Best practice in Entrepreneurship Education and Training in the Further Education and Training sector

Final report
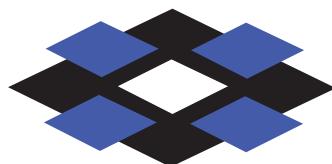
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Executive summary

Background and Context

The role of SOLAS is to fund, monitor and co-ordinate publicly funded further education and training provision in Ireland i.e. provision primarily offered through the 16 Education and Training Boards. The mandate of SOLAS tasks it with conducting, or arranging for the conduct of, research in respect of any matters relating to its functions.

SOLAS also manages and administers the apprenticeship system, the construction skills certification scheme and the Momentum programme. The '*Further Education and Training Strategy 2014- 2019*' provides a focus for SOLAS annual funding and investment priorities and the advancement of a range of Government policies. These priorities are set out in the annual *SOLAS Further Education and Training Services Plan*, including programme and cohort priorities.

Programme priorities can be grouped into two broad categories: programmes primarily geared to skill, re-skill or up-skill unemployed persons as well as other job seekers to find a job and/or progress to higher/further education and training; programmes primarily aimed at supporting a diverse range of individuals seeking personal, social and developmental skills to enable them to engage or re-engage in learning, or to enable them to make a meaningful contribution to society and to their communities, or to progress to further education and training.

SOLAS priority cohorts include long term unemployed and unemployed youth and target participation rates across FET provision for these cohorts are agreed with the Department of Education and Skills (DES) and the Department of Social Protection (DSP).

There is a range of Government policy initiatives and an emerging national and regional skills identification architecture that inform the FET Strategy and its implementation and the annual SOLAS FET Services Plan. SOLAS is committed to progress a number of actions including action in the *Action Plan for Jobs 2016/2017*, the *Pathways to Work 2016-2020*, the *Action Plan for Education*, the DSP-led *Youth Guarantee/Youth Employment Initiative* and the *Comprehensive Employment Strategy for People with Disabilities*. SOLAS is also committed to progressing a number of actions as set out in the new *National Skills Strategy 2025* and is directly involved in facilitating and supporting the newly

established regional skills fora and anticipates providing support to the new National Skills Council when established.

Aim of the study

In May 2014, the Minister for Education and Skills launched a five-year *Further Education and Training Strategy 2014–2019* outlining the provision in the state of further education and training for this period. The overall aim of the strategy is to develop "*a world-class integrated system of further education and training in Ireland, which will promote economic development and meet the needs of all citizens.*"

There are five strategic goals within the document, which are underpinned by a number of objectives. The Strategy Implementation Advisory Committee (SIAC), chaired by the Department of Education (with SOLAS being a member of this Committee and providing the role of Secretariat) ensures the effective implementation of the Further Education and Training Strategy and guides and supports other FET partners bodies in the delivery of the Strategy's Detailed Implementation Plan.

It is stated in the SOLAS Further Education and Training Strategy that it is one of the Government's ambitions for Ireland "*to be among the most entrepreneurial nations in the world and to offer a world class environment in which to start and grow a business*". Growing the number of entrepreneurs and start-ups is hugely important. In that regard Under Goal 1: 'Skills for the Economy', and specifically Action 1.5.2a of the detailed implementation plan commits SOLAS to '*identify best practice education and training for entrepreneurship within further education and training provision*'.

It was decided to commission research on best practices in the provision of entrepreneurship education and training (EET) in the Further Education and Training sector. Following a public tender process, Tom Martin & Associates/ TMA, were selected to carry out the study.

Aim and scope of the study

The stated aims of the study were to:

- Generate policy relevant knowledge concerning entrepreneurship education and training in FET;

- Identify and document best practice in entrepreneurship education and training in FET;

- Propose measures whereby the lessons learnt from these best practice exemplars might be further diffused within the FET system;

- Identify the resource and organisational issues that would need to be addressed to further develop this provision;

- Make recommendations on improvements and adaptations to existing provision.

In that regard the study was also to include for consideration by SOLAS of conclusions, and where appropriate, proposals in respect of adaptations for change including: the most effective structure and format for delivering entrepreneurial education and training in FET, as this relates to different forms of FET provision; structures and systems which are required to foster its development, including certification systems; how partnerships could be developed between enterprises and FET providers to improve effectiveness of provision.

The scope of the study was to investigate a range of specific areas including:

- An operational definition of education for entrepreneurship;

- A synthesis of existing national and international literature on entrepreneurship education in Further and Higher Education and Training;

- The nature and extent of entrepreneurship education and training that is taking place in ETB further education and training programmes;

- An elaboration and comparison of the best practice models which were identified in the study;

- The context within which this entrepreneurship education and training is occurring (types of programmes; embedded within major award programmes or as discrete programmes such as SYOB evening or part-time programmes);

- The rationale for this entrepreneurship education and training. What is it trying to achieve? Who is it aimed at?;

- The institutional and other drivers which have fostered the development of this provision including the scale and effectiveness of supports for enterprise education and training;

- The factors (human resources, finance, other issues) which may be inhibiting the development of this provision;

- Best practice models and methodologies of enterprise education and training within different strands of FET (business, crafts, social care programmes, non-vocational programmes, etc.);

- The extent to which ETB provision is overlapping with provision through County Enterprise Boards, IoTs, etc.;

- The linkages that exist between this provision, local business and enterprise development organisations.

Research methodology

A mixed research methodology was applied including:

- Reviewing relevant Irish and international literature on education and training for entrepreneurship;

- Conducting interviews with providers of entrepreneurship education and training in the FET sector and with staff and students who are engaged in this provision;

- Examining the nature, scale and effectiveness of supports for entrepreneurship education and training within provider institutions;

- Examining linkages between this provision, local business and enterprise and enterprise development organisations;

- Examining relevant administrative and statistical databases.

Key elements of the research approach involved face-to-face and telephone consultations with a wide range of stakeholders including FET providers, tutors and learners. This was supplemented by a questionnaire-based survey of ETB Colleges of Further Education and Training Centres in relation to their provision of entrepreneurship education and training.

In addition, the consultants conducted four case studies featuring best practice in the provision of entrepreneurship education and training: Ballsbridge College of Further Education, Kinsale College of Further Education, the Waterford Collaborative Enterprise Network and Belfast Metropolitan College (Belfast Met).

Structure of the report

Chapter 1:   Outlines the background to the study, project objectives and research methodology;

Chapter 2:   Presents the findings of TMA's review of the literature on entrepreneurship education and training both in Ireland and internationally;

Findings:

- There are two quite differing views on what is meant by entrepreneurship, a 'narrow' definition focussed on opportunity identification, venture creation, becoming an 'entrepreneur', and a 'broad/mind-set' definition which includes personal entrepreneurship, social entrepreneurship and intrapreneurship;

- The literature has identified three types of entrepreneurship education: Learning to become entrepreneurial; Learning about entrepreneurship; and Learning to become an entrepreneur;

- The development of entrepreneurial mind-sets and skills is seen by policy makers as important ingredients underpinning economic growth and employment;

- The EU Commission has been a major catalyst in driving national EET policy in Member States;

- Ireland launched its National Policy Statement on Entrepreneurship in Ireland in 2014 and the Department of Education and Skills has recently pledged to develop a new entrepreneurship education policy statement;

- A key output of the literature review was the identification of a best practice checklist in entrepreneurship education and training provision;

- The role of US Community Colleges in entrepreneurship and entrepreneurship education was profiled as an example of international good practice.

Chapter 3: Provides an overview of current entrepreneurship education and training provision in the FET sector:

Findings:

- Entrepreneurship education and training is delivered within the FET sector to a diverse range of learners by an equally diverse range of providers

- Most of the EET provision within the sector is funded by the Department of Education and Skills but other government departments also provide funding

- There are problems obtaining data on EET provision within the FET sector

- The number of learners gaining QQI certification in EET modules increased between 2013–2015

- However learners gaining QQI certification in EET only accounted for 0.3% of all QQI minor awards in 2015

Chapter 4: Sets out the details of entrepreneurship education and training in the ETB colleges of further education (FE colleges) primarily provided under the umbrella of the national Post Leaving Certificate (PLC) programme. It describes typical learner profiles of those involved in entrepreneurship

education and training; the pedagogics most appropriate for entrepreneurship education and training, employer and business links, mentoring and incubation facilities.

Findings:

- In best practice FE colleges there is clear support from principals and senior managers for the provision of entrepreneurship education.

- The ambition of many FE college principals is to have EET teachers with both qualifications in entrepreneurship education and experience of having set up a business. A majority of FE colleges indicate that continuing professional development for EET tutors is severely limited due to financial and manpower constraints.

- Building relationships and sustaining engagement with external partners and collaborators is a key success factor in an EET programme.

Chapter 5: Examines EET provision in ETB centres with a particular focus on Training Centres which deliver short Start Your Own Business courses.

Findings:

- Some of the Training Centres have a long track record in providing Start Your Own Business (SYOB) courses.

- The learner profile is dominated by DSP/Intreo referrals.

- The Centres' EET courses could represent an excellent resource for FE Colleges that want to augment specific vocational courses (e.g. woodwork) with a focused SYOB component and don't offer this component in-house themselves. There may be potential for reciprocal lessons for the Centres' learners arising from the Colleges' experience in teaching broader Entrepreneurship Skills.

- Given the older profile of SYOB learners within the Training Centres compared with learners in the FE colleges, it is not too surprising that they do not put as great an emphasis on obtaining certification. This cohort of learners is more interested in getting practical information and skills to get their businesses up and running.

- The majority of Centre tutors are contracted external instructors who have extensive experience of running their own enterprises.

- The external linkages that the Training Centres employ in relation to their SYOB provision are largely the contacts that their tutors have developed with enterprise-related organisations such as the LEOs, Micro-Finance Ireland, chambers of commerce and the commercial banks.

Chapter 6: Presents an overview of EET provision by other FET providers, such as the network of Local Enterprise Offices.

Findings:

- The FET providers of entrepreneurship education and training covered in this chapter offer a very wide range of programmes to an equally wide range of learners that are funded by a myriad of public and private sources

- The largest single provider of entrepreneurship education and training within the FET sector is the LEO network which in 2015 provided Start Your Own Business courses to 3,500 learners

- Elements of good practice include the Ignite project from the Entrepreneurs Academy which provides 1:1 coaching supports to learners both during and after the training course by mentors with business experience as well as a focus on evaluation and the tracking of graduates

Chapter 7: Summarises TMA's findings on best practice in entrepreneurship education and training provision in the FET sector.

Findings:

- Low levels of EET activity in ETB FE colleges

- The embedding of entrepreneurship principles throughout all core subjects, the provision of a separate EET module, or a combination of these two options, represent the approaches adopted by the FE colleges to impart entrepreneurship education to their learners

- The EET provision within the ETB Training Centres is mostly uncertified SYOB evening courses to Intreo clients

- The network of Local Enterprise Offices is the largest provider of SYOB courses within the FET sector with 3,500 learners annually

- Only one existing apprenticeship programme was found to have an EET element

- The absence of a comprehensive and transparent database of EET providers within the FET sector is a barrier to the promotion of entrepreneurship education and training

- Linkages between EET providers and employment/enterprise support organisations are under-developed

Chapter 8:   Presents TMA's conclusions in relation to best practice in entrepreneurship education and training provision in the FET sector.

Findings/issues:

- EET promotion in the FET sector needs to be amplified

- Entrepreneurship and Education policy gaps need to be bridged

- Need for an entrepreneurship education and training (EET) Action Plan

- More structured collaboration between EET providers

- Formalisation of linkages within the EET ecosystem

- Better resourced and more flexible EET teaching/training service

- More horizontal EET services

Entrepreneurship Education and Training should be viewed as 'an ecosystem.' The players involved must work closely together — from local to national level — in order for there to be an effective approach to maximising the learner benefits and economic opportunities that can arise from an effective EET ecosystem.

The major precondition for an ecosystem is that EET must operate within a clear and consistent overall framework — with an agreed Policy Statement between the Government Departments involved and an Action Plan that is adequately funded and resourced.

Chapter 1

Introduction

1.1   Introduction

Tom Martin & Associates/TMA are pleased to present this final report to SOLAS on best practice in entrepreneurship education and training (EET) in the Further Education and Training (FET) sector.

Entrepreneurship receives prominence in SOLAS's strategy plan, *Further Education and Training Strategy 2014–2019*, which acknowledges the challenges faced by entrepreneurs in starting a business and which highlights the role that the FET sector and the Education and Training Boards (ETBs) will play in providing relevant training and education programmes. A key aspect of the FET strategy is to respond to the existing and evolving needs of entrepreneurs while creating high quality portable skills for learners that are valued both by learners and enterprises. Consequently, the identification of entrepreneurship skills provided by the FET sector and the dissemination of good teaching practices across the sector will contribute to the success of the strategy.

The report is structured as follows:

Chapter 2:   Presents the findings of TMA's review of the literature on entrepreneurship education and training both in Ireland and internationally;

Chapter 3:   Provides an overview of entrepreneurship education and training provision in the FET sector;

Chapter 4:   Examines EET provision in the ETB Colleges of Further Education;

Chapter 5:   Examines EET provision in ETB centres with a particular focus on Training Centres;

Chapter 6:   Presents an overview of EET provision by other FET providers such as the network of Local Enterprise Offices (LEOs), Skillnets and the Entrepreneurs Academy;

| Chapter 7: | Summarises TMA's findings on best practice in entrepreneurship education and training provision in the FET sector; |

| Chapter 8: | Presents TMA's conclusions for consideration by SOLAS. |

1.2   Study objectives

The stated aims of the study were to:

■ Generate policy relevant knowledge concerning entrepreneurship education and training in FET;

■ Identify and document best practice in entrepreneurship education and training in FET;

■ Propose measures whereby the lessons learnt from these best practice exemplars might be further diffused within the FET system;

■ Identify the resource and organisational issues that would need to be addressed to further develop this provision;

■ Make recommendations on improvements and adaptations to existing provision.

The methodology that TMA employed to achieve these objectives is outlined below.

1.3   Methodology

TMA's methodology for achieving the objectives set by SOLAS for the study of best practice in the provision of entrepreneurship education and training in the Further Education and Training Sector involved a number of data collection approaches including a review of the literature, consultations with key stakeholders, the application of questionnaire-based surveys and the preparation of best practice examples.

The programme of work comprised seven Work Packages (WPs) which are outlined in Table 1.1 below.

Table 1.1: Research methodology

Work Package (WP)	Description
WP1: Project initiation meeting	An initiation meeting was held with the SOLAS project team at the start of the project, the purpose of which was to agree detailed reporting arrangements, time-lines and deliverables. Two review meetings were held with the SOLAS project team during the course of the study.
WP2: Literature review	The TMA team reviewed published and unpublished documentation from a wide variety of sources, both national and international, on the theme of entrepreneurship education and training in the Further Education and Training sector. A key theme underpinning our work was the identification of best practice examples of FET entrepreneurship skills development. The results of the literature review are presented in Chapter 2.
WP3: Interviews with stakeholders/informants	This Work Package comprised consultation with a wide range of stakeholders and informants on FET entrepreneurship education and training provision with a particular focus on identifying elements of good practice within the sector. TMA's objective for this WP was to gather the experiences and perspectives of the FET sector in delivering entrepreneurship education and training. Members of the SOLAS project team also participated in meetings held with stakeholders. The list of stakeholders consulted and/or surveyed (see WP4 below) is included in Appendix F.
WP4: Survey of FET providers	The main focus of WP4 was to undertake a survey of entrepreneurship education and training provision within two key FET sub-sectors, the Colleges of Further Education and the ETB Training Centres. The purpose of the survey was to elicit details of enterprise awareness and/or entrepreneurship skills development courses that providers in both sub-sectors offer to FET learners. Both surveys took the form of an online questionnaire. The questions to be included in the surveys were submitted to SOLAS project team for their feed-back and the questionnaires were then piloted with a small number of Colleges of Further Education (FE colleges) and ETB Training Centres respectively. The final questionnaires were disseminated to the target group and an intensive follow-up campaign was undertaken to ensure a good response rate. The results of the survey are presented in Chapters 4 and 5. The two questionnaires are included in Appendix H.

Work Package (WP)	Description
WP5: Best practice case studies	TMA prepared four case studies illustrating best practice in the delivery of entrepreneurship education and training in the FET sector. The selection of the courses/modules was based on data collected during the preceding WPs and in consultation with SOLAS. The case studies are presented in the Appendices.
WP6: Data analysis	An extensive analysis of the qualitative and quantitative data collected during the preceding Work Packages was undertaken, with particular focus on the identification of best practice provision in entrepreneurship education and training.
WP7: Report presentation	The project concluded with the submission to SOLAS of this final report outlining TMA's findings and conclusions. An interim progress report was submitted to SOLAS in July.

TMA wish to acknowledge with thanks the support they received from the SOLAS project team of Bryan Fields, Derek Walsh and Barry Ryan.

Chapter 2

Entrepreneurship and Entrepreneurship Education and Training (EET)

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Main findings/issues emerging from the review of the literature

- There are two quite differing views on what is meant by entrepreneurship, a 'narrow' definition focussed on opportunity identification, venture creation, becoming an 'entrepreneur', and a 'broad/mind-set' definition which includes personal entrepreneurship, social entrepreneurship and intrapreneurship;

- The literature has identified three types of entrepreneurship education: Learning to become entrepreneurial; Learning about entrepreneurship; and Learning to become an entrepreneur;

- The development of entrepreneurial mind-sets and skills is seen by policy makers as important ingredients underpinning economic growth and employment;

- The EU Commission has been a major catalyst in driving national EET policy in Member States;

- Ireland launched its National Policy Statement on Entrepreneurship in Ireland in 2014 and the Department of Education and Skills has recently pledged to develop a new entrepreneurship education policy statement;

- A key output of the literature review was the identification of a best practice checklist in entrepreneurship education and training provision;

- The role of US Community Colleges in entrepreneurship and entrepreneurship education was profiled as an example of international good practice.

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2.1 Introduction

This Chapter outlines the review of the literature with respect to entrepreneurship education and training. It outlines approaches to the definition of entrepreneurship and entrepreneurship education.

It examines the rationale for entrepreneurship education and training, and presents an evaluation framework.

The Chapter also presents an overview of EU and Irish policies with regard to entrepreneurship education and training. An important output of the literature review was the development of a best practice EET checklist which the consultants applied to the ETB Colleges of Further Education and Training Centres.

The Chapter concludes with a presentation on international FET best practice: the US Community Colleges.

2.2   Definitions

2.2.1   Entrepreneurship

An OECD Statistics Working Paper in 2008 found that:

> *"though the function of the entrepreneur is probably as old as the institutions of barter and exchange, there is no widely-accepted definition of the term 'entrepreneurship.'"*

The paper presents a chronology of working definitions over the years beginning with the classic definition offered by economist Jean-Baptiste Say at the beginning of the nineteenth century:

- Entrepreneurs shift economic resources into areas that yield higher productivity and returns

- the dynamic process of identifying economic opportunities and acting upon them by developing, producing and selling goods and services.

- the ability to marshal resources to seize new business opportunities

- The concept of entrepreneurship generally refers to enterprising individuals who display the readiness to take risks with new or innovative ideas to generate new products or services.

The OECD paper noted that entrepreneurs are those persons (business owners) who seek to generate value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets.

A recent OECD report (2015) differentiates between two kinds of value creation. Routine value creation is based on operational competencies such as process management and execution, optimisation and incremental improvements. Explorative value creation is based on entrepreneurial competencies.

The EU has put forward a definition in which they describe entrepreneurship as the ability '*to convert ideas into action'*.

> "*Entrepreneurship is an individual's ability to turn ideas into action. It includes creativity, innovation, risk taking, the ability to plan and manage projects in order to achieve objectives.*"
>
> [EU Entrepreneurship Action Plan]

Narrow versus Broad definitions of entrepreneurship

There are two quite differing views on what is meant by entrepreneurship, one "*broad*" and one "*narrow*".

The narrow definition of Entrepreneurship is about opportunity identification, business development, venture creation and growth, i.e. becoming an '*entrepreneur'*.

This narrow focus on venture creation is very reductive. Not all young people interested in adopting an innovative approach to their career development will aim to start their own businesses.

The broader definition includes:

- '**Intrapreneurship**' within an existing organisation — individuals can act entrepreneurially within a wide range of roles in work organisations, large or small.

- **Social entrepreneurship** in non-work activities such as voluntary work in the social sphere, creating social added value.

  The point is often made that young people are generally much more keen on developing social projects and this represents a great opportunity for them to acquire entrepreneurship competences. It is an appropriate way to foster a better understanding between the education and labour market world as the ambitions of social entrepreneurship better match values taught in school such as solidarity and team work as well as being creative, setting up plans, presenting and defending a project.

- **Personal entrepreneurship** relating to the behaviour of individuals who take responsibility for their own lives and demonstrate an entrepreneurial spirit in the face of challenges and opportunities

Can Entrepreneurship be taught?

For a long time the academic literature debated whether entrepreneurs are born or made. Research has suggested that there is a genetic component to entrepreneurship. However, over time, the discussion took a pragmatic turn favouring the view that entrepreneurs are made. This is based on the insight that most of the skills possessed by successful entrepreneurs can be learned, or at least enhanced, through education and training. Consequently, the challenges for entrepreneurship education and training has shifted from legitimacy issues in the past to specification and quality issues today.

2.2.2   What is Entrepreneurship Education (EE)?

Because of the confusion attaching to the broad versus narrow definitions of entrepreneurship, there has likewise been an inherent lack of consensus on a common definition of EET –writers have used the terms entrepreneurship education, enterprise education and entrepreneurial education variously and interchangeably within the academic literature. The intended definition profoundly affects educational objectives, target audiences, course content design, teaching methods and student assessment procedures, leading to a wide diversity of approaches.

The literature has identified three types of entrepreneurship education:

1. Learning about entrepreneurship (what do entrepreneurs do? what is entrepreneurship? why are entrepreneurs needed?) [focus on academic content];

2. Learning to become entrepreneurial (I need to take responsibility for my learning, career and life. How to do it) [broad non-business focus]

3. Learning to become an entrepreneur (can I become an entrepreneur? how to become an entrepreneur? managing the business) [narrow business focus]

Traditionally, entrepreneurship education has tended to be of the third kind and treated narrowly as a matter of how to set up and run a business rather than more broadly as a set of transversal skills and attitudes.

But ongoing work by the OECD and the EU has seen the emergence of a common understanding of entrepreneurship whereby the broad interpretation has prevailed — entrepreneurship education is no longer strictly associated with new venture creation as a sole educational objective. Now it is most commonly defined as any kind of educational or training process that is aimed at influencing individuals' attitudes, behaviour, values or intentions towards entrepreneurship, either as a possible career or to enhance their appreciation of its role in the community, i.e. in creating an entrepreneurial society:

- It relates to the development of a combination of attitudes, personal qualities, and formal knowledge and skills.

- It is concerned with the inculcation of a range of skills and attributes, including the ability to think creatively, to work in teams, to manage risk and handle uncertainty.

- It describes the development of a group of qualities and competencies that enable individuals, organisations, communities to be flexible, creative and adaptable in the face of rapid social and economic change

The OECD has divided EET into three separate categories on the basis of overarching aims and objectives:

(i) **The acquisition of key (or core) skills**:
these may relate to literacy, numeracy, communications, ICT and problem solving. They represent the fundamental requirements for operating effectively in a working environment, and for career planning and the process of identifying and accessing appropriate work opportunities;

(ii) **The development of personal and social skills**:
a whole raft of skill areas or personal attributes may be subsumed within this category, including team working; self-confidence; self-awareness; self-discipline; initiative; risk taking; problem solving; creativity; and the desire to innovate;

(iii) **Skills relating to business start-up and financial literacy**:
such as the ability to scan the environment for opportunities and to act upon them within a short time frame; drafting business plans, marketing, financial management, sales, and human resource management. Participants often undertake an exercise in setting up and running their own company. In some programmes, the inclusion of a financial element enables participants to develop the ability to plan personal and family budgets

EET Progression models
In 2008 Gibb had suggested that in order for entrepreneurial education to be embedded into the education system, it should be '*child centred*' at primary level, '*subject centred*' at secondary level, '*vocational centred*' in further education, and '*discipline centred*' at university.

The EU 2010 document '*Towards Greater Cooperation and Coherence in Entrepreneurship Education*' also commented on this 'progression' from general competences (self-confidence, adaptability, risk-assessment, creativity, etc.) to specific business skills and knowledge creation:

1. EE can be '**mainstreamed' into the curriculum, at all levels, where it tends to focus on general competences such as creativity, initiative and self-reliance;**

2. **EE can be taught as a component of a separate subject, typically from the upper secondary level onwards** where it tends to have a stronger focus on learning the skills and know-how of setting up and running a business and to be an elective rather than mandatory part of the curriculum.

OECD (2015) noted how this idea of an EET '*progression model*' is now explicitly articulated in the EE strategies of several countries. The model is used to indicate which EET objectives they focus on as the maturing learner moves through the educational system:

In theory we should start at the early age with a wide definition of entrepreneurship embedded across the curriculum and relevant to all students, preferably in pre-school and primary school.

Later in the educational system we should complement this with a parallel voluntary and more business-focused approach, applying a more narrow definition of entrepreneurship.

As learners approach the end of their education it is possible to add the goal of creating a sustainable venture with the intention to incorporate after graduation, i.e. the sustainable venture creation approach.

Entrepreneurial Mindset

Underpinning the definition of broad EET is the recognition that changing 'mindsets' is a fundamental element in EET. Since entrepreneurship education is about developing the ability to act in an entrepreneurial manner, attitudes and behaviours are perhaps more important than the knowledge and skills concerned in running a business. Thus, an overarching goal of EE becomes that of fostering a mindset conducive to entrepreneurship and to entrepreneurial behaviour.

It should be noted that, while EE has now been interpreted broadly beyond just new-venturing, EE does not include general business and management courses that do not specifically inculcate this 'mindset' element (the willingness and capacity to turn ideas into practice, supported by the necessary skills).

The EU Expert Group Report on *Entrepreneurship in Vocational Education and Training* (2009) set the rule that:

"Entrepreneurship education should not be confused with general business or economic studies, as its goal is to promote creativity, innovation and self-employment. Programmes qualify as education for entrepreneurship if they include at least two of the following elements:

- *Developing those personal attributes and generally applicable (horizontal) skills that form the basis of an entrepreneurial mindset and behaviour;*

- *Raising students' awareness of self-employment and entrepreneurship as possible career options;*

- *Work on practical enterprise projects and activities, for instance students running mini-companies;*

- *Providing specific business skills and knowledge of how to start and successfully run a company."*

The above definitions show that, in addition to knowledge and skills, attitudes are clearly a defining characteristic of competency; competency includes drawing on and mobilising psychosocial resources in a particular context. This echoes the earlier observation that a central aspect of EE is fostering an entrepreneurial mindset in learners.

Entrepreneurial competence

One of eight key competences identified by the EU in 2006 was a '*sense of initiative and entrepreneurship*':

> "*Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.*"

Entrepreneurial competence can be defined as the knowledge, skills and attitudes that affect the willingness and ability to perform the entrepreneurial job of value creation.

The EC's Joint Research Centre released a new report in 2016 presenting its EntreComp framework of entrepreneurship competences, with the aim to raise consensus among all stakeholders and to establish a bridge between the worlds of education and work.

It consists of 3 inter-related and inter-connected competence areas:

- Ideas and opportunities
- Resources
- Into action

Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence (see Figure 2.1 below).

The framework develops the 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes.

The framework can be used as a basis for the development of curricula and learning activities fostering entrepreneurship as a competence. Also, it can be used for the definition of parameters to assess learners' and citizens' entrepreneurial competences.

Figure 2.1: Areas and competences of the EntreComp conceptual mode
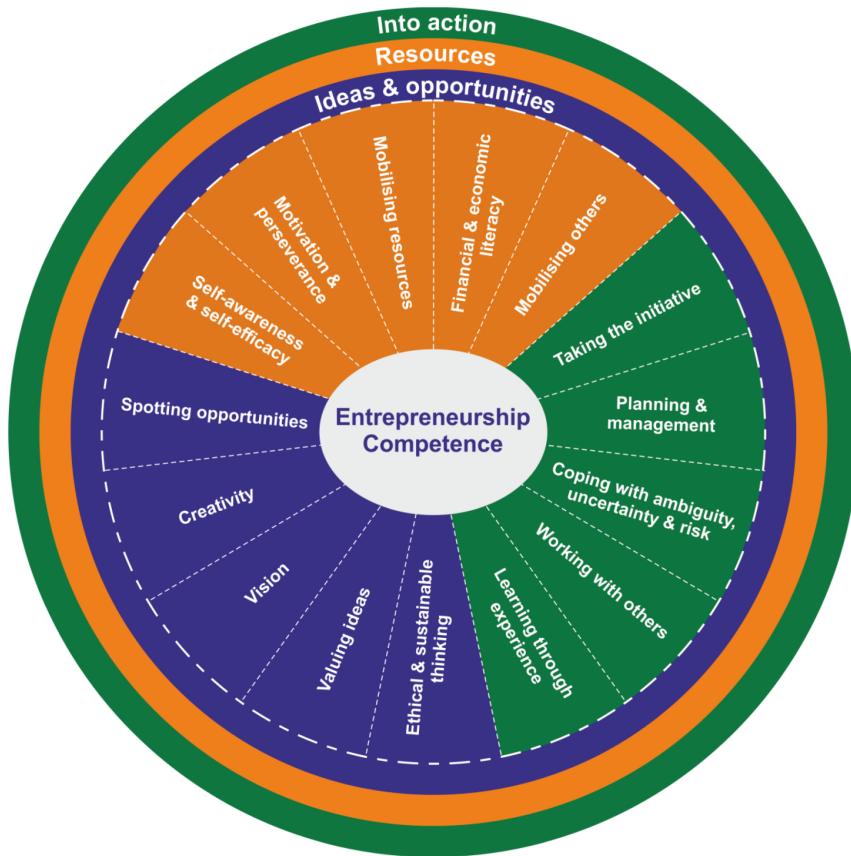
Ireland's National Council for Curriculum and Assessment (NCCA) has set out its own *Key Skills Framework* in 2009, listing 5 skills elements all of which relate to broad entrepreneurial competence.

Figure 2.2: NCCA key skills framework
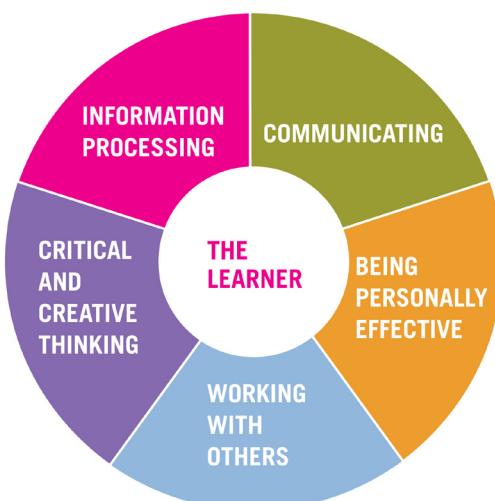
These key skills have been introduced in the secondary junior and senior cycles and there are plans for an age-appropriate approach at primary education. There are also efforts to introduce key skills in pre-service teacher education and they will form part of the professional development of serving teachers.

