ICSB Global Education Report

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for Small Business

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Introdu

Introduction:

Entrepreneurship education is the next, great social innovation. As educators, our fundamental goal is to direct students to apply their knowledge and skills in order to prepare them to be lifelong learners as they seek to innovate in a multitude of post-pandemic conditions. The success of higher education providers depends largely on developing and sustaining efficient and effective hybrid education models that promote the latest developments in the field of entrepreneurship and further stimulate students' entrepreneurial mindsets.

Entrepreneurship education requires educators to cater to the various needs and expectations of students throughout their university learning journey. The entire industry of higher education challenges constant adaptation as the environment remains ever-changing. Primarily driven by rapid technological change, age demographics of students, and newly introduced hybrid and virtual modes of studies, the teaching and learning processes have to simultaneously account for the presence and behavior of learners. Educators around the world are seeking to foster effective and inclusive learning environments for their students to prosper and grow.

In the report to follow, you will find the presentation of entrepreneurship educators and organizations that are embodying the entrepreneurial mindset as they seek to organize programs that push and prepare their students to encounter the many complexities of entrepreneurship throughout their academic careers. In recognizing both educators and learners as entrepreneurs, we can start to imagine and formulate a modern-day learning space that is inclusive, innovative, and cross-cultural. This report features articles that introduce unique perspectives on hybrid learning, inclusive education, sustainable entrepreneurship, the impact of COVID-19 on entrepreneurship education, digital transformation of entrepreneurial finance, and innovative approaches to developing courses in entrepreneurship.

These articles are greatly centered in the art and practice of humane entrepreneurship. The detail of the programs, case studies, and theories behind equitable entrepreneurship education seeks to empower learners to begin their entrepreneurial journeys now. The mandate that educators feel is driving the global entrepreneurship education community to introduce and initiate newly-formed entrepreneurship programs that affect not only students, but greater, the entire world. It is in creating student-led and focused programs that encourage hands-on learning while sharply assessing outcomes that educators are creating the world of tomorrow.

Educators are innovating socially; it is time we all follow their example. This inaugural report seeks to capture that innovation in this moment in time. In years to come, we will look to this report as a landing pad from which educators around the world sought to do more, to further expand their understandings of their roles. Thank you to the entrepreneurs who helped to create this report. We applaud you, and we follow your lead.

Let us start.

Mr. Ahmed Osman
Chair of the Board, ICSB

Dr. Ayman El Tarabishy
President and CEO, ICSB
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The Top 10 Micro, Small, and Medium Enterprises Trends for 2021

Written by: Dr. Ayman El Tarabishy, Professor, The George Washington University and ICSB President & CEO

Micro, Small, and Medium-Sized Enterprises Established as the Core Source of Generation throughout the Global Economy

The dawn of 2021 finds the world in a state of tension and uncertainty. The consequences of the COVID-19 pandemic have been dramatic and catastrophic for many businesses and entrepreneurs around the world. Governments are looking to each other as well as the private sector to forge new solutions to the problems facing us in these volatile times.

Although the past 12 months have challenged all of us in the business world, we still believe that MSMEs and other forms of sustainable, humane entrepreneurship provides the best framework for a quick and explosive recovery. MSMEs are the most flexible, and the most in touch with their local communities. This allows them to extend the principles of frugal innovation further and expands the possibility of what this recovery can look like.

Although the pandemic has altered much of our previous expectations of 2020, there are still many positives and plenty of opportunities for businesses to take advantage of during these times. Looking forward to 2021, there are numerous trends that offer glimpses of solutions for those that are bold and innovative enough to take them. Here are ICSB's top trends for 2021.

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Number Ten Trend
FAMILY BUSINESSES

INSIGHT:
Motivated by togetherness and sustained through passion, family businesses present the ideal template to build a business on a foundation of kindness, humanity, and social fabric. Family firms' ability to invest primarily in their employees has led to shocking short and long-term recovery even after moments of crisis. Exemplified during the 2008 economic crisis, family-run enterprises survived "by sacrificing profitability to preserve employment." This perfectly portrays how the firms that value both social and financial capital have a greater opportunity to succeed compared to those that focus solely on financial capital.

A family that is committed and trusting magnifies a family's strengths and discourages weakness. Families who are healthy and humanely oriented will become stronger and excel, even under challenging circumstances. However, those that are fractured and divided will only separate further.

ICSB RECOMMENDATION:
Continue to emphasize and encourage the creation and sustainability of family businesses. Each family's legacy will continue to help them see who they are and understand what defines them as a cohesive collective. This nature of "togetherness" ties family businesses easily with Humane Entrepreneurship, meaning that other, non-family firms can look to the guidance of family businesses' human-centered approach as a model with which to align themselves.

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Number Nine Trend
CITIES — REIMAGINED FOR A NEW WORLD

INSIGHT:

Today, entrepreneurship and innovation are concentrated primarily in urban areas. The rise of the entrepreneurial city is becoming a global movement aided by improved telecommunications, prudent public investment in the start-up community, and an energetic, globally focused generation of youths. From Washington D.C. to Detroit, Michigan, and from Salerno to Italy and Macao, major urban centers have plans to transform their cities into what we call an entrepreneurial town.

However, the pressures of COVID-19 halted the establishment of many entrepreneurial cities, causing many businesses to reconsider the benefits of concentrating their business in the suburbs and more rural areas. Additionally, technology's widespread nature has helped reduce the inequality between rural and urban spaces. We now realize we may be entering a new era of the suburbs. More and more professionals and working families recognize that they can attain high-quality living and working space outside of major urban areas. You can work as a top-level professional while being immersed in nature.

ICSB RECOMMENDATION:

The map will be reconstructed, and the current trend encourages the most innovative and entrepreneurial talent to see the world as its new home—unconstrained by borders. Teams no longer have to come to a major urban city to launch, fund, and scale their companies. Suburbs and even some rural areas can position themselves as a destination and a home for entrepreneurs of any size and in any location. The reason is simple: nature is evolving and changing the playing field, and a new balance is underway. The human relation to space is rapidly changing as we realize that business resources are not necessarily confined to a specific geographic location.

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Number Eight Trend
ARTS THE SOUL OF OUR WORLD

INSIGHT:

The inward reflection that stemmed from the COVID-19 pandemic demonstrated that the world must not forget the central role that the arts have had and continue to have in our lives. As lockdown orders cemented, families and individuals realized the importance of incorporating art and creativity into their lives. By redecorating your home, creating a new business idea, or playing an instrument, entrepreneurs everywhere welcome the unique opportunity of reimagining the role of museums, galleries, and concert halls.

The technological revolution has introduced new ways for traditional areas of art to spread their reach. Even the reach of a small, local museum can become global, allowing its message to reach new and diverse audiences. There will always be an emphasis on and reverence for experiencing art in person, which leaves entrepreneurs with ample space to respond to the human need to curate and experience art in difficult times.

ICSB RECOMMENDATION:

Not only should entrepreneurs be looking to the arts for growing opportunities for collaboration, but our need for arts highlights a missing piece in many of our entrepreneurship education programs. By restructuring how we look at the interaction between the arts and entrepreneurship, we will create products and services that feed an essential need for all local and global communities. Art accessibility will become an even greater topic of interest as we situate ourselves in the post-COVID-19 world.

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SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH EVERYWHERE

INSIGHT:
Science, technology, engineering, and mathematics (STEM) are increasingly important to the innovation equation. They allow individuals to think profoundly about local and global problems while designing and applying real-world solutions. Consequently, it should not be surprising that small businesses drive a significant percentage of the STEM economy. Small businesses are the most human and personal form of entrepreneurship, and as a result, they are perfectly positioned to take advantage of the growing technological capacity at our disposal. However, we must remember that because small businesses are the most human and personal form of entrepreneurship, they can reflect the issues and inequalities of their space. Therefore, we must always remember to be aware of the past mistakes made in small businesses to correct them consistently. One of the core mistakes made in the STEM field has been the field's gender inequality. Therefore, addressing this inequality is one of the most important short term goals we can set for ourselves.

ICSB RECOMMENDATION:
As the STEM and small business economies grow, let us be sure to recognize how "gender differences in STEM entrepreneurship expose issues unique to female entrepreneurs in STEM fields." Women are known as the most suitable group of frugal innovators for multiple reasons. First, many women have the experience of running and managing the household, which could be viewed as a micro-business. Additionally, women have personally felt the oppression that frugal innovations seek to abolish.

It is inspiring and motivating to see the evolution of STEM moving so quickly. However, we should not assume that equality and fairness will necessarily follow the STEM fields' growth. We must continue to be conscious of the need to focus our STEM efforts on gender equity and other efforts towards achieving the Sustainable Development Goals.

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Number Six Trend
EQUITABLE EMBODIMENT

INSIGHT:
We are living through a revolution towards cohesion. We must emphasize that within every structure of society, including business, "respect for human dignity demands respect for human freedom." We seem to have mistaken the value of every individual human with the value of economics. Consequently, we have accidentally turned economics into an opposing force for humane endeavors. However, the current situation brought about by the pandemic has allowed us to start anew. Within this restart, we must then consider the mistakes made in the past and rectify them. It is imperative to understand the characteristics of humanistic management, with empathy acting as an essential "driving factor for employee engagement and communicative business culture, leading to a better understanding between organizational members and stakeholders." Empathy is often thought of as the "starting point of design thinking," and it seems perfectly reasonable that this would be a guiding principle in reimagining and reshaping our new world.

ICSB RECOMMENDATION:
From empathy comes a commitment towards equity. At the firm-level, equity encompasses the "extent to which a company treats individuals in a fair and equal manner." This essential component of the work and world culture promotes "a sense of proportion," agreeing that "the outcomes individuals receive should be awarded in proportion to their inputs and outputs" and understanding that not all individuals are starting in the same place because of historical, embedded discrimination. We have to begin centering the experiences of the marginalized, atypical actors who have suffered on the old business ecosystem's periphery. To form companies, nations, and people who work for equitable solutions for all, we must agree to unearth the past that has created these inequalities and challenge the present that continues to recreate them.

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Number Five Trend
THE END OF THE STATUS QUO — THE FINAL RAMIFICATIONS

INSIGHT:
ICSB in December 2019 said the number one trend for 2020 was the End of the Status Quo. We called it because the status quo is no longer enough. To say it falls far short (to the tune of 60 million jobs that need to be created by 2030) is an understatement of fact, and it is failing even strong economies and (in particular) vulnerable ones alike. The wheels of change need to be set in motion immediately.

Then Covid-19 happened, and it was much harsher and more dramatic than ICSB expected. The new decade started with much death and sadness. Human Progress took a step backward.

Yet, what makes us human is the unequivocal and relentless will to hope!

ICSB RECOMMENDATION:
Forward momentum in these areas is still being seen to some extent. Sustainability is on everyone's mind. The Gulf region continues to open itself up. The middle-class in Africa is on the rise, and countries re-examine their social contracts with their citizens. But is it enough? MSMEs have power and can play a crucial role in shaping the destiny of their businesses. They have actions and options available that they can take to minimize the disruption to their businesses. MSMEs must educate themselves to understand the supply chain, how it works, and how it affects their business in various ways. It is also essential for them to know and understand the alternative actions that can be taken. Many voices, many perspectives, and many heads can be better than one. Silence will not end the struggle, but letting our collective voices be heard can influence positive action.

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Number Four Trend
DIGITAL DISTINCTION AND TRADE WARS

INSIGHT:
As a business transforms from its creation to implementation, identifying and prioritizing market opportunities is essential. However, managers often face one of the most challenging tasks when striving to increase their company's growth capacities.

Traversing market opportunities is too often left to simple chance when in reality, anyone can capitalize on available market opportunities if they can understand the systematic frameworks at play. Fully understanding these frameworks and tools will allow you to make informed strategic choices and present your applications to build team cohesion around your preferences.

This is where Digital Distinctions and Platforms can be the edge for entrepreneurs and SMEs.

It is not just the strategy that is needed but the perfect online platform as well. The strategy has to be executed well. The art of foresight, leadership, and accountability is required. You have to have all three aligned perfectly. If not, the competition will destroy you.

ICSB RECOMMENDATION:
There is no flexibility in the modern business world without a digital presence. The tools exist for small businesses to create an online, global platform that can work towards solutions for various societal needs with very few input resources. The future of education is digital, and tying your business's investment in digital presence to skills training or other educational opportunities is a smart, cost-effective way of growing your footprint..

3

Number Three Trend
SMALL BUSINESS RESILIENCY

INSIGHT:
During these difficult times, everyone is talking about survival, uncertainty, and loss—loss of revenue, relationships, and resources. It's normal and human to feel fear and uncertainty and wonder about your business's future. Currently, experts estimate that one-third of companies will fail, another third will prosper, and the remaining third are in dire need of support.

We know that disasters and economic downturns bring unprecedented challenges. But what if the worst thing that ever happened to your business was also the catalyst to unlock your courage once again? What if the obstacle you are experiencing right now is your opportunity to grow more robust, adaptable, and more successful than you've ever been?

What if you could do more than survive? What if you could thrive?

ICSB RECOMMENDATION:
We are beginning with a simple yet intrinsically complex question: how can we innovate with

limited resources in a way that will create products and services that are accessible to all? In taking a step back, we might see the solution more easily; we must do better with less. In introducing the concept of frugal innovation, we can begin to think about how SMEs can escape the volatility of crisis and change and eventually start finding solutions that uplift the values of ingenuity, empathy, and resilience.

#1 Know thy business. Owners must review operations, contracts, and agreements to be thoroughly knowledgeable about their enterprise's current status.

#2 Focus on the employee. Small business owners must spend time with employees, exploring employee contentment, and ensuring their focus aligns with the company's more excellent vision to endure.

#3 Connect with your customers! Owners and managers need to speak directly to their clients to gain better insight into useful innovations to meet their current needs.

2

Number Tow Trend
HUMANE ENTREPRENEURSHIP

INSIGHT:

In 2015, ICSB began discussing the human element in Entrepreneurship. The concept of a human-centered approach across the various processes and components was simple and powerful. The idea was proposed by Dr. Ayman El Tarabishy, CEO and President of ICSB, Dr. KiChan Kim, Past President of ICSB, and Dr. Paul Swiercz, Professor Emeritus at GW University. At that time, the idea was not well received and was rebuked for lack of clarity. They told us that focusing on the human was shortsighted and ineffective compared to the dynamism of business and the accelerating speed of technology. They said Humane Entrepreneurship was naive and inconsequential. Think Again!

MSMEs are about doing business in a humane way. They hold a special place in people's hearts because they are as human as we are. We currently see a trend in very non-human centric business models that take industrialization, robots, and artificial intelligence. This trend continues to grow and does not look like it is going to end any time soon. Yet, the heart of humankind will always yearn for a human touch.

ICSB RECOMMENDATION:

Technology is a necessary tool to improve business operations, but it is the human element that makes MSMEs unique and long-lasting. Businesses must not forget to inject human-ness into their practice—it is a crucial ingredient to their success. Humane entrepreneurship is all-encompassing, and no matter where business trends lead, it will never go out of style with employees and customers who seek humane and warm treatment. It is never the wrong course to take.

Small businesses must prioritize the well-being of their employees and the sustainability of their business practices. This is paramount across all industries. We have seen the consequences that companies face when they fail to prioritize human and environmental health. The assurance of wealth creation and continued operation only occurs when your employees and customers are confident that your business cultivates an environment of safety and health. This commitment to humane and sustainable business practices and investments will continue to develop into an even more critical metric in determining small businesses' success today and in the future.

