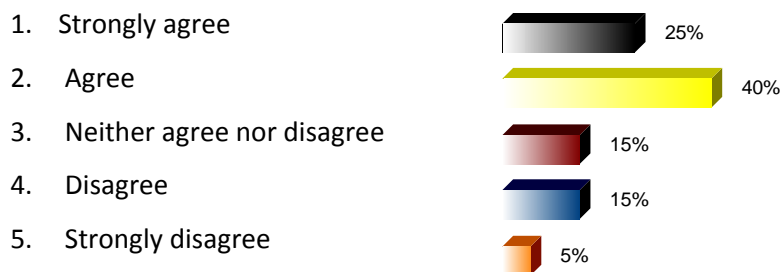
Know how to measure the impact of my work

1. Strongly agree — 11%
2. Agree — 29%
3. Neither agree nor disagree — 15%
4. Disagree — 31%
5. Strongly disagree — 14%

This split result indicates the clear need for work in the area of impact measures.

Action Required: national guidance to address the lack of clarity in impact measures is needed.

Q.19 As an educator, I believe I :

Understand the pedagogy needed to change behaviour (becoming entrepreneurial)

1. Strongly agree — 25%
2. Agree — 40%
3. Neither agree nor disagree — 15%
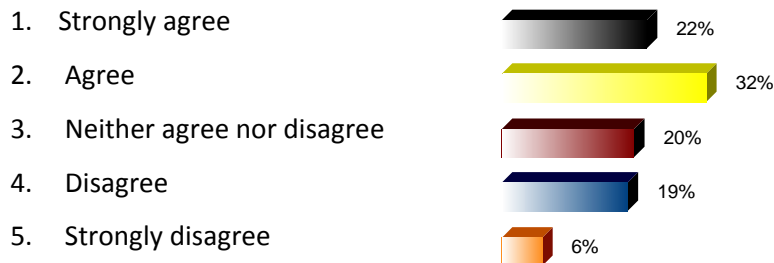4. Disagree — 15%
5. Strongly disagree — 5%

Strong confidence **(65% of respondents)** in creating effective pedagogy.

Action Required: Staff development required to extend IEEC educator confidence across FE/HE.

Q.20 As an educator, I believe I :

Know how to support venture/business growth (post start-up)

1. Strongly agree — 22%
2. Agree — 32%
3. Neither agree nor disagree — 20%
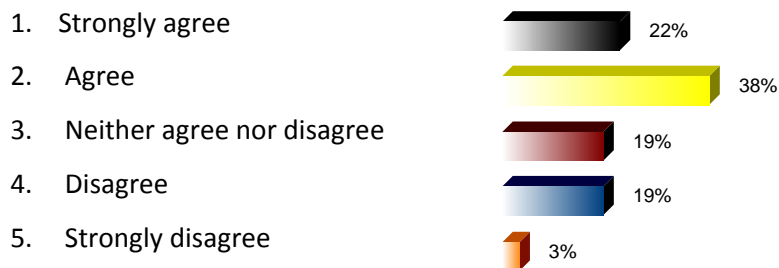4. Disagree — 19%
5. Strongly disagree — 6%

55% of respondents know how to support students and graduates post start-up.

Action Required: more support for the diverse group of educators found within this agenda.

Q. 21 As an educator, I believe I :

Effectively share or communicate success stories

1. Strongly agree — 22%
2. Agree — 38%
3. Neither agree nor disagree — 19%
4. Disagree — 19%
5. Strongly disagree — 3%

41% don't believe that they are currently effectively sharing or communicating their success stories.

Action Required: guidance as to the outcomes and stories that need promoting.

Q. 22 As an educator, I believe I :

Effectively assess entrepreneurial learning outcomes

1. Strongly agree — 14%
2. Agree — 29%
3. Neither agree nor disagree — 21%
4. Disagree — 31%
5. Strongly disagree — 5%

This split result shows that assessment remains a critical area for development.

Action Required: educator guidance and support in the development of assessment strategies.

Q. 23 As an educator, I believe I :

Know how to track student successes/destinations

1. Strongly agree — 9%
2. Agree — 20%
3. Neither agree nor disagree — 17%
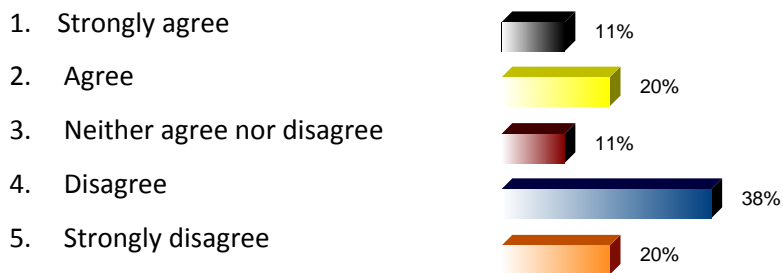4. Disagree — 34%
5. Strongly disagree — 19%

With only **29%** of IEEC2010 respondents confident that they can track their students, it is clear that this area needs more consideration.

Action Required: clear guidance is needed to support educators in measuring and tracking outcomes (including student successes; destinations).

Q. 24 As an educator, I believe I :   27

That enterprise and entrepreneurship education is an integral part of my institution's curricular goals

1.	Strongly agree	11%
2.	Agree	20%
3.	Neither agree nor disagree	11%
4.	Disagree	38%
5.	Strongly disagree	20%

This result clearly shows that **69% of respondents** were not confident in their institutions enterprise/entrepreneurship curricular goals.

This result highlights the fragility of an agenda which is currently built upon champions and pioneers which is not yet fully supported by the leadership or infrastructure of our educational institutions. Action Required: Strong leadership and support to confirm entrepreneurship and enterprise as an integral part of institutional strategy.

The **IEEC2010 Concordat** is published as a discussion document and call to action from the delegates of IEEC2010.
It does not necessarily reflect the views of the sponsors and is published to stimulate discussion with key stakeholders.