Bridging the worlds of Education and Work
In a world in which the stock of factual knowledge is created, distributed and accessed ever more rapidly, people's need to memorise such knowledge is declining. Instead, they need the appropriate tools for selecting, processing and applying the knowledge required to cope with changing employment, leisure and family patterns. This accounts for the growing tendency in education to develop competencies rather than teach factual knowledge.

The great advantage of key competences and outcome-oriented curricula is that they offer a valuable platform to bridge the worlds of education, training and work, providing a common language between competences acquired in learning and the needs of the labour market.

IBEC (2015) echoed this theme in relation to entrepreneurial competence:

> "We need a new language which defines entrepreneurship in a way that is not inimical to education values and reinforces the type of learning outcomes to which educators are committed."

New Pedagogies
The fundamental rethinking and new approach to EET discussed in the previous section required a shift in learning and teaching practices. This was anticipated by Alan Gibb back in 1993. Table 2.1 gives his classic presentation contrasting traditional '*Didactic Learning Modes*' with the new needed forms of '*Enterprising Learning Modes*'.

Table 2.1   Didactic and Enterprising Modes

Didactic Learning Modes	Enterprising Learning Modes
Learning from Teacher alone	Learning from each other
Passive role as listener	Learning by doing
Learning from written texts	Learning from personal exchange and debate
Learning from 'expert' frameworks of Teacher	Learning by discovering (under guidance)
Learning from feedback from one key person (Teacher)	Learning from reactions of many people
Learning in well-organised, time-tabled environment	Learning in flexible, informal environment
Learning without pressure of immediate goals	Learning under pressure to achieve goals
Copying from others discouraged	Learning by borrowing from others
Mistakes feared	Mistakes learned from
Learning by notes	Learning by problem solving

(Source: Gibbs, 1993)

Gibb observed that there was a requirement to shift from traditional 'instruction' towards an 'experiential' learning methodology, using an action oriented, mentoring and group-work approach to ensure greater learning effectiveness.

Within this approach, critical thinking and problem solving were recognised as key skills, while it was also appreciated that skill development regarding risk-taking, innovation, creativity and collaboration needed to be valued more.

Teaching entrepreneurship skills should be interactive and could include case studies, games, projects, simulations, real-life actions, internships and other hands-on activities. It was also recognised that the entrepreneurial skill development process required the active involvement of practising entrepreneurs.

Highly skilled trainers should show trust by involving participants more in directing the learning process, fostering innovation and creativity and learning from success and failure.

Gibb portrayed the dominant model of entrepreneurship as static and heavily focused on the writing of a Business Plan and the various functional activities of an enterprise. His alternative 'appropriate' model portrays entrepreneurship as dynamic involving a range of behavioural attributes that need to be developed.

OECD (2015) writes of moving "*from pedagogy to andragogy, and onwards to heutagogy*". Andragogy, a learner-focused approach for people of all ages, has come to be understood as an advanced alternative to pedagogy. The heutogogical stance takes things further, as it aims to create individuals who are highly autonomous and capable self-determined learners.

Some writers emphasise uncertainty and risk-taking:

- The traditional entrepreneurship programmes involved teaching already known and codified knowledge, skills and attitudes; predicting an impact on entrepreneurial intention, nascency and venture creation.

- The new programmes address non-predictable, non-linear, uncertain and ambiguous entrepreneurial environments —using new learning approaches like effectuation, experimentation and discovery.

Compendiums of EET tools
To assist the aspiring EET tutors there is a vast array of compendiums of new pedagogical tools available on the web (see Appendix G).

2.3   Rationale for Enterprise Education and Training

This desire to stimulate economic and jobs growth via the application of entrepreneurship and innovation has been a common theme in government policy since 1979 when economist David Birch of MIT published "*The Job Generation Process*" showing that job creation in the United States was coming predominantly from small independently-owned businesses.

Back in 2000 the OECD launched its *Bologna Process on SME and Entrepreneurship Policies*. That same year the EU launched its *European Charter for Small Businesses* committing Member States and the Commission to take action to support small enterprises in ten policy areas including education and training for entrepreneurship.

Today the call to action continues unabated. Ireland's *Entrepreneurship Forum* report in 2014 noted:

> "Given that two thirds of all new jobs across the economy are created by businesses in the first five years of existence, the Government is determined to look at new ways of providing supports for entrepreneurs and start-ups."

Creative destruction

New and young firms are particularly important as they often exploit technological or commercial opportunities that have been neglected by more established companies. Schumpeter's '*creative destruction*' sees the new firms introducing and disseminating innovative products and processes throughout the economy; existing firms not driven out are forced to innovate. Thus, churning increases productivity; but it also boosts competitiveness and jobs growth.

Commentators differ on which category of start-ups policy-makers should prioritise to create new jobs, high-growth innovative companies ('*gazelles*') or the more mundane imitative start-ups in mature sectors ('*mice*').

> "In 1994 Birch had revised his thesis, now identifying job-creating companies he called "gazelles." Characterised less by size than by rapid expansion, Birch defined the species as enterprises whose sales doubled every four years. By his estimates, these firms, roughly 4% of all U.S. companies, were responsible for 70% of all new jobs. The gazelles beat out the elephants (like Wal-Mart) and the mice (the corner barbershops)."

However, in most countries true gazelles are rare and policy-makers are spared the dilemma of choosing.

Deficit in Entrepreneurs

While entrepreneurship is thus a very desirable commodity it is always in short supply. Flash Eurobarometer surveys report that self-employment is becoming less attractive and that it does not even cross the mind of more than half of EU citizens.

The GEM 2014 report for Ireland found that the country had slipped in the ranking of early-stage entrepreneurial activity, falling from second place to eighth across the EU-15. Just over 20,000 people started a new business in Ireland in 2014, down significantly from 2013 when 32,000 people set up a new business.

The IBEC paper raised concerns about the gap in core competencies and skills that are generally associated with entrepreneurial education. It cited the *2014 National Employer Survey* which indicated a low degree of employer satisfaction with graduates' business acumen and entrepreneurial skills:

> *"This result must trigger a policy response to improve the entrepreneurial mindset and skills amongst graduates. Entrepreneurial education, embedded in the continuum of education, is one measure to address this skills gap."*

Can Entrepreneurship Education and Training make up the deficit? Impact of EE?

Demonstrating the impact of EE has always posed a major challenge. Evaluation depends on the objectives set. In the case of narrow EE involving new venture outcomes, the problem has been the need for longitudinal studies to capture evidence of fruition which only emerges perhaps years after the EE intervention. The difficulty then is to prove that it was the original EE that caused the successful entrepreneurial behaviour. Self-selection bias aggravates this problem, making it difficult to rule out the possibility that already entrepreneurial people are attracted to entrepreneurial education.

In the case of the broader EE, the desired outcomes and impact include individual mindset changes and changes in the entrepreneurial culture of a society. These intangibles are particularly elusive to measurement, on top of which the chain of causality is extremely difficult to establish.

To capture '*entrepreneurial intention*' Buckley (2014) describes a 'tracking index' of entrepreneurial propensity presented at the Conference of International Council for Small Business, Entrepreneurship and Sustainability, 11–14 June, 2014, Dublin, Ireland. This index borrows from psychologist Icek Ajzen's 'theory of planned behaviour' which studies links between beliefs, attitudes and behavioural intentions. Care is required with international or longitudinal comparisons in this area. GEM (the Global Entrepreneurship Monitor) notes that the social value and desirability of entrepreneurship as a career choice is linked to the economic development of a country and to the availability of job opportunities. Entrepreneurial intentions are highest among factor-driven economies and lowest among innovation-driven economies, confirming that '*necessity-driven*' entrepreneurs start their own business when other ways of earning an income are limited.

Evaluation Frameworks & Intervention Logic

In 2014, an ICF GHK Consulting study for DG Education and Culture on the state of play in Europe concerning measurement (and indicators) of entrepreneurship education found that the use of evaluation frameworks

and associated indicators were, at best, "*in their infancy*". GHK had published an intervention logic model in 2010 which was informed by feedback from a High Level Reflection Panel on Entrepreneurship Education initiated by DG Enterprise and Industry and DG Education and Culture. The Panel's 2010 report, *Towards Greater Coherence in Entrepreneurship Education*, discusses its reflections on the intervention logic model.

Figure 2.3: An Entrepreneurship Education Intervention Logic
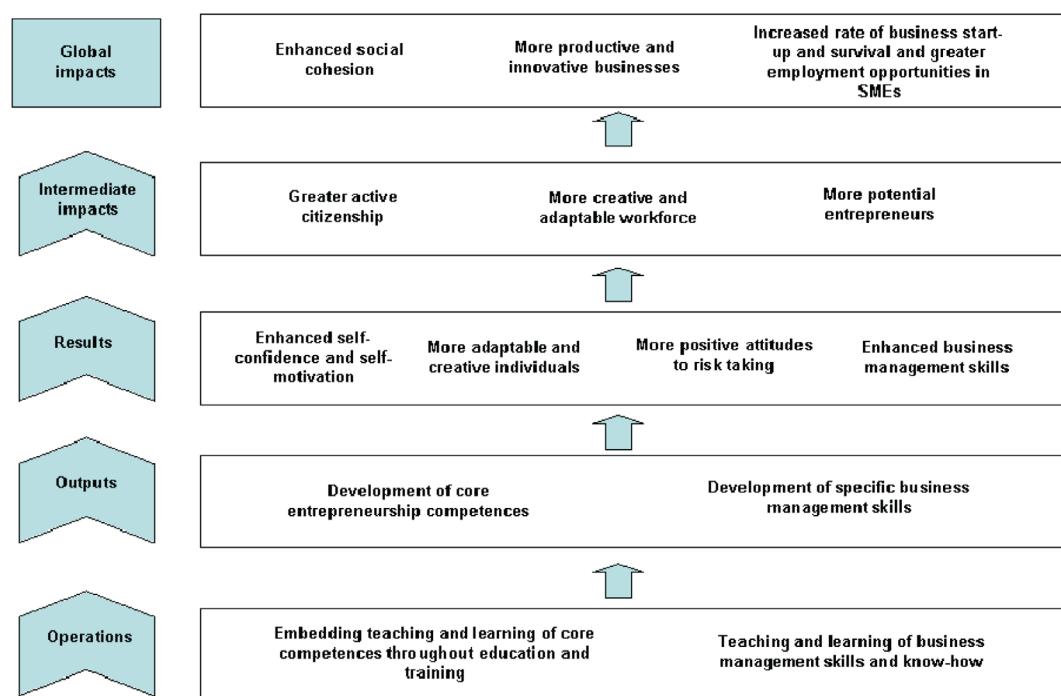
Another well-established source of relevant impact indicators is the *Global Entrepreneurship Monitor (GEM)* which has been surveying entrepreneurship since 1999 and now covers 59 countries worldwide. In recognition of the lack of internationally comparable data on entrepreneurship education and training, GEM launched a specific study to address this deficit (GEM, 2010). As the study noted, little comparative data existed on how many people receive training in business start-up activity, whether some people were more likely to receive training than others and whether the training made any difference in their subsequent entrepreneurial behaviour.

Evaluation of Entrepreneurship Education has also been the focus of the World Economic Forum's *Global Education Initiative* (GEI) since 2009, following its Educating the Next Wave of Entrepreneurs report. As part of this initiative, its *European Action Group for Entrepreneurship Education* (EAG) has put in place an expert group to develop new and improved indicators of entrepreneurship education and is focused on the study of activity, impact and regulatory indicators.

One of the most recent studies on impact at European level, *Entrepreneurship Education: A Road to Success*, sought to review the evidence on the impact of both specific EET strategies and broader initiatives. Chapter 6 of the report offers a comprehensive discussion on various measurement methodologies and toolkits to suit different evaluation goals — hard and soft impacts of course content, teaching methods, national EET strategy on the four different levels: the individual, the institutional, the economic and the societal. It concluded that the body of existing research supported a positive impact on the individual learners, the education institutions, the economy and society.

To finish this evaluation section on a salutary note, an OECD LEED background paper warned that, even when positive EET outputs have been confirmed, policy-makers should be aware that

> *"introducing entrepreneurship education will be ineffective if graduates then move to more conducive entrepreneurial environments. Policy implementation has to be holistic."*

2.4 Irish and international EET policy initiatives and supports

EU is the catalyst driving national EET policy

In 2000 the EU prime ministers agreed in Lisbon that by 2010 Europe should be "*the most competitive and dynamic knowledge-based economy in the world, capable of sustainable growth with more and better jobs and greater social cohesion*". The 'Lisbon process' emphasised the role of education as a policy instrument for economic growth and the EU has been the driving force in the promotion of entrepreneurship education and training, often using the Open Method of Coordination to have the Commission and Member States co-operating in expert Working Groups.

The year 2000 also saw the European Charter for Small Businesses committing Member States and the Commission to take action to support small enterprises in ten policy areas including education and training for entrepreneurship

Entrepreneurship and Education was incorporated in the broad common objectives for the education and training systems of the EU as articulated in the *Education and Training 2010 Work Programme* (ET2010) adopted in February 2002.

Member states including Ireland submitted biennial progress reports on the implementation of ET2010.

A Green Paper on '*Entrepreneurship in Europe*' was published in 2003. This was followed up by the 2004 *Entrepreneurship Action Plan*, which identified five strategic policy areas:

- Fuelling entrepreneurial mindsets;

- Encouraging more people to become entrepreneurs;

- Gearing entrepreneurs for growth and competitiveness;

- Improving the flow of finance; and,

- Creating a more SME-friendly regulatory and administrative framework.

In 2006, the ambition to foster an entrepreneurial culture and mindset across Member States took a further step forward through the *Oslo Agenda for Entrepreneurship Education in Europe* and the Commission Communication '*Fostering entrepreneurial mindsets through education and learning*' COM (2006) 33 Final.

Also, in 2006, the Recommendation of the European Parliament and the Council on Key Competences for Lifelong Learning recognised a '*sense of initiative and entrepreneurship*' as one of eight key competences for every European citizen and which was expected thereafter to be instilled at all stages of education and training.

The *Small Business Act for Europe* was introduced in 2008 and this increased the momentum for development and intensification of entrepreneurship education.

In May 2009, the *Strategic Framework for European Cooperation in Education and Training up to 2020* (ET2020) replaced ET2010 and a strategic objective reaffirmed the need for entrepreneurship at all levels of education and training.

ET2020 will have used a panel of 25 Expert Groups over the period 2011-2018 including its Thematic Working Group on Entrepreneurship Education which reported in 2014.

In 2009, the collaboration between DG Enterprise and DG Education and Culture organised four High Level Reflection Panels held at regional level across Europe, bringing together ministries for both education and economic development to discuss policy and practice related to entrepreneurship education. The subsequent landmark 2010 report, *Towards Greater Coherence in Entrepreneurship Education*, provided a logic for policy intervention, a strategy progression model, and a series of best practices. The progression model presents an indicative 3-step development of a national EET ecosystem (national strategy frameworks; schools; teachers; regional and local authorities; businesses, private associations and organisations) over a 5 year period to reach a good practice level. A later 2014 report, *Building Entrepreneurial Mindsets and skills in the EU*, discussed the progression model in detail.

The Europe 2020 Strategy was launched in 2010, and, in 2013, the Entrepreneurship 2020 Action Plan, "*Reigniting the Entrepreneurial Spirit in Europe*" made entrepreneurial education and training one of its three main pillars.

Irish Entrepreneurship Education and Training strategy

The 2016 Eurydice report used the '*Progression Model*' to map the status of the Member States:

> "*2007-2009 saw a surge in the number of specific strategies across Europe. Numbers rose rapidly, from eight countries/regions in 2007, to 12 countries/regions in 2009. By 2011, this had increased to 14 countries/regions.*"

Ireland remains one of the countries that does not have a specific entrepreneurship education strategy but uses a '*broad strategy*' related to EET, viz its *National Statement on Entrepreneurship*.

Irish Entrepreneurship Policy evolution

Following two Forfás scoping reports, *Entrepreneurship Mapping Initiatives* and *Towards Developing an Entrepreneurship Policy for Ireland*, an Entrepreneurship Forum was established by the Minister for Jobs, Enterprise and Innovation in May 2013 to examine the ecosystem from the perspective of entrepreneurs and to make recommendations to support and promote entrepreneurship. In January 2014, the Forum published their report '*Entrepreneurship in Ireland*'.

This was followed by a *National Policy Statement on Entrepreneurship in Ireland* in 2014. The Statement set out the Government's strategic objectives in its role as a facilitator within the Irish entrepreneurship ecosystem, covering key areas that affect entrepreneurs and start-ups at both national and regional level. In a section on "*Culture, Human Capital & Education*" it set out key EET actions.

The Government's ambition is for Ireland to be among the most entrepreneurial nations in the world and acknowledged as a world-class environment in which to start and grow a business. National policy initiatives such as the National Statement on Entrepreneurship together with the Action Plan for Jobs endorse the importance of fostering entrepreneurship. This theme is also echoed at a regional level in the *BMW and S&E 2014–2020 Regional Operational Programmes, and at a sectoral level in Food* Wise 2025, the Department of Agriculture's strategy for the agrifood sector.

The *Action Plan for Jobs* is the government's key enterprise policy instrument, a cross-departmental initiative to drive job creation. It has taken responsibility for implementing and evaluating the actions outlined in the National Policy Statement on Entrepreneurship. It sets out yearly start-up targets, detailing quantity, scaling-up performance and survival rates.

SOLAS's strategy plan, *Further Education and Training Strategy 2014–2019*, highlights the key role of EET in the Further Education and Training sector. It acknowledges the role played by entrepreneurship and start-ups in job

creation and the development of new sectors in Ireland. But it equally recognises the formidable challenges faced by entrepreneurs in starting a business, and declares that the FET sector and ETBs will continue to play their part in providing relevant training and education programmes. This will require collaboration with other relevant bodies (such as Pobal, Skillnets, LEOs etc.) as a means of co-ordinating provision and furthering government aims of building entrepreneurial capability. It notes that Start Your Own Business courses are already part of the existing ETB provision throughout the country.

The Department of Education and Skills unveiled its *Action Plan for Education 2016-2019* in September 2016. Under its Goal 4: Build stronger bridges between education and the wider community, it lists as one of the Objectives to "*Create a stronger focus on Entrepreneurship, Creativity and Innovation*".

Actions under this Objective include:

- Benchmark entrepreneurial activity in HEA and work with the HEA to ensure an ambitious and implementable plan to identify and address skills gaps, ICT and STEM needs.

- Finalise and publish HEInnovate report on entrepreneurship in higher education

- Develop new systems performance framework for the period 2017–2021

- Develop a new entrepreneurship education policy statement

- Develop new entrepreneurship education guidelines for schools

2.5 Best practice EET checklist

One of the outputs of TMA's review of the literature — both Irish and international — was the identification of best practice checklist in the provision of entrepreneurship education and training.

The checklist which is shown below has a number of headings including top management support for entrepreneurship education, Continuing Professional Development for teachers and the provision of mentoring/incubator facilities.

Table 2.1: Key features of Best Practice Entrepreneurship Education and Training

Heading	Detailed criteria
Top management support	A clear recognition by top management of the value of EET provision in promoting enterprise-related skills and entrepreneurial capability, and its impact on student outcomes —a more entrepreneurial behaviour in employment, including self-employment. The inclusion of entrepreneurship in their mission statement, identifying enterprise education as a whole-college approach, not just dependent on the dedication, enthusiasm and experience of individual staff in particular curriculum areas. The clear commitment of the principal and senior staff to an entrepreneurial culture, giving EET provision a high profile, championing its development, providing the drive necessary to ensure that this becomes an embedded element of students' experience at college.
Comprehensive entrepreneurship education provision	Extensive EET provision, both by designing specific entrepreneurship modules for 'vocational' courses and embedding enterprise as an integral part of the content, delivery and assessment of all courses
Skilled entrepreneurship education teachers	Highly skilled EET staff: • Appropriately qualified in entrepreneurship (through experience in business; they will have acquired relevant skills and experience in previous job roles, and/or continue to work freelance while teaching part-time in college; ideally some will have run their own businesses; some may have been former students) • Received teacher training which included a module on the provision of EET • Committed champions of enterprise in their own courses and throughout the school;
Continuing Professional Development (CPD)	Teachers undergo relevant and routine continuing professional development (CPD) to remain up to date in EE skills; A stipulated amount of time is set aside for in-service vocational updates, secondments to business, and other opportunities to refresh the currency of tutors' teaching about enterprise in their specific vocational areas; Teachers share good practice by participating in national and international teacher network resource centres, informed by the latest international research findings on innovative EE practices
Entrepreneurial Pedagogics	Use of student-centred pedagogics, a repertoire of instruction approaches that can fully engage students, encourage autonomy, creativity, risk-taking and self-management; Adopting an activity-based, learning by doing philosophy where students work in groups on a project, assign their own job roles, make decisions about how to approach problems, meet externally set deadlines; Use of projects involving industry-relevant activities such as problem-solving, negotiation, and presentations; Students learn how to spot market opportunities and practise idea generation; Development of mini-enterprises where the students have to design, cost, fund, produce, market and sell product/services to the public; Participation in high-profile enterprise competitions

Heading	Detailed criteria
Mentoring/incubator facilities	Provision of new-venture incubator facilities offering mentoring and seed capital for promising students and graduates.
Strong links to employers and business community	Strong employer links and industry-standard learning environments. Provision of work placements, with employers and businesses working with colleges on live briefs to provide opportunities for students to engage in real problem-solving, to be creative and to use their initiative; Employer focus groups contributing to curriculum design and development, contributing data and information so that assignments reflect real business issues; Employers and businesses contributing to curriculum delivery by providing talks and demonstrations, particularly former students explaining how they had set up their own business; Employers and businesses evaluating the quality of provision, reviewing the extent to which courses developed relevant industry-required and enterprise-related skills. Partnerships are often developed at course level as a result of individual links between staff members and businesses community groups, but ideally they should be the result of a whole-college strategic planning approach
Evaluation of entrepreneurship education provision	Evaluation of enterprise-related outcomes of students: c.f. NCEE/Gibb Outcomes Framework: • Entrepreneurial behaviours, skills and attributes, including emotional intelligence • Preparation for the 'way of life' of the entrepreneur • Entrepreneurial values and ways of doing things, feeling things, organising things, communicating things and learning things experientially • Entrepreneurial behaviour and management in different contexts – not just business • Ideas harvesting, grasping and realisation of opportunity • Managing in an entrepreneurial way, holistically and strategically (know-how) • Managing and learning from relationships (know-who)
Formal tracking of graduates	Destination data on progression to higher education is often very detailed in terms of which universities and courses; to inform evaluation of EE provision this tracking should extend to explicit recording and monitoring of students' progress in developing enterprise-related skills, with systematic and detailed recording of destination data in relation to employment and self-employment. Colleges should be able to show that those students who had access to EET provision do better in employment or are more likely to go into self-employment.

TMA used this checklist in the preparation of the questionnaires applied to the ETB Colleges of Further Education and ETB Training Centres in respect of

their entrepreneurship education and training provision (see Sections 4 and 5 respectively).

2.6 International good practice: the US Community Colleges

US Community Colleges – role in entrepreneurship and entrepreneurship education

Community Colleges are public (state-funded) 2 year post-High School educational institutions operating across the United States. Despite many differences between them and Irish FE colleges, there are substantial similarities in their educational and social missions. The Community Colleges have come to be recognised as one of the most important parts of the American post-secondary education system because of their great number (more than 1,000), their critical role in vocational education and training (more than 50%) and the fact that they are increasingly important players in local development as well as providing educational opportunities for less advantaged students.

In the US context, the colleges play a crucial role in workforce preparation and economic development. They prepare many students for their first job, retrain unemployed and redundant workers, as well as welfare recipients, and upgrade the skills of employed workers.

In addition, they have a major focus on entrepreneurship and entrepreneurship education. Entrepreneurship education has been integrated into community colleges missions and curricula across the US, with hundreds of schools providing visionary leadership in an increasingly popular educational field. Entrepreneurship efforts at the two-year schools ranges from traditional classroom courses in both credit and non-credit programmes to more adventuresome offerings such as student business incubators, micro loans and venture capital funds to help would-be entrepreneurs to start businesses, and mentorship programmes that match students with local entrepreneurial role models. Some community colleges are serving as role models for the entrepreneurial community by undertaking entrepreneurial ventures such as opening a boutique hotel, building a major regional tourist attraction, and operating a publishing arm.

One third of the Colleges (300 members) have formed themselves into the National Association for Community College Entrepreneurship (NACCE) which brings together their collective wisdom and experience in creating economic value through entrepreneurship — involving educators, administrators and

centre directors focused on igniting entrepreneurship in their community and on their campus. NACCE has two main goals:

1. Empower the college to approach the business of leading a community college with an entrepreneurial mindset; and

2. Grow the community college's role in supporting job creation and entrepreneurs in their local ecosystem.

Chapter 3

Overview of EET provision in the FET sector

Main findings/issues

- Entrepreneurship education and training is delivered within the FET sector to a diverse range of learners by an equally diverse range of providers
- Most of the EET provision within the sector is funded by the Department of Education and Skills but other government departments also provide funding
- There are problems obtaining data on EET provision within the FET sector
- The number of learners gaining QQI certification in EET modules increased between 2013–2015
- However learners gaining QQI certification in EET only accounted for 0.3% of all QQI minor awards

3.1   Introduction

The provision of entrepreneurship education and training takes place across a wide range of FET programmes such as PLCs, VTOS, Youthreach and Local Training Initiatives, and is delivered to a diverse range of learners by an equally diverse range of providers (FE colleges, ETB training centres) across a multitude of locations. While most of this provision is delivered by ETBs, some is funded directly by SOLAS such as the Momentum initiative while the Skillnets programme receives its funding from the National Training Fund through the Department of Education and Skills.

Entrepreneurship education and training is also provided within the FET sector by other organisations such as the network of Local Enterprise Offices (LEOs) and Area Partnership Companies/Leader Companies that are funded by government departments other than the Department of Education and Skills.

The *SOLAS Services Plan for 2016* projects that the total number of beneficiaries of FET provision will be 339,283 of which 245,406 will be starting courses during 2016.

The following table indicates the breakdown of the total number of FET beneficiaries in 2016 by programme type.

Table 3.1:   Beneficiaries of FET provision in 2016

Type	Number of beneficiaries
Full-time provision — of which PLC — of which Specific Skills Training — of which VTOS Core	126,153 69,802 15,390 8,895
Part-time provision — of which Adult Literacy Groups — of which BTEI — of which FET Co-operation Hours	134,839 37,928 36,628 21,632
Part-time unaccredited provision — of which Community Education	51,999 51,999
National Programme provision — of which eCollege — of which Momentum	10,772 9,980 792
Additional provision	15,520
Total	339,283

(Source: SOLAS)

Table 3.2 provides an indication of FET provision for 2016 by major career cluster category. The General Learning career cluster category is provisionally estimated to account for 46% of total FET provision, followed by Health, Family and Other Social Services and the Information Technology career cluster categories.

Table 3.2:   Projected total number of FET beneficiaries in 2016 by career cluster
category

Career cluster category	Projected Total Number of Beneficiaries of FET Provision in 2016
Agriculture, Horticulture and Mariculture	4,373
Animal Science	2,086
Art, Craft and Media	22,126
Built Environment	8,287
Business, Administration and Management	23,848
Financial Services	1,761
Food and Beverage	3,308
General Learning*	157,714
Hairdressing, Beauty and Complementary Therapies	9,249
Health, Family and other Social Services	46,261
Information Technology	30,702
Manufacturing	7,486
Natural Resources	354
Sales and Marketing	2,417
Sampling Skills	3,112
Science and Technology	2,949
Tourism and Sport	8,984
Transport, Distribution and Logistics	4,266
Total	339,283

• Analysis of the Funding Allocations Requests and Reporting (FARR) database suggests that there is a definition issue in that a considerable number of beneficiaries classified as General learning could be redistributed across the career clusters.

Tables 3.1 and 3.2 illustrate not only the large number of beneficiaries of FET provision in 2016 but also the diversity of programmes and career cluster categories.

Good practice examples in SOLAS 2016 Service Plan
The 2016 Service Plan notes that Funding Allocations Requests (FARs) process sought information on FET plans in relation to provision of new education and training opportunities to be delivered in 2016. A summary of the responses received in relation to entrepreneurship revealed the following planned/new offerings for 2016:   • Start your own business modules are being included across a range of courses to facilitate participants in setting up their own business;   • Workshops, guest speakers, liaison with Local Enterprise Offices (LEOs), greater interaction with employers to ensure quality work placements, student projects for Arts weeks and local craft fairs are also being provided.

One of the outputs of the FET sector is the large numbers of learners gaining certification. Data published by Quality and Qualifications Ireland (QQI) indicate that in 2015 there were 32,318 holders of major awards and 115,614 holders of minor awards made in the FET sector (Table 3.3). Learners in the FET sector

gaining QQI awards greatly exceeded the number of award holders in the HET sector.

Table 3.3: QQI awards in the FET and HET sectors, 2015

	Award holders (head count)	
Type	FET	HET
Major	32,318	4,935
Minor	115,614	617
Special Purpose	16,657	2,231
Supplemental	9	-
Total number of individual Award holders	156,471	7,716

The following table provides details on QQI awards in the FET sector during 2015 broken down by major, minor, special purpose and supplemental awards. A combined total of 270,261 awards were made by QQI in 2015 at Levels 1-6 in 2015.

Table 3.4: QQI awards in the FET sector, 2015

Level	Major	Minor	Special purpose	Supplemental	Total
Level 1	334	664	0	0	998
Level 2	1,011	7,297	0	0	8,308
Level 3	1,976	28,799	21	0	30,796
Level 4	2,241	35,864	525	0	38,630
Level 5	20,775	129,249	12,338	0	162,362
Level 6	5,981	19,404	3,773	9	29,167
Total	32,318	221,277	16,657	9	270,261

Level 5 awards accounted for just 60% of QQI awards in the FET sector in 2015 with 162,362 out of a total of 270,261 for all QQI awards in Levels 1-6. The number of minor awards at Levels 1-6 came to a total of 221,277, or 82% by award type, followed by Major awards with 32,318 (12%). The total number of Special purpose awards in 2015 amounted to 16,657 while Supplemental awards were minuscule at 9 (all of which were awarded at Level 6).

It is important to note that FET learners may have gained certification from other awarding bodies.

Data on entrepreneurship education provision within the FET sector
Obtaining data on the provision of entrepreneurship education within the FET sector has proved problematic. The large number of FET providers operating out of a wide diversity of locations and the multiplicity of programmes creates difficulties in collating data on courses that are exclusively focused on entrepreneurship education or that includes an entrepreneurship component/ module as part of a wider programme. TMA's research indicates that often there

were differences between entrepreneurship education modules advertised in FET providers' prospectuses and what was actually delivered. Although SOLAS and the network of ETBs are working diligently to address data deficiencies that existed under the previous FET structure, this work is at an initial stage.

The main data source that we present below is QQI minor awards presented to FET learners. This data source has the advantage in that it is available from 2013 and covers certification awarded to FET learners from a wide range of providers. The drawbacks of using QQI data are that not all FET courses result in certification and even those that offer certification their awarding body may be from outside the State.