1

THE EVOLUTION OF THE ENTREPRENEUR: WOMENPRENEURS

INSIGHT:
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From Instructors to Educators, from Pupils to Learners:

An Entrepreneurship Education Manifesto

Norris Krueger, Ph.D.

Entrepreneurship Northwest

In 2015 OECD's HE Innovate held a workshop in Potsdam as part of the Entrepreneurship360 project [https://www.oecd.org/cfe/leed/entrepreneurship360-skills-entrepreneurship.htm]. They had presentations by 26 stellar primary/secondary entrepreneurship programs; a curious thing surfaced. Every one of these programs had several factors in common. It was so striking to me but none of the educators thought it extraordinary, just normal practice. Or why it is well overdue for us to become **educators, not just instructors**.

- Every program was primarily student-led (even in lower grades), most are student-*designed*.
- Deep engagement with the ecosystem (again, led typically by the students), occasionally not just immersion but co-immersion.
- Always a professionally trained educator at the helm. Occasionally team-taught but still with someone fully trained in education science and practice.
- Vigorous, ongoing assessment usually on multiple dimensions of student outcomes and other stakeholders.

Could it be that easy? Why not do all of these? (Easier said than done, of course.)
Don't Our Learners DESERVE All of These?

How well a student learns depends on them (of course). It also depends on the quality of the pedagogy, quality of instructor, and the setting (and longer-term on the ecosystem.) Pedagogy, instructor, setting, and ecosystem each have often surprising impacts on learner performance. If some/all are suboptimal, even great learners can fall short; if all are strong, every learner benefits.

A+ pedagogical tools delivered by well-trained educators tailored perfectly to the learners, and assessed rigorously will NOT be easy. But why not?

As we go through this manifesto, a good place to start is a question that Andy Penaluna asks "If you had to educate starting from Primary School, where would you start and why?" I would add how do we ensure that educator training and assessment dovetail and how must we change the ecosystem to make it happen? (And why is Europe so far ahead of North America?)

THE ENTREPRENEURSHIP EDUCATOR's MANIFESTO[1]
Every entrepreneurship learner deserves our best.
Moreover, we know what to do (while knowing that there is much more we can learn).

Every entrepreneurship learner deserves:
The **best pedagogy** for them – the best learning tools and information that we can muster, delivered expertly in programs that facilitate that learning for them. Personalized, professional, and productive. We collect a wide variety of promising exercises and activities but we have not tested them rigorously. Do they actually move the needle? Of course, that means we need to have a strong, theory-driven idea of what it is that the exercise is changing (which we have, just don't use it, e.g., Pokidko 2020). We love hands-on activities but how do we know if it is genuinely experiential? That we are changing learners at a deep level?

The best educators – how many b-school professors have professional training as an educator? (I've met a handful globally.) Or have immersed themselves in the science & practice of human learning? A great tool delivered badly does learners little service.

Many entrepreneurship educators have no idea how far behind the curve they really are. Their bosses know even less and often have wildly inaccurate assumptions. We need to help instructors to become educators. Crucially, we also need to show our colleagues' leaders that what we do matters and that educator training matters deeply.

The "best" settings – how can we best prepare learners to get the most out of entrepreneurship training? How can we best follow up? Based on their needs and wants, we should personalize training and ensure we are making the impacts desired. Most human learning is socially situated. We need to provide the right social settings – safe places to learn and fail. In an increasingly online world, this is more important than ever.

The best entrepreneurship education ecosystem – Even where we have hard data that makes the case for the best pedagogy, best educators, etc., that may not be enough to change the minds (and purse strings) of critical stakeholders. We need to develop mechanisms that support all of the preceding needs. As we learned in Potsdam, having learners and the entrepreneurial community deeply co-engaged is vital and rewarding. Part of the broader entrepreneurial ecosystem is an ecosystem that supports best-in-class education. We need to get better at mapping that and engaging it. And never forget that *#StudentsAreOurSecretWeapon.*

The **best research** – Research on the impact of entrepreneurship education remains abysmal – poor/nonexistent theory (despite many good options), pedestrian research designs and analyses, weak data, and sometimes all of the above (and still gets published?) If we are going to move this

agenda forward, we need the absolute best research minds at work and the right data. The place to start is research on the impacts we are – or are not – making.

The best assessment – Assessment needs to be multi-dimensional and tailored to the specific learning objectives and take into consideration the differences among students, etc. We need both quantitative and qualitative data (Krueger 2015, Moberg 2014). We still need to get better at identifying what tools map best onto a given objective but we are advancing. First step is to assess rigorously as many programs as possible on all the key dimensions and use that identify the needed rubrics. We also use this work to demonstrate that what we do... matters. That our best pedagogies increase skills, change behaviours, and change mindsets productively.

Gold Standard Project-Based Learning: A case in point

There are few entrepreneurship classes that do not have some sort of hands-on learning that they invariably describe as "experiential." Formal lesson plans are surprisingly rare and there is little evidence for active use of the strong underlying theory and actual best practices for PBL. Full-on project-based learning (PBL) is an incredibly powerful toolkit IF the class follows all of the critical success factors. Table 1 shows the 7 elements of what "gold standard" PBL contains. These 7 elements are not a cookbook; each requires deep understanding and significant practice. Very few entrepreneurship classes use all 7, fewer still have instructors with deep understanding of those elements and how they work together. Let's change that.
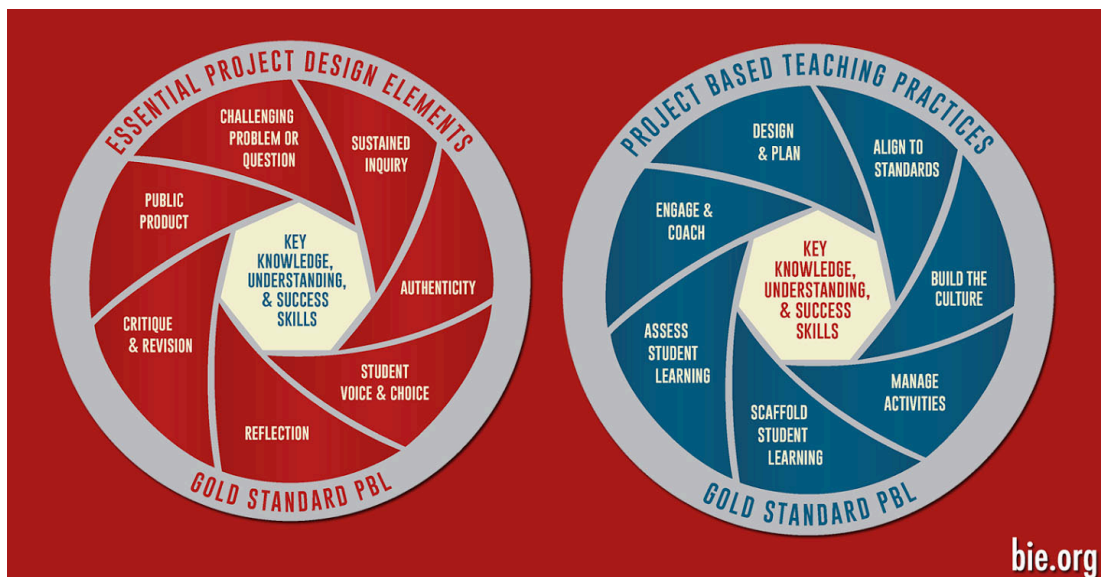
So **Action Item #1** could be: Let **us teach our colleagues how to do world-class PBL.** (Of course, that will require some strong theory but wouldn't that also open the door to more education theory and practice that applies elsewhere?)

Action Items – where can we get started on living up to our manifesto?

Most of these are in progress by my friends and colleagues but we can always have more allies for these action items. As you will also see, more than a few places outside of North America who lead the way.

Great Pedagogy (and Andragogy and ultimately Heutagogy?)

Exercises/activities are plentiful but again what is the change we want to see? And how will we know if we are implementing skilfully? Every exercise needs a thorough **lesson plan**: Where are the students now, what change do you want/expect, and how will we know? What is the **theory** behind the activities? What are the **conceptual learning frameworks** that the exercises are part of? Can we provide **persuasive evidence that the exercise actually worked**?

What To Do First? Great pedagogy will not be great **if instructors are not trained** (see *Educators* below).
What To Also Do First? Nor will it be great **if we cannot assess rigorously**? (see *Assessment* below) We are already seeing that each of these elements connects to others; getting these right lays a strong foundation.

What Else To Do? Rigorous, theory-driven assessment is also how other education domains advance. A model that entrepreneurship education should really imitate is the USA Department of Education's What Works Clearinghouse that tests the impact of educational interventions, including validation of existing impact studies. [https://ies.ed.gov/ncee/wwc/] What other b-school domain would dare?

If you want our pupils to become learners, **we need to help our colleagues to go from instructor to educator.** Best-in-class training and assessment are absolutely crucial first steps.

Great Educators

It seems an easy first step: Start educating our colleagues in great educational theory and practice (K Penaluna, et al. 2015). But how many schools are willing to devote 200,

300 hours or more of first rate educator training for their faculty? How much resistance from our colleagues themselves? (Potentially a very thorny issue.)

We are seeing some strong moves, though, from the Dutch and the UK. The UK has multiple mechanisms to assess overall quality such as the **QAA**[2] and a university-level **Teaching Excellence Framework** to parallel the Research Excellence Framework. There is also the **Higher Ed Academy** model (now **AdvanceHE**[3]) where faculty earn their way to become higher and higher levels of Fellows. (If you want to know more about these, Colin Jones and Andrew Penaluna are articulate champions[4].)

What To Do First? The Netherlands has launched a truly provocative initiative, the **BKO**. To put it simply, every prospective instructor must take ~250 hours of training in education theory and practice if they want to stand in front of a classroom. Can you imagine this in a USA university? Only if the accrediting bodies mandate this. (Can you imagine if faculty start failing this and not allowed to teach? If that costs them tenure? But we can also imagine how this can help less research-focused schools.) Once accrediting bodies notice this, how long until AACSB, et al. mandate this?

What Else To Do First? There is already the "Renegades"[5], a group of trained educators working on an online course that we intend to offer through ICSB, USASBE, et al. (Meanwhile, go devour Jones (2019, 2020). You might be dismayed at how little you know; you might also be pleasantly surprised at how you can use its insights.)

Great Settings *An old higher ed joke:* "Q: How do you know you have a truly great entrepreneurship program? A: Your dean/president wakes up in the middle of the night screaming 'what are those entrep

people doing now?'" To create strong, robust conditions for our students means educating your internal stakeholders, not an easy task. That enables personalizing their education.

What to do first? Map the variety of learner needs and wants. Understand their pre-existing conditions/what they already know (or think they know). For example, identify their past experience/exposure to entrepreneurial activities (what types? was experience good/bad? accurate/inaccurate?)

Personalizing deep experiential learning has powerful impacts. If you understand the theory and best practices, it is quite feasible even in entirely online environments. Using project-based learning again as an example, Table 2 shows how great PBL is ideal for the online world. And right in ICSB's wheelhouse.[6]

ONLINE INSTRUCTION BEST PRACTICES	PROJECT BASED LEARNING HOW IT HAPPENS…
Authentic and relevant course material	Authenticity is an essential element! High-quality projects involve real-world context or impact, and address students' personal concerns, interests, and issues in their lives.
A variety of multimedia resources	Teachers provide, and students find, various resources needed to complete a project, from print materials to websites to videos to communication with real-world experts/organizations.
Student creation of content – individually and collaboratively	In projects, students create original products or answers to a driving question, with a mix of individual and team-created work.
Student reflection on learning	Reflection is an essential element of PBL. During and at the end of a project, students reflect on what and how they learned, and how they did the project.
Explanation of purpose	The project is the framework, or envelope, that contains all the instruction and activities of a unit. Students see that everything they learn and do is intended to help complete the project.

Source: "Award-winning faculty online teaching practices: Elements of award-winning courses" Online Learning, Vol. 23, No. 4 (2019)

Source: "Gold Standard PBL: Essential Project Design Elements," Buck Institute for Education, 2019

Great Ecosystem Supporting Entrepreneurship Education

We talk about entrepreneurial ecosystems a great deal these days, usually without a strong conceptual framework (and often without even defining it.) Entrepreneurship education operates in a web of relationships both internal and external to its host institution yet we are rarely good at understanding our stakeholders and what the value proposition is that we might offer each stakeholder.

We do know that truly great experiential learning is absolutely essential for a healthy, growing ecosystem. We also know that a healthy growing ecosystem generates increasingly good opportunities for deep entrepreneurial learning. With both, we get a virtuous cycle of co-evolution This ICSB video offers more: http://bit.ly/2020CEEC.

What To Do First? Develop tools for local educators to map their ecosystem and to better connect with the broader ecosystem. **Get your students[7] deeply involved.** Reach out to education and public policy students. Have them take the lead in mapping and analyzing their stakeholders. **Identify the value propositions you offer to the stakeholders** (not just what they can do for you; what can you do for them?)

What Else to Do? So what would change the hearts and minds of administrators? What would give you invaluable intel on your performance? Alumni! (Andy Penaluna is expert at this.) Talk about low-hanging fruit that we underutilize. Similarly, as the students connect to the entrepreneurial community, **why not evolve an entrepreneurial advisory board?** With teeth? And speaking of advisory boards, **why not reach out to the best entrepreneurship educators in the world**, get their advice. It costs little to add such experts to your team.

Great Research

In the long run, we are all best served by a growing body of first-rate research on entrepreneurial education and learning. But we are far from that right now. A recent literature review on published work [link] found only a tiny fraction offered generalizable findings. How does a study with poor/no theory and pedestrian (or deeply flawed) research design get published in a good journal?[8] This is a research domain where scholars need deep familiarity; a quick scan of Google Scholar will not help. We cannot change the accelerating 'publish of perish' environment but we can help our colleagues to understand the theory (which will also help colleagues toward becoming professional educators.)

What To Do First? Start with the assessment data below and start identifying 'hot prospect' young scholars and/or education scholars to get involved with us!
What Else To Do First? ICSB webinar/MOOC by the 'Renegades' mentioned earlier. (Note the synergies.) Use this to also educate reviewers so they know what to look for. (See also 'WWC' above.)

Great Assessment

Here is another key leverage point for advancing entrepreneurship education. We rarely do any rigorous assessment of learners, let alone fine-grained analysis of what impacts do a specific exercise generate (one exception: Kozlinska 2016, Moberg 2014). Nor do we always watch for the various cognitive biases endemic to assessment. (As noted, we really do not rigorously assess instructors either.) The lack of theoretical grounding plays a role, of course, but we simply have not chosen to assess rigorously and often as those Potsdam exemplars do.

What To Do First? Find great assessment tools (like EPIC, EntreComp[9]) then create a **vigorous plan to regularly and rigorously assess impacts on learners**. Of course, you will also need to identify what it is you are trying to assess (Lackeus 2015; Penaluna & Penaluna 2015; Krueger 2015. Moberg 2020). If you measure skills while you are trying to change the mindset, results need not be helpful. (But is this not a great excuse to start a deep dive into theory?)

What Next? In the UK, they already offer **professional teacher training**, even an education doctorate that explicitly uses the EntreComp tool. Another Penaluna-ism: "If you want entrepreneurial learning, don't you need entrepreneurial educators?

