

ENTERPRISE EDUCATION IMPACT IN HE AND FE BIS REPORT

Allan Gibb

enterprise@allangibb.com

www.allangibb.com

0191 3718723

The Report

- ◉ Did you read it fully in all its 108 pages glory?
- ◉ Did you comment on the final version?
- ◉ Did they (BIS) reply?
- ◉ Did they really listen to you – before, during and after?
- ◉ Can you/we use it?
- ◉ WHAT SHOULD WE BE COMMUNICATING TO THEM?

What is in it for us?

Government

University funders

Students and their reps

Is there something for everyone in the report?

Academic researchers

External stakeholders

Doers

Facilitating organisations

**LIKE THE GOOD ACADEMIC THAT I
HOPE TO BE? I CARRIED OUT SOME
PRELIMINARY INVESTIGATIONS
(GROUNDING)**



A THOUSAND PATHWAYS TO BEAUTY



‘Lips is
no
longer
a
penny’

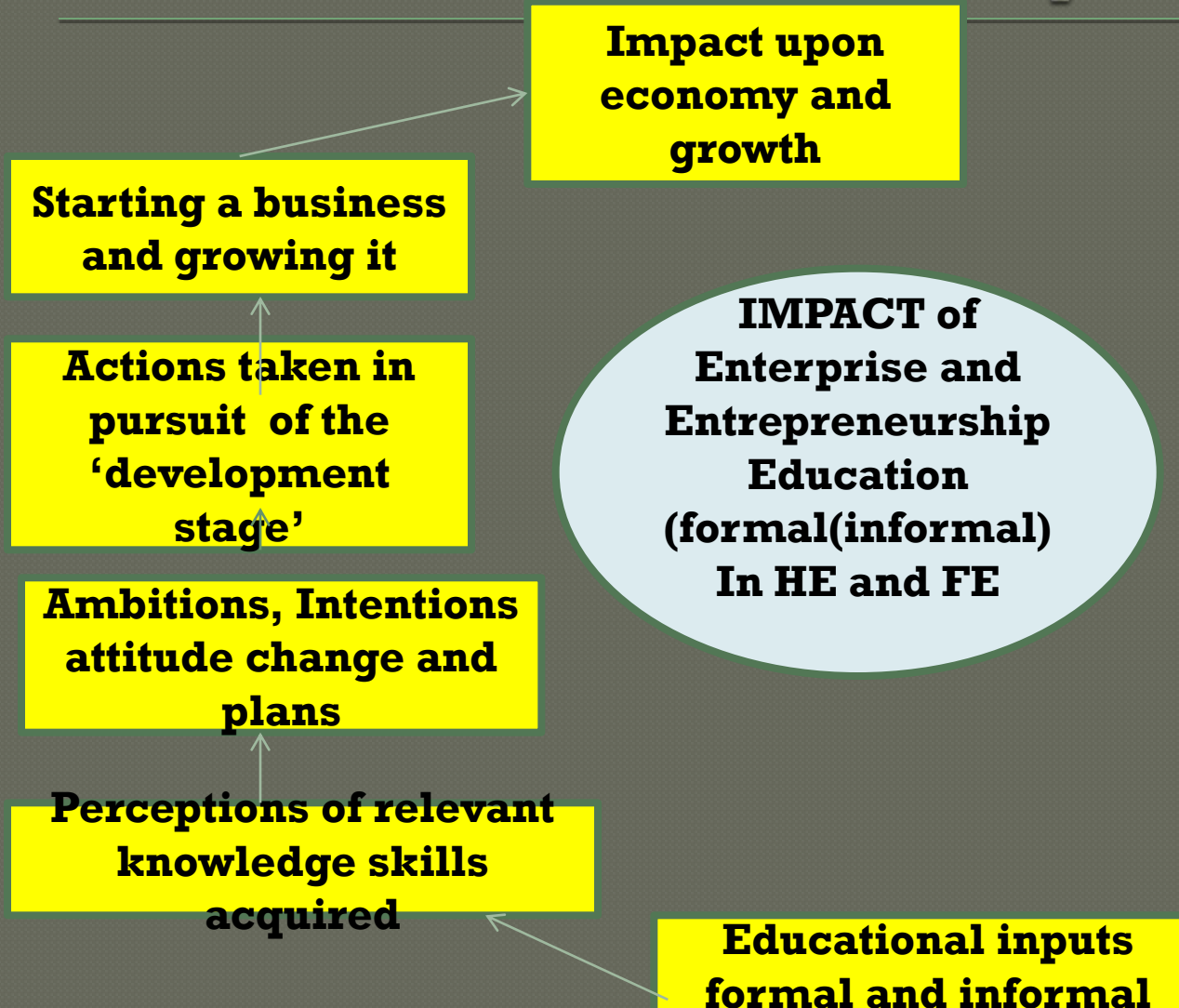
**MANY DOZENS FOR LIPS
ALONE**

WHICH
BEAUTY
PRODUCTS
SHOULD
MEN
USE
MORE
OFTEN?