Data on the awards for QQI minor awards in entrepreneurship education are available for 2013-2015. Table 3.5 shows that the number of learners gaining entrepreneurship/SYOB components awards during the period 2013-2015. The Table shows that the number of learners gaining certification in entrepreneurship-related component modules stood at 696 in 2015, an increase of 40 on the 2014 total and an increase of 445 on the 2013 total. The large jump in number of awardees between 2013-2014 is attributed to a doubling of the numbers gaining certification in the Level 5 Start Your Own Business module and the introduction of new modules at Level 6 such as Entrepreneurship.

A total of 142 learners received certification in the Level 5 Start Your Own Business award in 2013; this number increased to 382 in 2014 and increased again to 414 in 2015. This module accounted for approximately 60% of all awardees in entrepreneurship-related modules in 2015. There were 62 awardees in the Level 5 Entrepreneurial skills module in 2013; the numbers gaining certification in this module increased to 96 in 2014 but fell back to 73 in 2015. A total of 54 learners gained certification on the Level 6 Entrepreneurship module in 2014 (there were none in 2013) while the number of awardees in this module fell slightly in 2015 to 52.

Certification gained by FET learners in entrepreneurship account for a very small percentage of total QQI awards. For example, the number of awards for all entrepreneurship/SYOB-related modules at Levels 4, 5 and 6 in 2015 amounted to 696, representing approximately 0.3% of all QQI minor awards (184,517) to FET learners at these three levels. It is important to note that QQI does not separate out EET modules that were awarded to learners as a part of a major award e.g. Business Studies (QQI Award M2102).

Table 3.5: Number of learners gaining QQI certifications for entrepreneurship
education related components, 2013-2015

Component/Module title	Module No.	QQI Level	No. of learners (2013)	No. of learners (2014)	No. of learners (2015)
Entrepreneurial skills	4N1128	4	47	39	53
Start your own business	5N1418	5	142	382	414
Start your own business	B20153	-	-	30	-
Entrepreneurial skills	5N1951	5	62	96	73
Entrepreneurship	6N1941	6	-	54	52
Business Planning	6N4105	6	-	39	88
Growing your Business	6N4189	6	-	16	16
Total			251	656	696

Dublin-based learners accounted for 60% of all awardees gaining QQI
certification in EET modules in 2015. The total number of awardees in 2015
from the Dublin region amounted to 410 out of a national total of 680. Galway
City and County had the next largest total (60) followed by Westmeath (39) and
Waterford (38). There were 27 awardees in Cork City and County. Four counties
only managed single figures while several counties were not represented at all.

Table 3.6: Geographic distribution of learners gaining QQI certifications for
entrepreneurship education related components, 2015

County	Number
Cavan	6
Cork City & County	27
Donegal	10
Dublin City	261
Dublin South	130
Dun Laoghaire Rathdown	19
Galway City & County	60
Kerry	15
Laois	2
Leitrim	13
Limerick City	12
Louth	5
Monaghan	13
Offaly	10
Tipperary	13
Waterford City	38
Westmeath	39
Wicklow	7
Total	680

The distribution of learners gaining certification in EET modules in 2015
by gender shows a slight majority of males over females. Male awardees

amounted to 379, or 56%, of the total number of learners gaining certification in EET modules.

The distribution of learners by age band reveals that 63 per cent of EET module awardees were over 35 which is slightly higher than the age profile of all QQI awardees in the FET sector.

Table 3.7: Distribution of learners gaining QQI certifications for entrepreneurship education and training related components by gender and age band, 2015

Age band	Female	Male	Number
15-19	10	10	20
20-24	20	27	47
25-29	33	49	82
30-34	46	56	102
35-39	53	69	122
40-44	52	43	95
45-49	36	44	80
50-54	28	44	72
55-59	16	22	38
60-65	6	15	21
65+	1	-	1
Total	301	379	680

Another limitation of the QQI awards dataset is that it is not possible to obtain a detailed profile of the providers of entrepreneurship education and training to the learners receiving minor awards; for obvious reasons of confidentiality and commercial sensitivity, the QQI awards data are highly aggregated. There are anomalies in the dataset; some private sector providers funded by ETBs or directly by SOLAS are clearly identified though centres within ETBs that are known to provide entrepreneurship education are not.

Another drawback of using QQI data is that it is not possible for TMA to identify the programmes (PLC, Local Training Initiatives) through which the learners received their awards, though an educated guess can be made in some instances.

TMA's analysis of the QQI awards data and other data provided by SOLAS suggests that the providers of entrepreneurship education and training within the FET sector can be grouped as follows:

1. ETB Colleges of Further Education

2. ETB training centres

3. Other including the Local Enterprise Offices, Skillnets, the Momentum Programme, and other sectoral providers.

It is important to emphasise that not all entrepreneurship education and training provision in the FET sector leads to certification. Equally not all FET

participants in entrepreneurship education courses are interested in receiving certification; TMA's discussions with ETB training centre managers found, for example, that many learners on SYOB evening programmes were motivated not by the prospect of receiving a QQI award but picking up practical knowledge from their tutors on how to set up a business.

As noted above, Table 3.5 does not include awards to FET learners from UK certifying bodies.

The actual number of learners participating in entrepreneurship education and training provision within the FET sector is thus higher than indicated in Table 3.5 but by what extent is unknown.

Another limitation of the QQI data is that it is not possible to determine if the learner received the award for a minor entrepreneurship education component just on its own or in addition to a major award. Within certain segments of the FET sector, some learners only be interested in an EET course or module offering a minor award; for example, participants of SYOB evening courses offered by the ETB training centres will generally do this course and no others. The Momentum Initiative-funded Ignite Academy programme provides learners with a programme that it is totally focused on developing their entrepreneurial skills.

This can be contrasted with FET provision where the EET module is just one component of a wider award programme; an example, is the provision of modules such as the Level 5 Entrepreneurial Skills or Level 6 Entrepreneurship component awards offered by FE colleges as part of a Business Studies programme. TMA did not find any FE college offering a major award programme during the 2015-2016 academic year that had more than one EET module.

The QQI statistics imply that the vast majority of major FET award programmes aimed at preparing learners for a career in sectors characterised by high levels of self-employment may not include any dedicated entrepreneurship education modules. However, it would be incorrect to say that they do not impart any entrepreneurship skills or knowledge.

TMA's research found that in many instances, tutors on these programmes sought to develop an entrepreneurial mind-set among their learners. Very often, this transfer of these entrepreneurship skills took place as a result of participation by learners in public-facing activities such as Christmas fairs, fashion shows, pop-up exhibitions and the like. TMA found that there was often a correlation between the organisation of these public-facing events and tutors having previous business experience.

Other methods utilised by FET providers to instil an entrepreneurial mind-set among learners included inviting guest speakers with practical business experience or arranging work-placements in businesses that were directly related to the learners' intended vocational area.

Chapter 4

EET provision in ETB Colleges of Further Education

Main findings/issues
• In best practice FE colleges there is clear support from principals and senior managers for the provision of entrepreneurship education.
• The ambition of many FE college principals is to have EET teachers with both qualifications in entrepreneurship education and experience of having set up a business. A majority of FE colleges indicate that continuing professional development for EET tutors is severely limited due to financial and manpower constraints.
• Building relationships and sustaining engagement with external; partners and collaborators is a key success factor in an EET programme.

4.1   Introduction

This section examines best practice in the provision of entrepreneurship education and training in the ETB Colleges of Further Education sub-sector of the FET sector.

The FE colleges have historically been important providers of Post Leaving Certificate (PLC) courses aimed at transitioning to other programmes and institutions but are increasingly involved in providing stand-alone certified/accredited courses and programmes.

In conjunction with SOLAS, TMA conducted an extensive series of personal interviews with FE college principals, tutors and other staff members as well as with learners. We supplemented this data gathering approach with telephone interviews and analysing documentation both hard copy and online e.g. prospectuses.

An online questionnaire was developed to collect data from the FE colleges on their EET provision and to assist in the identification of good/best practice. TMA

drew up on their best EET practice template (see section 2.5 above) in framing the questions to be included in the survey.

The questionnaire was piloted in two FE colleges (previously visited by TMA) and as a result of feed-back a number of modifications were made to the survey document.

The questionnaire had a number of sections and was based on a good practice template for the provision of EET. The first section focused on collecting data from the FE colleges in terms of learner numbers and profile while the second sought information on their pedagogical approach to entrepreneurship education and training. The respondents were then asked to rate the strengths and weaknesses of their EET provision while a further section sought to elicit suggestions for improving their college's involvement in entrepreneurship education and training. Lastly, the FE colleges were asked to specify examples of good practice in EET provision.

The questionnaire (see Appendix HA1) was then emailed to FE colleges that had been identified through various SOLAS databases as being involved in the provision of entrepreneurship education and training modules as part of major QQI certified/accredited or similar award programmes.

The outcomes of the personal and telephone interviews and the results of the online survey were important in selecting two FE colleges, Ballsbridge and Kinsale, as good/best practice case studies and were the main sources of information for the preparation of the case studies. Draft case studies were submitted to both colleges for their opinion/feed-back.

The main focus of this section is to provide an analysis of the provision by the FE colleges of entrepreneurship education and training against a template of good practice in EET provision.

4.2 Provision of entrepreneurship education and training and EET learner profile

Profile of FE colleges

Fourteen FE Colleges that were identified as providing a module in entrepreneurship education and training during the 2015-2016 academic year responded to the online survey.

The colleges were asked to provide details of their learner numbers. The respondents reported that had a total day-time enrolment of 12,264 of which 9,926 were full-time students and 2,320 were part-time. The colleges had a total

of 8,100 evening course learners and a total of 652 learners fell into the "Other" category.

The total number of learners in the respondent colleges amounted to just under 21,000.

EET provision

The FE colleges surveyed were asked to specify what EET modules — whether accredited by QQI or another certification body — they offered to learners. The data is shown below (see Table 4.1). All of the responses relate to both day and evening time course provision and includes where the module was offered as a core or an elective.

The total number of learners enrolling for courses offered by the respondents that had an EET component amounted to 454 in the 2015-2016 academic year. Of these, 153 of the learners were enrolled for Entrepreneurial Skills (Level 5/5N1951). The two next most popular EET components were Entrepreneurship Level 6 (6N1941) and Start Your Own Business Level 5 (5N1418) with 104 and 102 enrollees respectively. One college offered an EET component that had no certification on which 50 learners were enrolled while 25 and 20 learners were enrolled on courses that had Business Planning Level 6 (6N4105) and Entrepreneurial Skills Level 4 (4N1128) components respectively.

A total of 14 learners were enrolled on evening courses that one of the FE colleges offered as a stand-alone component. A total of 341 learners were enrolled on day time EET components that formed a core subject in their major programme while 99 learners were enrolled on day time EET components offered by their college as an elective.

Given that the respondent colleges had a total complement of 20,998 learners, the percentage of learners taking an EET component amounted to approximately 2 per cent.

Table 4.1: Provision of entrepreneurship education and training (EET) components offered by FE colleges in 2014–2015 academic year

Component title	Day		Evening	
	No. enrollees (core)	No. enrollees (elective)	No. enrollees (stand-alone)	Total
Entrepreneurial Skills Level 4 (4N1128)	20	–	–	20
Entrepreneurial Skills Level 5 (5N1951)	119	34	–	153
Start Your Own Business Level 5 (5N1418)	47	41	14	102
Entrepreneurship Level 6 (6N1941)	80	24	–	104
Business Planning Level 6 (6N4105)	25	–	–	25
EET Component with No Certification*	50	–	–	50
Total	341	99	14	454

Note: * Provided by one FE college.

The respondents provided data on the profile of learners enrolling on their entrepreneurship education and training modules by gender and age group. Table 4.2 below shows that the <25 age group accounted for the largest number of enrollees, 159, and there were more females (84) enrolling than males (75).

The 25-39 age group accounted for the next largest number of EET enrollees (97) within the FE colleges surveyed. Of this group, 70 were male and 27 were female.

There were only 25 enrollees in the 40+ age category and female EET enrollees were more numerous than male enrollees.

Table 4.2: Gender and age group profile of learners on entrepreneurship education and training (EET) components offered by FE colleges in 2014–2015 academic year

Component title	F <25	M <25	F 25-39	M 25-39	F 40+	M 40+
Entrepreneurial Skills Level 4 (4N1128)	10	10	–	–	–	–
Entrepreneurial Skills Level 5 (5N1951)	46	36	16	13	11	7
Start Your Own Business Level 5 (5N1418)	11	13	8	36	1	3
Entrepreneurship Level 6 (6N1941)	2	6	3	21	2	1
Business Planning Level 6 (6N4105)	15	10	–	–	–	–
EET Component with No Certification*	–	–	–	–	–	–
Total	84	75	27	70	14	11

Note: * The college that provided the EET component with no certification did not provide any details on its enrollees.

For the vast majority (89%) of learners enrolling on EET modules within the FE colleges surveyed their highest level of education attained was second level education while 10% held a qualification from a third level qualification while the balance had only attained primary education.

Table 4.3: Educational profile of learners on entrepreneurship education and training (EET) components offered by FE colleges in the 2014–2015 academic year

Component name	No formal education	Primary education	Secondary education	Third level (FET or HE)
Entrepreneurial Skills Level 4 (4N1128)	-	-	20	
Entrepreneurial Skills Level 5 (5N1951)	-	4	119	-
Start Your Own Business Level 5 (5N1418)	-	-	88	6
Entrepreneurship Level 6 (6N1941)	-	-	-	26
Business Planning Level 6 (6N4105)	-	-	25	-
EET Component with No Certification	-	-	48	-
Total		4	300	32

From the data supplied by the respondents, it appear that one-third of those enrolling on EET components during the 2014-2015 academic year achieved a distinction while a further one-third obtained a merit or pass grade while the balance did not complete the component (see Table 4.4 below). The failure to complete was particularly marked in the SYOB case.

Table 4.4: Educational achievements of learners on entrepreneurship education and training (EET) components offered by FE colleges in the 2014–2015 academic year

Component name	Total number of enrollees	Distinction	Merit	Pass	Did not complete the component
Entrepreneurial Skills Level 5 (5N1951)	70	25	14	11	19
Start Your Own Business Level 5 (5N1418)	50	13	9	3	25
Entrepreneurship Level 6 (6N1941)	26	12	7	3	10
Total	146	50	30	17	54

The respondents were asked to specify the next destinations of the learners on programmes with EET components; the results are shown in Table 4.5 below. Again, a high level of unemployment can be observed in the SYOB category.

Table 4.5: Next destination details of learners on entrepreneurship education and training (EET) components offered by FE colleges in 2014–2015 academic year

Component name	Enroll-ees	Self-employ-ment	Employ-ment	Higher educa-tion	Further educa-tion and training	Unem-ploy-ment	Other
Entrepreneurial Skills Level 4 (4N1128)	-	-	-	-	-	-	-
Entrepreneurial Skills Level 5 (5N1951)	36	4	7	9	3	1	0
Start Your Own Business Level 5 (5N1418)	53	4	12	4	3	12	6
Entrepreneurship Level 6 (6N1941)	12	5	2	3	0	0	2
Business Planning Level 6 (6N4105)	24	0	0	15	0	0	0
EET Component with No Certification*	50	10	18	13	5	4	0
Total	175	23	39	44	11	17	8

Next steps information was provided on 175 learners who had enrolled on courses having an EET component during the 2014-2015 academic year. Twenty-three graduates (13%) went into self-employment while 39 went into employment. Forty four learners went on to higher education while 11 pursued other further education or training courses. Seventeen out of the 175 did not have a job after graduating while 8 were classified as being in the "Other" category.

In total, 62 learners went into either self-employment or employment while 55 enrolled on other courses in the HE/FET sectors.

4.3   Future demand for EET provision

In addition to providing information on the number of learners studying EET components in the 2014-2015 academic year, respondents were also asked to indicate their likely intake for the 2016-2017 academic year.

The results presented in Table 4.6 suggest that the respondents do not see much change in the demand for EET components. The total number of EET learner in 2014-2015 was 440 and the forecasted number for 2016-2017 is 435.

Respondents expect the demand for Entrepreneurship Studies Level 5 (5N1951) to increase by over one-third but this is offset by declines in other components such as Entrepreneurial Skills Level 4 (4N1128) and in EET components with no certification.

Table 4.6: Enrolments in EET modules: actual (2014-2015) and forecast (2016-2017)

Component name	2014-2015	2016-2017
Entrepreneurial Skills Level 4 (4N1128)	20	-
Entrepreneurial Skills Level 5 (5N1951)	153	212
Start Your Own Business Level 5 (5N1418)	88	79
Entrepreneurship Level 6 (6N1941)	104	104
Business Planning Level 6 (6N4105)	25	40
EET Component with No Certification*	50	-
Total	440	435

While the demand for specific EET modules is not expected to change significantly in the short term, nevertheless, the vast majority of respondents believe that the demand for entrepreneurship education and training will increase. One college said demand would decrease in the future while two respondents took the view that future EET demand would remain stable. Eleven respondents indicated that they believed that the demand for EET would increase in future years.

Table 4.7: What in your opinion is the trend in EET demand?

Answer	No.
Decrease	1
Remain stable	2
Increase	11
Total	14

4.4   Senior management support

In good/best practice FE colleges there was clear support among principals and senior managers for the provision of entrepreneurship education. This in some cases was reflected in their college strategy or through the provision of a major programme in entrepreneurship/Start Your Own Business (Ballsbridge). More generally, top management support for entrepreneurship education was expressed in the provision of major programmes that included an EET module but where there was also an emphasis on developing the leaners' entrepreneurship mindset.

Where principals were unable because of the structure and composition of major programmes to offer an EET module, they were keen to emphasise the importance of a keen sense of entrepreneurship. This was mostly achieved by a variety of mechanisms including inputs from tutors, guest speakers, study trips and public-facing events such as Christmas fairs. These colleges recognised the importance of having tutors on their staff with relevant industry experience to help the trainees prepare for the world of work.

In other instances, where it was not possible to include EET modules in a major programme, entrepreneurship education was offered as an elective — as is the case in Ballsbridge College where an Entrepreneurial Skills (Level 5) module is available to learners as an extracurricular activity.

Principals in good/best practice colleges highlighted their frustration with current Department of Education and Skills arrangements that prevented or made it very difficult for them to use external tutors with practical business experience to teach entrepreneurship on major programmes.

College principals, while recognising budget constraints, were also keen to maximise work experience/practice for learners that is directly related to their course of study and particularly where they can observe entrepreneurship-related practices.

An FE college which provides an office management skills course also offered learners the opportunity to operate a "mini-company" within the school which supplies office stationery to staff and students. Even though the course did not include an EET module the learners gained valuable experience of ordering, marketing, invoicing, stock-taking and organising rotas among themselves. The learners used the time spent on their mini-company as equating to their work placement obligations. Tutors believed this was more relevant to the work they might be undertaking on graduation from the course.

The FE colleges that took part in the online survey were asked to indicate if their resources were sufficient to cater for demand for entrepreneurship education and training courses. Seven FE colleges said they had sufficient resources while 4 said they were unable to match current demand for EET and a further 2 reported that they were able to accommodate greater EET demand.

Table 4.8:   Are college resources sufficient to cater for EET demand?

Answer	No.
Unable to match current EET demand	4
Sufficient to match current EET demand	7
Able to accommodate greater EET demand	2
Total	13

4.5   Comprehensive entrepreneurship education provision

A number of the FE colleges demonstrated a commitment to providing a wide range of entrepreneurship skills to learners through offering dedicated modules as part of PLC courses and supplementing this with practical business-

related skills passed on by tutors with experience in running a business. These colleges also had public-facing activities (pop-up exhibitions, shows, fairs) where learners experienced the reality of demonstrating and/or selling the output of their work to potential customers.

Ballsbridge College provided learners, particularly those with ambitions to establish social enterprises, with the opportunity to deepen their entrepreneurship skills through participating as Erasmus+ funded interns in the Corkscrew project developed by Exeter College, an equivalent-level college in the UK. Through work placements, the learners got an opportunity to develop three key entrepreneurial skills: Creative Problem Solving, Self-Learning Initiative and Confidence in Leadership (more details can be found in the Ballsbridge case study in Appendix A).

Kinsale College not only provides a dedicated entrepreneurship module as part of one of its Level 6 PLC courses but also complements this with another module, Leadership, which it timetables during the first term. Kinsale believes the Leadership module develops important skills that the learners need to grasp to fully benefit from the Entrepreneurship skills module. The college is also very active in helping students to link with employers and/or social enterprise organisations for work experience/practice opportunities that are directly related to their courses.

Staff within a number of FE colleges emphasised the importance of ensuring that entrepreneurship education provision matched the needs of the learner. In this regard, there was a perception among some FE colleges that some QQI entrepreneurial modules needed to be rebalanced to have a larger practical skills element and a reduced "academic" content.

Objectives of entrepreneurship education and training
The survey participants were asked to indicate the emphases of their courses in terms of the three EET goals:

- Learning to become entrepreneurial

- Learning to understand entrepreneurship

- Learning to be an entrepreneur

Table 4.9 shows the responses to this question.

Table 4.9: What are the aims of your EET provision?

Aim of EET provision	High	Moderate	No answer
Learning to become entrepreneurial	3	5	6
Learning to understand entrepreneurship	7	1	6
Learning to be an entrepreneur	1	7	6

Though 6 respondents did not answer this question, the majority of those that did indicated the main objective of their EET provision was to help their

students to learn about entrepreneurship (7 responses). Three colleges said their courses placed a high emphasis on enabling their students to learn to become entrepreneurial while a further five respondents said this was a moderate goal of their EET provision.

Learning to be an entrepreneur was a high aim for one respondent and a moderate aim for seven.

The respondents were asked to specify, as part of their FET provision, what were the ultimate aims of their entrepreneurship education and training provision. As shown in Table 4.10 below, the respondents were in strong agreement with the statements that their entrepreneurship education provision helped to equip leaners for self-employment, for entry into employment and contributes to lifelong education. Respondents were less likely to strongly agree with the statement that their EET provision equipped learners for progression to FET/HE education, with 4 respondents strongly agreeing with this statement and only 8 agreeing with it; two respondents neither agreed nor disagreed.

Table 4.10: As part of FET provision, what in your opinion are the ultimate aims of entrepreneurship education and training provision

Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
It equips learners for entry to self employment	8	5	1	0	0
It equips learners for entry to general employment	8	6	0	0	0
It equips learners for progression to FET/HE education	4	8	2	0	0
It contributes to lifelong education	9	5	0	0	0

Eight respondents strongly agreed their EET provision helped learners for entry for self-employment; five agreed while one neither agreed nor disagreed. In response to the statement that their EET programmes equipped learners for entry to general employment, 8 strongly agreed and 6 agreed.

Nine respondents believed strongly that their EET provision contributed to their learners' lifelong education while 5 agreed.

Embedded versus Stand Alone entrepreneurship education
One of the key issues raised in our conversations with FE colleges was whether their provision of entrepreneurship education was based on the approach where entrepreneurship was distributed (embedded) throughout the curriculum (the "embedded" approach) or if their provision adopted a stand-alone approach e.g. through the provision of modules such as QQI Level 5 Entrepreneurial Skills (the "Stand-alone" approach). The survey asked the respondent colleges to specify which EET approach they favoured.

Table 4.11: Preference for Embedded versus Stand-alone approach to entrepreneurship education

Approach to entrepreneurship education	Numbers
Embedded	9
Stand-alone	5

Respondents favoured providing EET as an embedded (i.e. integrated) element rather than as a stand-alone component by a ratio of 2:1.

A number of respondents provided an explanation for their approach to EET:

■ Entrepreneurship education is evident throughout the College and should be shared with and understood by all students;

■ Entrepreneurship should be seen as a part of the educational culture, across all disciplines;

■ Everyday College life offers ample opportunities for understanding entrepreneurship and teachers are encouraged to exploit these:

- Project management of events,

- running the canteen,

- classroom materials,

- promotions and advertising,

- sales,

- library management, etc.

All these are tangible and accessible examples for students to learn.

■ Rather than reducing entrepreneurship education to a component/module offered within the course it is important to include entrepreneurship as an integrated element in all courses. This could be as simple as understanding costs, procurement, VAT etc. when doing project work, etc.

■ Encourage understanding of business processes and take every opportunity to explain real world examples:

- PCs don't just appear in a classroom.

- A technology class could learn about requesting quotes, VAT, TCO, etc.

- Hairdressing students need to understand stock control, volume discounts, banking, etc.

The opportunities are endless.

■ At level 5 & 6 most of our cohort are focusing on vocational areas and benefit greatly from embedded EE. For example, Game Development

students using digital marketing strategies to promote and market their businesses online;

- Entrepreneurship education as a stand-alone module or component has its advantages for mature learners & those wishing to upskill or gain specific knowledge to support a skill or business idea;

- We believe that entrepreneurship education should be subtly ingrained in the curriculum through the applied learning approach which the college adopts, thus enabling learners to gain real & meaningful knowledge and skills in entrepreneurship education;

- A person should be able to develop a business start-up while at the same time improving their specific skills such as craft/animation or whatever their choice is.

Good practice example

At Galway Technical Institute (GTI), entrepreneurship education best practice is evident through applied learning projects (PAL) across numerous courses, for example:

- Fashion students selling their garments and design creations on-line via Etsy
- Using social media to create on-line pop up shops and showcase events.

Learners on Galway Technical Institute's media and journalism-related courses are afforded the opportunity to showcase their work throughout the year on various media projects. These include GTI's TV web site (www.claddatv.ie), GTI's online newspaper (GTI Gazette) and GTI's radio station.

Certification

There was divided opinion among the colleges surveyed on the merits of certification.

One respondent noted:

"Many of our participants who are serious about developing an enterprise just want to develop a business plan and get work placement and skills; they are not interested in the certification."

Another respondent said:

"I have previously run a programme called 'Start up education and enterprise development' for FE students with an idea for a business start-up; it was very successful in terms of business start-ups but was not successful in terms of certification. I don't think it's possible to serve both masters together."

Some respondents felt that the demands of the certificate restricted their holistic efforts to develop entrepreneurial mindsets.

Comments on the suggestion of offering entrepreneurship education as a Major Award course

Views varied on the proposition of offering EET as a Major Award course. Some respondents believed that the ability to run a major EET award comprising core

EET components augmented by the inclusion of a couple of specialist subject in a targeted area (e.g. food, crafts) would be very productive.

Without a specialist vocational element respondents feared that a Major Award in entrepreneurship:

> "dilute the link to a 'trade' or 'industry' and create the illusion that it is enough to want to be an entrepreneur without obtaining a vocational qualification."

One respondent suggested offering EET as a Special Purpose Award combining core EET components (Start your own Business and Entrepreneurial Skills) with allied commercial subjects such as marketing and IT.

Verdict on component syllabuses

The colleges surveyed were asked to assess whether the EET modules that they struck an appropriate balance between theory and practice.

Table 4.12: Assessment on balance between theory and practice in entrepreneurship education components

Component	Balanced	Too theoretical	No strong opinion
Entrepreneurial Skills Level 5 (5N1951):	4	5	1
Start your own Business Level 5 (5N1418)	2	3	1
Entrepreneurship Level 6 (6N1941)	1	2	

Five respondents felt the Entrepreneurial Skills component was too heavily weighted in favour of theory while four colleges said it was balanced; one respondent had no strong opinion on the issue. Three respondents believed that the Start Your Own Business module was too theoretical while two colleges reported that it was balanced; again, one college said it had no strong views on the matter. Two respondents took the view that the Level 6 Entrepreneurship component was too theoretical while one said it was balanced.

There was a general acceptance that effective EET must involve both theory and practical elements; but, while theory is important, it must be 'relevant theory' (Fiet, 2000) with a real-world focus on the entrepreneurial environment.

The feedback from the colleges suggested that a feasible practice: theory balance should be in the vicinity of 75:25.

Respondents who advocated a more practical approach suggested more emphasis on:

- the business plan (which is critical in attracting funds for a venture);

- setting up mini-companies.

One respondent pointed out that a craft syllabus will by definition be practical in intent and require the making a craft product. But it will stop short of requiring the learner to try and sell the product. This is where an EET component would prove valuable as many craft learners will be self-employed.

4.6 Skilled entrepreneurship education and training teachers

The ambition of many FE college principals was to have teachers with qualifications in entrepreneurship education and experience of having setup a business. TMA's conversations with the FE colleges indicate that teachers with an appropriate EET qualification and business experience were not common within their staff.

Some principals were keen to further specify that their ideal EET teacher would have a degree in entrepreneurship as opposed to just a degree in general business studies.

One FE college saw some merit in having two teachers being involved in the delivery of entrepreneurship modules; one teacher having a business studies qualification would teach the theoretical element of the module while the second tutor with business experience would be responsible for imparting the practical or vocational aspects of entrepreneurship to the learners. Where the second type of tutor was not available within their existing staff complement, colleges had to look at external resources. A number of principals instanced the challenges of sourcing external entrepreneurship tutors with business experience and a teaching qualification that would meet the Teaching Council's certification requirements.

Where FE colleges were fortunate to have skilled entrepreneurship teachers on their teaching staff there was a focused effort to ensure that learners on programmes that did not have an entrepreneurship module could gain business start-up skills through participation in the school's extra-curriculum activities — as was the case in Ballsbridge College.

In a related issue, one FE college appointed a teacher with entrepreneurship qualifications and experience of running his own business as the co-ordinator of its evening class programme (which the teacher said given that it is a revenue generating activity for the college was akin to running a business).

For some FE colleges finding a teacher to deliver EET modules was a challenge. One of the colleges surveyed while being in a position to deliver an Entrepreneurial Skills module in one academic year was unable to do so in the next due to a time-tabling issue with its sole business teacher. Another college said it would like to provide entrepreneurship education and training but due to constraints on staff recruitment was unable to hire a new EET teacher or re-train existing staff members.

EET teacher qualifications
The FE colleges that participated in the online survey were asked to comment on the desired qualifications of EET teachers (see Table 4.13 below).

Table 4.13: Desired qualifications of EET teachers

Qualifications/experience	Not Important	Slightly Important	Moderately Important	Very Important	No answer
Business degree	1	1	2	4	6
Worked in a business			2	6	6
Ran their own business		1	4	3	6

A business degree was considered to be an important qualification by the majority of respondents. Likewise, experience of working in business was seen as a key criterion. But respondents were split on the importance of having actually set up or run a business.

Ideal incoming EET learner profile

The colleges were asked via the online survey to assess how their actual met their ideal incoming EET learner profile; their responses to this question are shown in Table 4.14 below.

Table 4.14: Respondents' perceptions of the ideal incoming EET learner profile

Actual & Ideal incoming EET learner profile	Very Well	Moderately well	Very Poorly	No Answer
Educational attainment	4	5	1	5
Work experience	2	8		5
Entrepreneurship interest	3	6	1	5

Respondents believed that the educational attainment criterion was satisfactorily matched in general, but work experience and interest in entrepreneurship were not conspicuous attributes of many of the incoming learners.

Several respondents rejected the notion of a stylised EET learner profile:

"Many great entrepreneurs have a bad record in education because the system did not work for them. 'Thinking outside the box' type people do not necessarily fit a profile."

Obviously work experience would be of benefit.