What Next? The **What Works Clearinghouse** model above needs to be a high priority for entrepreneurship education and could be a strong fit for ICSB and global partners.

Assessment: A little deeper dive
As we learned from the HE Innovate/ EU EPIC project [https://heinnovate.eu/ en/epic/dashboard] to develop a robust, flexible toolkit for assessing the impact of entrepreneurship programming, the research literature is clear that there are at least 5 key ingredients of outcome measures that we need to consider. Not every program will need all 5 and depending on the characteristics of students and instructors plus the key learning objectives, programs should identify what they need to assess for themselves and for critical stakeholders. These 5 areas are:
Knowledge content: What do learners know about the domain/topic? Surprisingly unhelpful for longer-range outcomes but the most frequently used metrics.
Skills: What do they know how to do? Easier to measure and more important than knowledge. EntreComp is a huge start [https://bit.ly/EntreCompOvw][10]

Mindset: How do they think about entrepreneurship and entrepreneurs at a deep cognitive level? What has changed in their deep beliefs/assumptions? Do they think more like an expert? [Krueger 2007, 2015; Krueger & Welpe 2014]
Behaviours: Typically, we assess whether they start a business or intend to, but both metrics are surprisingly misleading. So what other behaviours might we look for? Do they go work for an SME? Do they mentor others?
External stakeholder demands: At the 2019 IEEC, Gabi Kaffka and I found that many UK educators had funders seek other, seemingly unconnected outcomes to assess. If funders think they are important, we should add those to the mix, if only to test them and to build stronger value propositions for critical stakeholders.

What Else To Do? **Triangulating metrics** not only confirms your findings but also raises their credibility. You still must use the best tools. For example, for quantitative metrics, always use tested scales/items; for qualitative, we are finding that reflective diaries/journals are rich in opportunities to assess change [Kaffka & Krueger 2014]. A personal favorite is to ask learners to "Quick, draw me an entrepreneur" as a pre/post. Even in the short run, the differences can be quite illuminating [Krueger & Lawrence 2021].

There is another key leverage point for understanding and assessing impact: **Reflection**. Any model of transformative/ constructivistic learning has reflection at its heart as it gives insight into deeper cognitive processes [Krueger & Welpe 2014]. If you can demonstrate the impacts of that reflection, that is powerful and persuasive. Consider the following.

Reflection as the Heart of Transformational Learning

The "Potsdam 26" described at the start, almost all involved deep reflection. Yes, it is evidence that professionally trained educators were involved and it also shows an understanding that transformative learning is constructivistic not behavioristic (Robinson, et al. 2016, Krueger 2007). If as an educator, the only thing you take away from this essay is to ensure that deep reflection (self reflection, peer reflection, and expert feedback on reflection) is the key element of many exercises and is the key element of overall learning, then you will begin having impact. And the students can articulate what they learned, how they learned, and how to move forward.

What else?

One final *What Else to Do?* Throw down the gauntlet! Accrediting bodies like AACSB are already demanding that schools demonstrate "impact". That is only going to expand and most schools lack expertise at assessment. Moreover, the challenges that higher ed face are immense and changes will be immense to cope[11]. What other business school domain has within its reach the ability to assess impact on the community and especially impact of learners than entrepreneurship? What other domain right now can turn these challenges into opportunities than entrepreneurship? **Embrace this manifesto.**

One final *"Why Not?"* For several years now, an international team has helped North Macedonia develop programs for school children with innovation, creativity, and entrepreneurship at their heart. Why is it that European countries have made so much progress? Yes, there is much, much more to do but why have these efforts received so little notice elsewhere? Why is it that India's Udyham Foundation got entrepreneurial

learning into primary schools for 250,000 students? How did these and other exemplars succeed? Same as the Potsdam exemplars: **Great pedagogy, professional educators, rigorous assessment, AND a supportive ecosystem. We need every single element of this manifesto. In the USA, in Europe, in Africa, in Asia. Every element, everywhere. How can my friends and I help?**

p.s. As a citizen of the USA, why do we ignore the great work outside our borders? If I made a list of the 10 top "gurus" of entrepreneurship education, would any live outside Europe/UK/Australia?******* This seems like a huge opportunity to accelerate entrepreneurial learning in the USA and other countries. **Why not embrace this Entrepreneurship Educator Manifesto to the best of our abilities?**

With all the discussions that have been blossoming online (you are cordially invited to join those discussions, see below), it is clear that:

- There is a set of things that we can do to help learners of any age to get better at entrepreneurship.
- Will not be easy and the game is rigged against us in many ways. [So what?]
- Those learners need this; many (most?) want this.
-
- **We owe them the very best that we can offer.**
- Time for us to get busy. Time for me to get busy.

Again:

A+ pedagogical tools delivered by well-trained educators tailored perfectly to the learners & assessed rigorously will NOT be easy. But why the hell not?[12]

Endnotes

1 Not the first manifesto I have done for ICSB, this one for Online Learning Excellence www.bit.ly/OLE_ICSB

2https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrpreneurship-education-2018.pdf?sfvrsn=15f1f981_8

3 https://www.advance-he.ac.uk/knowledge-hub/framework-enterprise-and-entrepreneurship-education

4 andrew@andrewpenaluna.com ; Colin.Jones@usq.edu.au

5 Contact the author for details if interested norris.krueger@gmail.com

6 My colleagues and I look forward to sharing this with ICSB members and more.

7 Remember #StudentsAreOurSecretWeapon !

8 If editors and especially reviewers have little (or deeply flawed) understanding of theory, that is a painful problem but one that ICSB stands ready to address.

9 https://heinnovate.eu/en/epic/dashboard ; https://ec.europa.eu/social/main.jsp?catId=1317&langId=en

10 Also EntreCompEdu (school teacher training to use EntreComp): 'A world in which every learner has the entrepreneurial skills to be part of a workforce that is alert and responsive to change and capable of designing and implementing new solutions to complex problems' (1 minute video: https://www.youtube.com/watch?v=eE4z1D2uDv4&feature=emb_logo)

11 https://www.mckinsey.com/industries/public-and-social-sector/our-insights/higher-education-enrollment-inevitable-decline-or-online-opportunity ; https://www.wsj.com/articles/is-this-the-end-of-college-as-we-know-it-11605196909 ; https://nymag.com/intelligencer/2020/05/scott-galloway-future-of-college.html ; https://kenaninstitute.unc.edu/kenan-insight/unc-is-preparing-for-the-worst-scenario-and-why-you-should-too/ [the last 2 are quite compelling must-reads]

Table 1. The Crucial Elements of Gold Standard Project Based Learning (courtesy of Buck Institute of Education, www.pblworks.org)
Table 2. How Project Based Learning Empowers Online Education (courtesy of Buck Institute of Education, www.pblworks.org)

*12 * Dear colleagues, I wish you the best; do not be afraid to reach out. Norris Krueger, PhD: norris.krueger@gmail.com; www.norriskrueger.com*
**** People to follow on Twitter/Facebook [a/k/a the people I'm grateful for in helping me become an educator. And, yes, almost all are Friends of ICSB]: Nigel Adams, Geoff Archer, Marguerite Bacipalugo, Bart Derre, Gustav Hagg, Colin Jones, Gabi Kaffka, Inna Kozlinska, Mekin Maheshwari, Kåre Moberg, Helle Neergaard, Elena Oikannen, Andrew Penaluna, Kathryn Penaluna, Daniil Pokidko, Samantha Steidle, Ayman Tarabishy, Andreas Zitek, and more. Great videos here: https://www.intrinsic.eu/webinars-of-the-intrinsic-project.html Follow them. Learn from them.*

How has COVID Changed the Needs of Entrepreneurship Education

Questions to be answered

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Abstract

The coronavirus pandemic has changed the business gontext globally and created several formal and informal institutions in the new economy. In this new economy, entrepreneurs as the change agents of societies have a vital role, that is, to survive the economies. Entrepreneurship education is key to improving the entrepreneurial skills of potential entrepreneurs and helping them become *Heroes*. Nevertheless, as the pandemic's impacts on higher education institutions were high, many of these institutions faced severe challenges. In order to face the challenges properly and succeed, they have to answer a few questions. This articles points out the main issues and provides these institutions with critical questions to be answered regarding two main facts: (i) "COVID is accelerating technology adoption with online teaching", and "COVID has changed the world, so course content must change". By answering the listed questions, these institutions could manage the current and future crises and revise their entrepreneurship education programmes and courses more appropriately.

Discussion

The coronavirus (COVID-19) declared to be a pandemic by the World Health Organization in March 2020. This pandemic changed the world to a great extent. Most countries experienced various socio-economic challenges, and for some months, policymakers, businesspersons, and the general public were confused. Policymakers devised policies that made some of them look like laissez-faire leaders and some autocratic leaders. The general public was also shocked by facing this crisis and did not know what exactly to do (Salamzadeh & Dana, 2020). Besides, several small and medium-sized firms that typically did not have enough resources and skills to manage such a global crisis failed. Larger firms had the necessary resources to face the crisis for a couple of months, but afterwards, they also followed required strategies such as downsizing. However, entrepreneurs- who are the change agents of societies who explore, analyse, and exploit entrepreneurial opportunities to create value- did not stop doing their best to make substantial changes (Maritz et al., 2020). Despite their importance and impact, their number is low in various societies. Nevertheless, even this small number have affected the world economy to a great extent.

Universities and higher education institutions were also affected by this radical change wave (Liguori & Winkler, 2020). They had to establish the required measures to minimise the impact of the pandemic. These efforts started by on-campus measures such as cleaning the campus, warning their students and staff, and the like. Afterwards, events and gatherings were cancelled, and the first symptoms of the need for radical change appeared. Like firms, universities had to take some actions to manage the pandemic's impacts on their business. Then, online and virtual education systems became feasible choices for them. Based on their level of readiness, universities started using these platforms. While it took only a few weeks for some to cope with this new trend, several universities worldwide stopped their conventional on-campus educational systems and did not have enough resources and skills to face this challenge. The new generation of universities, i.e., the entrepreneurial universities, which have extended their boundaries and went far from teaching and research activities and considered the Third Mission, could face this challenge more appropriately. Besides this mission, these universities are actively engaged in entrepreneurship education (Kawamorita et al., 2020).

There are two major schools of thought about entrepreneurs. Proponents of the first school believe that some individuals are born entrepreneurs, while the other school believes in entrepreneurship education. According to this school, entrepreneurship education could improve the chance of becoming entrepreneurs (Dana, 1993; 2001). Besides, these educated entrepreneurs could become the *Heros* who help various societies survive during global crises such as the coronavirus pandemic (Langston, 2020). Hopefully, the literature on entrepreneurship education is rich and also evolving exponentially (Fatma et al., 2020). Then, our aim is not to focus on this issue. Instead, the present paper focuses on two central relevant facts that could affect the existing entrepreneurship education trends. First, "*COVID is accelerating technology adoption with online teaching*", and second "*COVID has changed the world, so course content must change*".

i. COVID is accelerating technology adoption with online teaching

The new wave of change has already been initiated by the Internet a couple of decades ago. Various institutions around the globe are introducing new technologies every day, which have changed the competition scene. Higher education institutions are also among the institutions that are both inventors and users of such technologies. For years, universities and other higher education institutions have used various technologies for teaching, research and even socio-economic purposes; however, most technology adoptions were focused on teaching purposes. Then, online and virtual teaching platforms became well-known globally (Ratten & Jones, 2020a). Nevertheless, only a small part of teaching was offered on such platforms.

The covid pandemic accelerated technology adoption with online learning. According to UNESCO, more than 1.5 billion students from primary to tertiary levels could not attend traditional schools (Guerrero & Urbano, 2021). The quick waves of pandemics have forced schools and higher education institutions to find solutions. Amongst these solutions was to fix the existing online learning platforms and use them more aggressively to address students' educational needs. Such a disruptive change has affected the whole educational policies and their presumptions. These institutions did not have time to adapt to this new situation thoroughly, and most of them started to get involved in trial and errors or learning by doing practices.

On the one hand, seemingly several solutions were available to solve this problem. On the other hand, most of the solutions had substantial limitations. Then, choosing online learning platforms and educational technologies have become a challenge for them. Each of these strategic choices has its opportunities and threats. Besides, the weaknesses and strengths of these institutions vary. Moreover, each policy and technology might have some negative impacts. Then, there is a need to investigate the existing literature on online learning, which used to be primarily a technique to communicate and share information. Today, besides teaching, higher education institutions need to use these platforms as a substitute for their on-campus services and a tool for assessing students. These are just a few points that might come into one's mind. In fact, there is an emergent need to adopt various technologies to address these problems.

In order to adopt relevant technologies, higher education institutions should answer a few questions:

i. what are the basic needs of our beneficiaries? (*Stakeholders analysis*),

ii. what are the major educational issues- including philosophical and pedagogical concerns? (*Major concerns*),

iii. how ready their institutions are to adopt such new technologies? (*Readiness assessment*),

iv. what are the existing technologies that they could adopt?, what are the applicable forms of online learning platforms? (*Technological choices*),

v. what are the benefits and costs of choosing each choice? which choices are affordable? what are the necessary and sufficient conditions? (*Cost-benefit analysis*),

vi. is their existing platforms extendable?, are those just like content-driven self-study platforms? or do they have a digital learning

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environment? (*Technological development*),

vii. which technology adoption theories and approaches could help them due to their status quo and future policies? (*Primary approach*).

These are among the most critical questions to be answered before moving forward.

Indeed, the coronavirus pandemic has pushed educational systems and higher education institutions toward considering new approaches and has required them to make vital decisions. Many universities have taken a series of actions and created success or failure stories. Nevertheless, higher education institutions must think, plan and then act, not to have bad experiences.

Stakeholders
analysis

Primary
approach

Major
concerns

Technological
development

Readiness
assessment

Cost-benefit
analysis

Technological
choices
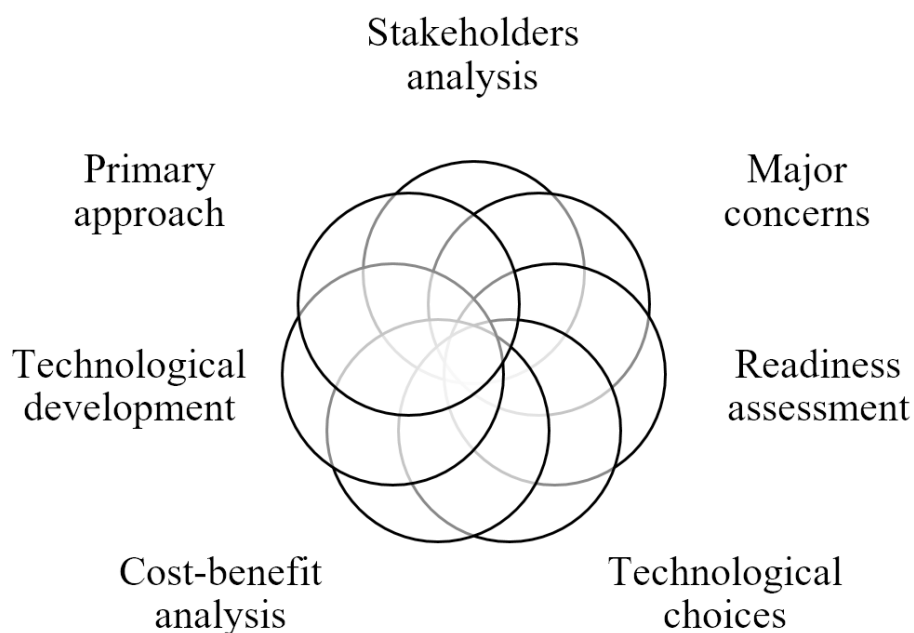
Figure 1. Issues to be considered regarding accelerating technology adoption in entrepreneurship education

ii. COVID has changed the world, so course content must change

The world has substantially changed after the pandemic. Although previous global crises have also made critical changes to the global economy, the extent to which the recent pandemic affected it was unexpectable. In this recent crisis, entrepreneurs became the change agents of their society more than earlier. Several creative destructions and innovations have emerged due to their

alertness and entrepreneurial lifestyle. While many large, medium, and small-sized businesses faced various challenges, these entrepreneurs used their capabilities to create value by revisiting their existing business models, considering new markets, and the like. Lack of crisis management skills worsened businesspersons' situation, but many entrepreneurs used their creativity and entrepreneurial mindsets to face this pandemic.