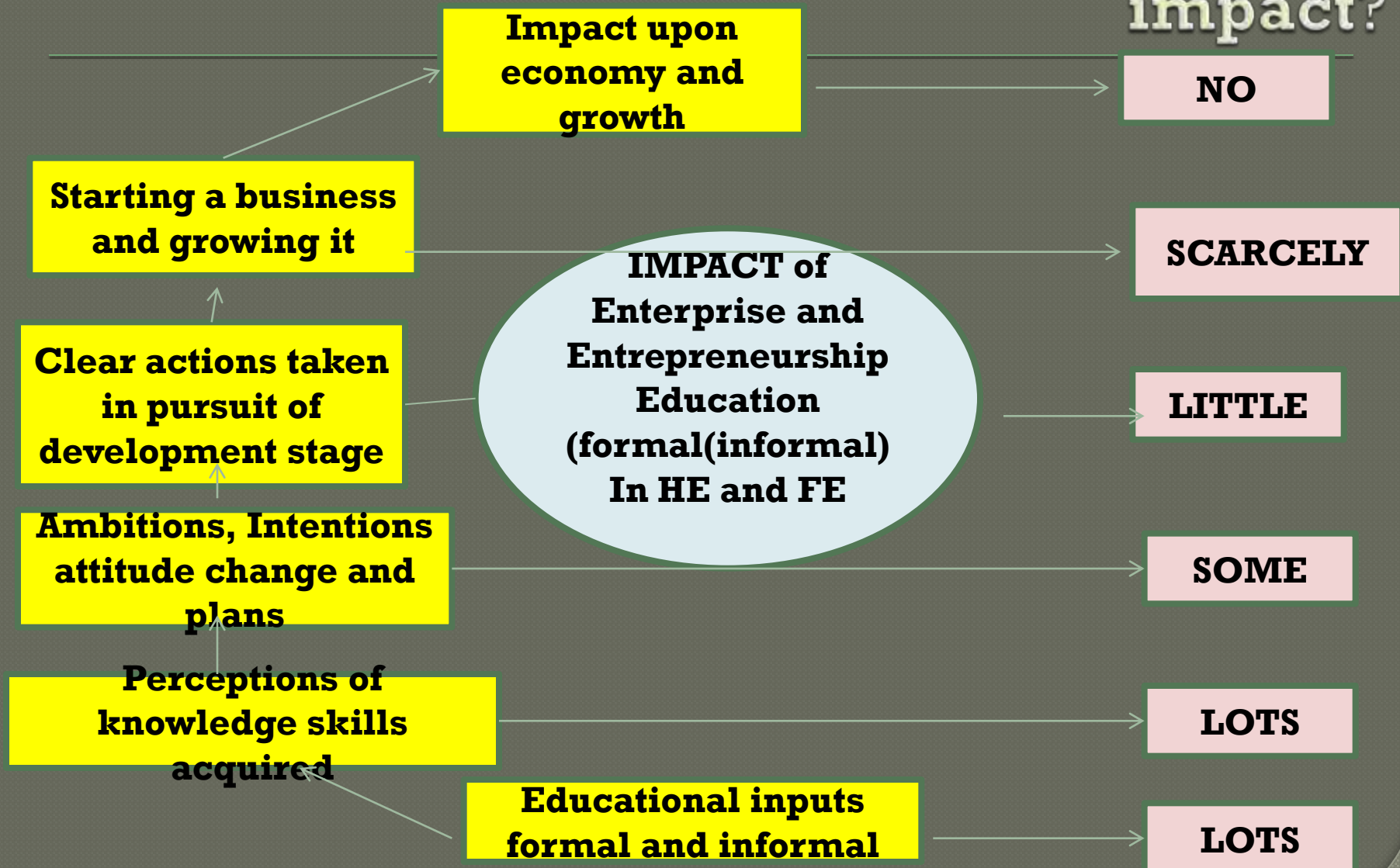


NOT SO MUCH GUIDANCE FOR THE FAIR SEX?

What were they trying to do?



Did they succeed in finding evidence of impact?



WHAT SHOULD WE DO?

**What is wrong with the stuff that we
should put right?**

What should we be telling BIS?

**METHOD AND CONCEPT AND
WHAT TO MEASURE**