4.7   Continuing Professional Development

The interviews with FE colleges and the online survey indicate that continuing professional development for EET tutors is most likely to be an aspiration rather than a reality in the majority of colleges. Principals and EET tutors were all too aware of the importance of being able to avail of CPD but pointed out that a variety of factors constrained the colleges from being able to facilitate tutors to participate in relevant EET up-skilling programmes. College principals said that

financial cut-backs were a major factor and spoke of the difficulties of releasing tutors. This was echoed by staff members who pointed out that tutors often engaged in CPD activities in their own time. TMA's interviews with stakeholders in the FET sector suggest that in the past CPD within the VEC colleges tended to be under-resourced compared with the FÁS training centres.

The FE colleges had contact with the Further Education Support Service (FESS) but this was mainly focused on CPD in other skills areas apart from entrepreneurship education.

EET tutors said they would welcome the opportunity to network with EET tutors in other colleges but pointed out that the level of contact between FE colleges was sporadic. They indicated that networking with other EET tutors would help them to review their own teaching practices and expose them to good/best practices elsewhere. Tutors who had worked at second level found their participation in teacher subject groups such as the Business Studies Teachers' Association of Ireland to be invaluable but said there was no comparable network within the FET sector. Some EET tutors suggested that FESS could be used as a vehicle for developing a network of entrepreneurship education tutors to encourage the exchange of best practices.

A number of college principals were aware that ETBI would be offering a Professional Development Programme on Entrepreneurial Education for EET tutors based on the Edison project, and indicated that they would explore this offering for their EET tutors.

4.8   Entrepreneurial pedagogics

EET teachers are keenly aware that, to meet the challenges they face in the FET sector, they need to be armed with a wide array of pedagogical strategies.

- Firstly, FET learners are mature and need to be treated like 'adults'. This requires a shift from traditional pedagogy to andragogy (adult education) where learners are given a sense of ownership and self-direction in the implementation of their instruction. They realise that adult learners value knowledge with immediate application over knowledge for postponed application;

- Secondly, a complete repertoire of flexible and inventive pedagogies is essential to address the sheer diversity of learner backgrounds, aptitudes and aspirations coupled with the multiplicity of course offerings and desired outcomes. FET activities run the whole gamut from remedial FET redressing shortcomings in earlier schooling, through community FET combining continuing education with life skills and wellbeing, to vocational FET delivering occupational skills and more academically-based studies offering learners a pathway to higher education.

However, given this baseline sectoral requirement for pedagogical flexibility and flair, the particular 'pedagogic content knowledge (PCK)' required by entrepreneurship education presents EET teachers with a whole new layer of challenges. Here they are endeavouring to foster entrepreneurial attitudes, values, behaviours, skills, mindsets, in an attempt to induce the learners to feel, think and act like an entrepreneur. Achieving these outcomes requires a paradigm shift from the traditional didactic 'chalk and talk' technique of imparting codified knowledge to a learner-focused, experiential, action-learning approach with the teacher acting as a facilitator ('coach', 'orchestrator') offering suggestions and guidance, asking 'open' questions to challenge assumptions and encourage reflection.

A recent UK study found the two factors with the strongest evidence of improving learner attainment are:

- teachers' content knowledge plus their ability to understand how students think about a subject and to identify students' common misconceptions;

- quality of instruction, which includes using strategies like effective questioning and the use of assessment.

A good EET facilitator needs to be someone possessing a deep knowledge and understanding of entrepreneurship and simultaneously a pedagogic expert. Very few educators are experienced enough in both entrepreneurship and pedagogy.

Key entrepreneurial competencies include responsibility, initiative, decision making, risk taking, creativity and realism. They also include opportunity spotting, team working, problem solving and communication skills. Teaching these entrepreneurship skills requires a highly interactive instructional approach drawing on techniques such as case studies, projects, games, simulations, real-life actions, and internships.

Using these action-learning methods requires highly skilled trainers:

- They should be passionate about what they are doing;

- They should have a very positive attitude, and be able to inspire others;

- They should be confident in their teaching, not necessarily waiting for leadership from senior staff;

- They need to have the confidence to involve participants in the learning process;

- They should have a 'can do' approach to their profession, belief in what they are doing;

- They need to be energetic, providing a spark both to their students and to their fellow teachers;

- They should have vision, as well as being both open to new ideas and able to think laterally about subjects and issues;

- They should be open-minded with respect to the ways in which not just other teachers but parents, businesses, students and others ought to be involved in entrepreneurship education;

- They should be well equipped for delivering the entrepreneurship education curriculum, both within schools and in terms of thinking creatively about how to use resources available within the local community;

- The entrepreneurial teacher should also be able to network effectively and make connections with a wide range of stakeholders;

- Entrepreneurialism also requires teachers to be flexible and to push the boundaries with respect to established norms within education, without being a maverick;

- At the same time they need to have a balanced approach, be 'down to earth' and, of course, remain professionally responsible

The feed-back from the online survey indicates widespread adoption of the common EET repertoire (as shown in Table 4.15 below). Some approaches, however, are used more frequently than others.

Table 4.15: Pedagogic approaches used in delivering entrepreneurship education components

Pedagogic approach	Average % time of EET component duration
Opportunity spotting, enterprise idea generation	14
Organisation of 'Dragons Den' events	8
Development of detailed realistic business plans	24
Action-oriented, experiential learning	18
Self-directed learning, with teacher acting as facilitator	15
Development of teamwork skills	15
Participation in extra-curricular enterprise competitions	5

As a pedagogic approach, the development of detailed business plans accounted for a quarter of the time allocation for delivering EET components. This was followed by Action-oriented experiential learning (18% of time), and Self-directed learning and the development of teamwork skills (15% each). Opportunity spotting accounted for 14% of the time allocation.

There was surprisingly little use of the Dragon's Den pitching tool (8% of the time allocation for EET component duration), considering that 'selling oneself and one's idea' is the foremost challenge facing the budding entrepreneur.

The conspicuous backmarker was 'extra-curricular activities'. The low uptake of this tool (5%) was attributed to lack of opportunity (no sector-specific

competitions), a lack of resources (staff time), and a lack of external linkages to host such activities.

However, there were several instances of best practice in extra-curricular EET strategies:

- public showcasing of learners' products and services;

- developing product/sales ideas for Annual Christmas Fairs, Farmers Markets, Craft Fairs, etc.

  — selling a product outside the protecting walls of a school building can be a highly stimulating learning experience that can decrease a fear of failing in "the real world";

- working in partnership with Local Enterprise Offices who can provide group workshops on enterprise and starting a business;

- regional pitching events organised by LEOs;

- inviting guest speakers with a track record in entrepreneurship — a key success factor is access to successful graduate entrepreneurs;

- visits to industry/work places;

- Visits to enterprise agencies;

- TED talks;

- Skype conference calls with inspirational speakers;

- organisation of fund raising events for local social enterprise projects thereby developing skills in event planning, promotion, leadership, project management, product development and sales;

- social entrepreneurship links to sites such as http://www.reconomy.org/

- integration of EET course with in-house projects such as market gardens;

- pop-up Coffee shops and Beauty Parlours as part of course work;

- Radio production and music students produce local radio programmes and record music CDs for the retail market;

- building up listening, group facilitation and conflict resolution skills.

Work Placements and Internships
All students in the colleges take a work experience or work placement module which affords real world experience of the business environment. Students on some EET courses have the option of obtaining an entrepreneurial work placement (see Ballsbridge College case study).

Some respondents are critical of aspects of the current arrangement:

- Work Experience at Level 5 is not satisfactory. 10 days or 60 hours is very basic;

- Work Experience at FET level is always criticised but it's the award specification that is incorrect. This needs to be addressed at a national level.

Entrepreneurship Competitions

Most respondents agreed that the FET sector should institute an entrepreneurship competition at national, regional or ETB level. Such competitions have proved very inspiring for students at second level and in the HE sector.

- It only works if supports are in place. Competitions, etc., are not workable when teachers have to complete a teaching timetable. Funding and operational models are currently not fit for purpose in this sector;

- Delivering strategies outside of the teaching timetable is restrictive.

4.9 Mentoring/incubation facilities

None of the FE colleges surveyed had incubation facilities though some were open to the idea of developing linkages with HE institutions or enterprise support agencies that offered incubation facilities which their learners could avail of. One college said it was their ambition to provide hot desks or incubation spaces for their learners and hoped that they could find a site to host these facilities. Another college had organised a visit for some of its students to a local business enterprise centre.

The provision of entrepreneurship mentoring services is also more of an aspiration than a reality for FE colleges. One college had a good relationship with its Local Enterprise Office which provided mentoring services to some of its business studies learners. The college remarked that while the mentors were very beneficial to the learners, the issue was with the timing of the mentors' inputs: February and March, just when the learners were beginning to focus on their upcoming exams. The college advised that a more distributed provision of mentors throughout the academic year would be beneficial to the learners.

A number of the colleges said their priority was to have properly supervised work placements/practice opportunities for their learners and that this might be more productive for their EET learners if the owners of the businesses in which they were placed could be given the training and knowledge to act as de facto mentors.

Though the best practice template suggests that the provision of seed capital to learners or graduates would be a suggestion an education or training provider might consider, in the current economic climate the FE colleges said

because of the past history of cut-backs in the sector this was not feasible. The EET tutors interviewed said they often provided information to their learners on sources of finance such as the network of LEOs, the Area Partnerships/Leader Companies and MicroFinance Ireland.

4.10 Strong links to employers and business community

EET is a collaborative process. EET teachers and colleges are part of a greater '*Entrepreneurship Education and Training Ecosystem*' including the local and regional communities, local businesses and business associations and chambers, local entrepreneurs including alumni, financial organisations, enterprise support organisations, professional bodies, etc. Building relationships and sustaining engagement with these partners and collaborators is a key success factor in an EET programme.

Examples of collaborative linkages include:

- learner placements/internships — businesses are the source of the real-life examples and experiences that are essential for student learning;

- live briefs from employers providing opportunities for students to engage in real problem-solving;

- visits to local incubators and enterprise hubs;

- employers' contribution to curriculum delivery by providing talks and demonstrations;

- former students explaining how they had set up their own business — with the rewards and the difficulties involved;

- dynamic knowledge exchange through employer focus groups contributing to curriculum design and development, including contributing data and information so that assignments reflect real business issues;

- employers evaluating the quality of EET provision and thus contributing to college self-assessment, for example by reviewing the extent to which courses provide industry-relevant and enterprise-related skills;

- two-way staff mobility between colleges and business.

The links with local employers are beneficial in both directions. Employers increasingly contact colleges to request student input, for example in catering for an event; refurbishing a studio in a theatre, addressing front-of-house meeting and greeting requirements, designing a supplement for a local newspaper.

TMA's interviews with FE colleges found that linkages with external organisations such as Local Enterprise Offices (LEOs) were variable. Often the linkages were with local business owners that could provide work placement/ experience opportunities for current students and that could act as guest speakers to give learners a personal view of running a business in their chosen vocational area. The colleges spoke of staff cut-backs which resulted in a reduction in dedicated personnel to develop and nurture relationships with local employers.

In a number of cases it was external organisations that sought linkages with the FE colleges. Some EET tutors said that lecturers in local Institutes of Technology maintained relationships with them to keep them informed of potential progression opportunities for their students within the higher education sector. IADT in Dun Laoghaire, for example, regularly briefs EET tutors in adjacent FE colleges on progression opportunities with its 4-year degree course in Entrepreneurship and Management (Level 8).

There was a variation in the extent to which EET tutors maintained linkages with enterprise support agencies. Through long-standing personal contacts, some EET tutors were able to arrange for guest speakers from the local LEO to speak to their students on the services they provided to entrepreneurs. In one case, the LEO arranged for mentors to be provided to the EET learners but as this mentor support was provided during February/March, just at the learners were beginning to focus on their end-of-year exams, the benefit of the mentors' input was dissipated. The tutor now recognises in hindsight that for the learners to truly benefit from the mentors' business experience, the inputs should ideally be spread throughout the academic year rather than be concentrated over a short period of time. In another example of good FE College-LEO linkages, one Munster-based college said that a representative from the local LEO had participated on a judges' panel for an internal Dragon's Den-type competition for learners. One Dublin-based college said that it organised trips for learners on business-oriented programmes to visit a local business incubation centre so that they could see the facilities on offer and the services provided.

These good practice examples have, however, to be contrasted with colleges that had little or no recent contact with enterprise support agencies or with enterprise incubation units.

The colleges were asked via the online survey to indicate the linkages they had with external enterprise organisations and the strength of the linkages. The colleges' response are provided in Table 4.16 below.

Table 4.16: Linkages with external organisations

External stakeholder	No linkage	Some linkage	Strong linkage	Not applicable	No answer
Local Entrepreneurs	-	5	6	-	3
Local Business Chambers	2	2	4	2	4
Local Banking Officials]	4	6	1		3
LEOs/CEBs	-	6	5	-	3
FET/HE institutions	-	4	7	-	3
ETB Training Centres	-	6	2	2	4
Other*	-	2	5	-	-

Note: * includes enterprise centres, Area Partnerships, Erasmus+.

The findings show that many colleges are making progress in forging linkages with key potential partners, but the quality and sustainability of collaboration is not certain.

Summary:

- Many long-standing partnerships are developed at curriculum level as a result of individual links between staff members and employers, businesses and community groups, rather than as a result of a whole-college strategic planning approach. These personal contacts can initiate collaboration but formal institutionalised links are needed to sustain collaboration by sharing resources to build up a common ecosystem;

- Most linkages involve local employers or community groups rather than regional or national businesses or representative organisations;

- The challenge of finding the resources (financial and manpower) to support these vital linkages is an ongoing concern for colleges.

4.11 Evaluation of entrepreneurship education provision

What the literature says on entrepreneurship education and training evaluation

Best EET practice studies indicate that, to ensure that entrepreneurship education programmes are reaching their full potential, they should be regularly monitored and evaluated. However, as the literature review confirmed, whilst there is now intense interest in the promotion of entrepreneurship education, specific EET evaluation frameworks and associated indicators remain "in their infancy".

Entrepreneurship is a broad and multi-faceted competence requiring innovative methods of assessment. It is not enough to count participants and

poll their level of satisfaction; proper monitoring and evaluation must measure changes in participants' motivation and in the level of competence in the skills gained through the entrepreneurship education activities. The literature reports that entrepreneurial skills and knowledge, and particularly attitudes and motivation, are still poorly assessed.

Evaluations in general are beset by causality challenges — can the line between cause or inputs and effect or outcomes be firmly established? Evaluation of EET is particularly difficult because of the (usually significant) time-lag between cause and effect. The fact that the goals of EET combine both intangible ('entrepreneurial mind-sets') and tangible ('new venture start-ups') outcomes further compounds the evaluation challenge.

To craft a meaningful evaluation framework for an EET programme it is first necessary to clearly express the objectives of the programme. These may include:

- social inclusion and active citizenship;

- employability — greater confidence to work independently or to operate in an organisational environment;

- social entrepreneurship;

- venture creation.

The impact of entrepreneurship education programmes can be viewed along four dimensions:

- Impact on entrepreneurship competence

  - The acquisition of key (or core) skills: these may relate to literacy, numeracy, communications, ICT and problem solving. They represent the fundamental requirements for operating effectively in a working environment, and for career planning and the process of identifying and accessing appropriate work opportunities;

  - The development of personal and social skills: a whole raft of skill areas or personal attributes may be subsumed within this category, including: team working; self-confidence; self-awareness; risk taking; problem solving; creativity; and the desire to innovate;

  - Skills relating to business start-up or financial literacy, such as drafting business plans, marketing, financial management, sales, and human resource management. Participants often undertake an exercise in setting up and running their own company. In some programmes, the inclusion of a financial element enables participants to develop the ability to plan personal and family budgets.

- Impact on the intentions towards entrepreneurship:

    • No uniform approach to defining and measuring entrepreneurial intent has yet emerged. The term is used loosely to cover a range of related but different concepts such as career orientation, vocational aspirations, nascent entrepreneurs, outlook on self-employment and the desire to own a business Work on the development of indexes such as the IPE-GESt may allow the tracking of students' entrepreneurial intentions.

- Impact on the individual's employability:

    • The indicator will test for enhanced employability of EET alumni by monitoring what proportion achieve paid employment.

Objectives of the EET course as perceived by Tutors

To carry out a meaningful evaluation of an EET programme its objectives must first be ascertained.

Table 4.17 lists the questionnaire responses regarding the three generic EET objectives, with "*Learning to become entrepreneurial*" representing the 'broad' EET philosophy, while "*Learning to understand entrepreneurship*" and "*Learning to be an entrepreneur*" reflect the 'narrow' EET goals.

Table 4.17: Perceived potential of EET component to deliver on the three different aims of entrepreneurship education and training

Module	EET aim	High potential	Moderate potential	Low potential
Entrepreneurial Skills Level 5	Learning to become entrepreneurial	5	3	1
	Learning to understand entrepreneurship	7	1	-
	Learning to be an entrepreneur	1	7	-
Start Your Own Business Level 5	Learning to become entrepreneurial	1	4	1
	Learning to understand entrepreneurship	2	3	1
	Learning to be an entrepreneur	1	3	2
Entrepreneurship Level 6	Learning to become entrepreneurial	3	1	-
	Learning to understand entrepreneurship	3	1	-
	Learning to be an entrepreneur	3	1	-

In general, the questionnaire responses indicate that a good proportion of Entrepreneurial Skills Level 5 and Entrepreneurship level 6 tutors saw high potential for their modules in terms of "learning to become entrepreneurial" (fostering an entrepreneurial mind-set) whereas fewer Start your own Business tutors marked their courses highly apropos this objective.

The Entrepreneurial Skills Level 5 response was noteworthy in the emphasis placed on "*learning to understand entrepreneurship*" vis-à-vis a much more muted interest in "*learning to be an entrepreneur*".

The Entrepreneurship level 6 course indicated equally strong commitment to both these objectives.

Surprisingly, given the course title, only one out of the six Start your own Business tutors saw a high potential for "learning to be an entrepreneur".

4.12   Formal tracking of graduates

Due to resource constraints, tracking of EET graduates within the FE colleges falls into the informal rather than the formal category. The colleges say that they often have to rely on graduation ceremonies to obtain information on the status of the graduates who finished in the previous academic year i.e. progressed to further or higher education, found employment or are setting up a business. However, the principals recognise that graduation ceremonies are an imperfect source of information as not every graduate attends and it only provides a single, point-in-time snapshot of where graduates are in their career path.

In some colleges, individual tutors are able to track their students through social media e.g. Facebook, LinkedIn, etc., but this is very much done on an ad-hoc basis. Tutors often maintain their linkages with former students as these may assist with placements of future students or to invite them back to give a "real life" perspective to current learners.

For their part, past students may also keep their former tutors informed of their current status but this too tends to happen sporadically.

College principals say they ideally would like to have a formal tracking system in place that would allow them to monitor their graduates' progression paths. They believe that feed-back from former learners could be helpful in planning course provision.

Some FE colleges have considered the idea of developing an alumni association but are cognisant of the prohibitive cost of developing — and maintaining — a database of graduates. They instanced the difficulties of obtaining and keeping up-to-date even rudimentary contact details of their students (e.g. postal and email addresses).

The colleges point out that they contribute data to the FARR database which they say could provide a basis for the tracking of their graduates.

The colleges were asked via the online survey to specify how, in the absence of a formal tracking system, success in entrepreneurship education provision could be satisfactorily measured.

There was a good response to this question exhibiting a diverse range of ideas on evaluation methodology:

- Feedback (from students)

- Robustness of business plans;

- By pass and retention levels

- If, at the end of the academic year students demonstrate Entrepreneurial skills or plans to start a business then that is evidence of some success. But a tracking system is desirable in longer term

- Graduate Questionnaire re progression

- That is a difficult one as we rely a lot on graduate contact and informal contacts. perhaps when the PLSS system is a learner system that will improve.

- Possibly by organising networking events and competitions for graduates which keep linking students to the college

- Students can stay in touch in a passive manner using LinkedIn.com links with the instructors.

- Follow up with learners at certain points post training, e.g. 3 months, 6 months, 1 year etc.

- Very difficult to measure. Many students set up their own businesses, but this may be 2/5 years after completing courses. Maybe surveys of past students 2/5 years after completing courses.

- It cannot, it becomes anecdotal evidence

- Employment (including Self-Employment, Business Start-Ups)

- In the amount of business trading 1 year after finishing.

Tutors' feedback from both interviews and from the questionnaire reveals a variety of views and commitment in terms of:

- the limits to the longitudinal reach of tracking,

- how the tracking should be administered,

- who should administer it.

At one end of the spectrum tutors regard the students' completion of the EET course (and, where applicable, the achievement of a certificate) as satisfactory evidence of EET impact. Further over in the spectrum there is mention of eliciting students' "plans to start a business" but there doesn't appear to be any formal system in place to measure and register this entrepreneurship intentionality.

Others take a longer perspective when discussing evaluation, and emphasise the need to evaluate outcome and impact in terms of employment and business start-ups. They highlight the need for a formal tracking system but point out issues around resources and database technicalities (need for one central FET sector database; the use of PPS numbers; etc.).

4.13 Key success factors in the provision of entrepreneurship education and training

The FE colleges that responded to the online survey were asked to rate their institution with regard to the key success factors that are known to underpin the provision of quality entrepreneurship education and training (see Section 2.5 above for a description of factors that Irish and international research has indicated as being important for successful EET provision).

The colleges rated themselves highly in terms of top management commitment to entrepreneurship education and training provision.

Eleven of the respondents gave a strong rating — seven very strongly — in relation to top management leadership and support to entrepreneurship education and training. However, respondents rated their colleges as very weak or moderately weak having adequate funding to resource quality EET provision.

The majority of respondents voted their college as average with respect to the availability of qualified entrepreneurship education and training teachers. A slight majority of respondents gave their institutions a weak rating on the availability and effectiveness of continuing support resources for EET teachers. However, a majority of respondents strongly rated their colleges in terms of the commitment of their EET teachers to champion the diffusion of entrepreneurship.

Table 4.18: Respondents' rating of their college in relation to success factors that are known to contribute to quality EET provision

Statement	Very weak	Mod-erately weak	Average	Mod-erately strong	Very strong
Leadership and support for EET from college top management	0	0	2	4	7
Adequate funding to resource quality EET provision in terms of programmes, staff and facilities	2	5	4	1	2
Availability of qualified EET teachers	1	2	5	2	4
Availability and effectiveness of continuing support resources for EET Teachers (FESS, peer networks, etc.)	0	7	1	5	1
Commitment of EET teachers to champion entre-preneurship diffusion	1	4	1	3	5
Strong learner demand for EET components	2	2	4	4	2
Match of acquired EET learner skills to the require-ments of the business world	1	1	5	4	2
Progression paths within the FE and HE sectors for EET learners	0	1	4	7	1
Strong support of enterprise sector (Enterprise Agencies, local Entrepreneurs, etc.)	1	0	7	4	2

The ratings for strong learner demand for EET components were more muted though there were stronger ratings for the colleges' record in matching the EET skills of their leaners with the requirements of the business sector.

The colleges gave themselves strong ratings for progression paths within the FE and HE sectors for EET leaners.

Finally, half of the respondents rated their college as "average" in terms of strong support from the enterprise sector e.g. Local Enterprise Offices, entrepreneurs.

Chapter 5

EET provision in ETB Centres

Main findings/issues

- Some of the Training Centres have a long track record in providing Start Your Own Business (SYOB) courses.

- The learner profile is dominated by DSP/Intreo referrals.

- The Centres' EET courses could represent an excellent resource for FE Colleges that want to augment specific vocational courses (e.g. woodwork) with a focused SYOB component and don't offer this component in-house themselves. There may be potential for reciprocal lessons for the Centres' learners arising from the Colleges' experience in teaching broader Entrepreneurship Skills.

- Given the older profile of SYOB learners within the Training Centres compared with learners in the FE colleges, it is not too surprising that they do not put as great an emphasis on obtaining certification. This cohort of learners is more interested in getting practical information and skills to get their businesses up and running.

- The majority of Centre tutors are contracted external instructors who have extensive experience of running their own enterprises.

- The external linkages that the Training Centres employ in relation to their SYOB provision are largely the contacts that their tutors have developed with enterprise-related organisations such as the LEOs, Micro-Finance Ireland, chambers of commerce and the commercial banks.

5.1   Introduction

The chapter looks at the provision of entrepreneurship education and training within ETB Training Centres (formerly known as FÁS Training Centres). An overview of EET provision in other ETB centres is given in Section 5.4 below.

There are 16 ETB Training Centres and all were canvassed for their involvement in entrepreneurship education and training with particular focus on identifying best practice examples.

Some of the Training Centres e.g. Loughlinstown, have a long track record in providing Start Your Own Business (SYOB) courses, going back to the early FÁS

days. The majority of Training Centres provide SYOB courses on an evening course basis though one Centre provides entrepreneurship education and training both as a day and as an evening course.

As part of their research programme, TMA conducted face-to-face and telephone interviews with a number of Training Centre managers and tutors (all but one of whom were external contractors) on a range of issues such as type of EET provision, learner profile and certification. The interviews revealed that the vast majority of learners attending evening SYOB courses were referred by the Department of Social Protection/Intreo.

To gather standardised data on EET provision within the ETB Training Centres sector, TMA developed an online questionnaire which we piloted in two Centres. The feed-back from the pilot highlighted difficulties with the availability of data on SYOB learners with the result that the eventual questionnaire for the Training Centres was substantially shorter compared to that for the FE colleges.

The relevant managers in all of the Training Centres were then invited to participate in the survey and following an intensive follow-up process completed responses were received from all 16 Training Centres (a copy of the questionnaire is included in Appendix HA2).

Two of the 16 Training Centres said they did not provide entrepreneurship education and training courses, with one stating that learners were referred to the Local Enterprise Office for SYOB courses.

This chapter presents an analysis of the online survey findings together with the findings from the interviews with Training Centre managers and tutors.

5.2 EET Enrolment: Demand/Marketing/Promotion

The cohort of Training Centre learners availing of EET modules is only a small percentage of the total enrolment figure for the Centres and this is reflected in the survey responses (see Table 5.1 below).

Table 5.1: ETB Training Centre numbers involved in EET–enrolment, completions and certification

Category	Enrolments and outcomes	2014	2015	2016
Centres Daytime				
	Total Enrolments		18,562	
	EET Enrolments	83	74	66
	EET Starters		74	
	EET Completers		16	
	EET Certified		0	
Centres Evening				
	Total Enrolments		8,328	
	EET Enrolments	493	722	703
	EET Starters		648	
	EET Completers		473	
	EET Certified		188	
Grand Total				
Day & Evening	Total enrolments		26,890	
	EET Enrolments	576	796	769

The table shows that, out of the 26,890 total enrolment (including both Daytime and Evening courses) across the 14 responding ETB centres in 2015, only 796* (3%) of these learners enrolled on EET modules (* 74 Daytime + 722 Evening).

The low percentage is down to the low daytime participation in EET. If we consider only Evening learners, then the EET percentage is a much healthier 9%.

Forecasted future demand for EET courses
The low overall EET enrolment percentage prompted the question: is the trend upward or downward? The survey asked respondents for their forecasts of future demand for EET courses. Table 4.2 shows their predictions.

Table 4.2: Forecasted future demand for EET courses

	Evening	Daytime
Increase	1	2
Stable	4	1
Decrease	4	1
Don't Know	3	
No Answer	2	10

The forecasts for Evening EET modules were evenly spread between stable and decreasing; only one of the twelve respondents felt that demand would increase.

The demand for daytime EET courses has historically been weak. Only two respondents saw it increasing. One of the Training Centres that offers a daytime course is Tallaght. The management of the centre is currently piloting a new approach: this involves running the course in two parts. The first part is exploration of the idea which last for 5 weeks. Pending the outcome of this, the client can then progress to the next part of the course. The course is on a part-time basis which seems to suit the client.

The main reason adduced for the overall stagnation in demand is the improving jobs market — Centre learners had, in the main, been DSP referrals and, now, employment opportunities were again providing a regular career pathway.

How can the numbers taking EET modules be increased?
One suggestion to increase enrolment is that the EET programmes should be marketed more vigorously. The TMA team experienced difficulties in identifying what if any SYOB courses were being offered by some training centres. The content and timeliness of promotional information on EET provision varied significantly across Centres. The interviewed centre staff and trainers acknowledged this deficit in EET promotion and suggested how their SYOB courses could be better promoted and to a wider target group.

Two issues were key:

- What should the target market be?

- Who is responsible for the promotion — the ETB, the individual Centre, or both?

Target market
Responses show that, currently, the overwhelming percentage of both daytime and evening EET learners are DSP/Intreo referrals. Thus, the first challenge for marketing is to induce a larger flow of (suitable) DSP/Intreo candidates.

But the marketing effort shouldn't stop here. The largest pool of potential entrepreneurs is manifestly people in work who conceive an idea to start their own business. Many members of this main cohort would be interested in access to a focused EET programme. They should be targeted by the Centres and encouraged to embark on an evening EET module.

Anecdotal evidence suggests that such candidates automatically perceive LEOs as the first port of call, but the Centres may offer a more appropriate level of EET for many of these aspirant entrepreneurs.

Likewise Centres' EET courses could represent an excellent resource for FE Colleges that want to augment specific vocational courses with a focused EET component and don't run this component in-house themselves.

Who is responsible for the promotion?
The task of promoting EET can be shared across the ETBs, local groups of allied Centres (e.g. Loughlinstown, Baldoyle and Tallaght) and the individual

Centre. All these different players bring their own strengths and contacts to the promotion task. Local Centres will know the personal contacts and appropriate marketing platforms to get the EET message out. The ETBs will have the extra weight and influence to leverage regional and national media platforms.

A second promising avenue to boost the EET enrolment in Centres is to re-examine their curriculum and look at ways of providing an EET module as a supplementary component in more of their existing vocational courses. Currently EET is being offered as a stand-alone module in most Centres. This obviously suits those candidates who already have developed a clear business idea and are anxious to directly acquire the core entrepreneurial knowledge and skills to progress its development; but learners on other vocational courses in the Centres could also benefit greatly from a supplementary EET component to spark and steer latent entrepreneurial ambition. There may be lessons for the Centres arising from the Colleges' experience in teaching Entrepreneurship Skills.

Entry Requirements and Length of EET Modules
Fee paying clients apply directly to the Training Centre delivering the course while non-fee paying clients (unemployed persons) apply through their local DSP/Intreo Office.

Entry Requirements vary but, in general, applicants must have reached the current statutory school leaving age and have achieved a minimum of a FETAC Level 4 Major Award or its equivalent. Good numerical and communication skills are required.

While entry requirements are flexible, the normal procedure is for the EET staff (programme manager and trainer) to hold an interview with the applicants to determine their suitability for the module. Some candidates may not be clear on the module objectives and syllabus, and these are explained in detail at the interview. Mismatches will hopefully be sorted at this stage.

The duration of the modules can vary but, typically, the daytime EET modules are provided in 15 week cycles, 5 days per week, with 3 programme cycles per year, while evening EET modules are of shorter length (10 weeks duration, with 2 three-hour sessions per week) and, again, with 3 cycles per year.

Certification of EET courses
Survey responses confirm the desk-research finding that EET courses provided by the ETB Centres are predominantly non-certified. Table 4.1 shows that, of the 796 EET enrolments, only 188 (24%) obtained certificates.