Several higher education institutions worldwide offer entrepreneurship education programs and courses at the graduate and postgraduate levels; however, these were designed mainly based on conventional entrepreneurship interpretations (Dana, 1992). The coronavirus pandemic's occurrence revealed a vital need for changing course contents, as the previous versions did not help firms and entrepreneurs survive in this pandemic. Generally, entrepreneurship education includes both in-class and out-of-class activities that could help students learn entrepreneurship. Each of these techniques has proven to be significantly influential on the entrepreneurial behaviour of the students. These entrepreneurial education techniques are primarily programmes designed based on the context of doing business in various countries. Therefore, course goals and contents might not be the same in different contexts (Shinato et al., 2013). While the course goals might be focused on teaching theoretical and practical aspects of the entrepreneurial lifestyle, the content would be offered through lectures, guest speakers, online platforms, and experiential learning techniques.
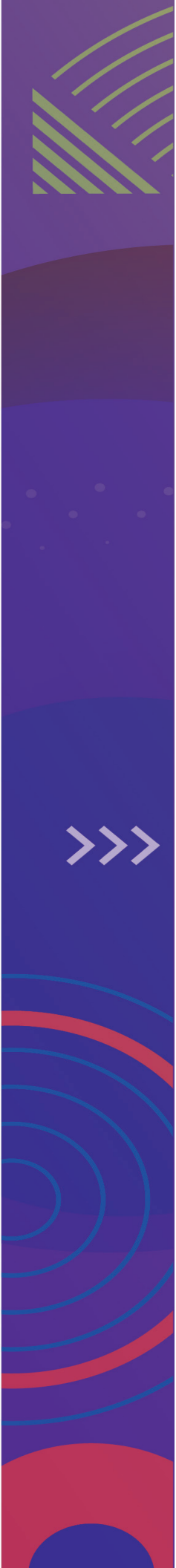
One of the main issues to be considered in this regard is the course content. As mentioned earlier, the contextual factors have changed due to the pandemic. Therefore, there is a need to substantially change the course content according to the changes in the contexts. Nevertheless, as most of the entrepreneurship education programmes focus on improving entrepreneurial intention to increase entrepreneurial behaviour, the course goals might be changed marginally (Ratten & Jones, 2020 b).

Generally, there are three approaches to entrepreneurship education. The first one is focused on a practical approach. Proponents of this approach consider entrepreneurship education as a tool to turn potential entrepreneurs into real entrepreneurs. The second approach, which is now less appreciated and followed by business schools and management and entrepreneurship faculties, focuses on a theoretical approach. The main aim of such programmes might be to train researchers and scholars of the field. The third approach is a hybrid one, which includes both practice and theory. Advocates of this approach believe that learning the concepts and engaging in the act of being entrepreneurs could be a better method. Therefore, both soft and hard skills needed to become an entrepreneur must be included in the course content. That is why hard skills like business planning and risk management skills are included simultaneously in the course content, besides soft skills such as creativity, negotiation, and problem-solving. It should be noted that typically business schools and management and entrepreneurship faculties still believe in teaching management skills, such as accounting, marketing, and management (Abdullah et al., 2018).

Moreover, besides the above mentioned three main approaches, in revising the entrepreneurship education-related programmes, one must consider the course goals and objectives and its outcomes. Then, the existing body of literature and a series of new research results related to the pandemic could analytically and statistically support any proposed changes in the course content. Besides, the need to think and act entrepreneurially has highlighted in order to save firms and economies. Therefore, any course content must take such requirements into account.

Also, as many economies suffer from decreased GDPs and high unemployment rates due to the pandemic, increased

inequality rates have required policymakers to take severe actions and devise strict policies to bridge such gaps among rich and poor individuals. This highlights the need for focusing on social entrepreneurship, social equity, social impact and even ecological sustainability in the course contents (Salamzadeh et al., 2013). Such an approach might be considered in course design processes by focusing on shared value creation- that is to say, creating economic and social values simultaneously.

Besides, another critical factor to be considered in course content is technological advancements. Several new technologies have emerged that are being used or could be used to improve entrepreneurship education (Ratten, 2020). These technologies can affect the whole process of entrepreneurship education, including its inputs (e.g., course design, goals and objectives, content), processes (e.g., course delivery), outputs (e.g., entrepreneurial intention, entrepreneurial behaviour), and outcomes (e.g., [total] entrepreneurial activities). For instance, digital learning environments and platforms have changed the process of entrepreneurship education. For some decades, entrepreneurship education mainly used conventional methods, while today, technological advancements such as artificial intelligence and machine learning are changing the existing approaches.

Therefore, before considering any changes or revisions in the course contents, one might ask the following questions:

i. What are the main differences made by the coronavirus pandemic in the [local, regional, national, and international] business contexts? (*Business context analysis*)

ii. What would be the main required set of skills for entrepreneurs in this new situation? (*Skills needs assessment and anticipation*)

iii. What are the relevant pieces of training to address those needs? (*Training needs assessment*)

iv. What are the entrepreneurship education approaches used in your higher education institute/university? (*Theoretical, practical, or hybrid approach*)

v. What are the desired course goals, objectives, and outcomes? (*Course goals, objectives, and outcomes*)

vi. How would the course content lead to shared value creation? (*Shared value creation*)

vii. How could the course content affect the outputs and outcomes of entrepreneurship education? (*Impact analysis*)

viii. How can the existing technologies affect entrepreneurship education, including inputs, processes, outputs, and outcomes? (*Technological impact analysis*)
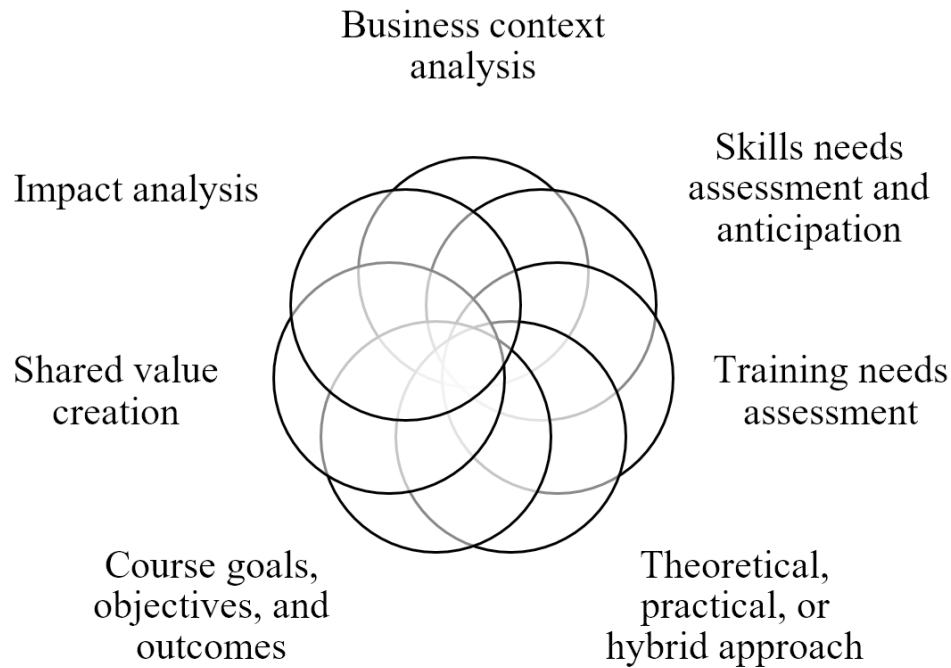
Figure 2. Issues to be considered to change course content in entrepreneurship education

Conclusion

The current state of the global economy, which is affected by dramatically growing technological advancements and the coronavirus pandemic, revealed there is a lot to be learnt from and taught to entrepreneurs. Several universities and higher education institutions considered varipus policies and used different tools and techniques to cope with these changes, yet there were many trial and errors, and they have already lost resources. In this article, the authors have pointed out some main issues in this regard and proposed a series of questions to be answered by higher education institutions and universities before devising any policies and making any changes to their entrepreneurship education programmes and courses.

The SME and the Enterprise Sustainability

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Abstract

Sustainability as an objective within the SME takes more importance every day in the economic world, as a basic pillar of every country. In this paper, an analysis is made of the importance of the study of SMEs and their impact, mainly in emerging countries such as Latin America, and the need to integrate into university education is also analyzed, explained through the Enterprise Sustainable Model here exposed as a vehicle to achieve the enterprise sustainability of SMEs.

Introduction

One of the greatest challenges of the current administration is to be able to develop models and structures that support and favor SMEs towards their sustainability. SMEs as a fundamental pillar of any economy in each country have been heavily beaten, poorly supported and in some regions even forgotten.

Through the last 15 years, with the return to the study and its revaluation as a main part of the regional and world economic structure, it has now made it the target of many sectors: social, political and economic.

This new position has led to a series of national and international programs, including academic programs, being promoted for their study, support, maintenance and growth, which has aroused interest in the constant creation of new enterprises.

This boom in the reconversion of the study of SMEs has been, in the beginning, very prosperous and in a certain way fruitful, but care has not been taken in its continuity. They are still very vulnerable and their mortality almost remains the same. Only 20% of those that start today can survive at least two years (INEGI, 2019).

So many of these efforts are unsuccessful, and the SME remains vulnerable to many factors.

The educational issue is not excluded, many universities today, including ours, incorporate in their study plans, several courses on entrepreneurship and understanding of SMEs, so that future entrepreneurs, today students, can properly manage their companies.

In this work we will try to give a proposal for a management model so that the enterprise, mainly the SME, through a series of practices, achieves the enterprise sustainability. That can be developed from the academy to the management of the enterprise.

Small and medium-sized enterprises in Latin America. A look at their reality

The study of SMEs in Latin America, although it has characteristics of its own context, are not far removed from SMEs in other regions, mainly emerging countries in the world. Management studies include very similar aspects that we can generalize their organizational situation based on their social and economic context (Courrent, et al., 2017).

The figures studied through different studies and perspectives give us a series of similar figures that encourage us to carry out a more in-depth and replicable investigation in these contexts (Belausteguigoitia and Balaguer, 2017). So we can ask ourselves: Why is SMEs studied in Latin America? What should be taught in business schools about SMEs? What do they have in common?

Below, we list some figures that reflect the current situation of SMEs in these regions.

- The SMEs Represent 99% of enterprises in total

- They generate 70% of jobs

- They also generate 80% of new jobs

- 83% are family businesses (generating 67% of employment)

- They produce 52% of total GDP

- Only 20% of SMEs are integrated into an external group

- 75% are highly vulnerable

- Only 34% Use IT resources for their administration (Software / Hardware)

- Between 70-80% generate negative impacts on the environment

- 60% of waste is generated by SMEs

- About 80% of new companies do not survive more than 2 years

In addition, we must include another characteristic aspect that makes up SMEs, which 83% are from the cut and structure of a family business. According to Sánchez-Crespo (2004), in the family business the capital, the management and the government are concentrated in the hands of the enterprise, which in turn exerts a strong influence over it to control it, and whose strategic vision includes the purpose of give it continuity to the next family generation. Considering that there is a great influence on decision-making at all levels and aspects.

This is also estimated that continuity is almost impossible to transmit to an employee, but at the same time there is a close situation of very evident paternalism, where the owner of the enterprise, perhaps due to the lack of formality and not being able to provide them the respective social security, supplies it through intensive care, and in some cases up to the personal level, of each of its employees (Mendoza, Hernández and Salazar, 2009).

Enterprise Sustainability

To understand the perspective and scope of this project, we will start by developing certain key concepts to better understand each aspect of this subject, their different variables and their operation when applying and analyzing the data obtained.

First, we describe sustainability as the process that will allow the indefinite continuation of human existence on earth, through a healthy, safe, productive life in harmony with nature and with spiritual values (Du-Plessis, 2011).

Based on the universal principle of sustainable development proposed by the UN (2015), we propose its analogy, extrapolated to the enterprise environment. Therefore, sustainable enterprise development (SED) can be understood as a development that is viable, livable and equitable in the long term, taking into account the profitability of the enterprise, its social development, while the protection and management of natural resources (Spence, Boubaker, & Ondoua, 2011). And in the same way, it will be analyzed from the perspective of the three pillars of sustainable development: social, environmental and economic.

As a background, we can cite that several nations recognize that the movement of corporate social responsibility or commitment to sustainable development cannot endure and spread without the adoption of this philosophy by various actors in the economic value chain and a critical mass of actors, which must be analyzed from governments to consumers, including the SMEs, which in turn constitute a heterogeneous group and often include their suppliers and their larger counterparts, facing challenges that are different from those of the large enterprises in the context of sustainable development. The institutional and socio-cultural contexts in which these enterprises operate can make it even more difficult or facilitate their adoption of sustainable behaviors (Labelle & Navarrete-Báez, 2018; DOUE, 2004).

To better understand it, we show a scheme that is similar to the principles of sustainable development. The figure 1 shows the

three components or pillars where this argument is sustained: environmental, social and economic. In which the intersection between environmental and social gives us the possibility that our system is livable, the social and economic that is equitable, and the economic and environmental the possibility of being viable. And the intersection of the three generates sustainable development itself.
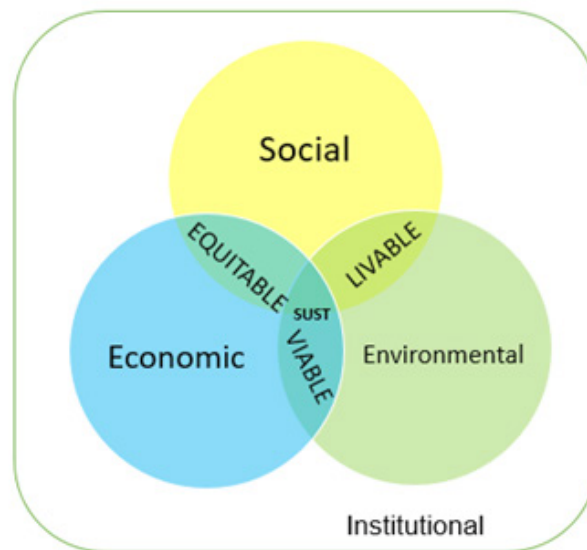
Figure 1. The Sustainable Enterprise Development (Own development, based on Current, Spence and Labelle, 2014)

The objective is that the three pillars are present and interacting all the time since it must be a socially fair, ecologically stable and economically efficient development, since one is not possible without the other.