**Lessons to be drawn from the
Report**

LESSON 1

**TAKE CARE THAT YOU
KNOW WHAT YOU ARE
MEASURING AND THAT
WHAT IS MEASURED IS
TRULY COMPARABLE**



**ALL OF THESE PRODUCTS
ARE DESIGNED TO
ENHANCE MANY AND
VARIED ASPECTS OF A
PERSON'S HEALTH, BEAUTY
AND SELF
CONFIDENCE/ESTEEM**

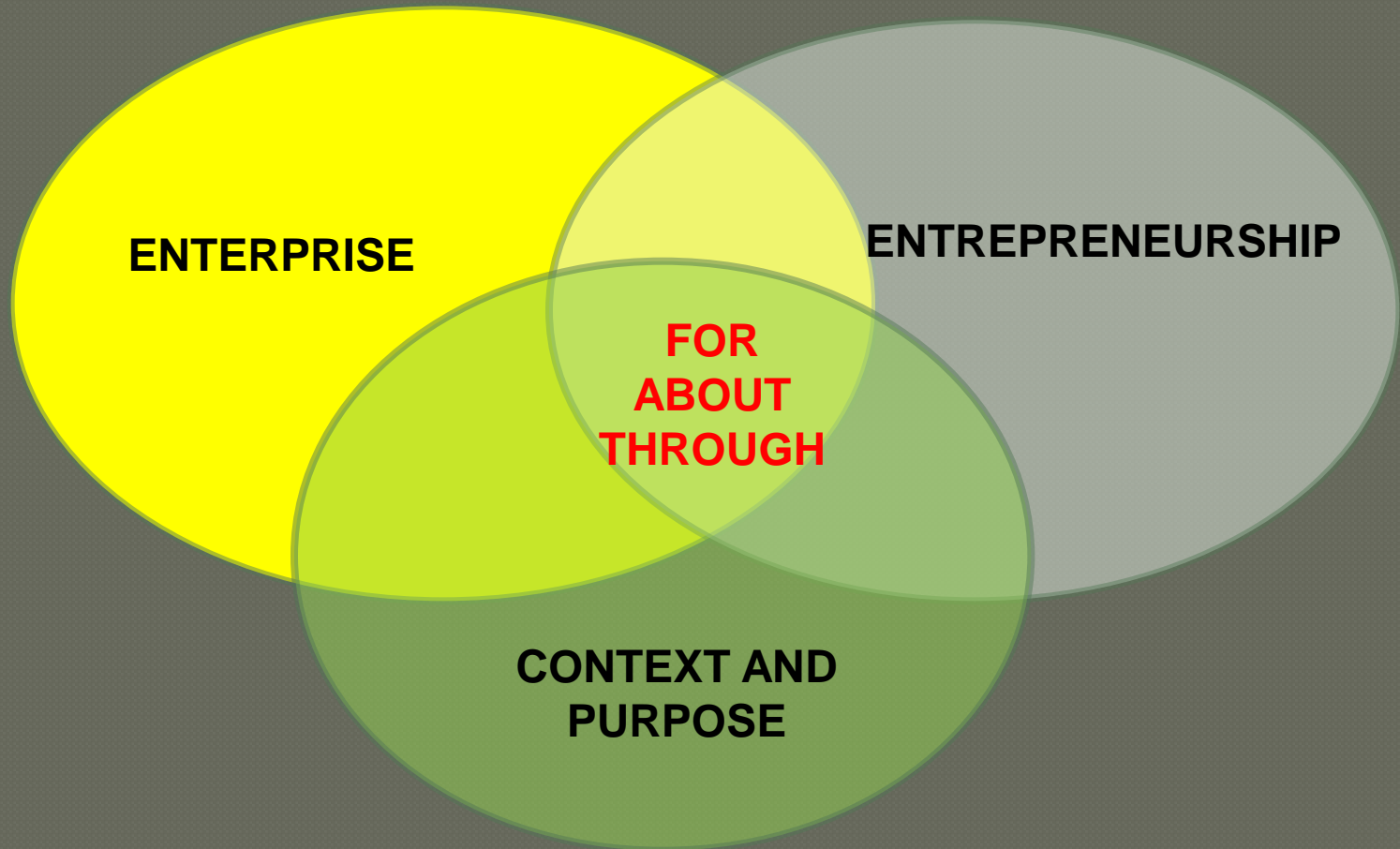
BUT THEY ARE NOT THE SAME!