Overall, trainers' feedback on the value of certification indicated a degree of ambivalence Critics acknowledged that certification helped to maintain a consistent standard in EET but felt that it was restricting their scope in getting across to learners the core essence of entrepreneurship: by attending to all the specifications of the course descriptors they had insufficient time left over to give the learners a proper insight into important 'life experience' aspects

of entrepreneurship. While acknowledging that bankers and other funders of start-ups may seek comfort from evidence of certification, most felt that the disadvantages of overly theoretical content and overly bureaucratic assessment procedures outweighed this consideration. They were also swayed by their perception that the majority of learners wanted to home in on the practical knowledge and skills and were not concerned about certification.

5.3   Trainer Qualifications

The literature emphasises that, at bottom, the success of EET is down to the performance of the Trainer. This brings Trainer's qualifications under the spotlight.

In the general case of an FET tutor who teaches a subject that includes an EET module, qualifications can refer to three knowledge bases:

i.   knowledge of the core course content;

ii.   knowledge of entrepreneurship;

iii. pedagogical training (knowledge of appropriate instruction strategies including the special repertoire required to deliver EET).

Since most Centre trainers teach EET as a stand-alone module, bases (i) and (ii) merge. But the pedagogical qualification is a key consideration given the emphasis placed on the 'experiential' nature of EET training.

At the two extreme ends of the qualifications continuum one has:

■   a newly-qualified graduate with a postgraduate certificate in education who has no 'real-world' experience of business;

■   an expert in entrepreneurship (one who has set up and run his own business) who has received no formal entrepreneurship theory or pedagogical training.

Both these scenarios have their obvious challenges:

■   In the case of the new graduate trainer, he has the formidable challenge of engaging the attention of the class (many of whom will already have experienced business life) because of his own transparent lack of business experience. And, as veteran entrepreneurs are wont to point out, "*there are a lot of tricks in business that you don't get in textbooks*";

■   In the case of the expert entrepreneur, 'personal war stories' alone won't suffice; such experts often lack an overall reflective grasp of the field of entrepreneurship, and are not necessarily attuned to how learners think about the subject and acquire the knowledge, skills and attitudes.

The interviews and survey responses indicate that most Centre trainers have lengthy personal experience of business (many have started up and run their own business) and, in addition, have acquired a Train-the-Trainer qualification. But not all trainers will have undergone a formal third-level education in a business studies area, including the theoretical role of entrepreneurship.

This is reflected in respondents' views on what constitutes suitable qualifications as elicited by the survey, see Table 5.3.

Table 5.3:   Suitable qualifications for tutors

	Business degree	Worked in business	Run their own business	Teacher or Train the Trainer qualification
Evening				
Very	3	11	9	10
Moderately	8	1	2	2
Not Important	1	-	1	-
No Answer	2	2	2	2
Daytime				
Very	3	11	8	10
Moderately	8	1	2	2
Not Important	1	-	1	-
No Answer	2	2	3	2

While Experience of having worked in business, Experience of running a business, and Holding a Teaching Qualification or Train the Trainer qualification, were all judged to be very important, Holding a business degree was regarded as moderately important.

Pedagogical Strategies
The literature indicates that action-oriented, experiential learning is known to be the appropriate approach to EET.

Table 5.4 shows the importance responding trainers attached to key pedagogical strategies around this approach.

Table 5.4:   Importance attached to pedagogic strategies

Approach	Very important	Moderately important	Not important	No Answer
Action-oriented, experiential learning	6	8	-	-
Self-directed learning, with Instructor acting as facilitator	9	5	-	-
Opportunity spotting, enterprise idea generation]	8	6	-	-
'Dragons Den' pitches	2	1	8	3
Development of detailed realistic business plans	14	-	-	-
Development of teamwork skills	7	4	1	2
FET version of the Student Enterprise Awards	2	7	3	2

As expected, the provision of self-directed, action-oriented, experiential learning scored well as the key element in the pedagogical repertoire; this would include tutors acting as facilitators. Idea generation and opportunity spotting was seen as a key skill to impart to the learners. Inculcation of teamwork skills was also highly scored. Fewer trainers saw merit in organising 'Dragons Den' pitches, and a dedicated Student Enterprise Competition for the FET sector was given only a moderate score. However, all trainers regarded the development of a realistic business plan as a central plank in their EET provision.

Use of External Linkages to supplement the trainer's core expertise
Entrepreneurship research shows that EET teachers and colleges are part of a greater 'Entrepreneurship Education Ecosystem'. This ecosystem includes the local and regional communities, local businesses and business associations and chambers, local entrepreneurs including alumni, financial organisations, enterprise support organisations, professional bodies, etc. Building formal relationships and sustaining engagement with these partners and collaborators is a key success factor in an EET programme. Two recent Irish publications—QQI (2014), A Strategic Approach to Employer Engagement and IBEC (2015), Entrepreneurial Education —described the two-way value of such relationships.

Table 5.5 presents respondents' feedback on the strength of linkages they forged with their main local enterprise supports.

Table 5.5:   Linkages

Linkages	Strong	Some	None	No Answer
Linkage with Local Business Chambers	3	9	1	1
Linkage with Local Banking/Financial Institution Officials	2	5	4	3
Linkage with Local Enterprise Offices (County Enterprise Boards)	7	5		2
Linkages with FE/HE colleges	2	6	3	3
Linkages with other ETB Training Centres	2	3	4	5
Other linkages*	2		1	11

Local Enterprise Offices (LEOs) were revealed as a key external support. Local Business Chambers were also an important resource. Some tutors liaised with the enterprise support officers of local banks.

There was some interest in linkages with FE Colleges but surprisingly little formal linkages with other ETB Centres. This may have been due to a degree of rivalry generated by the shrinking EET market. In the case of evening courses the fact that trainers are contracted may also explain a lack of inter-Centre networking.

Linkage with the SOLAS eCollege is a potential linkage that was not availed of by trainers. This is a very valuable resource and Jobseeker's in receipt of

Jobseeker's Allowance, Jobseeker's Benefit, Disability Allowance or One Parent Family Allowance are eligible for free access.

Some respondents commented that they found the LEOs to be reticent about getting involved in the EET work of the Centres; they put this down to the fact that the LEOs seemed under-staffed and over-stretched and had to confine their services to 'more advanced' (nearer-market) EET candidates.

Continuing Professional Development (CPD)
Given the relatively recent introduction of EET in the FE curriculum and the absence of initial training in entrepreneurship education, continuing professional development of EET trainers has a critical role to play in the quality of their provision, mirroring the situation in the FE Colleges.

Table 5.6 indicates respondents' access to CPD opportunities.

Table 5.6:   Access to CPD opportunities

	Yes	No	Don't Know	Not rel-evant	No answer
In-house CPD provision relevant to SYOB/ET Instructors]		6	2	2	4
External certified upskilling course(s) in SYOB/ET training	2	3	4	1	4
Interaction with the Further Education Support Service (FESS)	2	3	3	1	5
Informal networking with Entrepreneurship tutors in other FET institutions	8	1	1	1	3
Informal networking with Entrepreneurship lecturers in HE institutions	2	4	2	1	5
Other*	2	1			11

There was little evidence of in-house or external provision of formal EET-related CPD. The major resource for Continuing Professional Development (CPD) was revealed to be informal networking with EET trainers in other FET institutions. The 'Don't Know' scores reflect the lack of formalisation around the issue of CPD. The fact that ETB Centres use contract trainers for their Evening courses rather than directly employed staff may explain this lack of clarity; the onus for CPD may be left up to the individual trainers. Management did point out that trainer contracts were recycled frequently and the qualifications of their applicants were closely vetted in terms of quality and contemporaneity.

Successful outcome
When asked what, in their opinion, constitutes a successful EET outcome, some respondents took a short-term perspective and pointed to the immediate outcomes listed in the course objectives (QQI descriptors in the case of QQI certified courses) as the benchmark for success. They believed that the achievement of these outcomes would enable learners to go forward with their idea, or alternatively, know that they shouldn't go forward—trainers pointed out that the competence to recognise an infeasible idea is equally as important as the ability to recognise 'winners'; also, learning that the life of

an entrepreneur is not for them is a very successful outcome for learners, and avoids wasted time and finance. These learners can still deploy their EET skills and entrepreneurial competence in their employment roles.

Other respondents saw the long-term perspective as well. While crediting the immediate '*training outcomes*' as evidence of learner impact, they recognised the need to evaluate the longer-term 'economic impacts', be that a superior outcome in terms of employment, self-employment or start-ups. It was pointed out by some trainers that start-ups include social economy initiatives which can be just as valuable to the local community.

A significant strike rate of start-ups vis à vis control groups would be a very robust indicator of the success of the EET programme. To confirm this EET dividend would require a formal longitudinal tracking system.

Formal Tracking System

Table 5.7 indicates that roughly half of respondents reported having a formal tracking system.

Table 5.7:   Tracking of Training Centres EET graduates

Does your institution operate a formal learner tracking system?	Number
Yes	6
No	4
Not currently, but under consideration	2
No answer	2

However, interviews with Centre managers and trainers revealed that, where 'formal systems' existed, they only monitored the immediate next destination of the learner. In the main, tracking was informal—a matter of enthusiastic staff maintaining an informal grapevine by issuing 'keep in touch' invitations to parting learners. Staff reported that they were still in contact with graduates, particularly those who were pursuing start-ups and who needed advice and contacts.

Some respondents were looking to the new FARR database as a potential tracking instrument. Others mentioned the Programme Learner Support Service (PLSS) and its learner database which was due to come on stream in 2017 (see Appendix I for details of developments in relation to the PLSS).

Evaluation in the absence of long-term tracking

Respondents do not expect to witness many start-ups at this initial stage in the learners' education and training. Several respondents did however report instances of learners working on 'near-market' projects and of solid start-up 'intentions'. They adverted to the potential of 'soft' evaluation indexes such as entrepreneurship intentionality; one respondent cited the GEM Report's approach where it registers respondents 'intention to start a business in the next three years'.

Key Success Factors

As mentioned above, availability of qualified EET trainers is a key success factor and, as shown in Table 5.8, survey respondents emphasised that having suitably qualified and committed trainers was the 'magic ingredient'. Interviews with Centre managers and trainers revealed that trainers possessed an in-depth experience of 'real world' business practices and challenges together with a passion for imparting the lessons learnt to EET learners.

Table 5.8:   Key success factors

Success factor?	Very Strong	Moder- ate Strong	Average	Moder- ate Weak	Very Weak	No Answer
Leadership and Support for SYOB/ET from top management	2	5	5			2
Adequate funding to resource quality SYOB/ ET provision in terms of programmes, staff and facilities	1	3	4	3		3
Availability of qualified SYOB/ET Instructors	3	3	3	2	1	2
Availability and effectiveness of CPD resources for SYOB/ET Instructors (peer networks, etc.)	1	1	4	4	4	
Strong support from external Enterprise Sector (local Enterprise Agencies, local Entrepreneurs, etc.)	2	2	5	1		4

The Table also shows that respondents also identified top management Leadership and Support for EET to be a key success factor. In large measure this translated into management's willingness to provide sufficient resources (staff, facilities, finance for external 'experiential' trips) to deliver proper EET tuition; but it also reflected the need for management to generate a pervasive entrepreneurial spirit as part of the Centre's ethos to inspire both current learners and future applicants.

Table 5.9:   Suggestions to improve EET provision

Improving EET provision?	Very impor- tant	Mod- erately impor- tant	Not impor- tant	N/A	No Answer
Bolster the SYOB/ET course by increasing its duration	2	4	4	1	3
Bolster the SYOB/ET course by offering complemen- tary module(s)	7	1	2	1	3
Increase the supply of SYOB/ET Instructors	5	4	–	1	4
Stronger partnerships with Local Enterprise Agencies	9	3	–	–	2
Launch of a dedicated national FET sector entrepre- neurship awards competition (e.g. like the Student Enterprise Awards)	4	4	3	–	3
Other suggestions	1	–	1	–	12

The most important potential improvement identified was the establishment

of stronger partnerships with local Enterprise Agencies. Respondents described how existing arrangements stemmed from informal contacts between individual staff members and officers from local agencies; these contacts need to be set on a formal basis between the institution and the agencies.

The provision of complementary modules (e.g. marketing; IT; accountancy) was identified as a very important consideration by over half of the respondents. This reflects the fact that most Centre learners are taking EET as a stand-alone module.

Increasing the supply of experienced and properly trained EET trainers was also seen as a key improvement strategy.

Respondents' conceptions of Best Practice EET
Respondents covered a range of factors in their enumeration of what constitutes best practice in EET. These factors clustered around trainer quality, course content and effective linkage with external knowledge resources:

- Quality of trainers

- Trainer acting as facilitator

- Realistic trainer/learner ratio

- Quality expert guest speakers

- Good facilities

- Clearly stated EET objectives

- Structured, yet flexible syllabus

- Integrated EET modules

- EET to reflect current national economic climate and sectoral strengths

- Emphasis on business strategy

- Emphasis on critical thinking

- Emphasis on finance

- Strong IT skills content

Specific Best Practice in Respondent's Institution
When asked to point to evidence of Best Practice in their own institutions respondents listed features including:

- In-depth business experience of trainers

- Focused learner-centred interaction with trainers

- Strong team-building experience

- Learners can learn from each other

- Learners get to assess their business ideas

- Learners get to assess their own entrepreneurial abilities

- Linkages to Institutes of Technology

- Informal reporting on learner progress

- End-of-course learner feedback

It is noticeable that there is no mention of actual start-ups, reflecting the view that few learners are likely to be ready to launch a business at this stage in their training. They will have had the opportunity to subject the viability of their business idea to the robust scrutiny of the trainer and their peers, and to embark on initial marketing exploration; but sourcing funding, arranging premises and prototyping are among the stiff challenges that still lie ahead.

Provision of mentoring/Incubator facilities

International best practice EET institutions afford the nascent entrepreneurs extended support along this initial journey by providing mentoring and incubator space to learners and to graduates. Responses in Table 4.10 shows that this extended support remains largely undeveloped in the Irish FET sector.

Table 5.10: Provision by training centres of extended supports

Extended resources	EET learners (currently on a course)	EET graduates
Mentoring, incubator facilities	2	1

In the case of current learners two respondents reported the provision of mentoring resources; in one case this meant availing of facilities in the local Institute of Technology. Only one respondent reported offering mentoring to graduates.

5.4   EET provision in other ETB centres

This sub-section provides an overview of entrepreneurship education and training provision that is delivered by ETB centres apart from the Training Centres. These include centres providing VTOS and Youthreach programmes.

An example of ETB provision outside of the Training Centres is the two year Start Your Own Business course offered by Kilmacthomas Adult Education Centre, which is under the aegis of Waterford Wexford ETB. This VTOS course leads to QQI Level 5 certification in Business Studies (QQI Award M2102). It involves 12 hours of tuition a week with the remaining 18 hours being spent on relevant activities.

In 2015, 21 learners graduated from the programme of which 10 were female. Just under half of the graduates set up their own business, a further 9% found a job and 14% went on to third level.

Other EET initiatives delivered through ETB centres include Laois Offaly ETB's *Youth Entrepreneurship Start Project* which aims to promote and develop youth enterprise awareness and education for 12-18+ year olds in Co. Offaly. It is a collaborative project under the Local Community Development Committee, led by LOETB and Offaly County Council. The project primarily focuses on the delivery of the Foróige NFTE (Network for Teaching Entrepreneurship) training programme, to target disadvantaged youth groups in Offaly, with the support of the local business community. To date, the programme has targeted a total of 39 young people, 21 of which are participants of LOETB Youthreach centres.

Chapter 6

EET provision by other FET providers

<table>
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Main findings/issues

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- The FET providers of entrepreneurship education and training covered in this chapter offer a very wide range of programmes to an equally wide range of learners that are funded by a myriad of public and private sources

- The largest single provider of entrepreneurship education and training within the FET sector is the LEO network which in 2015 provided Start Your Own Business courses to 3,500 learners

- Elements of good practice include the Ignite project from the Entrepreneurs Academy which provides 1:1 coaching supports to learners both during and after the training course by mentors with business experience as well as a focus on evaluation and the tracking of graduates

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6.1 Introduction

This section examines best practice in the provision of entrepreneurship education and training by FET providers that are not ETB FE Colleges or training centres.

The providers of EET programmes covered in this section are quite disparate and funding for this provision comes from a number of sources (ETBs, SOLAS, the Department of Education and Skills and Department of Jobs, Enterprise and Innovation).

TMA carried out a review of documentation and statistics, and along with SOLAS conducted face-to-face and telephone interviews with a cross-section of these FET providers. We approached bodies responsible for funding entrepreneurship education in this sector such as Skillnets and Enterprise Ireland for data on entrepreneurship education and training provision in relation to the Skillnets network and the network of Local Enterprise Offices

(LEOs) respectively. SOLAS provided data on EET provision via the Momentum Programme.

We also prepared a best practice case study of the Waterford Collaborative Enterprise Network, comprising local FET providers, enterprise development agencies and other stakeholders, to illustrate the benefits that can accrue to a co-ordinated approach to the delivery of entrepreneurship education and training solutions at a local level. A similar collaborative approach can be found in the Mid-West region where Innovate Limerick, a public-private partnership company, established by Limerick City and County Council seeks to drive innovation and to act as the delivery mechanism for the projects outlined in the *Limerick 2030 Plan*, the *Limerick Regeneration Implementation Plans* and others. It comprises key stakeholders in the public and private sectors including Limerick Clare ETB, Enterprise Ireland, University of Limerick and Limerick Institute of Technology that are focused on developing Limerick's business eco-system through the implementation of a range of innovation and business support projects.

This category of EET providers accounts for the largest number of EET learners (4,000+ annually) and is similar to the provision in the ETB Training Centres, in that the focus of provision is mainly on entrepreneurship training. Though the provision is predominantly in the form of Start Your Own Business courses it also includes social entrepreneurship skills development and EET courses aimed at women and youth.

The largest EET provider described in this Chapter is the LEO network which provides Start Your Own Business (SYOB) training courses to over 3,500 learners annually. The LEOs are under the aegis of county councils and receive their funding from the Department of Jobs, Enterprise and Innovation through Enterprise Ireland.

The profile of learners is equally mixed; on one hand, there are courses aimed at the youth sector while on the other hand there are programmes for mature unemployed people to investigate entrepreneurship opportunities.

6.2   Local Enterprise Offices

Established in 2014, the network of 31 Local Enterprise Offices (LEOs) replaced the previous City/County Enterprise Board structure. The LEOs differ from the predecessors in that they are no longer a stand-alone autonomous organisation but are situated within local authorities. Their funding, however, is provided by the Department of Jobs, Enterprise and Innovation through Enterprise Ireland.

Under the Service Level Agreement between Enterprise Ireland and each Local Authority, the LEOs provide services under four headings:

- Business Information and Advisory Services;

- Enterprise Support Services;

- Entrepreneurship Support Services;

- Local Enterprise Development Services.

The LEOs aim to provide services to people interested in starting up a new business or already in business including; entrepreneurs, early stage promoters, start-ups and small businesses seeking to expand.

The Local Enterprise Offices are empowered, depending on eligibility, to provide financial supports to micro-enterprises i.e. enterprises employing 10 or less people, in the manufacturing and service sectors.

Importantly from the perspective of this study, the LEO network provides a range of training supports including; Start Your Own Business (SYOB), Managing Your Business e.g. Marketing, Sales, Financial Management, Strategy and Business Planning. Additionally, a stated role of the LEO network is to promote entrepreneurship education in the local community.

The entrepreneurship education and training courses offered by the LEOs are short 10 week courses which they provide themselves or are contracted to third parties. There is no fee for participating on the SYOB courses offered by the LEO network.

In addition to the SYOB training mentoring services may also be provided.

The SYOB programme is typically divided into a number of workshops centred around the following topics:

- First steps in starting a business

- Market research

- Business strategy and introduction to marketing

- Marketing

- Tax and book-keeping

- Financial management

- Business planning.

The SYOB course may also include topics covered by guest speakers such as debt management and sales management. A local entrepreneur may also present a session outlining his or her experiences of setting up a business.

No certification is provided to learners who complete the SYOB training courses offered by the LEO network.

Table 6.1 presents data on SYOB provision by the LEO network for the 2015 calendar year in which a total of 3,388 learners participated.

Table 6.1: Provision of Start Your Own Business training programmes by the network of Local Enterprise Offices in 2015 (by county and by gender of learner)

LEO Name	Female Participants	Male Participants	Total
Carlow	9	11	20
Cavan	80	106	186
Clare	34	27	61
Cork City	6	9	15
Cork North & West	101	95	196
Cork South	35	31	66
Donegal	42	27	69
Dublin City	136	99	235
Dublin Dun Laoghaire/Rathdown	71	56	127
Dublin Fingal	63	49	112
Dublin South	41	67	108
Galway County/City	87	63	150
Kerry	94	96	190
Kildare	30	30	60
Kilkenny	51	28	79
Laois	19	20	39
Leitrim	35	35	70
Limerick	12	19	31
Longford	62	102	164
Louth	84	57	141
Mayo	16	9	25
Meath	37	48	85
Monaghan	36	31	67
Offaly	42	36	78
Roscommon	56	53	109
Sligo	47	33	80
Tipperary	113	126	239
Waterford	22	27	49
Westmeath	116	202	318
Wexford	71	52	123
Wicklow	49	47	96
Grand Total	1697	1691	3388

(Source: Enterprise Ireland)

The table shows that the gender split among learners was evenly balanced though there was a small majority of female participants.

As might be expected, Dublin and surrounding areas accounted for the largest number of SYOB learners in 2015 though LEOs in other countries such as Cavan and Tipperary also had some impressive throughput figures.

Table 6.1 illustrates the age profile of learners on SYOB training courses offered by the LEOs in 2015.

Table 6.2: Age profile of learners on Start Your Own Business training programmes provided by the network of Local Enterprise Offices in 2015

LEO Name	<25	>25	21–30	31–40	41–50	51–60	61–70	Un-known
Carlow		2						18
Cavan	1	6			1			178
Clare	1	4						56
Cork City								15
Cork North & West		15			1	1		179
Cork South		1						65
Donegal				1	2			66
Dublin City		2		1		2		230
Dublin Dun Laoghaire/Rathdown		7		8	2			110
Dublin Fingal				11	2			99
Dublin South		1	14	53	32	6	2	
Galway County/City		1		1				148
Kerry		7	1		6			176
Kildare		1		4	1			54
Kilkenny		5	11	3		1		59
Laois		3						36
Leitrim		3						67
Limerick		2						29
Longford		11		2				151
Louth		6	1	1				133
Mayo								25
Meath		4						81
Monaghan		2			1			64
Offaly		7						71
Roscommon		10						99
Sligo		2		1				77
Tipperary		5	3	6	1			224
Waterford	1	2	2	1	1			42
Westmeath		13	2	1				302
Wexford		2						121
Wicklow		8	6	67	8	2		5
Grand Total	3	132	40	161	58	12	2	2980

(Source: Enterprise Ireland)

Though information on the age profile of SYOB participants is limited, the majority of participants for whom age data were available were in the 30–50 age bracket.

The LEOs also offer short courses on specific topics e.g. digital marketing, using the Revenue Commissioner's ROS system. They also have a course, the Accelerate Management Development Programme, for existing business owners who want to grow their enterprise.

There are regular reviews of the SYOB courses by the LEO network; a review carried out in 2016 has been circulated to the members of the network but has not been published. Data on SYOB learner numbers are submitted annually by the individual LEOs to Enterprise Ireland.

A protocol between Enterprise Ireland and ETBI representing the network of ETBs was signed in 2015 the purpose of which is to provide a structured link between the Local Enterprise Offices and counterpart ETB offices to support the provision of information and guidance measures for enterprise development. The EI-ETBI protocol also covers collaboration and efficiencies in the provision of training programmes, where appropriate. The protocol specifies that at a local level a nominated person in the respective LEO and in the ETB would liaise in relation to queries and sharing of information.

6.3 Skillnets

Skillnets which was established in 1999 and which is funded from the National Training Fund through the Department of Education and Skills, provides funding to groups of companies in the same region/sector, and with similar training needs, through training networks that deliver subsidised training to businesses.

The mission of Skillnets is the promotion and facilitation of work-based training and up-skilling as key elements in sustaining Ireland's national competitiveness. It seeks to address the needs of its two main target groups, employers and unemployed people:

■ Employer needs are addressed through both the preservation and growth of jobs, focusing on skills to maintain businesses and protect jobs as well as the enhancement of new skills to create new jobs. During 2015, Skillnets through its network of 63 individual Skillnets enabled the provision of training to a total of 12,861 businesses (involving a total of 39,740 participating employees). An increase in its funding levels resulted in a total investment of €25.6m in training and development during 2015, with member companies investing €11.7m in their workforce, and Skillnets investing a further €13.9m;

■ The needs of unemployed people are addressed through activation and conversion by focusing on integrated training with employees and dedicated conversion courses and work placement in areas of employment potential. During 2015, the Skillnets network provided training to 6,695 job seekers involving 60,419 training days. There is no charge for Skillnets courses offered to job-seekers.

During 2015, the Skillnets programme delivered 5,337 courses comprising a total of 222,911 training days.

At TMA's request, Skillnets conducted a search of its training provision database for relevant entrepreneurship education and training courses offered by the Skillnets training network during 2015.

Table 6.3 below shows the EET-related courses identified by TMA from the analysis of the Skillnets database in which 281 learners participated, of which 106 were company employees and 175 were job-seekers.

Table 6.3: Number of participants participating in entrepreneurship education and training courses delivered by the Skillnets network in 2015

Course title	Employee participants	Unemployed participants	Total
Entrepreneurship and innovation	106	–	106
Entrepreneurship in Food	–	15	15
Entrepreneurship in Craft	–	14	14
Build an online business	–	146	146
Total	106	175	281

(Source: Skillnets)

It is interesting to note that one of the courses, 'Entrepreneurship and Innovation', was delivered to employees of existing businesses and illustrates that entrepreneurship skills acquisition is equally relevant for existing businesses that wish to grow as it is for an entrepreneur setting up a new venture.

The other three EET-related courses provided by the Skillnets training networks during 2015 were for job-seekers.

Skillnets point out that many entrepreneurs attend regular Skillnets courses giving them management or transversal skills that may be critical to their success, but because such courses are not limited to entrepreneurship they were therefore not included in the list of courses that were extracted from the training database.

6.4 The Momentum Programme/The Entrepreneurs Academy

The Momentum programme was officially launched in December 2012 and its aim is to provide a range of quality, relevant education & training interventions for the long term unemployed. Courses offered under the Momentum programme include a significant work-based element.

The 2nd phase of the Momentum programme was launched in 2014 and aims to provide up to 6,500 education and training places for the long-term

unemployed, designed to tackle the skill shortages identified by the Expert Group on Future Skills Needs.

SOLAS manages the Momentum programme on behalf of the Department of Education and Skills; it is funded by the European Social Fund/European Structural Funds Programme 2014-2020. The SOLAS FET Services Plan for 2016 estimates that there will be 792 full-time beneficiaries on the Momentum Programme in 2016.

The Momentum programme provides people with an opportunity to get jobs in sectors of the economy that are growing and are in need of skilled employees. The initiative funds the running of free training courses, which include skills training, certification, work placement and after-course supports for participants.

Enterprise 2025, the enterprise and employment strategy from the Department of Jobs, Enterprise and Innovation, noted that 'although specifically developed in the context of the unemployment crisis, there are aspects of the Momentum programme that could be mainstreamed within the FET system, for example: the focus on areas of future skills demand; the link with employers; work placements; availability of shorter term programmes and stackable credits.'

One of the projects funded by the Momentum Programme is the "Ignite — Sparking Self Employment" project provided by Quality Education Development, now re-branded as the Entrepreneurs Academy (EA).

The structure of the Ignite project is that the learners spend 3 days in class and 2 days out of the class on research. The project is broadly divided into three phases:

Phase 1 — Idea generation (5–6 week enquiry-based training model)

Phase 2 — Research

Phase 3 — Sales

The rationale underpinning the EA skills development philosophy is that it is 10% knowledge plus 20% practice plus 70% feed-back. Another key tenet of the EA approach is that learners are taught how to build their ideas, confidence, skills and networks.

Each participant is paired with a coach who act as a "personal trainer" during their time on the programme; the coach provides advice, skills, support and encouragement.

The Ignite project offers certification in QQI Start Your Own Business or Business Planning modules at Levels 5 and 6. The Academy also offers a completion certificate and an internal EA module certification.

Four groups of learners participating in the Entrepreneurs Academy programme finished in 2015 — May, June, October and December. In total, 262 people started and 235 finished/completed (a 90% completion rate).

Over 42% of people who started the programme achieved verifiable positive outcomes i.e. job, self-employment or progression to further education (only 1 progression).

The majority of the participants were over 25; only 12 out of the 262 learners were under 25. There was a slight majority of male participants (54%) compared to female participants (46%). There are no other details on the learners' profile such as educational attainment. All participants must have a Leaving Certificate or equivalent work place experience. Participants who are under the age of 25 must have a skills-based qualification to enable them to set up a business unless they have a relevant business idea.

Good practice example

One of the rationales for the Momentum Programme is that it offers a platform for the development of best practice approaches to labour market activation initiatives. The Ignite project delivered by the Entrepreneurs Academy exhibits a number of good practice elements to entrepreneurship education and training that could be replicated elsewhere in the FET sector. These good practice elements include:

- Provision of a coach/personal trainer to each EET learner;

- The Academy has a cadre of specialised EET tutors most of whom have experience of running their own businesses;

- The Entrepreneurs Academy offers certification in EET modules but the main focus is on the transfer of practical skills necessary for the learners to set up a business;

- The participants get presentations from funding organisations and enterprise support agencies; additionally, they also get guest presentation from entrepreneurs on their start-up experiences;

- As one of the Academy's sister companies specialises in business school accreditation, there is a significant emphasis in the programme on evaluation and hence there is a structured process to collect feed-back from the participants on course content and delivery;

- There is a significant focus on post-programme supports: participants receive inputs from their coaches and can be supported with their Back to Work Enterprise Allowance grant application; participants are encouraged to register with the Academy's Facebook page which keeps them up to date on relevant events — including alumni events (and which also facilitates the Academy to keep track of their progress); participants also can receive CV and job seeking support if they decide not to progress with their business idea.

The Entrepreneurs Academy runs Start Your Own Business courses on behalf of a number of LEOs and it also provides services to large private sector organisations wishing to connect with the SME sector.

6.5   Other providers

Entrepreneurship education and training is provided by a wide mix of FET providers, some of which belong to ETBs and others which are independent

but are funded by ETBs or other State or non-governmental sources. Some of the learners are in receipt of State funding but a smaller group of learners can access entrepreneurship education and training courses free of charge because of philanthropy and private sector funding.

Not only are there a myriad of organisations providing entrepreneurship education and training programmes but there is also a diversity of target groups: unemployed people, women and young people.

This group of FET providers is also characterised by different teaching methods; while the majority use class-room style methods, one provider has moved online to offer courses to learners whose participation might ordinarily be limited by geography or time constraints.

As an example, Waterford Wexford ETB has contracted the Dunhill Multi-Education Centre, a community-owned education and training centre, to provide a Recreational Tourism Trails Development Programme under the Local Training Initiative.