Also, in the management practices must also be added, in order to get a continuous process, the institutional basis issues, involving established and implemented internal processes, as well as its external processes of the enterprise must be in line with what each government requires. Within the institutional structure of any company there are different practices, orders and legal commitments to carry out day by day, or fiscal year-end, for example: accounting and fiscal closing, payment of taxes, etc. (Peterson, 2020).

The result of this business management analysis and the universal proposal for sustainable development generates the Enterprise Sustainable Development Model [ESDM] (Ayala, et al., 2020). Figure 2 shows the proposed model, in which, for each of the pillars, an activity is indicated a series of practices that we have considered essential and basic to be able to maintain this balance, and which in turn have their respective indicators, where they must implement. develop and monitor to achieve, by the way of continuous improvement, the desired sustainability. We will detail below.

Internal Stakeholders:
HR Good Practices
Safety and Security
Legal Labor Regulations
involvement in decision making
Diversity

External Stakeholders:
Community Support
New Jobs Generations
Support to the local suppliers
External Association

Social

EQUITABLE   LIVABLE
SUST
VIABLE

Economic   Environmental

Institutional

Sales/Accounts Receivable
Entrepreneurial Orientation
R&D+I
Competitiveness
Proactivity
Risk Taking

8R
Energy/Water Saving
To Market Sustainable Products & Services
Green Energies
Public/Sharing Transportation

Figure .2. The Enterprise Sustainable Development Model [ESDM] (own development, 2019)

Due to the dynamics of interpersonal and group relationships, which correspond to their stakeholders and their respective scope (Freeman, 2005), we have divided the social pillar into two parts. The first, called the internal social sphere, which has to do with all social activities within the enterprise, and the second, called the external social sphere, referring to the external and intrinsic relationship of the enterprise.

For the internal social sphere, we include the following essential practices:

a) Human Resources good practices
b) Safety and Security
c) Legal labor regulation
d) Involvement in decision making
e) Diversity

For the external social sphere, they are:

a) Community support
b) New Jobs generation
c) Support to the local suppliers
d) External associations

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For the economic pillar, which is often limited to the sales process, without considering other fundamental practices to achieve it. The following practices are considered:

a) Sales and accounts receivable
b) Entrepreneurial orientation
c) R&D and Innovation
d) Competitiveness
e) Proactivity
f) Risk taking

Finally, the environmental pillar which many entrepreneurs whom we have interviewed, limit the single concept of sustainable development, to activities such as reforestation, albeit it is important, but not the only one. The following practices are considered:

a) Applying the 8R (recycle, reuse, reduce, repair, reject, recover, regive and rethink)
b) Clean energies and saving water
c) To market sustainable products and services
d) Green energies
e) Public/sharing transportation

Conclusion

We have presented the ESDM model that, through different business practices, can achieve the enterprise sustainability, that means, its long-term permanence. SMEs, mainly those in Latin America, which are similar to those of emerging countries, have certain characteristics that make them vulnerable, including their status as a family business. The ESDM presented here is linked to the future management of enterprises, as a fundamental part of the university level education, combining practices that have been developed for a long time, but elementary and current for their proper functioning in a current and dynamic context such as today. It is pending to reflect concrete results of the implementation of this model. The preliminary results will be presented soon.

Building an Inclusive Ecosystem:

Can Entrepreneurship Education provide Equal Access to the Labour Market and Self Employment Opportunities for Persons with Disability?

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Abstract

There are great opportunities in entrepreneurship education to support a shift towards inclusive societies. This article uses a case study approach and draws a critical lens to document a social innovation framework for persons with disabilities. The case highlights the need for inclusive entrepreneurial education and training for persons with disabilities and giving opportunities to 'differently abled people without prejudice'.

The findings demonstrate how increasing the levels of skills and knowledge via entrepreneurial education can create new opportunities for persons with disabilities to be part of the SMEs labour market or face the general challenges of self-employment. Entrepreneurship education unlocks the untapped potential of differently abled people by providing them with the tools to take control of their disability and labour market participation and be economically and socially active or build new forms of entrepreneurship. The article offers new insights into exploring collaborative potentials for entrepreneurship education (featuring inclusive ecosystems), self-employment and labour market participation.

Introduction

Entrepreneurship education is relevant to both humanity and economic growth. Job opportunities as well as the creation of self-employment is possible by acquiring skills through entrepreneurship education (Anao, 1986). To tackle inclusive and sustainable long-term growth we must have entrepreneurial ecosystems which support inclusive forms of entrepreneurship and employee participation (Hamburg and David 2017). According to Omolayo (2006), entrepreneurship is the act of setting up a company, taking risks and doing business to make profit through the education skills acquired. Nwangwu (2007) opined that entrepreneurship brings the factors of production including land, labour, and capital together to provide product or services. Entrepreneurs are individuals who discover, evaluate and exploit opportunities to create goods and services (Shane and Venkataraman, 2000). Entrepreneur education enables a person to function adequately in an economic environment by arming them with information, knowledge, and training (Ayannuga, 2008). It raises self-esteem and fosters independent living. Through entrepreneurship education, persons with disability can contribute to national development.

Therefore, entrepreneurial ecosystems which are more supportive to inclusive forms of entrepreneurship are important in social and economic frameworks that promote fairness and sustainability (Hamburg and David, 2017). They address the needs and demands of specific target groups which aim to become entrepreneurs or join the workforce in SMEs accepting differently abled workers (David and Hamburg, 2013). It is in the realisation of this that equal access to entrepreneurial education for all societal groups should be considered as an important step towards more inclusion.

The Disabled or 'Differently-Abled'

Persons with disabilities face special circumstances and require an adaptable curriculum to suit their learning needs resulting from visual and hearing impairment, speech disorder, special mobility impairment and other handicaps (Omede, 2011). Disability may be mental, physical, sensory, or emotional (Mba, 1995). People may suffer from multiple impairments. The medical model of disability and the social model of disability are two contrasting concepts. The medical model explains disability in terms of individual's bodily capabilities causing restrictions in activity. In contrast the social model of disability contends that persons with impairment are further disabled by institutions and society especially in terms of labour market participation rates (Oliver, 1990).

According to Ajobiewe (2002), disability is an impairment of ability to perform normal activities and hence the need to educate them on skills that can make them self-reliant. Entrepreneurship education will make them independent and thereby contribute to economic growth. Often these target groups enter a vicious circle of unemployment as they lack soft and hard

skills and more often than other groups, face social exclusion (David and Hamburg, 2013). Persons with disabilities can benefit from inclusive entrepreneurial education for self-management.

When talking about persons with disabilities, we talk about a group of people who have diverse needs and demands (Lutz et al., 2011). Oliver's (1990) social model that distinguishes impairment, for example mental or physical characteristics causing limited abilities, from disability is further addressed by the biopsychosocial model which comprises not only mental and physical impairments but also individual and social conditions of a person (Wade and Halligan, 2017). For this reason, entrepreneurial education needs to go beyond a fixed set of curricula and respond to individual needs and demands (Renko et al., 2016).

Entrepreneurship Education for Persons with Disabilities

Entrepreneurship education could take the form of business education, fine arts, computer application or technical education, agriculture, and home economics to name a few. Skills and ideas are acquired for the sake of creating opportunities to join the workforce or employment for one's-self. It is a process of transformation from a creative and innovative idea to an enterprise, leading to creation of value (Kauffman, 2007). Entrepreneurship is a process of creating an organisation which provides goods and services, offers employment, and contributes to overall economic

development (Sethi, 2008). Entrepreneurial education is an effective strategy towards more innovation and creation (Lin, 2004).

Entrepreneurial competencies are not only important for those who want to set up their own business but also for those who want to achieve change in the social and economic environment by expanding their ideas in all areas of life and their own competencies. Entrepreneurship incorporates a variety of skills and competencies. Hence the acquisition of entrepreneurial skills is not only to increase the number of self-employed, startups or SMEs but to create self-empowerment and being able to act self-determined like an entrepreneur – in all life situations (David et al., 2019).

Persons with disabilities are often marginalised by means of lower paid jobs or and limited labour market entry (Grammenos, 2011). This is often caused by limited access to the right education resulting in a serious lack of soft and hard skills. Entrepreneurship education can make them self-reliant with the objective of training them for managing risk in business and training for social and economic integration (Opaim, Olayi and Ewa 2009). Persons with disabilities will strengthen their chances of independent living by benefitting from vocational and technical oriented education with an emphasis on problem solving, reactivity and flexibility (Omede, 2010). To actualise this to the fullest, vocational rehabilitation specialists and special educators must work in partnership for appropriate placement of people who are differently abled (Iheanacho, 2010).

Entrepreneurship education with persons with disabilities should be sensitive and tailored to individual needs and demands (Vanevenhoven, 2013). The co-creation process in entrepreneurship education is usually started by collecting and understanding the needs of the persons with disability – do they want to start their own business or gain skills for self-management in their employment. The next step is the creation of a prototype which is created, tested, and refined. The concept of 'disability' includes people with various abilities. People with a prosthesis may have different demands than a person in a wheelchair. While the first group might prefer physical space as a learning environment, the second might find a virtual environment as more suitable. Hence the means should be the right choice for a person. Means includes not only the space but also the teaching and learning strategies and skills to be taught (Deneulin and Shahani, 2009).

When it comes to education, it is often the persons with disabilities who are excluded from educational opportunities and full participation resulting in social disadvantages and job inconsistency, often leading to poverty (Hauben et.al., 2012). Lack of education and training limits them and social protection systems incentivize them to move on to disability benefits (Gilbert, 2010). They often shy away from regular employment, fearing discrimination and social stigma. Therefore, key actors in their employment include government employers, NGOs and SMSEs.

New opportunities can be created by increasing the levels of skills and knowledge via entrepreneurial education and teaching them time management, idea development and taking responsibilities (OECD/EU, 2017). Enhancing self-empowerment by providing professional knowledge and business skills enables persons with disabilities to be part of the labour market under equal conditions (Hamburg and David, 2017). Consequently, inclusive entrepreneurial education of persons with disabilities should be based on co-creation and co-productions of a learning framework to meet varying capabilities, talents and demands (Brandsen and Honingh, 2018).

The Case

To provide a point of view and contextualise my exploration of entrepreneurship education and training of persons with disability who seek to enter the labour market rather than face the challenges of starting their own business, I provide a short case of a successful SME employing persons with disability. In India, the government runs programs like Sarva Shiksha Abhayan, which focuses on inclusive education and the number of educated persons with disability is gradually rising. The narrative of this case is based on an interview conducted by Manish Gupta, Assistant Professor and Sindhu Ravindranath, Assistant Professor, ICFAI Business School (IBS)-Hyderabad - a constituent of the ICFAI Foundation for Higher Education (IFHE), a Deemed University as per the UGC Act 1956., India with Mr Nisheeth Mehta, Founder and CEO of Microsign Products.

This case is about Mr. Nisheeth Mehta's Microsign Products (Microsign), a manufacturer of electronical, electronics, and automobile components. Microsign Products was founded in 1979 and has been a proprietary firm since then. It is based in Bhavnagar town of Gujarat, India. Initially, the focus of the firm was mainly on producing electrical and electronics components. Today it is in the business of producing plastic fasteners, clips, clamps, closures, and similar products for packaging, defence, telecommunications and aerospace sectors. In 1998 Mehta began offering jobs to deaf and mute people. He believes that access to entrepreneurial education and training provides entry to labour markets for the persons with disability and is an important building block towards more inclusion. Of late, Microsign could be characterised as a lean enterprise with extremely low rejections, desirably high productivity, and high-capacity utilisation. The CEO describes its manpower as a risk taking, highly motivated and high organisational commitment. Today 60% of Microsign Products workforce are 'differently-abled' employees which includes deaf, mute, mentally and physically challenged people.

The mission of the company is to -

"produce innovative ideas and quality products, ensure customer satisfaction, develop training tools that help people overcome physical, mental and personal limitations and enrich the community with the aim of service above self."

The firm strives to overcome the 'the disability of the abled' by 'the abilities of the disabled' with the following aims and objectives –

1. To take pride in being an enterprise which has always been in the forefront to provide all kinds of support to promote sports and cultural activities.

2. To produce quality products with innovative ideas and accept challenging jobs.

3. To believe in 'service before self', which is why the company always thinks of not only its

prosperity but also the society.

4. To maintain a low profile because it believes in 'simple living and high thinking'.

5. To employ persons with disability in production.

6. To successfully supply high-quality products to its clients.

7. To give priority to humanitarian and social service activities.

8. To provide maximum job opportunities to persons with disability.

Microsign focuses on changing the way in which persons with disability are viewed. The aim is to provide them with a level playing field to perform in, by appreciating their abilities, skills, interests, and knowledge. According to the founder Mr. Mehta, 'We do not treat our employees as an object of pity. To us, they are an investment in the future. The idea of employing the

differently abled in a 'for profit' organisation has far reaching implications not only for the firm but also for the society and the nation as a whole'. The firm learned that it was important to have employees with entrepreneurship education along with training, career development and retention programs specific to the differently abled. The engagement of persons with disability is personally mentored by Mehta. In 1999, Microsign won the National Award for Welfare of People with Disabilities. It was also awarded the NCPEDP Hellen Keller award in 1999, FICCI outstanding achievement in empowerment of the physically challenged for the year 2003-2004 and CNN IBN Real Heroes Award in 2009.

Mehta's hunch about tapping the talent of persons with disability proved right. The number of employees leaving the company reduced from 5 out of 12 to 2 out of 50 before and after 1987, respectively. The first specially enabled employee, Tukesh, retired after working for 30 years with Microsign. Mr. Mehta was surprised by the way in which physically challenged employees with the help of specially designed training tools demonstrated productivity higher than their counterparts. Some of them who became foremen took up training the newcomers themselves.

Meanwhile, the firm received several prestigious awards for achieving excellence in producing quality products and doing social work. It has met the tough global quality standards such as ISO: 90027 and QS: 9000.8 It has met JSS 54807 and JSS 54801 standards which are defence quality standards. It added giant brands to its client list including ABB, Siemens, Larsen & Toubro Ltd., Bharat Dynamics Ltd., BHEL and Pawan Hans Ltd. The firm also gained popularity because of Mr. Mehta's ability to successfully run a firm with majority of its employees being persons with disability. During the interview, he said, 'the differently abled pro-actively complement the abled workers on those tasks that require hard work. They have earned my praise and respect'.

Conclusion and Future Research

Entrepreneurship education can lead to employment or entrepreneurship initiatives. The SME Microsign Products employs persons with disabilities who have been educated and trained in entrepreneurial skills. Entrepreneurship education provides persons with disability the skills to manage their careers and succeed in reorientation as demonstrated by Microsign Products. This also includes encouraging networking, identifying one's potential and perceiving changes as opportunities. For persons with disabilities, it offers an opportunity for more participation in the enterprise, the ability to self-manage. self-organise and identify the needs of customers. According to Hamburg and David (2017), entrepreneurial competencies are not only pertinent to those who would like to set up an SME but for all, who want to transform their lives by enhancing their competencies.

Additional research regarding establishing increased disabled participation in the labour force is a priority. Persons of disability who are interested in entrepreneurship face significant barriers. To provide international specific information on entrepreneurship education for persons of disabilities and the challenges faced by them to enter the labour market or start their own business, research efforts will need to be strengthened. This will require increased emphasis of research on entrepreneurship-disabled organisations and organisations employing persons with disability who have undergone entrepreneurship education and training.