They do not have the same specific purpose. They have different emphasis, designs, contexts, mix of ingredients with different processes, different time scales, different chances of success, need different levels of application and dedication and different outcomes (including possibly many claimed outcomes that are impossible?!!)

**DID THEY SET OUT AND
CLEARLY USE THE KEY
CONCEPTS AND
DEFINITIONS THAT THEY
WOULD USE?**

**Should be related PRECISELY to
what one is trying to influence in
terms of knowledge, reflection,
competency personal development
and behaviour**

Weakness in Use of Concept (did they miss the meaning?)



Different mixes give different outcomes!

LESSON 3

DID THEY RECOGNISE THE
LIMITS AND REAL

CHALLENGES OF LINKING
EDUCATION TO SUBSEQUENT
BEHAVIOUR ?

(Elements of this in all the
'provocations' but particularly
Jahaan's Enactus

EDUCATING RITA. When Rita is asked by the Prof. is she geared up to learn she replies



'Yeah, I am. But they expect too much, you know.'

Like, women come in the hairdresser's and half an hour later they wanna walk out a different person.

You know, but I mean, if you wanna change, you've got to do it from the inside, haven't you, like I'm trying to do.

Do you think I'll be able to learn?'

LESSON 4

DID THEY THINK ABOUT WHO THIS IS REALLY FOR?

What their Logit model misses out

Students are not a
means to an end
they **ARE THE END
ITSELF**

Ultimate impact in
Society

Impact on
Organisation/
Community/
Family Life

Behaviours/
Attitudes to be
supported

Learning/
knowledge
Competency/
Motivations/
Concepts

Reactions desired
INPUTS
(DESIGNED FROM
THE ABOVE!)

Students in the Centre. Do we know what they want? Where do enterprise and entrepreneurship education fit?

**Exciting and
interesting
educational
experience**

**Personal
development**

**Discover
y**

**Networks
and
Friendship
s**



**Gateways
to their
future**

**Useful knowledge/ambitions/views
of the world?**

Employability

**Fulfilling career and
life style in a world
of uncertainty and
complexity**

Employment

DO WE REALLY ASK THEM
WHAT THEY WANT?

LESSON 5

DID THEY KNOW THAT THEY NEED TO SEGMENT THE 'MARKET'

There are wide range of different
objectives and contexts well
known to us

AWARENESS
RAISING

CROSS
UNIVERSITY
INITIATIVES

NON BUS
SCHOOL
INITIATIVES

BUILDING A BASE
ENTREPRENEURIAL
KNOW HOW/WHOI

FOCUSED
START UP
INITIATIVE
S

EMBEDDED IN THE
UNIVERSITY?