The Tourism Trails programme leads to a QQI Level 5 Major Award in Tourism with Business and equips graduates to meet the demands of the tourism and landscaping enterprises that support Waterford trails network. The programme comprises 5 core modules, 4 additional modules (one of which is Entrepreneurial Skills) and a non-accredited module (community trails development). The programme notes that the Entrepreneurial Skills module equip learners to develop their own trails-related business ideas during the programme. Of the 13 learners who graduated from the Tourism Trails programme in 2015, 3 achieved a distinction. None of the graduates, however, went into self-employment or got a job: the vast majority went on to higher education.

An Cosán is another example of a community-based FET provider which is planning to break new ground in the provision of virtual courses. Established in 1996 by Dr. Ann Louise Gilligan and Dr. Katherine Zappone (currently Minister for Children), An Cosán offers a variety of programmes in early years education and care, parenting, community, further and higher education.

Social Enterprise is regarded as important by An Cosán. In partnership with the DCU School of Education, An Cosán has developed a Leadership and Social Enterprise Development programme which it plans to accredit at level 6. The programme is being funded by the City & Guilds group as part of a cross-border initiative and City & Guilds are also the accrediting body. An Cosán had considered applying for QQI accreditation for the programme but opted for City & Guilds because of the latter's shorter registration process.

The two year Leadership and Social Enterprise Development programme — which is primarily aimed at women — is being offered through An Cosán's Virtual Community College which provides online education and training courses. The Leadership and Social Enterprise Development programme will

be delivered online so that learners can access virtual classrooms, interact with tutors and other learners and complete course work from their homes.

There are no grants for students who undertake part-time education and so many of those on social welfare couldn't afford the fees (a course costs €300). However, access is available through bursary programmes supported by an anonymous foundation as well as corporate partners such as 3 Ireland and the ESB.

Over the last ten years, Foróige, Ireland's largest youth organisation, has linked up with the Network for Teaching Entrepreneurship (NFTE), a worldwide youth entrepreneurship education and development programme, to provide the programme in Ireland. The NFTE programme is delivered to 1,000 young people from 12-18 years of age by youth organisations, schools and centres providing services to early school leavers at approximately 46 locations.

The mission of NFTE programme is to teach entrepreneurship to young people to enhance their economic productivity by improving their business, academic and life skills. The programme also aims to build self-confidence and inter-personal skills, utilise life skills as a vehicle for employability, increase career and college aspirations, increase business knowledge and encourage school completion.

A key aspect of the NFTE programme is the provision of intensive train-the-trainer training to secondary level teachers and youth workers to equip them with the necessary skills and resources to successfully deliver the programme directly to young people.

A number of stakeholders interviewed during the course of the study expressed the hope that the Apprenticeship Council would prioritise the inclusion of entrepreneurship education and training modules in new apprenticeship programmes, particularly in sectors where self-employment is the norm.

Chapter 7

Summary of findings

Main findings/issues
• Low levels of EET activity in ETB FE colleges • The embedding of entrepreneurship principles throughout all core subjects, the provision of a separate EET module, or a combination of these two options, represent the approaches adopted by the FE colleges to impart entrepreneurship education to their learners • The EET provision within the ETB Training Centres is mostly uncertified SYOB evening courses to Intreo clients • The network of Local Enterprise Offices is the largest provider of SYOB courses within the FET sector with 3,500 learners annually • Only one existing apprenticeship programme was found to have an EET element • The absence of a comprehensive and transparent database of EET providers within the FET sector is a barrier to the promotion of entrepreneurship education and training • Linkages between EET providers and employment/enterprise support organisations are under-developed

Delivery of EET in the Further Education and Training sector

As regards entrepreneurship education and training, the FET sector can be broken down into three sub-sectors:

1. ETB Colleges of Further Education

2. ETB Training Centres

3. Other EET Providers.

TMA's findings in relation to the provision of EET in each of these sub-sectors are summarised below.

1. Entrepreneurship education and training in FE Colleges

Low level of EET activity in FE Colleges

EET was found to be at an early stage of development in the FET colleges. There are several reasons why this is the case. The principle reason is that most courses had been designed before the '*paradigm shift*' from teaching-centred to learning-centred in education placed an emphasis on developing key competencies (including an entrepreneurial mindset) rather than just teaching factual knowledge. This meant that the syllabus was already fully loaded with core modules. Attempting to add an entrepreneurship module could only be done by sacrificing one of these core modules: neither QQI nor teachers could readily countenance this excision.

A second reason for the limited supply of EET modules is the dearth of staff qualified to teach EET. Colleges did have a complement of staff with business study qualifications but few of these had substantial experience of working in the business world, and none had received specific initial teacher training in the special pedagogics of EET delivery. This left staff lacking the confidence that they could deliver an EET module with the requisite authority and engagement. Where there were staff with most of the requisite qualifications they were tasked with delivering an EET module to the different classes, sometimes in extra-curricular periods.

A stratagem to overcome the staff limitations was to employ external 'expert presenters' to come in and share their practical experiences with the students. The problem here was that it was not always easy to 'timetable' busy entrepreneurs and there was issues around remuneration and Teaching Council regulations.

Several colleges did embrace the new entrepreneurial philosophy by seeking to 'embed' an entrepreneurial spirit throughout their core courses. Students were encouraged to adopt an entrepreneurial attitude to their subjects and constantly explore their relevance and application to the outside world of commercial and social enterprise.

However the embedding approach posed a particular challenge. The fostering of entrepreneurial mindsets represented an intangible outcome which would somehow have to be specified and made measurable:

- if learners (and teachers) were to see any reward in terms of student assessment credits,

- and so that policy-makers could have credible evidence of return on expenditure.

One common approach adopted by many colleges to foster entrepreneurship was to encourage students to test their ideas on the public. Christmas fairs offered a ready opportunity to showcase products or services that they had been developing in the classroom. In some courses such as hair-dressing,

colleges provided in-house publicly accessible studios where entrepreneurship could flourish all year round.

The ideal scenario from an EET perspective is where an FE College combines the provision of EET modules with the embedded approach. A number of good practice colleges have adopted this stratagem in relation to some of their major award programmes. Kinsale College of Further Education offers a Level 6 Sustainable Horticulture/Permaculture major award that includes a module on Entrepreneurship; the programme delivery also features a high level of entrepreneurship mind-set development — the learners "sell" their products to the college's catering students and they also conduct study tours to horticulture producers. The course tutors also have front-loaded the course with a module on Leadership which they say provides learners with skill-sets that develop their capacity to assimilate key skills in the Entrepreneurship module.

A number of FE colleges are involved in EU-funded programmes; Ballsbridge College has used its participation in an Erasmus+ funded apprentice entrepreneur internship programme with Exeter College in the UK to offer its EET learners the opportunity to participate in the latter's Corkscrew social enterprise/entrepreneurship programme.

Stakeholders have highlighted the potential benefits of an enterprise awards scheme for the FET sector in recognising the achievement of learners in developing their business concepts.

Work experience/placements represent a powerful learning experience for FET learners. The good practice colleges seek to place learners in placements that are relevant to their course and to ensure that the employer recognises their role in contributing to the learner's skills development. However, the colleges point out that work placements are too short and resource constraints mean that placements are often not adequately supervised.

Top management commitment
One possible expression of top management commitment would be an explicit avowal of entrepreneurial learning in the college's mission statement. More importantly it is demonstrated in practical fashion by an energetic lead from the college principal in championing all aspects of EET within the college. This can include vetting the quality of EET courses and teachers, providing flexibility in terms of work experience initiatives, guest presenters, external trips and time-table adjustments. The key measure of management commitment was the securement of adequate financial resources to enable best practice EET.

Pedagogics
The unique elements of EET pedagogics are best assimilated in an initial teacher training environment. Here the latest ideas and skills in experiential learning, reflection and effectuation will be conveyed with professional rigour. Unfortunately this opportunity was not available when the current cohort of FE

College teachers were coming through, and it is still not a mandatory module in teacher training for the FE sector.

This places the onus on Continuing Professional Development (CPD) resources to equip the teachers with the requisite skills. Here the consultants found a mixed picture. In theory a stipulated amount of time should be set aside for in-service CPD including secondments to enterprise sites and participation in teacher network resource centres. In practice principals reported that these opportunities were severely curtailed by the current economic cut-backs. They also point to the need for CPD in entrepreneurship education to be provided to all teachers.

There are very comprehensive on-line international pedagogical 'toolkits' for EET — several teachers mentioned this resource but added that it is important to also get the face-to-face interactive experience. The Further Education Support Service (FESS) is planning to make entrepreneurship supports available in the near future. Networking between EET teachers in different colleges is not an established practice and there were suggestions that FESS could be a useful body to stimulate and host such a network. One promising specialist EET teacher training resource identified was the EU-sponsored Edison Project and the ETBI plans to incorporate Edison's research findings in an upcoming Professional Development Programme.

Linkages and facilities
EET colleges and teachers realise that they are part of an 'Entrepreneurship Education and Training Ecosystem' and that a key success factor in their EET programmes is building relationships with these knowledgeable local partners and collaborators. There were many examples of very rewarding (in both directions) linkages between the Colleges and local businesses and enterprise agencies; but these were invariably developed on an ad-hoc basis and vulnerable to collapse as personnel moved on. College financial and manpower resource constraints also militated against the maintenance and formalisation of these vital conduits of knowledge and skills.

These resource constraints have posed challenges for principals in providing supports for EET learners such as "hot desk"/incubation facilities. However, such facilities may already exist within a sister ETB centre and this opens up the possibility for sharing of resources not just for incubation facilities but also in terms of access to support services such as mentoring or specialist skills training — through, for example, eCollege.

Colleges' evaluation of their EET impact
Evaluation of the immediate impact of EET was available through learner feedback and, more formally, through the assessment credits achieved in certified EET courses.

However it was acknowledged by management and teachers that the more important long-term economic impact was poorly captured due to the absence

or shortcomings in formal longitudinal tracking systems. This highlighted issues around resources, database technicalities and the use of PPS numbers.

Although there are difficulties tracking where FE College's graduates go after they complete their courses, it is known that a number pursue entrepreneurship education courses in HE colleges; the entrepreneurship degree courses offered by IADT attracts graduates from FE colleges in its catchment area. The practical nature of FE courses combined with the support of tutors provide a solid foundation for the FE college graduates to prosper in the HE sector.

2. Entrepreneurship education and training in ETB Training Centres

Several aspects contrasted EET in ETB Training Centres with that in FE Colleges

- The learners were mostly DSP/Intreo referrals.

- EET was predominantly delivered as short Start Your Own Business evening courses

- The majority of the Training Centre trainers are contracted external instructors who have extensive experience of running their own enterprises

- A salient feature of the Centres' ETB provision was the strong focus on the practical knowledge and skills required to start a business as opposed to elaboration on the general theory of entrepreneurship. This reflected the fact that the learners tended to be of a more mature age and were anxious to press on with their business ideas.

- There was less emphasis on certification, again reflecting the priorities of the mature learner cohort.

Market and Marketing
Respondents revealed that the market signals indicated a decline in demand for EET courses in the ETB Centres. This was put down to the recovery in employment and the subsequent reduction in DSP/Intreo numbers. Competition from LEOs was also noted as a contributory factor.

The threat of a dwindling market focused the minds of the Centre staff and respondents offered various ideas on how to bolster the marketing effort. The general opinion was that individual Centres needed more autonomy in their marketing campaigns.

Trainer Qualifications
Substantial business experience tended to be the strong suit of trainers in the ETB Centres; the flipside was that some trainers did not possess a higher level business qualification, and many were not up to date in '*the new pedagogics*'. However these trainers were adamant that the practical knowledge and

contacts picked up in their business experience was exactly what the learners needed, especially those who planned to start a business.

CPD

Since the majority of Centre EET trainers were contracted external instructors the Centre management took the view that the onus was on the trainers themselves to update their skills.

There was interest among the trainers in arranging a trainer network to exchange good pedagogic practice. There was a suggestion that this might be organised in the form of an online resource.

Linkages

The external linkages that the Training Centres exploited in relation to their SYOB provision were largely the result of contacts that their trainers had developed with enterprise-related organisations such as the LEOs, Micro-Finance Ireland, chambers of commerce and the commercial banks. Trainers also explored linkages with other ETB/SOLAS resources, one being a tie-in with the eCollege to provide digital marketing courses to SYOB learners.

Evaluation

The majority of EET courses were uncertified and evaluation was limited to learner feedback on course completion. Committed trainers maintained informal contact with their graduates to monitor and assist their progression. The operation of a formal tracking system is problematic for the Training Centres as they have no direct channels of communication with their DSP/Intreo graduates once they complete their course and return to DSP/Intreo.

3. Other FET providers

This grouping of FET organisations provides a very wide range of EET programmes that are funded by a myriad of public and private sources to an equally wide range of learners.

The difficulties experienced in the other sectors in terms of identifying what EET courses were on offer were also evident in this third category of FET providers. There was also the challenge associated with the blurred boundaries of the FET sector and determining whether some entrepreneurship education and training provision could be classified as part of the FET sector e.g. in-school EET programmes delivered by Foróige.

The multiplicity of EET course providers combined with the lack of a centralised FET course database and low levels of linkages among providers suggests that learners must experience difficulties in finding the most appropriate EET course for their needs and similarly employment. Similarly, the database deficit places employment services and enterprise support organisations at a disadvantage

in advising potential learners of relevant EET course offerings and progression paths.

The Waterford Collaborative Enterprise Network (WCEN) case study represents a good practice approach in which leading FET providers along with other key stakeholders (including the DSP) participate in a network where information on services, supports and EET course offerings are shared among the members. This means that the WCEN member organisations are in a better position to advise their clients/constituents on the most relevant EET programmes/supports and possible progression opportunities. It also has the benefit that course duplication/overlap can be identified and dealt with.

The largest single provider of entrepreneurship education and training within the FET sector is the LEO network which in 2015 provided Start Your Own Business courses to 3,500 learners. The LEO offering is a standardised course which does not offer certification and is delivered by the individual Offices throughout the country. The course is reviewed and updated on a regular basis.

The Skillnets network provides EET programmes to unemployed people and also interestingly to employees of member companies which represents a relatively rare instance of intrapreneurship skills development provision.

Given the high incidence of self-employment in the traditional construction-related trades such as electricians and plumbers, there had been an assumption that apprenticeships would incorporate elements of entrepreneurship education and training. But this was not the case. Only one apprenticeship — farriery, which only joined the formal apprenticeship system in 2008 — includes a small element of entrepreneurship in its syllabus.

One of the funding streams used in this category of FET providers is the Momentum Programme which funds the Ignite project delivered by the Entrepreneurs (formerly the Ignite) Academy. The Ignite programme which is aimed at assisting long-term unemployed people to explore self-employment encapsulates a number of good practice elements including pairing learners with skilled tutors who have operated their own businesses, the provision of after-programme supports, a focus on continuously reviewing programme content and delivery methods and tracking of graduates.

This category of FET providers, in addition to providing SYOB courses to entrepreneurs and Intreo clients, also delivers EET programmes aimed at niche sectors e.g. tourism trails developers.

Providers in this sector also demonstrate a capacity for innovation as evidenced by An Cosán which has developed a Leadership and Social Enterprise Development programme aimed at women and which is being delivered online, thus eliminating the twin constraints of geography and time experienced by its target learner group.

Chapter 8

Conclusions

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Main findings/issues

- EET promotion in the FET sector needs to be amplified
- Entrepreneurship and Education policy gaps need to be bridged
- Need for an entrepreneurship education and training (EET) Action Plan
- More structured collaboration between EET providers
- Formalisation of linkages within the EET ecosystem
- Better resourced and more flexible EET teaching/training service
- More horizontal EET services

Entrepreneurship Education and Training should be viewed as 'an ecosystem.' The players involved must work closely together — from local to national level — in order for there to be an effective approach to maximising the learner benefits and economic opportunities that can arise from an effective EET ecosystem.

The major precondition for an ecosystem is that EET must operate within a clear and consistent overall framework — with an agreed Policy Statement between the Government Departments involved and an Action Plan that is adequately funded and resourced.

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EET promotion in the FET sector needs to be amplified

Arguably, entrepreneurship education and training in the Irish FET sector has a low public profile sector compared with the situation at secondary and HE education levels. While there has been a valued history of Start your own Business (SYOB) training provision in the FET sector going back several decades, it is probably fair to say that EET achievements have not captured the public's attention to the same extent as they have in the other two education sectors. Is this eclipse down to a shortfall in effective EET promotion and activity, or are there other factors at play?

It is noteworthy that there are no high-profile entrepreneurship awards at FET level similar to the LEOs' Student Enterprise Programme for second level or the Student Entrepreneur Awards at third level sponsored by Enterprise Ireland, Intel, Cruickshank Intellectual Property Attorneys and Grant Thornton. This omission should be rectified by launching a national entrepreneurship award scheme for the FET sector.

In addition, there is a clear onus on FET providers to amplify the promotion of their EET courses. EET activity will only blossom if the provision is vigorously promoted.

As things stand, the consultants found it very challenging to build up a comprehensive picture of EET provision in the FET sector; the fact that EET modules are often 'hidden' as components within a major award proved a particular obstacle; the fact that an EET course advertised in an institution's brochure could be 'pulled' for lack of applications represents another caveat. This begs the question, how challenging would it be for a less experienced enquirer to locate a suitable EET course? Younger PLC learners will have career guidance teachers to assist them (and these teachers will have built up a knowledge of the range of local EET provision in the FET sector — though some FE colleges believe that their information on FET is sketchy); likewise learners coming through the DSP/Intreo pipeline may be guided by knowledgeable case officers. But there is a very significant cohort of other potential EET learners e.g those in employment, who may wish to avail of an EET course: they have to rely on their own desk research to identify the appropriate local EET providers.

Aspiring entrepreneurs range in entrepreneurship competence and market-readiness across a continuum of EET provision. This poses the challenge of matching learners with appropriate levels of EET courses. Unfortunately there is as yet no one holistic FET database that will serve to guide a learner to his appropriate local EET provider. One can get an indication of suitability from a course's certificate level and descriptor (if it is a certified course); but there is an extensive and nuanced EET supply and demand landscape beyond this certification realm which might better meet the learner's needs — if it were not such a terra incognita to him. In this regard the consultants were impressed by the Waterford Collaborative Enterprise Network (see the case study in Appendix C). This Network was organised by the Waterford Area Partnership precisely to map the EET continuum so that all EET learners could be accommodated appropriately and efficiently. The case illustrated clearly the benefits of diligent communication and collaboration between the ETBs and the other local EET players including LEOs, Skillnets and Community Training Centres. The development of a holistic, sector-wide database of EET provision in the FET sector would be an effective ground plan on which to plot many more such local networks.

Entrepreneurship and Education policy gaps need to be bridged

Apart from the marketing and database limitations described above, another contributing factor to the perceived low-profile of FET provision is the attitude of the government: is entrepreneurship potential in the FET sector given its due recognition by the government? It is noteworthy that Enterprise Ireland's

Competitive Start Fund sets a third-level eligibility requirement — it confines entries to applicants who have graduated with a third level qualification at NFQ level 7 or higher within the 3 years preceding application. Such instances of funding preclusion exacerbate the already straitened core financial situation besetting the FET sector.

The low profile of EET in the FET sector may be symptomatic of the wider perceived undervaluation of the FET sector within the education family where a '*Cinderella*' FET suffers in terms of no clear definition in either status or boundaries (ESRI (2014), pp. 38-39; Sweeney, ETBI Spring 2015, pp 5-12).

Recent policy initiatives present an opportunity to improve this situation:

- A **National Policy Statement on Entrepreneurship in Ireland** was published in 2014 — it included a section on Entrepreneurship Education summarising the state of play in the different education sectors;

- The Department of Education has just published in October 2016 its **Action Plan for Education 2016–2019** — it expresses as an objective the creation of a stronger focus on Entrepreneurship, Creativity and Innovation.

This is an opportune time to bridge these policy initiatives by formulating a comprehensive Action Plan for Entrepreneurship Education and Training across all education sectors, giving full recognition to the entrepreneurship potential in the FET sector.

Entrepreneurship Education and Training (EET) Action Plan

The Action Plan would be particularly opportune for the FET sector because the recent reconfiguration of ETBs and SOLAS is beginning to bed down and the promise of a holistic policy approach to the sector is now within reach.

One very useful aim of an EET plan would be to demarcate the boundaries between the disparate EET providers; in the specific case of FET the lines are particularly blurred between its scope and that of allied organisations such as the LEOs and Skillnets which may target the same EET learner constituency. Not only would the plan identify the different providers, it would serve to rationalise their contribution and deliver efficiencies.

Moreover, within the FET sector itself, the EET Action Plan would clarify the objectives and target groups for the two main provider groups, viz FE Colleges and ETB Training Centres, perhaps emphasising a broader EET mission (awareness of entrepreneurship, fostering an entrepreneurial mindset) for the Colleges and a more focused SYOB mission for the Centres. These groups could collaborate to provide a continuous support network to cater for the different stages in the learner's progression.

The provision of initial training and continuous professional development for EET teachers and professional development programmes in entrepreneurship for all teachers should form an integral element of the plan.

Another important objective of the plan at each sector level would be to identify and exploit the significant potential for 'horizontal services' which could be shared across the sector:

- EET Teacher training resources;
- Mentoring/incubator resources;
- EET Course marketing;
- eResources (online EET tutorials & pedagogical toolkits).

In terms of the FET dimension of the EET Action Plan, it would be instructive to study the factors driving the success of the US Community Colleges and the Belfast Metropolitan College in NI.

The progress of the EET Action Plan could be monitored and critiqued by holding a biennial conference to review ongoing initiatives. This would provide a useful vehicle to generate valuable networking among teachers/trainers and between teachers/trainers and policy-makers.

Entrepreneurship education and training in the Irish FET Sector – Future Vision

All good reviews end with a vision. We have outlined the current state and evolution of entrepreneurship education across the key providers — the FE Colleges, the ETB Training Centres and the other providers, mainly drawn from organisations with, primarily, a direct job creation and industrial development mission, such as the Local Enterprise Offices, but also from those primarily charged with an immediate skills development and enhancement role in an economic and societal context, such as Skillnets.

We have attempted to look at EET from a 'systems' viewpoint, or in more modern parlance, as '*an ecosystem*.' So what is (and what should be) the future for the Irish EET ecosystem? The use of such a term implies that the players involved must work closely together — from local to national level — if we are to have an effective approach to maximising the learner benefits and economic opportunities that can arise from an effective EET ecosystem.

We have shown that the players involved have complementary skills, in that the FE colleges are mainly concerned with (and have competence in) the wider aspects of entrepreneurship, while the Centres (and other players) are largely focused on the 'Start Your Own Business' aspects. We have attempted to show that the best way forward is for each to concentrate on their own areas of

competence and capability, not to the exclusion of other providers but working in collaboration with them in their main area of expertise and experience.

Given the importance of local community involvement, both in terms of enterprise placements and the widest possible involvement of existing entrepreneurs, EET would also appear to be an area in which the 'subsidiarity' principle should apply, with as much as possible being done at local level, before moving on to the regional and national stages.

The major precondition for an ecosystem is that EET must operate within a clear and consistent overall framework — with an agreed Policy Statement between the government departments involved and an Action Plan that is adequately funded and resourced.

We have put forward two reference points for the process of developing such an ecosystem of scale and outreach:

Belfast Metropolitan College

Belfast Met is the largest and longest established further and higher education college in Northern Ireland offering a broad range of innovative, high quality, economically relevant provision. In addition to equipping the city of Belfast and beyond with the skills for work, Belfast Met is a £60 million business in its own right and provides employment to over 1,000 people and procures around £7 million of goods and services per annum. The student complement for 2015-2016 is:

Programme	Further Education No. of learners	Higher Education No. of learners
Day full-time	4,027	1,574
Day part-time	17,123	994
Evening	4,523	637
Total	25,673	3,205

Belfast Met provides a wide range of education and training programmes and the portfolio of courses spans from apprenticeship and Level 1 courses through to degrees and post-graduate study.

The *Northern Ireland Further Education Strategy* (January 2016) states (Policy Commitment 9 – Developing Employability and Enterprise Skills) that:

"A distinctive element of provision delivered by colleges will be the development of employability skills, through high quality and relevant work placements and the use of virtual reality technology to simulate work placements in innovative and effective ways. Through their teaching strategies and approaches, colleges will also seek to develop enterprising learners, who are innovative and creative, and are able to adapt to change."

US Community Colleges

Community Colleges are public (state-funded) 2 year post-High School educational institutions operating across the United States. Despite many

differences between them and Irish FE colleges, there are substantial similarities in their educational and social missions. The Community Colleges have come to be recognised as one of the most important parts of the American post-secondary education system because of their great number (more than 1,000), their critical role in vocational education and training (more than 50%) and the fact that they are increasingly important players in local development as well as providing educational opportunities for less advantaged students. In the US context, the colleges play a crucial role in workforce preparation and economic development. They prepare many students for their first job, retrain unemployed and redundant workers, as well as welfare recipients, and upgrade the skills of employed workers. In addition, they have a major focus on entrepreneurship and entrepreneurship education.

The US and NI situations offer overarching frameworks within which the findings and conclusions we have reached in this and preceding chapters on entrepreneurship education and training in the Irish FET sector can be carried forward into practice to create an effective, integrated ecosystem for enterprise awareness and creation.

Appendix A

Ballsbridge College of Further Education

Introduction

Ballsbridge College of Further Education (BCFE) is a long-established further education college situated in the suburb of Ballsbridge just 2 kilometres from Dublin city centre.

The College offers day courses in a number of subjects including Business, Community and Public Sector, Computing and Multimedia, Property and English as Foreign Language while evening course provision includes Arts & Crafts, Computers and Business, Development & Lifestyle, Hobbies and Languages.

The student enrolments for the current academic year 2015-2016 are:

Day Full Time: 428

Day Part Time: 50

Evening Classes: 1,250

BCFE has always been recognised for its strong links with employers. This association is continued by ensuring that its students have the skills that are required in the business world today.

Table 1 shows the range of business-related courses currently being offered at BCFE at NFQ Levels 5 and 6.

Table 1. Business-related Courses

NFQ Level 5	NFQ Level 6
Business Studies Start Your Own Business Chinese with Business Studies Computerised Office Skills for Adults Digital Marketing Event Management Marketing, Advertising & Management Human Resource Management	Advanced Certificate in Business Advanced Certificate in Event Management

Entrepreneurship Education provision

What initially sparked interest in BCFE as a potential candidate for a case study in Best Practice EET was the fact that our desk research revealed that BCFE was very unique in offering a PLC course named '*Start Your Own Business (SYOB)*'. This course offered a QQI Certificate in Business Studies (5M2102) and contained two discrete EET modules —'Entrepreneurial Skills' (5N1951) and 'Start your own Business' (5N1418) — as core components. It also contained Work Experience (5N1356) as a mandatory component.

The BCFE prospectus promoted the SYOB course as follows:

> Entrepreneurship can be described as an approach to life as well as a set of business skills. It requires a person to think creatively, ask difficult questions and challenge established ways of working. In addition, it is recognised that employers today wish to employ people with entrepreneurial skills as they are seen as an asset to an organisation. Thus entrepreneurial skills enhance a student's prospects of employment.

> Do you have an idea that you would like to develop in to a business? Want to be your own boss? Whatever your reasons for wanting to start or develop a business, this course will provide you with the key skills and the practical knowledge to start, operate and grow your own business.

> This course will equip participants with a range of skills and the practical knowledge required to evaluate business opportunities, create business plans, undertake market analysis, secure start-up or expansion finance and successfully manage an enterprise. In addition, whilst undertaking this course, participants are offered the opportunity to set up and operate a business producing a product or providing a service.

On completion of the course students will have greatly enhanced their potential to succeed in their own business, work with other employers or progress to degree courses in a range of Irish Higher Education Institutes.

The prospectus outlined the progression opportunities:

Full-time Courses:

DIT BSc (Hons)   Business & Management – DT365

IADT Dun Laoghaire   BBus (Hons) Business Studies – Entrepreneurship-DL823

IT Blanchardstown   BBus (Hons) Business — BN110

Part-time Courses:
Graduates may progress into Year 1 of the IPA's part time, NUI accredited Diploma in Business studies or Bachelor of Business Studies (Hons) and can also avail of additional subject exemptions.

Overseas Links:
Students with a Merit/Distinction profile in their final results may gain entry into Year 2 of Honours Degree in Business Studies in Swansea Metropolitan University, Wales (www.smu.ac.uk/sbs).

How Ballsbridge responded to DES & SOLAS Plans with its own EET Implementation Plan
The principal of the college, Dan Bradley, explained that four stimuli lay behind BCFE's initial embrace of EET in 2014:

1. The Department of Education & Science (DES) had placed an emphasis on enterprise education at all levels in the education sector reflecting the entrepreneurship education recommendation in the 2014 National Policy Statement on Entrepreneurship in Ireland

2. SOLAS required FE colleges to outline their proposals for enterprise training as part of their Annual Service Plan

3. The Irish economy had been showing definite signs of recovery by 2014 such that a SYOB course seemed a viable option for adults returning to education

4. City of Dublin Education and Training Board (CDETB) had participated in an EU-funded ePathways project which produced a series of Continuing Professional Development Handbooks for teachers including one on Entrepreneurship http://www.epathways.eu/sites/default/files/10.%20 ePathways%20Entrepreneurship%20A5%20booklet.pdf

The first action that Dan Bradley undertook was to prepare an entrepreneurship education presentation to inspire his staff (in all subjects, particularly the business-related subjects in Table 1 above) to embed a robust spirit of enterprise in their curricula. His presentation described the spectrum of entrepreneurship from 'hard' venture creation and business skills through social entrepreneurship to a general entrepreneurial approach to life. It pointed out the proven benefits of entrepreneurship education for students and thereby for the economy. For teachers it listed the wealth of entrepreneurship education

resources available in terms of Irish and EU guidance documents, and it signposted useful web resources—in particular it highlighted the ePathways site (http://www.epathways.eu/content/about-project) and drew attention to entrepreneurship education tutorials advertised on the Dublin City Local Enterprise Office (DCLEO) web site:

https://www.localenterprise.ie/DublinCity/Start-or-Grow-your-Business/Starting-a-Business/10-Steps-to-Starting-a-Business/

https://www.localenterprise.ie/DublinCity/Start-or-Grow-your-Business/Starting-a-Business/Training-for-Start-Ups/Start-Your-Own-Business-Course/

Dan made all these references available on the local Moodle site and in the college library.

Then, in Summer 2014, when the staff were familiar with the college's entrepreneurship education vision, BCFE developed a 'local EET module' to be delivered in all 2014-2015 classes whether business, IT or social studies "in the hope of lighting the spark for some learners".

Provision of a QQI/FETAC Entrepreneurship Education course
It was decided to offer a full 'SYOB' major course at level 5 for the academic year 2015-2016 alongside the traditional Business Studies QQI/FETAC 5M2102 course.

As indicated above, the published prospectus for the SYOB major contained both an 'Entrepreneurial Skills' (QQI/FETAC 5N1951) module and a 'Start your own Business' (QQI/FETAC 5N1418) module. Dan was confident that he had two very experienced and enthusiastic staff tutors to deliver these modules.

Table 2 shows that the two entrepreneurship education modules together with marketing and advertising modules differentiated the SYOB major, while still retaining five modules in common with the Business Studies major.