Entrepreneurial Education for Revitalization of the Economy:
A Case Study on Kenya

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Universities play a key role as contributors to their communities in terms of economic development through their education and training, research and policy influence and as players in the entrepreneurial ecosystem. Entrepreneurship education is important for empowering students and alumni in playing their role in their communities as innovators and a source of start-ups. Universities play a crucial role by commercialization of research-based innovations and by utilizing the talents of the faculty to provide consultancy and exchange programs to support their communities and industry. In addition, students can play a key role in learning from industry through internship, industry and work-based learning. There is need to re-imagine entrepreneurial education to focus on entrepreneurial mindset, entrepreneurial ecosystem building. Entrepreneurial education should contribute to building and boosting entrepreneurial ecosystems to facilitate start-ups and revitalization of MSMEs. Universities need to address the entrepreneurial education in terms of the what, when, why and how it is done, and impact it will have in economic development. This article is based on the qualitative case study method of data gathering and analysis of information with inductive approach to try to respond to these questions in context of Kenya and the changing technological, socio-economic, environmental and governance system.

Introduction

In Kenya there is a realization of entrepreneurship as a major catalyst to economic growth, job creation and, wealth creation for individuals, and provision of opportunity for equality in distribution of resources and opportunities and increased societal resilience during a time of crisis and pandemics such as COVID-19 we have been experiencing. However, in our education system, adequate measures have not been taken to anchor entrepreneurial education in all levels of education starting from pre-primary, primary and secondary and tertiary levels including our colleges and universities.

The challenges of imbedding entrepreneurial education in our education system range from lack of time and resources, educational structures and policies that emphasize other forms of education disciplines. Unfortunately, entrepreneurship is sometimes considered as a peripheral discipline that does not require the same attention as other disciplines. There also assessment difficulties of learning outcomes and lack of definitional clarity, cultural and historical attitudes in education system, whereby the students are being prepared to formal employment as opposed to the of provision of skills, knowledge and competencies to be creative, opportunity oriented, proactive and innovative to be able to create their own start-ups or to participate corporate/intra-entrepreneurship (Lackeus, 2015).

Design thinking and entrepreneurial mindsets in our students is a critical competence that they should have regardless of their disciplines and career aspirations because innovation and entrepreneurship is required both as an employee in corporate entrepreneurship and as an owner of a start-up. Our educational institutions need to train students to enable them solve societal problems and create value for other people regardless of educational discipline and career goals. Entrepreneurial education and training that is people-centred, integrating humane entrepreneurship approach and that also captures socio-economic, environmental and governance systems and values and which anchors technological advances as enablers for opportunities for advancement and growth rather than as a threat.

In this paper we discuss on what, why, when, and the how of entrepreneurial education and practices as relates to higher education in Kenya. It poses questions on which entrepreneurial education effects to focus on, what to teach, how to motivate and engage students to create value to other people through the knowledge and deep learning they achieve and enhance experiential effect of entrepreneurial education they undertake.

Entrepreneurial Education in Institutions of Learning

The Sessional Paper 1 of 2019, on Policy Framework for reforming of Education and Training for Sustainable Development in Kenya, provides a framework for delivery of inclusive, equitable, quality and relevant education, training and research that promotes lifelong learning opportunities for all. This is education that is in line with the Constitution of Kenya 2010, Kenya Vision 2030, Sustainable Development Goals (SDGs), and other national and international protocols (Government of Kenya, 2019, Government of Kenya 2013).

The emphasis of the system is the provision for early identification and nurturing of talents in individual learners, flexibility, and alignment of the Kenyan structure with international best practices. In addition, attainment of competencies and national values at all levels, integration of science and innovation, and adoption of ICT technologies is emphasized (Government of Kenya, 2019; KICD, 2017).

The reformed education structure has basic education which is organized into three levels: Early Years Education, Middle School, and Senior School. In implementing the education structure there will be need to expand tertiary education and training institutions in order to absorb the incoming learners with new and diverse career paths for acquisition of degrees or diplomas from universities or technical institutions respectively (KICD, 2017). There are three pathways comprising: Art and Sport Sciences, Social Sciences and Science, Technology, Engineering and Mathematics.

In the Basic Education Curriculum Framework (BECF), there are seven core competencies to be achieved by every learner in basic education: Communication and Collaboration; Self-efficacy; Critical Thinking and Problem Solving; Creativity and Imagination; Citizenship; Digital Literacy, and Learning to Learn. Entrepreneurial education starts at Senior School in Social Sciences pathway as unit under business studies. Basic Education cycle offers learners with equal opportunities to advance to the highest level of education and training. Learners progress through the defined pathways which include academic, vocational and technical training and skills development.

The education structure also include, higher education comprising of undergraduate and postgraduate (masters and doctoral) programmes. Technical and Vocational Education and Training (TVET) is given particular emphasis. TVET programmes include: artisan, crafts, Diploma/technician, undergraduate and post-graduate programmes. Learners can also pursue the skills pathway of government trade tests to professional master crafts person. The focus of TVET is the provision of life-long skills that meet the needs of the workplace, industry as well as self-employment. Therefore, integrating entrepreneurial education in the curriculum is key.

ICT has played a critical role in effective delivery of curriculum, improved governance and management, as well as delivery of quality relevant skills and services. However, there are still some challenges faced in integration of ICT in education, training and research due to: inadequacies in internet connectivity, capacity among educators, digital content, as well as ICT standards and guidelines for use in content delivery. In addition, unreliable power supply, attitude, and rapid change in technology pose constraints in realizing the effective utilization of knowledge and skills for economic growth and development (Government of Kenya, 2019, KICD, 2017).

University Education and Post Training Skills Development

The reformed education structure in Kenya recognizes the critical role of university education in provision of a pool of highly skilled manpower in various specialized skills necessary for promoting higher productivity

for national socio-economic development, and carrying out research to provide solutions to societal challenges.

Universities have achieved remarkable progress but they face challenges which include: inadequate resources to cater for the growing demand for university education and research; inadequate staff with PhD qualifications; high capital outlay for mounting SET related courses; negative attitude towards STEM subjects; and inadequate supportive programmes suitable for learners living with disabilities, and the hard to reach (Government of Kenya, 2019; KICD 2017).

In addition, the higher education subsector experiences various constraints including: inadequate infrastructure and equipment, inadequate number and capacity of academic staff, inadequate research capacity, as well as weak collaboration between academia and industry (Government of Kenya, 2019; KICD 2017). These constraints have largely hampered the actualization of experiential entrepreneurship education and learning in most curriculums. Meeting the industry skills needs is also faced by various constraints: mismatch between gained skills and industry, limited data on skills, fast technological advancements in the labour market, and inadequate entrepreneurial skills among graduates for self-employment.

Research and Innovation (R&I) play an important role for sustainable growth and development of the country and need be a critical component at all levels of education and training. There is also need to upgrade platforms for existing technologies in order to improve the quality and services offered and become a knowledge based economy.

R&I sector faces some key issues including: low demand driven research, inadequate human resource capacity, inadequate financing, inadequate infrastructure, and weak linkages among R&I actors. These issues need to be addressed if the universities, research institutes, TVET, industry and relevant line ministries and specialized units have to play their role in research and innovation and technology transfer (Government of Kenya, 2019.

Entrepreneurship education is a critical in achieving UN SDGs and Kenya Vision 2030 should be introduced in all levels of our education and training. While introduction of entrepreneurial education has worked to some extent at higher education level as elective courses and in few cases as full degree courses, it has not been easy to introduce it at primary and secondary levels. It is argued that entrepreneurship education has an impact through the high levels of student motivation and engagement it can trigger, and also the resulting deep learning (Lackéus, 2015).

The value creation aspects of entrepreneurial education and training that students undertake can serve as a further impetus to continue entrepreneurial learning at all levels including organizations that they work in or they build. However, there is need for change of cultural, economic and institutional perspectives and a need to educate and train all 'trainers of entrepreneurship education' and develop appropriate infrastructure and support to ensure facilitation of entrepreneurial education at the all the relevant levels. This has implications on how to plan, implement, and assess entrepreneurial education in institutions of learning.

Entrepreneurship in higher education

It is incumbent upon universities that they re-imagine how they teach entrepreneurship in order to positively influence students towards entrepreneurial intentions and activities. Entrepreneurial intention of university students is defined as "a conscious awareness and conviction by an individual that they intend to set up a new business venture and plan to do so" (Nabi et al., 2010: 538). It is argued that entrepreneurship arises from a deliberately planned behavior which makes it necessary to understand its processes and motivation (Liñán, 2008). It is argued that entrepreneurial activity and intention is explained by the interaction between cultural, economic, and institutional perspectives (Bae et al., 2014; Krueger et al., 2000; Lee et al., 2011).

Harris and Gibson (200 attribute the factors that lead failure of businesses owned by young entrepreneurs to include: lack of knowledge and entrepreneurship education, the role of family support in developing confidence and determining a child's career path, lack of experience or a propensity for low risk-taking behavior. It is therefore important appropriate entrepreneurial education and training is done at all levels including primary, secondary and tertiary and also sensitization and training of entrepreneurial education at the family levels as families are critical in mentorship of young people towards entrepreneurial activity and intention.

Apart from personal factors, environmental factors such as government regulations, the financial and economic infrastructure of the country or region, market opportunities, and various socio-cultural elements as well determine entrepreneurial intention and activity (Nabi and Liñán, 2013). Universities should play an important role, as entrepreneurial ecosystem builders, to influence policy and enhance collaboration among ecosystem stakeholders to remove these obstacles in order to increase entrepreneurial vocation among students (Jackson, 2015).

Universities need to address two main questions: what to teach and how to do it. This will require a review of the curriculum in entrepreneurial education so that those elements that affect entrepreneurial intention and activity are addressed. This will also include incorporating in the curriculum elements such as how to build robust entrepreneurial ecosystems, entrepreneurial mindsets, humane approach to entrepreneurship and integrating UN Sustainable Development Goals, and how technological development affect the nature, process and availability of entrepreneurial opportunities. It is also important to inculcate education on entrepreneurial skills as a way to complement the knowledge related to functional disciplines and to encourage entrepreneurial intentions among college students from the outset through graduation (Winkler et al., 2015; Smith and Beasley, 2011).

The model of education that is advanced is a combination of organized education and university institutional support. In the former, it entails a curricular one, associated with the coursework required for different degrees as part of their curricula, focused on the development of competences; and the latter, an extracurricular component,

related to those actions developed through awareness, entrepreneurial support and/ or aid. These extracurricular actions are aimed at fostering interest and intention in starting a business (Collins et al., 2004; De Faoite et al., 2003; Fayolle and Gailly, 2015; Liñán, 2008; Rasmussen and Sorheim, 2006; Souitaris et al., 2007).

Extra-curriculum or support activities are classified as cognitive (entrepreneurship culture awareness), informative/formative (oriented towards providing information and enterprise competencies) and instrumental (designed to provide resources and physical help for the materialization of entrepreneurship intention) and include such initiatives as business incubators/ accelerators, co-workspaces and maker-spaces (Arranz et al., 2017).

In this context, entrepreneurial educational should offer students learning and skills that address real-world problems to enable them create sustainable economic and social value in today's fast paced global economy and to contribute to Kenya´s Vision 2030 and UN Sustainable Development Goal No. 8, and 9 through MSMEs (MSMEs ICSB Report, 2018). It is necessary to develop strategies for embedding creative learning-by-doing into content and theory laden entrepreneurial education curricula (Lackéus, 2015).

Universities and higher education institutes, in collaboration with other stakeholders, can provide support in terms of technical and entrepreneurship training, as entrepreneurial ecosystem builders, by running incubators, accelerators, maker-spaces, and co-working spaces business support services, business diagnosis, mentorship and coaching; promotion of technology and innovation; rapid technology (tech) skills trainings (bootcamps), and facilitating access to markets, and linkages to local and global value chains. In addition, they can play their role in corporate engagement by organizing pitch competitions, demo days, and happy hours events. They can also organize and facilitate mentorship networks in order to connect experienced professionals, from large companies, with small and medium enterprises.

Universities also play a key role by developing entrepreneurial mindsets and as suppliers of entrepreneurial manpower and academics/ researchers as suppliers of knowledge. In particular Universities and Higher Education Institutes in Kenya in collaboration with the National and County Governments, Industry, and Civil Society, need to play their role as ecosystem builders and players. They need to facilitate appropriate entrepreneurial education and training, catalyze the flow of talent, information, and resource by focusing their work on building a system of support and resources for entrepreneurs in their communities or industries by pursuing best practices in sustainable development and environment preservation and good governance.

Impact

The re-imagining of entrepreneurial education can contribute to: Universities in equipping the students with experiential and relevant education for industry and thus increase the employability of its graduates; Up-scaling of the local manufacturing capacity and contributing to the Government's Big 4 Agenda; Contribution towards SDGs agenda for poverty alleviation through creation of employment opportunities for the youth and women; Contribution to SGDs for health (COVID19 Open Markets) and cleaner and sustainable environments; Strengthening of linkage between Jua Kali, MSMEs and the local and international value chains the sector

will increase employment opportunities and GDP growth; The standardization of products to enable the MSMEs and Jua kali in particular to access new markets and compete favourably; The enhanced skill pool that will drive productivity improvement of the MSMEs and Jua Kali sector and hence facilitate the development of products that can be competitive in the global market; and Improved applied research, the capacity to provide policy direction for appropriate interventions for the promotion of the MSMEs and Jua Kali. These initiatives will to: Increased innovation and technology output to the economy which can contribute to technological development in terms of processes, systems and new technologies; and in developing and strengthening Academia-Industry linkages.

As in Kenya and elsewhere, entrepreneurial education should trigger deep learning and instill engagement, joy, motivation, confidence and feelings of relevancy among students, and lead to job creation, economic success, renewal and innovation for individuals, organizations and society at large. But it is constrained by lack of support, time and resources in educational institutions, assessment difficulties for both teachers and researchers, and lack of firm advice to teachers on what to incorporate in various levels of entrepreneurial education curriculum in order to integrate learning-by-doing and value creation pedagogical approaches (Lackéus, 2015).

Conclusion

Universities can transform the institutional environment for entrepreneurial education and training by introducing new structural elements, such as business incubators/accelerators, start-up project teams into it and strengthen industry and university collaboration through work-study and joint projects with industry.

Universities are expected to provide relevant entrepreneurship education that has real impact on the creation of jobs and can provide required skills and competencies to industry. Industry-university collaboration can be enhanced by ensuring that education is aligned with the company's research and development strategy, business setting, and company practices; researchers and students engage in networking activities intended to maintain cross-organizational relationships and establishment of strong communication linkage to increase the impact of the education and training and exchange for the company and university

and to develop long-term relationships between universities and industry (Pertuze et al. 2010).

Universities need to integrate entrepreneurial learning and training within all disciplines of the universities to facilitate cross-fertilization and to spur creativity and innovation and also to facilitate technology transfer and nurture entrepreneurial mindset and culture within university staff, alumni and students. They also need to review their curriculum to include more experiential learning and training that is in-line with technological development so that they can prepare students for the future of work and capacity in students to identify business opportunities and implement them. This focus is imperative during the changing technological world-space, socio-economic, environmental and governance systems regimes.

