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*Indicators for Evaluating
Entrepreneurial Learning in
Higher Education*

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1. Background information (1)

- ❑ Initiative lead by European Training Foundation (<http://etf.europa.eu>)
- ❑ ETF - the EU agency established in 1990 which supports education and training in countries surrounding the EU
- ❑ ETF mission is to help transition and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems in the context of the EU's external relations policy.

1. Background information (2)

- ❑ Beside others topics, one of the most important focus point of ETF support is **entrepreneurship and SME support**
- ❑ Key instrument is **European Charter for Small Enterprises** endorsed in 2003/2004 as a tool for measuring country efforts in promoting competitive economies, jobs, innovation and wealth.
- ❑ One of the Charter dimensions is **Entrepreneurial Learning**

1. Background information (3)

- ❑ The level of **Entrepreneurial learning** activities until 2008 focused only on the primary and secondary level of education
- ❑ In mid-2008 ETF decided to develop indicators for evaluation of Entrepreneurial Learning activities in Higher Education
- ❑ Basic documents:
 - European Charter for Small Business
 - EC Recommendation for Entrepreneurship as a key competence

2. Methodology

- 16 Countries are participating in the project:
 - From Western Balkan (IPA Region):
 - Albania, Bosnia and Herzegovina, Croatia, FYR Macedonia, Kosovo, Montenegro, Serbia
 - From MEDA Region:
 - Algeria, Egypt, Jordan, Morocco, Lebanon, Palestine, Israel, Syria, Tunisia
- Indicators should follow the format of other Charter for Small Enterprises indicators
- Three level process of developing indicators

2. Methodology

- First step:
 - Identification of the Entrepreneurial Learning (EL) experts from all 16 countries,
 - Evaluation of the best practices in EL in each country by local expert
 - Turin workshop (November 2008): all experts present their best practices and basic set of six indicators for evaluation of EL in higher education developed
 - On-line refinement of indicators and in mid January 2009 adopted final set of 5 indicators

2. Methodology

□ Second step:

- Identification of two countries (one from IPA and one from MEDA region) where indicators will be tested
- Universities in Sfax, Tunisia and Bitola, Macedonia chosen to do pre-piloting and to develop toolkit for evaluation (March – April 2009)
- 19/20 May 2009 – Workshop in Sfax, for know-how transfer to 6 other experts for pilot project of evaluation (Kosovo, Albania and Bosnia and Herzegovina; Egypt, Algeria and Morocco)

2. Methodology

□ Third step:

- June – September 2009, self and peer expert evaluation in 6 countries
- 20 November 2009 – Conference in Bitola, with participants of all 16 countries, ETF and DG Enterprise and DG Education for official promotion of the indicators for EL in higher education
- In 2010, the remaining 8 countries will go thru the process of self and peer expert evaluation



3. Final set of Indicators

- After all these 16 pre-tests and tests of the Indicators, they will be adopted by the EC for the next evaluation (2010/2011)
- All IPA and MEDA countries will be evaluated with these indicators within the European Charter for Small Enterprises (IPA) and the Euro-Mediterranean Charter for Small Enterprises (MEDA)



4. Indicators for EL

1. National Higher Education Policy on Entrepreneurial Learning

Rationale: A national higher education policy on promotion of 'across campus' entrepreneurial learning will enhance the contribution of third level education to national competitiveness.

Objective: Key stakeholders (rectors' conference, education authorities, R&D community and enterprise) agree a national policy for promotion of 'across campus' entrepreneurial learning.



4. Indicators for EL

2. University Strategy

Rationale: *An entrepreneurial university requires a strategy to ensure concerted commitment of leadership, staff and resources to its sustainable development.*

Objective: *Each university participating within the cross-regional 'Enterprise Charter' policy index adopts a policy/statute aimed at developing 'across campus' entrepreneurial learning.*



4. Indicators for EL

3. Staff Development

Rationale: *Well trained staff within a university play is essential to the promotion and development of an entrepreneurial university.*

Objective: *The university ensure staff development measures to promote 'across campus' entrepreneurial learning.*



4. Indicators for EL

4. University/enterprise cooperation

Rationale: *University/enterprise cooperation enhances socio-economic development.*

Objective: *The university and enterprise community cooperate with a common goal for improved entrepreneurial potential of the university, local business and local communities.*



4. Indicators for EL

5. Good Practice

Rationale: *Exchange of good entrepreneurial learning practice between institutions of higher education enhances their contribution of the national competitiveness effort*

Objective: *Each institution of higher education identifies and builds on its good entrepreneurial learning practice and disseminates this good practice.*

5. An example of one indicators

Entrepreneurship Education and Training							
ISCED 5 & 6 Higher Education	Rationale <i>University/enterprise cooperation enhances socio-economic development.</i>						
	Objective <i>The university and enterprise community cooperate with a common goal for improved entrepreneurial potential of the university, local business and local communities.</i>						
	Level 1	Level 2	Level 3	Level 4	Level 5	Justification	Key Sources
University / enterprise cooperation	<ul style="list-style-type: none"> •Sporadic cooperation between the university and enterprises. •Little or no recognition of the importance of systematic cooperation with enterprise within existing university policy. 	<ul style="list-style-type: none"> •As part of a policy development drive by the university to promote 'across campus' entrepreneurial learning, an enterprise cooperation analysis has been undertaken. •Some evidence of strategic enterprise cooperation within select faculties available. 	<ul style="list-style-type: none"> •University/enterprise cooperation forms part of a university strategy for promotion of 'across campus' entrepreneurial learning. •A partnership agreement between the university and enterprise association(s) is in place to promote 'across campus' entrepreneurial learning. •Resources (human, logistical and financial) are available to support the university/enterprise partnership to promote 'across campus' entrepreneurial learning. 	<ul style="list-style-type: none"> •As part of the 'across campus' entrepreneurial strategy of the university at least 50% of faculties have developed enterprise cooperation plans to promote 'across campus' entrepreneurial learning. •Examples available of faculty/enterprise cooperation with resources (human, logistical and financial) to support the cooperation arrangements for to promote 'across campus' entrepreneurial learning. 	<ul style="list-style-type: none"> •All faculties have enterprise cooperation plans for the purposes of promoting entrepreneurial learning. •All faculty/enterprise cooperation plans are being implemented and are supported with resources (human, logistical and financial) to support the cooperation arrangements. •Monitoring and evaluation of university/enterprise partnership and cooperation activities allow for improvements to this component of the university's 'across campus' entrepreneurial learning policy. 		



6. Conclusion

- In progress activity
- Very useful for the Universities, but also strong guidance for Governments
- Have both, Bottom-up and Top-down approach
- Can stimulate entrepreneurial spirit among Universities
- Indicators evaluation in 2010/2011 will become obligatory activity for all IPA and MEDA countries