Table 2: Structure of SYOB and Business Studies programmes

SYOB (QQI/FETAC 5M2102)	Business Studies (QQI/FETAC 5M2102)
Entrepreneurial Skills Start Your Own Business Marketing Advertising	Funds Administration Applied Economics Spreadsheets Business Law
	Accounting — Manual and Computerised Business Administration Word Processing Communications Work Experience

BCFE's innovative entrepreneurship education solution

Most incoming business students (20) applied for the 'regular' Business Studies variant of the 5M2102 course (probably because they perceived this option as the more mainstream pathway to continuing education); only 8 applied for the SYOB variant. BCFE opted to offer the 28 students an expanded version of the Business Studies course which included the marketing and advertising modules as electives.

The innovative part of the BCFE story comes in how they re-considered their entrepreneurship education strategy. They time-tabled a Friday-afternoon entrepreneurship education module in Entrepreneurial Skills and pitched it to all college students, knowing that most students had no other curricular commitments at this time. This strategy enabled BCFE to recruit a sufficient class size (23 students) to justify their entrepreneurship education provision.

In addition to the eight who had originally applied for entrepreneurship education, the Friday afternoon class attracted students from the College's Marketing, Advertising and Management course, students from the Business Administration course, and non-Irish BCFE students who wanted to gain an appreciation of the Irish enterprise landscape. Twelve students proceeded to pursue the QQI/FETAC 5N1951 module certificate while the others were focused on acquiring the entrepreneurship education knowledge and experience.

The Friday-afternoon class proved very successful. It was found that the diversity of student backgrounds added greatly to the EET learning experience, particularly because the interactive and teamwork nature of EET pedagogics allowed this diversity to stimulate innovative thinking. The Friday 'experiment' will be repeated in the 2016-17 academic year.

Use of Erasmus-Exeter Corkscrew project

In 2015 BCFE was approached by specialists in EU lifelong learning programmes, Irish Education Partners (http://iepartners.ie/), to participate in their Erasmus+ funded international internships programme (http://iepartners.ie/iep-abroad/). This offered NFQ Level 5 and 6 students the chance to participate in internships related to their field of study in one of 5 European destinations. The Exeter 'Corkscrew'[1] Start-up School was deemed a particularly appropriate destination for entrepreneurship education students and those with the best Entrepreneurial Skills marks were given priority — 19 out of 90 BCFE applicants took the programme in February 2016 for 2 weeks during their Work Experience period.

The Corkscrew project, now in its third year, affords practical hands-on experience in newly-formed social enterprises and start-ups. It is a hybrid internship involving a combination of client-based project work (85% of duration) and a training module in business creation and entrepreneurship (15%). The students gain an opportunity to work with the host clients, with other international interns and with their mentors who support them in developing their own ideas within the work environment.

This internship is focused not so much on becoming an entrepreneur as on developing three key entrepreneurial skills that are needed whether seeking to become self-employed, to gain employment, or to continue in education:

Creative Problem Solving

■   Self-Learning Initiative

■   Confidence in Leadership.

Interviews with a number of the students who attended the Corkscrew school found that their feedback was universally positive. The host companies had been extremely welcoming and willingly shared their business knowledge with the interns. The interaction with the other international interns was equally rewarding in terms of exchange of ideas and learning.

BCFE: Further recommendations/possible improvements

A national student enterprise award specifically targeting the FET sector was identified by the college EET staff as an effective strategy to promote the value of entrepreneurship education and to encourage greater participation and provision in the FET sector.

They also emphasised the need to ring-fence funding for enterprise education in the FET sector as a means to provide the additional human and physical resources required to consolidate entrepreneurship education provision. This would include finance for initiatives to nurture links with local enterprise, for programmes to promote mini- company ventures by college students and

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1   Winston Churchill coined the term 'corkscrew thinking' for creative lateral thinking and exploited it to great effect in a deception intelligence stratagem in WWII. https://medium.com/corkscrew-thinking/winston-churchill-s-secret-weapon-d7504551e81d#. x0ojlpluw

for the establishment of a national entrepreneurship competition for the FET sector.

Appendix B

Kinsale College of Further Education

Introduction

Kinsale College is one of eight Further Education Colleges under the aegis of Cork ETB.

Established in 1993, the College is part of the St. Brogan's College campus which is a post-primary school located in Bandon, also under the aegis of Cork ETB.

Situated on the Bandon Road in Kinsale, the college has a total enrolment of 280 students. The college attracts students from the local hinterland as well as from other parts of Ireland and abroad.

The college's location has influenced the growth and development of some courses such as Outdoor Recreation, Sustainable Horticulture (Permaculture) and Professional Cookery.

Kinsale College also offers courses in Art, Multimedia, Childcare and Theatre Performance. Its programmes are open to VTOS and BTEA learners.

The College is linked to Cork Institute of Technology under the Cork Colleges Progression Scheme (CCPS). It has also established linkages for certain of its programmes with Institute of Technology Tralee and Limerick Institute of Technology.

Entrepreneurship education provision

In 2001, Kinsale College of Further Education initiated a course in practical sustainability which developed into its current QQI Level 6 Sustainable Horticulture/Permaculture (6M4334) programme. The course has grown significantly and now attracts students from all over Ireland, Britain, Europe and North America.

There were 15 students on the 2015-2016 course of which two-thirds were over 25; the group were evenly split between the genders. Three learners had no formal education while the balance were evenly distributed between those having second level education and those having third/FET education.

The College provides a module on Entrepreneurship as part of its QQI Level 6 Sustainable Horticulture/Permaculture programme. This programme is a continuation of its QQI Level 5 programme (5M2586) of the same name; several past students from this Level 5 course now run market garden businesses supplying fresh vegetables to customers and restaurants around the Kinsale area.

The Level 6 programme while focusing on technical subjects such as Tree and Shrub Management (6N3624) and Nursery Stock Production (6N3610) also incorporates enterprise-related modules including Market Gardening (6N3614), Entrepreneurship (6N1941) and Leadership (6N2191).

Students on the Level 5 and 6 Sustainable Horticulture/Permaculture courses have access to the College's market garden, two poly-tunnels and its site for growing herbs, vegetables, fruit, nuts and flowers. In addition, the practical aspect of the course involves the development of the college grounds along Permaculture design principles, including landscaping and green building techniques. In previous years students have planted edible hedges; developed kitchen gardens, forest gardens and tree nurseries; made a pond and created living willow sculptures.

The course is taught in a very accessible and student-centred way, with many site visits to projects of interest around Munster, and with a number of hands-on projects. Students have built a strawbale house, planted an edible hedge, planted a woodland, made living willow sculptures, put up a poly-tunnel, planted a forest garden, made a pond, built an earth bread oven and built dry-stone walls. The students were also responsible in 2005 for the building of the college's cordwood amphitheatre, a theatre built from local and natural materials.

Level 6 students are afforded the opportunity to visit a wide range of different commercial enterprises, including some successful local market gardens and nursery businesses that have been established previously by past graduates of the Horticulture/Permaculture course.

Work Placement is an important element of the Level 6 programme and students are obliged to spend 220 hours in a suitable commercial enterprise. The college provides supports to assist students to find suitable hosts.

A number of graduates have been taken on at The Hollies Centre for Practical Sustainability, a centre for training in practical sustainability in West Cork, co-founded by Thomas Riedmuller (now the educational director), to undertake a project to run a market garden for food production as well as for demonstration and educational purposes.

In addition, The Hollies project offers opportunities for Kinsale Level 5 horticulture students to gain valuable work experience as part of their training into all stages of organic crop-production from soil preparation to seed sowing, plant maintenance and pest and disease management.

Several students from the course have assisted The Hollies centre to deliver a sustainability project for a group of 8 primary schools in West Cork.

Kinsale has developed strong links with the Irish National Forestry Foundation (INFF) which was established by Ian Wright in 2002 to promote awareness of the need for a sustainable approach to forestry.

Learners who have successfully completed the Level 6 programme may be eligible to enter into 2nd year of Cork Institute of Technology's Horticulture Degree via the CCPS.

Good practice features

Kinsale's Level 6 Horticulture/Permaculture programme has a number of good entrepreneurship education practice features which are profiled below.

Entrepreneurship and Leadership

The Level 6 programme incorporates modules on Leadership and Entrepreneurship. The latter is regarded as an important subject for the programme as the number of employers seeking Permaculture graduates is small and consequently the graduates will often have to seek self-employment in a number of permaculture sub-sectors e.g. permaculture consultancy

The Leadership module seeks to develop a range of skill sets including conflict resolution, group facilitation and non-violent communications as well as broader social and inter-personal skills that underpin the permaculture ethos.

Kinsale have put considerable thought not only into the incorporation of these two modules into the Level 6 programme but also to their sequencing. The Leadership module is provided in the first part of the academic year and is followed by the Entrepreneurship module.

The tutor for both the Leadership and Entrepreneurship modules has identified a number of skills in the former that can improve learners' capacity to gain competences in the latter. In the Leadership module, learners get to understand the importance both of collaboration and of creating an environment in which trust can be created within an organisation so that people can share their opinions. A number of learners said that this building of trust within the group during the Leadership module was pivotal when participating in idea generation exercises within in the Entrepreneurship module: because they perceived they were in a safe environment they felt less inhibited in sharing their personal thoughts and suggestions with other members of the group. This in turn made for a more productive and collaborative ideas generation session.

Encouraging an entrepreneurial mind-set

In addition to offering a dedicated entrepreneurship module on the Level 6 Permaculture programme, the college also facilitates the development of an entrepreneurial mind-set among students. As mentioned previously and as part of their course requirements, the students on both the Level 5 and Level 6 courses grow fruit, vegetables and shrubbery in two poly-tunnels, and the outputs are "sold" to learners on the catering course.

The college also has an open day at which the learners market their produce directly to consumers.

The development of an entrepreneurial mind-set is not just confined to the horticulture course:

- participants on the college's highly regarded drama and theatre arts programmes are tasked with producing and marketing a play — which involves sourcing inputs from learners from other courses e.g. Multimedia Production.

- learners on the Professional Cookery programme are afforded the opportunity to prepare and serve a dinner for local chefs in the college's restaurant. They can also participate in other public-fronting events such as the Kinsale Gourmet Festival and the Kinsale Food Market.

Blended learning styles

A feature of the Horticulture/Permaculture programme is the range of pedagogical approaches used by the tutors to develop the skills and knowledge of the learners. In addition to the normal class room tuition, the learners are encouraged to watch TED talks and to participate in Skype conference calls with inspirational speakers. They are also encouraged to review case studies of successful local entrepreneurs e.g. the Allen family in East Cork.

Field trips are a feature of the programme and learners are brought to a number of relevant sites (see below) to demonstrate how the theoretical aspects of their learner has been put into practice.

Work placements

Kinsale believes it is very important that learners have the opportunity to undertake work placements not only in the horticulture/permaculture sectors but specifically in start-up enterprises in these sectors.

The college has good linkages with local enterprises, some of which are operated by formers students, and can offer learners the possibility of work placement relevant to their career trajectory.

Tutors are encouraged to develop linkages with national and regional organisations in the sector that they teach. This is very evident in the Horticulture/Permaculture course where tutors have strong connections with permaculture enterprises.

Links to social enterprises

The Horticulture/Permaculture programme has developed close links within Kinsale and in the wider regional community of West Cork. In particular, the programme has formed linkages with Cork-based social enterprises such as The Hollies, a centre for training in practical sustainability, and the Irish Natural Forestry Foundation, a not-for-profit foundation that seeks to promote sustainable forestry. The latter manages the Manch Estate, a 320 acre private woodland, which it uses both as its education centre and as a demonstration site for various unique national forestry trials. Students from the Horticulture/Permaculture programme visit the Manch Estate to learn about woodland ecology and practical woodland management.

The learners on the programme also make field trips to The Hollies to see sustainable permaculture in practice, and in the past have participated in educational initiatives organised by The Hollies with local schools.

The learners are encouraged to reflect on how these centres implement sustainable horticulture and forestry practices with a view to extracting the theory from the experience.

In addition to these site visits, Kinsale has been active in encouraging practitioners — including past graduates — to visit the college to give master-classes to the students on specific real-life horticulture/permaculture practices.

The Horticulture/Permaculture programme was instrumental in establishing the Transition Town Kinsale project, a voluntary community initiative to help make the transition from a dependency on fossil fuel to a low carbon future. A former tutor on the programme, Rob Hopkins, developed the Kinsale Energy Descent Action Plan in collaboration with his students which explores ways in which the community could prepare for Peak Oil. One of his students, Louise Rooney, was responsible for developing the Transition Towns concept which was subsequently adopted as a plan by Kinsale Town Council.

Appendix C

Waterford Collaborative Enterprise Network

Introduction

Waterford Area Partnership Limited (WAP) was set up in 1995 and is one of the current network of 49 local development partnerships established countrywide to counter disadvantage and promote inclusion through local community services including education, training and employment activation.

The company was incorporated in June 1996 as a Private Limited Company with Charitable Status. WAP Ltd. is governed by a voluntary board representative of the statutory sector, community and voluntary sector, and Social Partners.

Its mission statement is "to make a positive impact on the quality of life of the long-term unemployed and the socially and economically excluded in Waterford City & County by working in partnership and through consultation."

Social Inclusion Community Activation Programme (SICAP)

In 2015 WAP was one of 45 successful 'programme implementers' selected to deliver the new Social Inclusion Community Activation Programme (SICAP) 2015 to 2017, a successor programme to the Local and Community Development Programme (LCDP).

SICAP is funded under the National Development Plan. It is led nationally by the Department of Housing, Planning Community & Local Government and, in each county, by a Local and Community Development Committee (LCDC). Pobal has been nominated by the Department to act as its agent with respect to the national management and oversight of the programme, including its co-funding under the European Social Fund (ESF).

SICAP in the Policy Context

Europe 2020 is Europe's 10-year growth and jobs strategy and has set national policy across five headline targets. SICAP is contributing to two of these headline targets:

- Employment and

- Social inclusion/Poverty Reduction.

SICAP is included within the Action Plan for Jobs 2015 (Action 51 — Support for local and rural development). It is also listed in Pathways to Work 2015 as a Key Milestone/Measure under Action 4: Develop & evaluate options to extend employment services to people not on the Live Register and improve the promotion/communication of existing activation options.

SICAP aims to tackle poverty, social exclusion and long term unemployment through local engagement and partnerships between disadvantaged individuals, community organisations and public sector agencies.

Its three stated goals are:

- **Goal 1: Empowering Disadvantaged Communities**: To support and resource disadvantaged communities and marginalised target groups to engage with relevant local and national stakeholders in identifying and addressing social exclusion and equality issues;

- **Goal 2: Life Long Learning**: To support individuals and marginalised target groups experiencing educational disadvantage so they can participate fully, engage with and progress through life-long learning opportunities through the use of community development approaches;

- **Goal 3: Employment**: To engage with marginalised target groups/individuals and residents of disadvantaged communities who are unemployed but who do not fall within mainstream employment service provision, or who are referred to SICAP, to move them closer to the labour market and improve work readiness, and support them in accessing employment and self-employment and creating social enterprise opportunities.

SICAP's 3 Horizontal Themes inform these goals:

- Promoting an equality framework with a particular focus on gender equality and anti-discrimination practices

- Applying community development approaches to achieve the participation of disadvantaged and marginalised communities in the wider local development context

- Developing collaborative approaches with local (through the LCDC) and national stakeholders to improve how mainstream policies and programmes are delivered so that they have a more positive impact on the socially excluded

Waterford Collaborative Enterprise Network (WCEN)

Under SICAP's Goal 3 and guided by Horizontal Theme 3, WAP took the initiative in developing the local contacts to launch this enterprise network comprised of 7 local enterprise agencies/training providers that promote self-employment & enterprise development:

1. Waterford Area Partnership

2. Waterford Leader Partnership

3. Department of Social Protection

4. Waterford Chamber Skillnet

5. Waterford Local Enterprise Office (LEO)

6. Waterford & Wexford Education & Training Board (community training)

7. Dungarvan Enterprise Centre

The aim of the network is to promote a local partnership approach to increase capacity and efficiency in the provision of enterprise services. The goal is the achievement of a continuum of services that eliminates gaps and minimises duplication.

Clients' first interaction with the network might be to engage with the Department of Social Protection and then to be referred to WAP to obtain pre-start-up training services delivered by the Partnership. At a later stage of their start-up project some clients may enlist on a Waterford Chamber Skillnet programme or a WWETB programme for more advanced training; some may approach the LEO or Waterford Leader Partnership for specialised supports to bolster their skills in a particular functional area of their start-up venture such as exporting or e-marketing.

Another aspect of the continuum goal is that the network should be able to cater for all client groups in Waterford City & County including those that fall within the "excluded" target groups (marginalised geographical areas, lone parents, different ethnicity, disability, etc).

WCEN activities

The members of the Network meet every quarter. An informal approach is adopted and each member organisation is expected to take turns in hosting a meeting. The principal business of the meetings is for member organisations to share and update in-depth information on their respective services, and discuss new plans and initiatives including possible joint initiatives that could be undertaken by the network. Particular attention is paid to identifying the differentiation of client groups and to the need for each member organisation to provide clear information on their target groups from a client perspective.

Having been thus apprised of the services offered by their fellow organisations each member is in an informed position to deal with client approaches and either provide the enterprise services required themselves or pass them on to the most appropriate organisation in the network.

Thus the key strength of the Network's referral system is that it is a distributed system rather than one centralised system—each member organisation acts as an individual referral system. In this way it casts a much wider net increasing the probability that all Waterford City & County clients can be embraced.

Tracking of clients' progress: As the SICAP programme implementer, WAP is obliged to formally track the progress of the target clients and record the outcomes for the periodic SICAP reports. This tracking includes clients referred to network supports and to agencies outside of the network.

Future plans

The Waterford Collaborative Enterprise Network is funded by the SICAP programme until 2017 and a number of initiatives are being undertaken to further its work.

A key aim of Waterford Area Partnership from the start has been to expand network membership to include all relevant organisations in the county. The latest organisations to accept an invitation to join are three other chambers of commerce in the county (Waterford Chamber is already a member).

Expanding the network has the advantages of increasing the awareness among existing members of the supports offered by new members; conversely, it means that the reach of the network is widened to include the enterprises that belong, for example, to the three chambers of commerce.

The exchange of information between the members of the network has identified a large range of enterprise and support services within the county some of which are better known to learners than others. The network has recognised the need to reach a wider audience in terms of disseminating information on members' training programmes and other services. In the first instance, it is providing information on members' programmes and supports to the Business Waterford web site, an information portal developed jointly by the Economic Development Departments of Waterford City and County Council, which aims to attract businesses/employees and encourage entrepreneurship in the Waterford region.

The network is planning to develop an infographic which will show the continuum of enterprise training programmes offered by member organisations.

Waterford Area Partnership has a remit in relation to social enterprise and is keen to expand the activities of the network in this area. It is planning to canvass WCEN members on their current and prospective role in relation to providing training and supports to social entrepreneurs.

Good practice elements

A number of benefits arise from the WCEN for both the member organisations and to learners; these are explored below.

Sign-posting of services: Learners approaching WCEN members for information on entrepreneurship training provision are directed to the provider within the network offering them the entrepreneurship courses or supports that are most relevant to their needs. The benefit of this is that learners who are directed to the appropriate training courses are more likely to participate in and complete these courses. For the training providers it means that they are less likely to experience course drop-outs due to a mismatch between what they offer and what learners want or need.

Continuum of service provision: The learners are briefed on the progression pathways offered by network members i.e. they might initially need basic entrepreneurship skills which can be supplemented at a later date with more in-depth skills training. As indicated above, Waterford Area Partnership can provide entry-level enterprise skills while Waterford Chamber Skillnet offers higher-level skills training which can be augmented by in-depth entrepreneurship training provided by the Local Enterprise Office.

Avoidance of duplication/identification of gaps: The sharing of information among the WCEN members about their provision of entrepreneurship education courses helps the partners to identify if there are any overlaps in the courses or supports that they offer. Additionally, the exchange of information within WCEN means that the participating organisations can see where gaps in the network's provision of entrepreneurship education/training or associated supports.

A number of organisations within the network offer post-training course supports such as peer-to-peer networking which are available to participants/clients of other organisations. In this way, WCEN members can refer their course participants to these complementary supports without having to provide them themselves.

One of the network members, Waterford & Wexford ETB, is exploring the possibility of providing prototyping facilities and incubation/work spaces. Efforts are being made to identify existing facilities within the county that could potentially be made available to the clients of WCEN members.

In addition to gaps in types of enterprise support the Network offers the potential to address identified gaps jointly in terms of geographic coverage and target groups. Discussions are underway to address these deficits.

Joint initiatives: The network has identified opportunities to pool resources and provide a joint service. One such case is where a number of WCEN members are collaborating on the provision of a training course for small businesses on using the Revenue Commissioners' online tax platform. The involvement of three

organisations in the provision of this course facilitates reaching a wider group of potential clients.

Improved communications: The regular quarterly meetings of the network have led to improved communications between the member organisations. This routine interaction has resulted in a much better understanding of the enterprise training programmes and supports that each member provides. In addition having contacts and names for each organisation has facilitated the effective collaboration to the great benefit of the clients.

Perhaps one of the most significant benefits of the Waterford Enterprise Collaborative Network is that it is learner-centric i.e. the focus of the network's attention is on meeting the learners' entrepreneurship skills needs and on directing them to other relevant post-training business supports such as mentoring.

From a learner's perspective, the network addresses a problem that they may not be aware of. TMA's research into the provision of entrepreneurship education/training provision at a national level indicates that there is no shortage of enterprise-training providers, but finding details on their courses can be difficult. The WCEN solves this problem for learners in the Waterford area, particularly those from disadvantaged backgrounds, because the network members have a good understanding of the entrepreneurship training courses offered by each partner organisations and therefore can provide learners with up-to-date and relevant information.

The operation of the network does not require a significant investment but it does depend on the willingness of relevant organisations to co-operate and to share information.

Appendix D

Belfast Metropolitan College (Belfast Met)

Policy and Administrative Context (Northern Ireland)

Growing a sustainable economy has been the top priority of the Northern Ireland Executive and Assembly in successive Programmes for Government. The six Further Education (FE) Colleges in Northern Ireland (Belfast Metropolitan College, North West Regional College, Northern Regional College, South Eastern Regional College, South West Regional College and Southern Regional College) cover both FE and HE courses/qualifications and result from the amalgamation of a number of pre-existing institutions. All FE Colleges are under the policy aegis of the Department for the Economy (until recently the Department of Employment & Learning [DEL]). DEL was responsible for undertaking a recent review of the FE sector (2015–2016) which concluded that the colleges will continue to be key providers of further and higher education provision as well as the new approaches to apprenticeships.

In the foreword to *Northern Ireland's Further Education Strategy* (January 2016), the then Minister for Employment and Learning, Dr Stephen Farry MLA, wrote:

> *"It will be important for further education to have an identity which is distinct and sets it apart from the other education sectors, characterised by promoting professional and technical learning pathways and skills development which the sector is uniquely placed to provide. This can be achieved through further education's passion for learning and ambition for its learners.*

The further education sector goes beyond providing a skilled workforce. It also leaves a significant footprint on our economy as an industry in its own right in terms of job creation and wealth generation. With campuses located across this region, colleges are embedded in local communities and their role as employers and generators of economic activity is particularly important at a local level."

With regard to enterprise the Further Education strategy proposed:

Policy Commitment 9 – Developing Employability and Enterprise Skills
A distinctive element of provision delivered by colleges will be the development of employability skills, through high quality and relevant work placements and the use of virtual reality technology to simulate work placements in innovative and effective ways. Through their teaching strategies and approaches, colleges will also seek to develop enterprising learners, who are innovative and creative, and are able to adapt to change.

The consultation process carried out in the development of the FE strategy highlighted the following proposals:

Q. (9c) In what way can colleges develop enterprising learners who are innovative and creative, and who can adapt to change?

Comments and suggestions received for this question were as follows:

- Curriculum may include introductory teaching 'about' enterprise in society, by looking at key players, how the discipline has evolved, and considering enterprise in terms of employability skills. Enable students to develop generic skills in enterprise by exploring problems and opportunities as vehicles for active learning and creative problem solving. Business simulations can be valuable. Activities are often group-based, especially when team-working skills are desired outcomes. Entrepreneurs and business advisers can make important contributions both to curricular and extra-curricular elements.

- Project based learning is a dynamic approach to teaching, in which students explore real world industry based problems and challenges.

- Base assessments on real-life work related projects

- Taught courses involving problem based learning projects; live company projects; ideas generation, and enterprise competitions.

- Developing industrial hubs at college campuses.

Summary of responses from the consultation on the new Further Education Strategy (December 2015).

Belfast Metropolitan College

Belfast Met is the largest and longest established further and higher education college in Northern Ireland offering a broad range of innovative, high quality, economically relevant provision. Belfast Met attracts over 20,000 learners per year and continually adapts and develops its curriculum to keep pace with shifting economic and skills demands. In addition to equipping the city of Belfast and beyond with the skills for work, Belfast Met is a £60 million business

in its own right and provides employment to over 1,000 people as well as procuring around £7 million of goods and services per annum.

Belfast Met provides a wide range of education and training programmes and the portfolio of courses spans from apprenticeship and Level 1 courses through to degrees and post-graduate study.

Industry Links

Belfast Met has strong links with local, national and international companies and employs both teaching and non-teaching staff with widely-based industrial and business experience. It has a new £18m facility designed to promote employability, entrepreneurship and economic development (e3). The e3 building, which is based at Belfast Met's Springvale campus, has specialist zones dedicated to digital media, manufacturing technology, catering, business incubation, SME training and renewable technologies. Central to the building is an open plan project based learning zone where students can work in mutli-disciplinary teams relating to their programme of study.

The building provides industry standard facilities including: an animation and digital editing suite, TV and radio production studios, a hospitality training facility, business incubation units, professional training rooms and manufacturing and engineering facilities for product innovation. The incubation units are available to students and to businesses, and the college also offers a business support service which is a specialist service dedicated to enterprise, economic development and employability with specialist facilities for industry sectors identified as having growth potential. The services on offer include training, mentoring, business support programmes and consultancy.

The e3 facility has a Head of Business Development supported by an Innovation Manager whose role is to place the college at the forefront of technological innovation and ensure that this work drives curriculum enhancement and adaptation. Recent areas of focus have included leading collaborative bids on renewable energy, energy storage, green technology, clean technology, cyber security, Internet of Things adaptations, Data Analytics, 2D animation and Smart Cities.

Belfast Met structure

Belfast Met has invested time and money in a significant change programme to reshape the College for a strong and successful future. This change programme has seen the curriculum structure shaped into five innovative and responsive Departments;

- Belfast Academy

- Belfast Business School

- Creative and Digital Industries

- Health, Sport and Leisure

- Science, Engineering and Construction

Each department is closely aligned to the Northern Ireland FE Strategy and embraces the Colleges Corporate Plan 2016-20. Each department has a focus on enterprise and entrepreneurship and this is exemplified in the Belfast Business School. The School has a mission to deliver creative and innovative learning experiences and is the first business school in Northern Ireland to be administered by a further education facility.

The Belfast Business School is based in the Titanic Quarter and e3 Springvale Campuses and brings together elements from three former Schools. It has for many years ensured learners have had access to leading industry experts and regularly enhances its existing team by recruiting skilled part time lecturers to deliver in partnership with the full time lecturing team in the following:

- Full-time courses from Level 2-6

- Part-time professional development programmes from Level 2-7

- Bespoke (accredited and non-accredited) training solutions for industry

The professional development programmes include:

- Strategic Management and Leadership

- Consultancy

- Business Mentoring and Coaching

- Marketing/Digital Marketing

- Accounting and Financial Services

- HRM

- Project Management

- Procurement and Supply

- Selling/Sales Management

The Belfast Business School is also keen to create new partnerships with leading firms and industry experts who would like to be involved in lecturing, training or mentoring to support the continued growth and development of the School.

Most recently the school invited award-winning American author, Steve McKee to deliver a number of masterclasses to help launch the Belfast Met Corporate Plan 2016-20 'Leading the City to Work' which also coincided with the start of the colleges 110th anniversary year. Steve is the co-founder of Passare, a software-as-a-service technology spin-off which is re-defining the funeral planning industry. Steve shared his experience on business growth and power branding.

Specific Entrepreneurship Education Provision

A new offer from Belfast Met is the ILM (UK) Level 3 Award in Enterprise and Entrepreneurship (QCF) which it plans to provide at its Titanic Quarter campus.

This part-time programme is designed for potential entrepreneurs to build the skills and knowledge they need to get their new business up and running. It is also targeted at owner-managers who want to run their business more effectively.

The course aims to help learners to:

- Gain an understanding of the process of setting up a business

- Be clear about their expectations and motivations and the risks involved

- Define their business idea and assess its viability

- Work on their business plan, budget and cash-flow forecast

- Build skills and knowledge in key areas, including marketing, customer service and finance

At award level, there are two mandatory units which focus on preparing for the personal and practical challenges of starting a business and assessing the viability of the learner's business idea. This course provides progression opportunities to other qualifications such as the ILM Level 3 Certificate or Diploma in Leadership and Management and the ILM Level 3 Certificate in Effective Management.

General Enterprise

In principle, an understanding of enterprise issues forms an integral part of all full and part-time courses at Belfast Met. It is emphasised in the Belfast Business School in areas such as hairdressing and beauty therapy, as well as catering, where 'self-employment' is often a career goal, and at times soon after graduation.

'*Blended learning*' incorporating an element of delivery 'on-line' is used in both part and full-time courses, although this tends to be more characteristic of Higher Education, with Further Education courses focusing on interaction/ building relationships on a face-to-face basis.

Belfast Met also work in the Belfast Enterprise Academy and are part of a partnership team successful in securing EU support for an Interreg IERR project to support Northern Ireland to become an Enterprising Region.

Recent Specific Initiatives

Practical 'Real World' Initiatives

Belfast Met provides and facilitates 'real world' practical initiatives to complement the knowledge transfer. The 1st and 2nd year Higher National

Diploma (HND) in Business students spend a four week period working in teams and directly with local small to medium enterprises (SMEs) to deliver innovative projects.

As part of the 'bakery' provision of the college's hospitality/catering programmes a pop-up shop selling student produce operates during term-time to provide students with the opportunity to develop their retailing and general business skills.

The Linen Lounge Restaurant situated in the Titanic Quarter campus also provides students from the college's professional cookery/hospitality programmes an opportunity to cook for and serve external customers. It gives them an opportunity to experience a real-life industry-standard working environment through preparing and serving food under the guidance of their tutors.

Similarly, learners on Belfast Met's hairdressing and beauty therapy programmes can practice their technical and customer facing skills in the college's commercial hair and beauty salon, Urban Escape.

Belfast Met also has an Events Division which seeks large-scale commercial events which allows the student body to apply skills learned and developed during their programme.

Business Launchpad
This was a programme receiving European (ERDF) and InvestNI assistance which was aimed at mentoring, incubating and providing 'venture capital' for selected individual and firm-based business ideas.

The Business LaunchPad programme, which is a UK-wide initiative, allowed students enrolled on a full-time or part-time course at Belfast Met or North West Regional College to develop their business ideas and provide stepping stones for setting up a business. Throughout the programme, students explored potential business ideas, held interactive workshops with local entrepreneurs, availed of tailored guidance and mentoring and wrote a business plan. Following a competitive process, a number of students were selected to pitch their business idea to a panel of local business owners in a Dragon's Den-type event.