Technology-mediated Decolonizing Teaching-learning of Sustainable Entrepreneurship[1]

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Introduction

With UNESCO (2020), UNDP (2020) and OAS (Muñoz-Pagossian & Barrantes, eds., 2016) calling for diversity and inclusion in all our efforts directed at achieving the UN Sustainable Development Goals (SDGs) and fulfilling 2030 Agenda for Sustainable Development, the colonial legacy in Business and Entrepreneurship is the main obstacle for inclusion. However, entrepreneurship education for all is still being pieced together by universities across Latin America, a region which boasts diverse indigenous and mixed populations. This article describes the design process for setting up decolonizing teaching-learning of Sustainable Entrepreneurship at the Universidad de La Frontera (UFRO), in Chile, a model that might be of use to other higher education organizations in the Global South.

There are three main Entrepreneurship Education undergraduate student-oriented programs at Universidad de La Frontera and the MBAufro program for graduate studies. None of these programs reflect the regional diversity nor advocate for inclusion. Moreover, teaching-learning processes focus on the technical side of opportunity recognition, venture creation and "successful" venture development, leaving out interdisciplinary issues of ethics and social corporate responsibility as topics which concern big business, and thus as being outside of the entrepreneurship education domain. UNESCO's call for antiracist education was answered by UFRO by the addition of intercultural relations topics into the undergraduate curriculum. However, the root of the problem, namely colonial structures at the core of our tertiary education organization, had not been addressed.

The Movement for Gender Equality of 2018, the Social Uprising of 2019 and the COVID19 Pandemic that started in 2020, pushed public and private Chilean universities to elevate social entrepreneurship, impact entrepreneurship, humane entrepreneurship and otherwise impact-driven or purpose-driven entrepreneuring activities of MSMEs, NGOs and other creators of social value (Bacq and Janssen, 2011; Bosma et al., 2016; Bae et al., 2018; Canestrino et al., 2020; Fichter & Tiemann, 2018; Gupta et al., 2020; Kim et al., 2018; Kimmit & Muñoz, 2018; Molecke & Pinkse, 2017; Parente et al., 2018; Parente et al., 2020). But the ways we approach teaching-learning of these sustainable development-oriented entrepreneurship fields, here referred to as Sustainable Entrepreneurship for short, have not changed.

Therefore, when engaging indigenous and mixed audiences in the Sustainable Entrepreneurship teaching-learning process I propose to start with a strategy that introduces sensitivity to the "4Es" -empathy, equity, enablement, empowerment- in the teaching of sustainable entrepreneurship through "service learning", and couple them with the "4Is" -interculturality, intersectionality, interdisciplinarity and internationalization- to help learners accomplish the learning objectives through Sustainable thinking and "hands on" entrepreneurial action. The project described in this article aims at developing and validating the teaching-learning techniques anchored in the 4Es and the 4Is.

Project Genesis

The "Technology-mediated Decolonizing Teaching-learning of Sustainable Entrepreneurship" project emerged from within the Faculty of Law and Business of the Universidad de La Frontera (FCJE-UFRO) in 2020.

First, the manifestation of socioeconomic risks, as opposed to the ones of natural or environmental origins, have exploded in Chile starting with the gender equality movement of 2018, and continuing with the Social Uprising in 2019 and their impact has been felt throughout Chilean society (WEF, 2020 and OECD, 2020). Within the UFRO, equity, equality and inclusion became universal key words for administrative and academic staff

and students since have been seeking to reorganize university life around democratic participatory practices, and the recognition of human dignity as main tenet of local, regional, national and university community life.

But our approach to Entrepreneurship Education has remained unchanged by those events. We still separate out Social Entrepreneurship and Innovation, and teach Sustainable Entrepreneurship as an alternative instead of pushing it to become a default universal practice. When the SARS-CoV-2 outbreak converted into a full blown COVID-19 Pandemic, in 2020, the situation became exacerbated as the technology-mediated teaching-learning processes were plagued by problems stemming from the colonial legacy in the poorest region of Chile with the highest number of indigenous residents.

Accordingly, recognizing that my white privilege demands that I act, I have formulated a project for the Vice Rectorate of Undergraduate Studies as a response to the technology-mediated teaching-learning processes that have strained the relations between ourselves, the entrepreneurship educators, and our students. I have invited another academic staff member -Oscar Alvarado- who teaches courses on Startups in the Minor on Entrepreneurship program and Entrepreneurial Management Skills in Business Administration program, and heads the initiative for collaboration between UFRO and the Wadhwani Foundation (under their world-wide standardized entrepreneurship teaching program). Another community engagement initiative centered in

Entrepreneurship is that of Santander X, a digital platform which connects students, entrepreneurs and academics under the auspices of Santander Universia program. UFRO is also an active participant of Santander X initiative.

Third, we have invited administrative staff and students to contribute to the project, specifically by helping to identify teaching practices which replicate and perpetuate the colonial system, and by suggesting decolonizing techniques for lecturers and professors to adopt as part of the teaching-learning processes that they are in charge of. We are excited for Natividad Novoa Campos, member of Student Development Services staff, and Nataly Traipi Huilipan, a student of the undergraduate Business Administration program, both indigenous women, to have joined the project.

Fourth, two external (non-UFRO) experts Milton Almonacid, a doctoral student of Global and Decolonization Studies and indigenous man, and Catalina Rivera, doctoral student of Curriculum Development, have been engaged to help us to look beyond our organizational restrains and reimagine teaching Sustainable Entrepreneurship with community and ecosystems impact in mind (Molecke & Pinkse, 2017; Wagner et al., 2019; Roquebert & Debucquet, 2020). Together with these experts, the educator-researcher will work on the programs of two courses -Resilient Entrepreneurship and Sustainable Development, and Entrepreneurship and Innovation for SDGs- both for the School of Cs. Business of the FCJE-UFRO.

Fifth, we have established the Project Council composed of external experts and service-learning community partners (the cooperative AraucaníaHub and association Sociedad Turismo Mapuche La Araucania). The Council will work to advise the lecturers and validate the teaching and learning facilitation techniques compiled in the "Decolonizing Entrepreneurship Lecturer Playbook" as a product of the "Technology-mediated decolonizing teaching-learning of Sustainable Entrepreneurship" project.

Conceptual-methodological Proposal

The general objective of the teaching innovation project is to transform lecturer behavior through decolonizing teaching-learning techniques. Such an approach is necessity if Entrepreneurship is to become the engine of Sustainable Development in the Global South. The teaching innovation component is within drawing up of the course programs and syllabi which will take into account the guidelines of UNESCO, the UN PRiME initiative, the Chartered Association of Business Schools (CABS), International Council for Small Business (ICSB) and the movement of the School of Latin American Thought. Second, lecturer (academic staff) behavior will be observed by administrative staff and students who will provide feedback on the behavior and decolonizing techniques proposed by the external experts and the lecturer herself.

"There is general agreement that sustainability citizens need to have certain key competencies that allow them to engage constructively and responsibly with today's world. Competencies describe the specific attributes individuals need for action and self-organization in various complex contexts and situations. They include cognitive, affective, volitional and motivational elements; hence they are an interplay of knowledge, capacities and skills, motives and affective dispositions. Competencies cannot be taught, but have to be developed by the learners themselves. They are acquired during action, on the basis of experience and reflection (UNESCO, 2015; Weinert, 2001)." (UNESCO, 2020, p. 10). For this reason, I have developed the following matrix that demonstrates how decolonizing teaching-learning coupled with service-learning would help achieve specific learning objectives for the SDGs in Sustainable Entrepreneurship education.

Table 1. Conceptual-Methodological approach for developing competencies and attaining learning objectives for decolonizing teaching-learning of Sustainable Entrepreneurship.

Conceptual-Methodological approach through "4Es" and "4Is" matrix		Competencies and learning objectives for decolonizing teaching-learning of Sustainable Entrepreneurship
Empathy is understood as the ability to "put oneself in the place of the other", that is, to identify and be sensitive to others that we recognize as different from ourselves.	Intercultural understanding	Socio-emotional learning objectives at the intersection of empathy and intercultural relations may be summarized as follows: "the learner is able to show awareness on issues of social, economic, political life, etc. and complexity of the world in which we live, as well as empathy and solidarity with those in situations of lesser or greater degree of vulnerability, and using inclusive language depending on the cultural context".
Equity is understood as a condition of inclusion that operates implicitly and explicitly in all collective and public action.	Intersectional thinking	For the Decade of Action of the UN SDGs, it was agreed to consider equity as a value projected towards people (individually) and groups of people (collectively), UNESCO (2020). Thus, one of the cognitive learning objectives reads as follows: the learner understands the role of education, enabling technology, legislation and public policy in empowering and ensuring the full participation of all genders, races, creeds, cultures, ethnicities and otherwise self-defined and identified communities and individuals.
Enablement is understood here as the act of making something possible by providing someone with the means or the opportunity to do something.	Interdisciplinary knowing	Opening up Western thought to indigenous ontologies and epistemologies, that is, the multiplicity of worlds and ways of knowing them, is the key for Entrepreneurship Education to equally value all knowledge, thus also relating to interculturality (above). The key competencies of sustainability, such as systems thinking, critical thinking and normative competencies, are "relevant to all SDGs and also enable individuals to relate the different SDGs to each other – to see "the big picture" of the 2030 Agenda".
Empowerment is understood as the act of making something possible by providing someone with the appropriate power or authority to do something.	Internationalization-based acting	Empowerment of the student outside and inside the classroom reduces the distance between the participants of the classroom, virtually or face-to-face. We propose to face the challenge of bringing the teacher-learner closer in time, space and experiences through internationalization at home coordinated by students in collaboration with community partners (whose stakeholders are from all over the world). A horizontal relationship to international experiences empowers students to play to their strengths when developing action competencies.

Source: loosely based on Banerjee et al. (2020), CABS (2020 a,b) UNESCO (2020).

Discussion

The reactive versus proactive approach by the universities is under continuous criticism from the societies and communities which are being served by these universities. This is especially evident as far as decolonization is concerned (Hamann et al., 2019; Khalifa et al., 2019; Banerjee et al., 2020; Batty, 2020; Bhramba et al., 2020; Boussebaa, 2020; Kelly & Hrenyk, 2020).

Whereas the 4Is described above are a backbone of most university action, they are not decolonizing. They made their way into this proposal as commonplace processes and tools that replicate colonial structures, but they have the potential for being coopted for the benefit of decolonization if we add the 4Es to them to spur inclusion-driven action within our teaching-learning processes.

According to ECLAC, equity "defends the same conditions and opportunities for all people without distinction, only adapting in particular cases, to which they set objectives to move towards a more just society" (2015). Also, empathy is defined as a set of capabilities to understand and respect the needs, situations, perspectives, positions and actions of another person (UNESCO, 2020). Further, the enablement and empowerment of the students and administrative staff through Sustainable Entrepreneurship education which would break the chains of hierarchical relationships that stifle learning and human being in this world in general, and their entrepreneurial or employee action in particular (Gopal, 2017; Parente et al., 2018; Parente et al., 2020).

Conclusions

An educator (lecturer) teaching Sustainable Entrepreneurship must be a role model for students providing a safe space for acquisition of competences through experience and elicit reflection. The social movements of the last decade have shown that discrimination and microaggressions, although not manifested through physical or psychological violence, are colonizing behaviors that prevent indigenous, non-indigenous and mixed-origin learners from developing in an integral way. This teaching innovation project consists of incorporating decolonizing curricular elements and techniques to correct the behavior of the lecturer and thus promote learning. Sustainable Entrepreneurship education is about walking the walk for everyone involved.

Digital Transformation of the Entrepreneurial Finance

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ICSB MASTER TEACHER

Abstract

The Australian higher education sector has to adapt to the ever-changing environment that is primarily driven by rapid technological change, age demographics of students and online modes of studies. Social distancing requirements introduced as a result of COVID-19 further accelerated the necessity of having reliable digital solutions for delivering online education. The majority of higher education providers in Australia offer various subjects, courses and programs and micro-credentials in the field of entrepreneurship, innovation and small business management. However, Australian universities are lagging behind their peers in the United States and Europe when it comes to the education in FinTech, as major universities launched their first programs and courses in FinTech only a few years ago. The future success of higher education providers largely depends on developing and sustaining efficient and effective online education models that further stimulate students' entrepreneurial mindsets. This article presents an overview of the Australian higher education sector and digital transformation of the Entrepreneurial Finance.

Discussion

According to the latest report published by Tertiary Education Quality and Standards Agency (TEQSA) (2019), the Australian higher education sector had 172 registered higher education providers, educated more than 1,5 million students with Management and Commerce field continuing to have the most significant number of students. There are 43 universities in Australia with the largest market share, as 92.2 per cent of students choosing them for their education needs. Australian enrolments in this sector are dominated by international students, who bring the primary source of revenues for all higher education providers, which also contributes significantly to research funding (Universities Australia, 2018). The latest publication from Universities Australia (2020) presented estimates of $16 billion losses in revenue between June 2020 and 2023 with a high number of job losses across higher education providers due to COVID-19 impact.

A novel coronavirus, also known as COVID-19 has surfaced at the end of 2019, and in March 2020 the Director-General of the World Health Organisation (WHO) has officially declared COVID-19 as a pandemic (WHO, 2020). At the time of writing this paper, COVID-19 is rapidly spreading across the world with the tremendous effect on the humanity and higher education sector is not an exception, which has accelerated the necessity of having reliable digital solutions for delivering online education. From March 2020 Australian universities moved into the online space in response to the COVID-19 crisis. According to DeVaney (2020, p.1) "… in April 2020, more than 1.6 billion students were affected, representing over 91% of students in the world". Due to Covid-19 pandemic "… entrepreneurship educators have a unique opportunity to repurpose their existing teaching methods to incorporate more digital technology." (Ratten, 2020, p.2)

Previous research studies confirm that effective online learning has to combine detailed and cautious design, planning and development of online instructions and final implementation of organised instructional models (Branch and Dousay, 2015). Constructive alignment is the fundamental principle that allows academics to connect learning activities and unit learning objectives (Biggs and Tagg, 2011; Biggs, 2014). The importance of assessment criteria which has to be cross-linked with all the learning objectives, in order to develop students' understanding of assessment requirements, has been on research agenda for years (Rust, 2005; Boyd and Molloy, 2013; Dawson, 2017). It is imperative to emphasise that good teaching and learning involves not only assessment criteria but also timely feedback for students (Gibbs and Simpson, 2004). Students must be provided with a transparent assessment requirement that encourages further learning. Thus, every unit in the broad field of Entrepreneurship has to have a detailed marking rubric attached to each assessment. As emphasised by Scott (2005) and Broadfoot and Black (2004), numerous assessment tools can be introduced in both online and on-campus environments, and it is crucial for both teachers and students to have access to clear assessment tasks

(which are linked to unit/subject learning outcomes) and marking guidelines for instructors to provide constructive feedback.

International students represent a significant group in the Australian higher education sector. Thus, it is essential to acknowledge and develop strategies for teaching and supporting linguistically diverse students (Devlin, Kift, Nelson, Smith, and McKay 2012). Online interactions are vital for promoting students' engagement, communication and teamwork skills which could be done by using multiple online options from email welcoming messages, forums, discussion boards, polling websites, online video meeting platforms. For instance, some of the popular online teaching platforms include Zoom, WebEx, Microsoft Teams, among others. Google for Education Tools provide a wide range of online options for students' online engagement, interaction and assessment with many other online platforms such as Kahoot, Quizlet, Quizizz and EdPuzzle Scribble, Squid, Explain Everything and polling websites (e.g. PollEverywhere and Mentimeter). It is imperative to use various online tools to administer an anonymous survey/feedback early in the semester on students' learning experience to enhance your current instructional model.