ENTERPRISE
PEDAGOCICAL
PERSONAL
DEVELOPMENT
PROGRAMMES

SME LINKAGE
PROGRAMMES

ENTREPRENEURIAL
ORGANISATION
DEVELOPMENT
PROGRAMMES

LESSON 6

WHAT DO THEY THINK WE
SHOULD DO?
(And is it right?)

Opportunities for researchers

‘there is no robust evidence that actions arising from enterprise and entrepreneurship education have made a net contribution to new business start ups, survival, employability and business growth’

‘for example, the evidence does not conclusively show the attribution of this *IMPACT* (my insert) to enterprise and entrepreneurship education in either FE or HE’.

What they infer is missing

measures of
ambitions/actions

Comparative
analysis

More on
length and
nature

More
purposiv
e cases

More on
context

More on
economic
impacts

More on

- FE
- Different levels/types
- Pathways
- Education/start-up links
- Limits of self reporting

Ruling out
self
selection

More in
general on
outcomes

Longitudina
l studies

Control
groups

1. Are they really listening to you?
2. Are we listening enough to each other?
3. Are we building enough from each others work in practice and arguments in theory and concept?
4. Are we getting inside what each other are doing?

(THE EU 'BEST PRACTICE' TRAP)

There are many different
pathways to becoming more
beautiful

Anyway its all in the eyes of the
beholder



A bit of propaganda?

- ◉ 'Mirror , mirror on the wall
- ◉ Who is the fairest of them all?'
- ◉ 'Thou art fair as fair can be
- ◉ But why not top up with the IEEP?'

participation does lead to
students acquiring relevant
business knowledge, skills
and competencies for
enterprise and
entrepreneurship'

**BUT NOWHERE IS THERE A
CLEAR INDICATION OF
WHAT IS RELEVANT
KNOWLEDGE**

**‘participants are more likely
to change attitudes such as
risk taking and intentions
such around being self
employed or being
entrepreneurial than non
participants’**

**BUT NOWHERE IS THERE ANY
DEFINITION OF WHAT APPROPRIATE
‘RISK TAKING’ OR ‘BEING
ENTREPRENEURIAL’ IS**

‘there is no evidence that students are more likely to take steps as a result of courses towards the development stages of a new business or use skills to develop new business opportunities.....

HOW IN-DEPTH DID THEY LOOK?

**‘ course specific
evaluations tend to
measure immediate
outputs knowledge skills
and competencies but not
ambitions and actions’**

INTENTIONS?

PLANNED BEHAVIOUR?

SELF EFFICACY?

**OR REAL COMPETENCIES (Know how,
know when, know who, know with)?**

‘there is evidence that enterprise and entrepreneurship education initiatives lead to some of the outputs, outcomes and economic impacts that they are expected to generate but this cannot be tracked to the education and training provided’

IN THE INTERVIEWS DID THEY SEEK TO TRACK IT?

the study does not show conclusively the attribution (of enterprise and entrepreneurship education) to the starting of new businesses or the growth of existing businesses'

MOST GRADS SET UP BUSINESSES IN THEIR 30s?

the study does not show conclusively the attribution (of enterprise and entrepreneurship education) to the starting of new businesses or the growth of existing businesses'

MOST GRADS SET UP BUSINESSES IN THEIR 30s?

**‘Nor is there much evaluative
evidence which contextualises
the nature and extent of
enterprise and entrepreneurship
education activities giving rise to
outcomes measured’**

**BUT REALLY THE APPROACH
TAKEN COULD NOT GET AT
THESE!**

EXTENT OF PENETRATION

- 1. 'to be found in nearly three quarters of HE and FE colleges'**
 - 2. 'Few providers outside of Business and Management'**
 - 3. 'Passive approaches to learning dominate'**
 - 4. Weakness in FE in embedding in Vocational courses**
- 3. 3.**

‘there is no robust evidence that actions arising from enterprise and entrepreneurship education have made a net contribution to new business start ups, survival, employability and business growth’

‘for example, the evidence does not conclusively show the attribution of this *IMPACT* (my insert) to enterprise and entrepreneurship education in either FE or HE’.

It might not matter too much
what and how we teach as long
as we get them together and
keep the focus?