Training Academies
Since 2013, Belfast Met has been a key delivery organisation for a new and unique Academic/Business/Government partnership designed to provide potential employees with exactly the right skills the company needs. The programmes are typically in emerging sectors where industry moves so fast and the skills are not readily available in the marketplace.

Funded through the Assured Skills programme in partnership with the Department for the Economy and Invest Northern Ireland, these academy programmes are designed to guarantee existing companies wishing to expand

and/or incentivise potential new inward investors seeking to locate their business in Northern Ireland with the skills required to succeed.

Assured Skills provides tailored training to help employers find staff with the appropriate skills or support to develop the necessary expertise within their existing team. This can range from helping to establish links between businesses and the further education sectors, to designing specific training solutions or assistance with recruitment and other pre-employment activities.

To date the college has delivered 30 academies and 500 students have been employed by companies such as Deloitte, PwC, EY, FinTrU, Alexander Mann and others. The overall conversion rate from academy participation to employment is 93%.

What makes Academies unique training programmes is that every hour of every day is designed around the needs of the employers and the requirements of the job. The employers are encouraged to sit in the classroom and provide input. The academies run 5 days a week for 8 -10 weeks, 9am to 5pm to reflect normal business requirements.

Future Developments

Belfast Met has plans to enhance its provision of enterprise-related courses in the belief that it is important from both a personal and business development perspective. The College plans to enhance its tracking of learners and their subsequent work and business experience both through the development of its alumni association and through direct/focused surveys. With the transfer to the Department for the Economy, there is an increased focus within the FE sector on the need to measure impacts in addition to the measurement of outcomes. Belfast Met will continue to ensure the range and quality of enterprise and general business tutors provides learners with a richer personal and entrepreneurial experience.

Conclusions/Recommendations Arising from this Case

It is evident from looking at the Belfast Met experience that:

There is need for a clear policy/strategy framework from Government/ Departmental level for both individual institutions and for the FET system in general. FE is appreciated at the NI Executive level as having a significant role in skills formation and retraining, as well as in the development of the individual learner. This needs to be reflected in the operational relationships between individual colleges and their funders as well as in the strategic and particularly the implementation planning of the institutions themselves.

Institutional and Professional Networks as well as other linkages need to be encouraged and enhanced between FE providers themselves and with their HE counterparts. In the NI/Belfast Met situation, FE and HE elements tend to be co-located, reducing the need for formal networking mechanisms. 'External'/Industrial inputs and direct business participation are key to good enterprise and business education and training. Mentoring and advice from experienced business people is essential for good practice in this field. Colleges themselves need a 'business infrastructure' — innovation and other services, as well as specific initiatives e.g. pop-up shop.

'Aftercare' contact and advice is essential for start-up and other enterprise-related activity. This is important for monitoring the impacts of FE and in that monitoring process itself, specific 'enterprise and entrepreneurship' awards (such as Launchpad) have an important role in promoting 'start-up' ideas and plans.

At a wider level it is important to note that:

Significant investment in further education in general in terms of policy, finance and teaching and other resources (and, in particular, in its enterprise aspects) is an important and immediate policy challenge.

Cooperation: Belfast Met is keen to build relationships with the Irish system — at both the policy (SOLAS) and operational levels (e.g. Cavan Institute). The potential exists for an All-island FE/FET Network. Enterprise and entrepreneurship should be an important aspect of such a network.

ANNEX

Full-time Course Subjects
- Access to University
- Administration
- A-Levels
- Animal Management
- Art, Design & Crafts
- Beauty, Hairdressing and Complementary Therapies
- Business and Finance
- Business Management and Marketing
- Childhood Studies
- Computing/IT and Multimedia
- Construction & the Built Environment

- Courses for Students with Learning Disabilities

- Dental Nursing

- Electronics and Electrical Engineering

- Engineering

- Engineering and Manufacturing

- Fashion and Textiles

- Health and Social Care

- Hospitality and Catering

- Media and Journalism

- Motor Vehicle

- Music

- Princes Trust & Other NEET Provision

- Public Services

- Science

- Sport & Fitness

- Teaching & Training

- Traineeship

- Travel, Tourism & Events

Part-time Course Subjects
- Access to University

- Administration

- A-Levels

- Art, Design & Crafts

- Beauty, Hairdressing and Complementary Therapies

- Business and Finance

- Business Management and Marketing

- Childhood Studies

- Community Development

- Computing/IT and Multimedia

- Construction & the Built Environment

- Counselling
- Courses for Students with Learning Disabilities
- Creative Writing
- Dental Nursing
- Dyslexia
- Electronics and Electrical Engineering
- Engineering and Manufacturing
- English as a foreign language
- English for Speakers of Other Languages (ESOL)
- Essential Skills
- Fashion and Textiles
- Health and Safety
- Health and Social Care
- Hospitality and Catering
- Languages
- Leisure Courses
- Motor Vehicle
- Photography/Digital Imaging
- Princes Trust & Other NEET Provision
- Science
- Sign Language
- Sport & Fitness
- Teaching & Training
- Traineeship

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Appendix F

Interviewees

The following organisations were consulted and/or surveyed during the course of the study:

Department of Education and Skills

SOLAS

Quality and Qualifications Ireland (QQI)

Enterprise Ireland

ETBI

Dublin City University

Limerick Clare ETB

Waterford Wexford ETB

Dunboyne College of Further Education

Cabra Community College

Dun Laoghaire Further Education College

Colaiste Dhulaigh College of Further Education

Ballsbridge College of Further Education

Galway Technical Institute

Sallynoggin College of Further Education

Cork College of Commerce

Abbeyleix Further Education and Training Centre

Kinsale College of Further Education

Carlow College of Further Education

Cavan Institute

Limerick College of Further Education

Monaghan Institute

Kerry College of Further Education

Templemore College of Further Education

Blackrock College of Further Education

Bray Institute of Further Education

Ballyfermot Training Centre

Tallaght Training Centre

Athlone Training Centre

Limerick Training Centre

Kerry Training Centre

Dundalk Training Centre

Shannon Training Centre

Letterkenny Training Centre

Sligo Training Centre

Ballina Training Centre

Cork Training Centre

Galway Training Centre

Finglas Training Centre

Loughlinstown Training Centre

Baldoyle Training Centre

Kilmacthomas Adult Education Centre

Dunhill Multi-Education Centre

Irish School of Farriery

The Ignite/Entrepreneurs Academy

An Cosán

Foróige

Skillnets

Waterford Chamber Skillnets

Local Enterprise Office network

Kerry LEO

Waterford LEO

Waterford Area Partnership

Belfast Met

Appendix G

Compendium of EET tools

To assist the aspiring EET tutors there is a vast array of compendiums of new pedagogical tools available on the web:

- **A Compendium of Pedagogies for Teaching Entrepreneurship**
  Allan Gibb and Alison Price 2007
  http://ncee.org.uk/wp-content/uploads/2013/12/Compendium-of-Pedagogies.pdf

- **Ent-teach**
  http://ent-teach.jimdo.com/home/enteach-eu/intro-eu/
  http://ent-teach.jimdo.com/home/enteach-eu/about-the-project-eu/
  This project has been funded with support from the European Commission through the Leonardo da Vinci - Lifelong Learning Programme.

  EU The Entrepreneurial School (TES) one of the largest entrepreneurship education initiatives in Europe, co-funded by the European Commission through the Competitiveness and Innovation Programme (CIP).
  http://www.tesguide.eu/web_article/about-tes.htm

- **Best Practices & Pedagogical Methods in Entrepreneurship Education in Europe**
  [EFMD Socrates]

- **EUCIS-LLL Position and compendium of good practices "Fostering Entrepreneurial mind-sets**" June 2013
  http://lllplatform.eu/lll/wp-content/uploads/2015/10/EUCIS-LLL-position_Entrepreneurship-mindets.pdf
  The European Civil Society Platform on Lifelong Learning (EUCIS-LLL) brings together 31 European organisations working in education and training.

- **OECD LEED Entrepreneurship360 project**
  http://www.oecd.org/cfe/leed/entrepreneurship360-skills-entrepreneurship.htm
  http://www.oecd.org/site/entrepreneurship360/home/

- **Eurydice 2016**
  https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/4/45/195EN.pdf
  Annexe: Teacher support links

- **Local Enterprise Office (LEOs)**
  https://www.localenterprise.ie/Documents-and-Publications/10-Step-Guide/
  http://www.readyunlimited.com/about

- **ePathways**
  http://www.epathways.eu/content/about-project
  to support personalised and professional training pathways for VET teachers

- **The Budapest Agenda: Enabling Teachers for Entrepreneurship Education**
  http://ec.europa.eu/DocsRoom/documents/10445/attachments/1/translations/en/renditions/native
  The aim of the 'Budapest Agenda' was to provide a catalogue of measures to be drawn upon by stakeholders at all levels within the worlds of education, business and the wider community in order to take forward the development of teacher education in entrepreneurship.

Appendix H

Questionnaires

HA1.1 Questionnaire for Colleges of Further Education

Section 1: Background information

1.1 Please enter the name of your college/institution

Answer: _____

1.2 Please enter the current number of learners in your College under the different modes:

	Number
Full-Time Day	
Part-Time Day	
Evening	
Other	

Section 2: Entrepreneurship Education (EE) components provided by your college

We will now ask a series of questions on specific Entrepreneurship Education (EE) components of interest to our study (listed below).

Each component's set of questions will be presented in separate sub-sections (2A. 2B, ...)

You need only address the component screens that relate to your college's provision (to your current provision or to your plans for academic year 2016-2017).

- 4N1128 Entrepreneurial Skills — Level 4

- 5N1951 Entrepreneurial Skills — Level 5

- 5N1418 Start your own Business — Level 5

- 6N1941 Entrepreneurship — Level 6

- 6N4105 Business Planning — Level 6

- 6N4189 Growing your Business — Level 6

If your college offers an EE component where certification is awarded by bodies other than QQI, please complete section 2G for this component(s).

If the college provides an EE component where certification is not awarded, please complete Section 2H for this component(s).

Section 2A. "Entrepreneurial Skills – Level 4" (4N1128)

2A.1 Entrepreneurial Skills – Level 4 (4N1128): Current Enrolment Data
Please enter the number of learners studying this component, under the different modes listed

	Core	Elective
Full-Time Day		
Part-Time Day		
Evening		

2A.2 Entrepreneurial Skills Level 4 (4N1128): Status of the Component
Please indicate (by inserting current enrolment numbers) if this component is taken as a Stand Alone module or as a part of Major Award(s)

	Stand Alone module	Major 1	Major 2
Full-Time Day			
Part-Time Day			
Evening			

For the Major Awards, please give the EE enrolment number and, in brackets, the QQI major award code, its College Title, and the total learner number on the major course e.g. 10 (4MXXXX, Business Studies, 30)

2A.3 Entrepreneurial Skills Level 4 (4N1128): Learners' Age Profile
Please enter the number of Learners studying this component for the listed Gender and Age Classes

	Female	Male
< 25 yrs		
25- 39 yrs		
40+ yrs		

2A.4 Entrepreneurial Skills Level 4 (4N1128): Learners' incoming Education Profile

Please enter the number of Learners studying this component by the listed incoming Education Levels

	Full-Time Day	Part-Time Day	Evening
No formal education			
Primary Education			
Second Level Education			
Third Level Education (FET or HE)			

2A.5 Entrepreneurial Skills Level 4 (4N1128): Roles of Entrepreneurship Education

Current thinking views entrepreneurship education as having three roles, depending on the context:

1. To learn to become entrepreneurial — development of entrepreneurial mindset, skills and competencies for life in general

2. To learn to understand entrepreneurship – knowledge about business and social entrepreneurship as a concept

3. To learn to be an entrepreneur — practical knowledge and entrepreneurial skills pertaining to enterprise start-up

Please assess the potential of this component to deliver on these different aspects of entrepreneurship education.

	Low potential	Moderate potential	High potential	No answer
Learning to become entrepreneurial				
Learning to understand entrepreneurship				
Learning to be an entrepreneur				

2A.6 Entrepreneurial Skills Level 4 (4N1128): Social Entrepreneurship

Does the component address Social Entrepreneurship skills?

	None	Modest	Substantial	No answer
Social Entrepreneurship coverage				

2A.7A Entrepreneurial Skills Level 4 (4N1128): QQI/FETAC Component Specification

Choose one of the following answers:

- The QQI component specification is too theory-oriented

- It strikes a proper balance between theory and practice

- The QQI component specification is too practice-oriented

- No strong opinion

- No answer

If you wish to elaborate you may enter a comment in the box provided.

2A.7B Entrepreneurial Skills Level 4 (4N1128): QQI assessment system

Does the QQI assessment marking system reflect the skills emphasis indicated by Businesses and Entrepreneurs?

Answer: _____

2A.8 Entrepreneurial Skills Level 4 (4N1128): Work Placement

Do all Learners who study this component also take a work placement/work experience component?

Choose one of the following answers:

- Yes

- No

- Not Applicable (N.A.)

- No answer

If you wish to elaborate you may enter a comment in the box provided

2A.9 Entrepreneurial Skills Level 4 (4N1128): Teacher Qualifications

Please answer the following questions by selecting one of the optional responses

	Not Important	Slightly Important	Moderately Important	Very Important	No answer
How important is it that the teacher should have a business degree					
How important is it that the teacher should have worked in a business					
How important is it that the teacher should have run their own business					

2A.10A Entrepreneurial Skills Level 4 (4N1128): Achievement of the 2014-2015 Class

Please indicate the achievements of the 2014-2015 Class for this Component

- Number enrolled on the component

- Number who achieved a Distinction

- Number who achieved a Merit

- Number who achieved a Pass

- Number who did not complete the Component

2A.10B Entrepreneurial Skills Level 4 (4N1128): Non-completion
In your opinion, what are the main reasons for students not completing their component?

Answer: _____

2A.11 Entrepreneurial Skills Level 4 (4N1128): Progression of the 2014-2015 Class
Please indicate the following information on learners from the previous academic year for this module:

- Number enrolled on this component in Year 2014-2015

- Number of these who progressed to Self Employment

- Number of these who progressed to Employment

- Number of these who Progressed to Higher Education

- Number of these who continued in Further Education

- Number of these who became Unemployed

- Number of these who went on to other destinations

2A.12 Entrepreneurial Skills Level 4 (4N1128): Enrolment Plans for Year 2016-2017
Please indicate your planned Enrolment numbers for this component for Year 2016-2017

	Core	Elective
Full-Time Day		
Part-Time Day		
Evening		

Similar questions in Section 2 were put to respondents for the following:

- Entrepreneurial Skills — Level 5 component (5N1951)

- Start your own Business — Level 5 (5N1418)

- Entrepreneurship — Level 6" component (6N1941)

- Business Planning — Level 6 (6N4105)

- Growing your Business — Level 6 (6N4189)

- EET Module certified by a Body other than QQI

- EET module without certification

Section 3. Pedagogical Approach (teaching methodology & strategies) used to deliver EET Components

3.1A Teaching Strategies
In relation to the delivery of EET components in your College please quantify the approximate percentage of total component duration allocated to the following teaching strategies (note: these strategies can overlap, i.e. sum of percentages may be more or less than 100%).

	% of total component duration
Opportunity spotting, enterprise idea generation	
Organisation of 'pitching events' to be judged by outside guests along the lines of 'Dragons Den'	
Development of detailed realistic business plans	
Action-oriented, experiential learning	
Self-directed learning, with teacher acting as facilitator	
Development of teamwork skills	
Participation in extra-curricular enterprise competitions	

3.1B Teaching Strategies
Please indicate briefly any other key strategies in your EE component delivery.

Answer: _____

3.1C Younger Learners at Level 4
If your College caters for younger learners doing Level 4 components (e.g. those on Youthreach programmes or other programmes at level 4 or equivalent), are there any particular considerations in the selection of EE teaching methodologies to suit these younger learners?

Answer: _____

3.2 In the case of EE, is achievement of certification/formal accreditation important, or does it impose restrictions on what is needed to be taught to develop entrepreneurial mind-sets and skills in individuals?

Answer: _____

3.3A Linkages with External Supports
To enhance the business-world experience for the Learners do the EE Teachers exploit linkages with the following external enterprise supports?

	No link-age	Some linkage	Strong linkage	N.A.	No answer
Linkage with Local Entrepreneurs					
Linkage with Local Business Chambers					
Linkage with Local Banking Officials					
Linkage with Local Enterprise Offices (County Enterprise Boards)					
Linkages with FET/HE institutions					
Linkages with ETB Training Centres					
Linkage with other external organisations—you may list these in the Q3.3B text box below					

3.3B Please name any other key external organisations you link with to enhance the Learners' EE experience

Answer: _____

3.4A Participation in Continuing Professional Development (CPD) opportunities
Do EET Teachers in the College engage in any of the following CPD opportunities

	Yes	No	Don't Know	No answer
Informal networking with EE Teachers in other FE institutions				
Formal in-house CPD provision relevant to EE Teachers				
Interaction with the Further Education Support Service (FESS)				
Other*				

3.4B Please describe briefly any "other" CPD resources indicated in 3.4A above

Answer: _____

3.5 Provision of supporting facilities (e.g. incubator facilities, mentoring) for EE learners interested in starting a business

Please describe briefly any such facilities provided by your College for EE learners

Answer: _____

Section 4. Analysis of your College's EE provision – Strengths and Weaknesses

4.1A As part of FET provision, what in your opinion are the ultimate aims of EE provision (Please tick one box on each line)

	Strong-ly agree	Agree	Neither agree nor disa-gree	Disa-gree	Strong-ly disa-gree	No answer
It equips learners for entry to self employ-ment						
It equips learners for entry to general employment						
It equips learners for progression to FET/ HE education						
It contributes to lifelong education						

4.1B In the absence of a formal EE graduate tracking system, how in your opinion can the success of your EE provision be satisfactorily measured?

Answer: _____

4.2A Listed below are a set of success factors that are known to contribute to quality EE provision.
Please rate them for your College.

	Very Weak	Mod-erately Weak	Aver-age	Mod-erately Strong	Very Strong	N.A.	No answer
Leadership and Support for EE from College Top Management							
Adequate funding to resource quality EE provision in terms of programmes, staff and facilities							
Availability of Qualified EE Teachers							
Availability and Effectiveness of continuing support resources for EE Teachers (FESS, peer networks, etc)							
Commitment of EE Teachers to champion Entrepreneurship dif-fusion							
Strong Learner Demand for EE components							
Match of acquired EE Learner skills to the requirements of the Busi-ness World							
Progression paths within the FE and HE sectors for EE learners							
Strong support of Enterprise Sector (Enterprise Agencies, local Entrepreneurs, etc)							

4.2B Please indicate any other key success factors that you have identified

Answer: _____

4.3A Are the College resources sufficient to cater for EE demand?

	unable to match current EE demand	sufficient to match current EE demand	able to accommodate greater EE demand	No answer
Resources are				

4.3B What in your opinion is the trend in EE demand?

	decrease	remain stable	increase	don't know	No answer
Future demand for EET will					

Section 5. Suggestions for improving your Entrepreneurship Education (EE) provision

5.1A Please indicate the importance in your opinion of the following suggestions for strengthening your EE provision

	Not important	Moderately important	Very important	N.A.	No answer
A. Better initial Education and Training for EE Teachers					
B. Bolstering the supply of EE Teachers					
C. Better Continuing Professional Development resources for EE Teachers					
D. Stronger partnerships with local Enterprise Agencies					
E. Ability to offer EE Learners placement opportunities in Start-up Enterprises during their time in College					
F. Provision of a formal tracking facility for EE graduates					
G. Launch of a dedicated FET sector entrepreneurship competition at regional or national level					
H. College management efforts to have EE included as a component in other (non-business) courses					
I. Other suggestions — please enter in the text box in 5.1B below					

5.1B Please add any other suggestions for improving your EE provision in the text box below

Answer: _____

5.2 Please identify any improvements that could be implemented immediately or in the short term?

Answer: _____

5.3A Should the status of EE component be enhanced?

	Yes	No	N. A.	No answer
Duration (total hours) of EE component should be increased				
EE should be provided as a Major Award				

HelpIf you wish to elaborate please enter your comments in the text box provided in Q5.3B below

5.3B Please enter any comments you may have on Q5.3A in the text box

Answer: _____

5.4A Is it better to have EE delivered as a separate component or would you recommend having EE embedded in all modules

	As a stand-alone compo-nent	Embedded in all compo-nents	N. A.	No answer
Provide Entrepreneurship Education (EE)				

HelpIf you wish to elaborate please use the text box in Q5.4B

5.4B Please add any further comment on your Q5.4A answer in the text box

Answer: _____

5.5A What would be the ideal profile for recruits to the EE component?

(in terms of education level, possession of previous work experience, real interest in entrepreneurship, etc)

Answer: _____

5.5B On average how do the majority of EE class members compare with your ideal profile?

	Very poorly	Moderately well	Very well	No answer
in terms of educational attainment				
in terms of experience of the world of work				
in terms of real interest in entrepreneurship				

Q5.6 Does the College provide post-tuition support to EE graduates?

	No	Yes	Not current-ly, but under consid-eration	N. A.	No answer
Mentoring					
Networking opportunities through an Alumni Association					

Section 6. Best Practice Entrepreneurship Education

6.1: Please outline briefly (bullet points) your views on what constitutes best practice in Entrepreneurship Education

Answer: _____

6.2: Can you point to evidence of EET best practice factors in your institution

Answer: _____

HB1.2 Questionnaire for ETB Training Centres

Section 1. Centre Information

1.1 Please enter the name of your Institution/Centre

Answer: _____

1.2 Please enter the total number of learners in your institution in 2015

	Number
Daytime programmes	
Evening programmes	
Other*	

Section 2: Evening Start Your Own Business/ Entrepreneurship Training (SYOB/ET) courses

2.1A Please provide the following information on evening SYOB/ET courses provided by your Institution/Centre in 2015

	Name of SYOB/ET course	Number of times offered per year	Duration of course (hours)	Number of learners starting the course	Number of learners completing the course	Does the course offer certification? Yes/No	Number of learners achieving certification
1							
2							
3							
4							

2.1B For evening SYOB/ET courses in 2015 please give an approximate indication of the percentage of DSP referrals and fee-paying learners

	Name of SYOB/ET course	% DSP referrals	% Fee paying learners	% Other
1				
2				
3				
4				

2.2 Please indicate if any of the evening SYOB/ET courses offer a certificate from QQI/FETAC or other certifying body

	Name of SYOB/ET course	Name and Code of certificate from QQI/FETAC or other certifying body
1		
2		
3		
4		

2.3 Please answer the following questions about the evening SYOB/ET course Instructor(s) by selecting one of the optional responses on the right hand side

	Not Important	Moderately Important	Very Important	No answer
How important is it that the evening SYOB/ET Instructor(s) should have a business degree?				
How important is it that the evening SYOB/ET Instructor(s) should have worked in business?				
How important is it that the evening SYOB/ET Instructor(s) should have run their own business				
How important is it that the evening SYOB/ET Instructor(s) should have a Teacher or Train the Trainer qualification?				

2.4 Please provide the following information regarding trend in the demand for evening SYOB/entrepreneurship training courses

	Name of SYOB/ET course	No. of actual learners in 2014	No. of actual learners in 2015	No. of anticipated learners for full 2016
1				
2				
3				
4				

2.5A In your opinion, is the future demand for evening SYOB/ET courses in your institution likely to decrease, remain stable or increase?

	Decrease	Remain stable	Increase	Don't know	No answer
Future demand for evening SYOB/ET courses will:					

2.5B On what basis do you take this view?

Answer: _____

Section 3: Daytime Start Your Own Business/ Entrepreneurship Training (SYOB/ET) courses

3.1A Please provide the following information on daytime SYOB/ET courses provided by your Institution/Centre in 2015

	Name of SYOB/ET course	Number of times offered per year	Duration of course (hours)	Number of learners starting the course	Number of learners completing the course	Does the course offer certification? Yes/No	Number of learners achieving certification
1							
2							
3							
4							

3.1B For daytime SYOB/ET courses in 2015 please give an approximate indication of the percentage of DSP referrals and fee-paying learners

	Name of SYOB/ET course	% DSP referrals	% Other
1			
2			
3			
4			

3.2 Please indicate if any of the daytime SYOB/ET courses offer a certificate from QQI/FETAC or other certifying body

	Name of SYOB/ET course	Name and Code of certificate from QQI/FETAC or other certifying body
1		
2		
3		
4		

3.3 Please answer the following questions about the daytime SYOB/ET course Instructor(s) by selecting one of the optional responses on the right hand side

	Not Im-portant	Mod-erately Impor-tant	Very Im-portant	No answer
How important is it that the daytime SYOB/ET Instructor(s) should have a business degree?				
How important is it that the daytime SYOB/ET Instructor(s) should have worked in business?				
How important is it that the daytime SYOB/ET Instructor(s) should have run their own business				
How important is it that the daytime SYOB/ET Instructor(s) should have a Teacher or Train the Trainer qualification?				

3.4 Please provide the following information regarding trend in the demand for daytime SYOB/entrepreneurship training courses

	Name of SYOB/ET course	No. of actual learners in 2014	No. of actual learners in 2015	No. of anticipated learners for full 2016
1				
2				
3				
4				

3.5A In your opinion, is the future demand for daytime SYOB/ET courses in your institution likely to decrease, remain stable or increase?

	Decrease	Remain stable	Increase	Don't know	No answer
Future demand for daytime SYOB/ET courses will:					

3.5B On what basis do you take this view?

Answer: _____

Section 4: Training strategies and Strengths/Weaknesses of SYOB/ET courses

4.1A In relation to the delivery of SYOB/ET courses in your Institution or Centre, please indicate the relative importance you attach to the following training strategies

	Not Important	Moderately Important	Very Important	No answer
Opportunity spotting, enterprise idea generation				
Organisation of 'pitching events' to be judged by expert guests along the lines of 'Dragons Den'				
Development of detailed realistic business plans				
Action-oriented, experiential learning				
Self-directed learning, with Instructor acting as facilitator				
Development of teamwork skills				
Participation in extra-curricular national enterprise competitions (e.g. a FET version of the Student Enterprise Awards)				

4.1B Please use this text box to indicate briefly any other key training strategies used in your SYOB/ET course delivery and/or if you wish to comment on any training strategies indicated in 4.1A above.

Answer: _____

4.2 In the case of certified Start Your Own Business/Entrepreneurship Training, do your instructors find the QQI/FETAC course specification valuable, or does this restrict their ability to develop entrepreneurial mind-sets and skills in the learners?

Answer: _____

4.3A Do the SYOB/ET Instructors make use of linkages with the following external enterprise supports?

	No linkage	Some linkage	Strong linkage	Not applicable	No answer
Linkage with Local Entrepreneurs					
Linkage with Local Business Chambers					
Linkage with Local Banking/Financial Institution Officials					
Linkage with Local Enterprise Offices (County Enterprise Boards)					
Linkages with FE/HE colleges					
Linkages with other ETB Training Centres					
Other*					

4.3B Please name any other key external organisations that your SYOB/ET instructors engage with to enhance the Learners' business-world experience

Answer: _____

4.4A Do the SYOB/ET Instructor(s) maintain up-to-date skills by engaging with any of the following CPD resources

	Yes	No	Don't Know	Not relevant	No answer
In-house CPD provision relevant to SYOB/ET Instructors					
External certified upskilling course(s) in SYOB/ET training					
Interaction with the Further Education Support Service (FESS)					
Informal networking with Entrepreneurship tutors in other FET institutions					
Informal networking with Entrepreneurship lecturers in HE institutions					
Other*					

4.4B Please describe briefly any "other" CPD resources indicated in 3.4A above

Answer: _____

4.5A Listed below are a set of success factors known to contribute to quality SYOB/ET provision. Please rate them for your Institution

	Very Weak	Moderately Weak	Average	Moderately Strong	Very Strong	N.A	No answer
Leadership and Support for SYOB/ET from top management							
Adequate funding to resource quality SYOB/ET provision in terms of programmes, staff and facilities							
Availability of qualified SYOB/ET Instructors							
Availability and effectiveness of continuing professional development resources for SYOB/ET Instructors (peer networks, etc.)							
Strong support from external Enterprise Sector (local Enterprise Agencies, local Entrepreneurs, etc.)							

4.5B Please indicate any other key success factors that you have identified

Answer: _____

4.6A Post course completion, what in your opinion would constitute a successful outcome for the learner?

Answer: _____

4.6B Does your institution operate a formal learner tracking system?
Choose one of the following answers

- Yes

- No

- Not currently, but under consideration

- No answer

Please enter your comment here: _____ _____

4.6C In the absence of a formal SYOB/ET graduate tracking system, how in your opinion can the success of your SYOB/ET provision be satisfactorily measured?

Answer: _____

4.7A Please indicate the importance in your opinion of the following suggestions for strengthening SYOB/ET provision

	Not Impor-tant	Mod-erately Impor-tant	Very Impor-tant	N.A.	No answer
A. Bolster the SYOB/ET course by increasing its duration					
B. Bolster the SYOB/ET course by offering complemen-tary module(s)					
C. Increase the supply of SYOB/ET Instructors					
D. Stronger partnerships with local Enterprise Agencies					
E. Launch of a dedicated national FET sector entre-preneurship awards competition (e.g. like the Student Enterprise Awards)					
F. Other suggestions — please enter in the text box in 4.7B below					

4.7B Please use this text box to add any other suggestions you have for improving your SYOB/ET provision, and/or enter any comments you may wish to make on the suggestions listed in 4.7A above

Answer: _____

4.8A Please describe briefly any start-up supports (e.g. mentoring, incubator facilities) provided by your Institution for SYOB/ET learners currently on a course

Answer: _____

4.8B Please describe briefly any start-up supports (e.g. mentoring, incubator facilities) provided by your Institution for graduate SYOB/ET learners who have completed their course

Answer: _____

Section 5: Best practice in Start Your Own Business/ Entrepreneurship Training

5.1 Please outline briefly (bullet points) your own views on what constitutes best practice in Start Your Own Business/Entrepreneurship training course provision

Answer: _____

5.2 Please describe briefly (bullet points) the best practice elements or strengths of your institution's SYOB/ET courses

Answer: _____

Appendix I

Programme and Learner Support System (PLSS)

The **Further Education and Training Programme and Learner Support System (PLSS)** involves three strands:

1. National Programme Database (NPD);

2. Course Calendar Scheduling System (CCSS);

3. Learner Database.

The National Programme Database and Course Calendar Scheduling System have been rolled out to all ETBs. The purpose of SOLAS' Learner Database is, among other things, to retain appropriate learner details and learner (and course) outcomes and indicators. It will also have the capacity in due course to include information from other providers of state-funded FET provision, for example, TEAGASC, Pobal and Skillnets.

The development of the Learner Database will be on a phased basis, expanding the depth and breadth of information captured as each phase is developed.

More recent developments include the launch of the PLSS website <*www.fetchcourses.ie*> in August 2016 which has received positive reviews and recognition. A SOLAS style guide to assist in scheduling courses was released in September 2016 to all SOLAS funded FET providers. In addition DES October returns for PLC colleges are planned to be completed via PLSS from October 2016. The National Learner Database (NLD) is scheduled to be available to all SOLAS funded FET providers from October/November 2016 following an evaluation of the piloting of the learner database by Limerick/Clare ETB.