Different types of learners can be classified into mature learners, recent school graduates and workplace/industry learners. Entwise (1998) provided the following approaches to learning "deep learning", "surface approach" and "strategic approach". According to Biggs's (1994, p.4) direction "*Good teaching is getting most students to use the higher cognitive level processes that, the more academic students use spontaneously*", which is the teaching approach that emphasises the in-depth learning approach as opposed to surface learning. Bransford (2000) further recommended creating the learning environment that has the following characteristics "learner-centred", "knowledge-rich", "assessment-driven", "community valued", which is fostering deep-learning. It is evident from the latest research that in the absence of the organised instructional model for online teaching the online education experience was not viewed as successful but rather classified as emergency remote teaching (Bozkurt & Sharma, 2020).

The Australian higher education sector has to adapt to the ever-changing environment that is primarily driven by rapid technological change, age demographics of students and online modes of studies. The report published by the Australian Government (2015) indicated that labour force participation is expected to grow considerably for mature-age workers, which means, on average people will have a career that lasts for 50-60 years. Further, the McKinsey Global Institute (2017) reports that half of the current job responsibilities will be fully automated. As a result, the future workforce will require a different skill-set (OECD,2018). In today's digitalised technological world, we are all exposed to the 4th Industrial Revolution, which is affecting the way we live, study, educate, do business, work and perform our daily routines. Introduction of numerous payment platforms, digital currencies,

applications for financial products and services, digital banks, machine learning, data analytics, advancements in Application Programming Interfaces, Blockchain has been revolutionising the world around us (Yesseleva-Pionka, 2020). FinTechs/alternative lenders and BigTechs are disrupting the financing options for entrepreneurs, start-ups and SMEs (Yesseleva-Pionka, 2020).

The evolution of programs in entrepreneurship and small business management within the Australian higher education sector prevailed throughout the 1990s; and by the end of the last century, the majority of higher education providers had courses and degree programs in the broad field of entrepreneurship (Breen and Bergin, 1999). Presently the majority of higher education providers offer various subjects, courses, programs and micro-credentials in the field of entrepreneurship, innovation and small business management (TEQSA,2019). However, Australian universities are lagging behind the United States and Europe when it comes to the FinTech courses as major universities launched their first programs and courses in FinTech only a few years ago (Swinburne, 2018; UNSW, 2019). The understanding and awareness of strengths, opportunities, weaknesses and risks of FinTech products are limited (Deloitte, 2018). As a result, it is imperative to introduce in the curriculum (Entrepreneurial Finance) the details on the aforementioned digital financing instruments/options which include risks, usage, opportunities, threats and ethics in finance.

The Australian Government Productivity Commission report (2018, p.25) which examined the efficiency and competitiveness of Australia's superannuation system found that "about 30 per cent of Australians have low financial literacy, and a quarter does not understand basic financial concepts". According to the report published by The Institute of Public Accountants in collaboration with Deakin University (2018, p. 33), it is vital to enhance financial literacy skills amongst small business owners and entrepreneurs as it will ensure the resilience of the small business sector and promote viability and growth. One of the recommendations introduced in the report was for the Australian Government to dedicate a "priority funding to vocational education courses to enhance SME owners' financial literacy, business strategy and management skills".

Thus, it is imperative to update existing units and develop new units/subjects in the field of entrepreneurship and small business management which would focus on integrating technological advancements in the field of small business finance. Educators need to reflect on teaching and curriculum design practices with the final impact on students' learning experiences. An interesting read is a book titled: "How will you measure your life?" by Clayton M. Christensen (2012) which is bringing to the attention many dimensions of higher education teaching and priorities in life. The future success of higher education providers largely depends on developing and sustaining efficient and effective online education models that promote the latest developments and further stimulate students' entrepreneurial mindsets.

Conclusion

There are numerous publications on teaching philosophies, styles and approaches and learning experiences (Bloom et al, 1956; Brookfield, 1995; Trigwell, 1995; Bransford et al, 2000; Gibbs and Simpson, 2004; Dawson, 2017) and more recent publication has emphasised the necessity of having organised instructional model for online teaching (Bozkurt & Sharma, 2020). The Australian higher education sector has to adapt to the ever-changing environment that is primarily driven by rapid technological change, age demographics of students and online modes of studies. Educators need to teach students the skills that allow them to continue doing their research and apply their critical thinking skills as we are living in a rapidly changing world. Students upon completion of their education should not only demonstrate the competency in the specific subject area but also be prepared for lifelong learning and working in various settings during current and future post pandemic conditions.

An Innovative Approach to Developing a Corporate Entrepreneurship Course:

The Case of the American University in Cairo

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Abstract

The idea of addressing entrepreneurship through studying medium, and large size companies as units of analysis is contemporary, especially in the Egyptian context. Most of the courses, case studies, reports, and researches are directed towards organizations at the startup phase. The school of business at the American University in Cairo (AUC) realized the importance of emphasizing that the concept of entrepreneurship was not only restricted to startups; but rather it can encompass existing organizations; accordingly, the school of business started to offer a Corporate Entrepreneurship course during the fall 2020 semester. The article discusses the need for developing courses addressing corporate entrepreneurship as a novel field within universities. The article starts by understanding the local context within which, the corporate entrepreneurship course was created. This is followed by answering the two questions of what is corporate entrepreneurship, and why Corporate entrepreneurship needs to be studied. The design of the course is thoroughly discussed with explanation about why it is innovative. Then details the main output of the course which is a teaching case with teaching is followed. Finally, the author reflects on the course experience, through a conclusion which explains lessons learned, challenges faced, as well agenda for the future.

Discussion

The AUC school of business is considered a pioneer in the field of entrepreneurship on both the national and the regional levels. This is due to the fact that the school made entrepreneurship, along with responsible business, and economic development as the three main strategic themes of the school.

Taking this into consideration entrepreneurship was considered a major aspect for all of the courses offered, which was exemplified within the competencies which needs to be covered for the students. This interest in the field of entrepreneurship reached its ultimatum through the establishment of an entrepreneurship concentration which included seven courses: Social Entrepreneurship, Entrepreneurship Lab, Corporate Entrepreneurship, Family Business, Innovation and Technology, Digital Strategy, Special Topics in Entrepreneurship. Nowadays the school of business is offering four bachelor degrees where entrepreneurship topics are playing a major role: Bachelor of Business Administration in Management of Information and Communication Technology (MICT) (MICT Major), Bachelor of Business and Entrepreneurship (B.B.E.) (BAEN Major), Bachelor of Business in Finance (B.B.F.) (FINC Major), Bachelor of Business in Marketing (B.B.M.) (MKTG Major).

According to Kuratko and Covin (2011), "Corporate entrepreneurship is a term used to describe entrepreneurial behavior inside established mid-sized and large organizations". This means that the practice of entrepreneurship can be expanded to different types of organizations rather than just startups. This was substantiated through the fact that the rate of new entrepreneurs in comparison to the population was not, and still is not considerably high, for example according to statista (2019), the rate of new entrepreneurs in the U.S. which is considered one of the highest entrepreneurial rates, was 0.31 percent, or 310 individuals per 100,000 adults. This lead to other related questions, what will the rest of the population do in order to fulfill their entrepreneurial aspirations, does this mean that the rest of the population are not entrepreneurs, does this mean that entrepreneurship is only related to startups. The course was incepted in fall 2020 with 12 students enlisted, this relatively small number was due to the fact that it was still novel, and accordingly there was no past experience about the usefulness or the degree of difficulty of the course, as well as the expected workload. in response to all of these challenges the author posted the course outlines in advance over the blackboard so that students intending to register for the course are aware about the details of the course in advance.

The author of the article came from a practical background with more than 25 years' experience in the field of manufacturing, non-governmental organizations management, training, and consultancy. With this taken into consideration the course design which is extremely important (Hosler and Arend,2012), adopted an adult learning approach (Collins ,2004), with a main concentration on the experiential learning pedagogy as a pillar for all of the exercises conducted in class, as well as the assessment of the course, and the design of the main output of the course, which was a case write up accompanied with a teaching note.

This approach was innovative to students who were intrigued by the fact that they are not acting as passive listeners', but rather as participants in the learning process. The teaching methodology used was implemented through: Lectures, Case analysis, presentation, debates, and discussion, Student presentations, Meetings with managers/owners from prominent companies. The use of extensive case analysis exercises was very important (Ellet,2007), due to the convincement of the author that, *"If you cannot read, you cannot write".* So students were supposed to mater case analysis; in order to possess the proficiency in case writing. Also there was a need to link the students to the real business, accordingly four guest speakers from prominent entrepreneurial companies were summoned to give talks in class. Also debates, and discussions about different real live cases, were useful tools to stimulate the critical thinking capabilities of the students.

The grading scheme for the course was designed to accentuate the adult learning pedagogy, team learning, and to take into consideration the individual differences between students. Accordingly, there was 47.5% individual based exercises, and 52.5 % group base exercises. The grading scheme was: Participation 17.5 % % (4 reflections about guest speakers' presentations =10% + 7.5% participation in class) (individual). Assignments 10 % (2 cases analysis) (individual). Mid-term 20% (case analysis) (individual). Group case presentations 7.5 % (one case/team, including analysis and presentation) (group). Final term case write-up 25% (team). Case progress follow up 5% (team). Final case teaching notes 10

%(team). Final case study presentation 5 % (team).

The main reference used was the seminal textbook: Corporate Innovation & Entrepreneurship, International Edition, 3rd Edition. Authored by Morris, M. H., Kuratko, D. F., & Covin, J. G. (2011). The reference was chosen because it contains a holistic, and detailed framework of how corporate entrepreneurship and innovation can be enhanced within different organizations. Along with the main references students were supplied with articles about the topic; in order to review and relate to the concepts studied in class.

The author developed a schematic map for the students in order to enhance their understanding of the course concepts, this map stressed on the fact that corporate entrepreneurship is not just an initiative; but rather a system that involves developing an entrepreneurial climate, which need to take into consideration the strategy, culture, human resources, structure, leadership, and control systems. This is essential; in order to inject entrepreneurship as way of doing things within the organization, in order to be part of the corporate DNA.

The main output of the course is case write up, the author is a believer in the effectiveness of case oriented approach as an efficient, and effective approach to learning ((Mahrous and Ahmed ,2010), and he was able to write 13 cases with students in different fields. Two of the cases won prestigious global awards. the approach in writing adopted is start the case write-up from the beginning of the course, where students are supposed to choose a company, and then start writing the cases in parallel to

the topics explained in classes.

This style was proven successful in other courses including family business, strategy, and Entrepreneurship lab. The reason is that students don't feel stressed because there is no final exam, and the final output of the course which represents 45% of the grade is done incrementally throughout the semester. Also they have positive reinforcement because they acted as consultants for a real business. There is also a high possibility for having the case published in a well reputable journal. The elements of the case (see exhibit 1) are previously discussed in class, students write about the topic under study, and then they have at least 3 official follow-ups on the progress of the case write-up.

The students learn to ask the write questions related to the course, and through this they are able to write a teaching note for the case, where they are responsible to extract some suggested questions from the dilemma represented in the case. Accordingly, the author put some guidelines (see exhibit2), in order to help the students to start the process of writing the teaching note. The author asks the students to write the suggested questions, along with the suggested answers, and he can later develop the other theoretical aspects related to the case; if he can detect that the case has a potential for publication.

Conclusion

In order to understand the impact of the course, it is clear that it will take some time; however, introducing the concept of corporate entrepreneurship is important for the Egyptian context. The reason is that the entrepreneurial frequency, and intensity is relatively low. Also to it is important to face the fact that only very small percent of the population will be involved in entrepreneurial activities, and there is a need to address the fact that entrepreneurship is not only about startups; but rather it is a mindset, and behavior. The students were able to draft two cases until the moment; these cases are used during the spring semester of 2021 as a base for learning. The reason is that the cases are dealing with Egyptian contextual particularity, this is helping the students to relate to what is happening, and to further develop their understanding of the corporate entrepreneurship concept.

Exhibit 1

Case write up author guidelines
1) **Abstract**
2) **Opening paragraph**
3) **Background on the Company**
   - Size, Age, Short History
   - Company Structure
   - Current Business Model
   - Products and Services
   - Markets
4) **Industry overview**
   - Industry statistics
   - Forces of competition
   - Any other relevant information that will help the reader understand the context
5) **Entrepreneurship and innovation challenges**
   - Entrepreneurial Intensity (EI) Assessment
   - Entrepreneurial grid
   - Climate Assessment: Factors Contributing to Level of EI
   - Company Vision and Overall Corporate)
   - Company Structure and Levels of Management
   - Human Resource Management
   - Culture
   - Control Systems
   - Leadership
6) **Dilemma**
7) **Closing paragraph**

Exhibit 2

Teaching note author guidelines
1) Case Synopsis
2) Keywords
3) Teaching objectives
4) Learning objectives
5) Assignment Questions
6) Target audience
7) Teaching plan
8) Discussion plan
9) Research methods
10) Testing in class
11) Theoretical linkages
12) Case Analysis (answers to case questions)
13) Epilogue (if available)
14) Background readings
15) Teaching Note Exhibits / Tables

A strategic Approach to Developing a Social Innovation Management Master Degree:

The Case of the University of Salerno in Italy

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ICSB-Italy KHUB, LISA Lab University of Salerno

Abstract

As technological innovation is a critical component of current and future economic growth, social innovation is critical in building social capital and improving life chances through the positive approach to diversity, social inclusion, the local and transnational learning communities, and partnerships. They seem to be the main drivers in spreading the social dimension of Education.

The Department of Management & Innovation Systems (hereinafter DISA-MIS) at the University of Salerno (Italy) realized the importance of emphasizing that the concept of social innovation is not only restricted to firms, but rather it should be encompass existing institutions and the firms that will be created by transferring to today's "young minds" the *value of transformational change* and *the need to create inclusive learning spaces*. Accordingly, the DISA-MIS created a Social Innovation Management curriculum during 2020. This experience paper discusses the strategy used to address a Master's Degree in Social Innovation Management using a cross-cultural and entrepreneurial perspective. It starts summarizing the Education needs to be called from the world: a) embedding the Social Development Goals; b) a deeper understanding of the Stakeholder Economy instead of merely the Shareholder Economy; c) contextualizing the Sustainability at multiple dimensions; e) implementing the Human-centered management approach; e) addressing the economic challenges post-COVID 19. This is followed by showing the key factors of the strategic approach used by the DISA-MIS to develop the curriculum: 1) Students Entrepreneurship supported by the LISA Lab (www.lisalab.it); 2) Inclusive Learning Space supported by the 3CLab (www.3clabunisa.it). The design of the Master's Degree is thoroughly discussed with an explanation about why it is innovative in teaching and learning methods.

Overall, this experience paper offers a case study of a strategic approach to social innovation in higher Education that brings current and potential social and economic benefit to the community in which it is located. At the heart of this experience, paper is the proposition that education aims to change and improve individuals and the wider society. It offers an educational perspective on social innovation designed to achieve transformational change, supported by an illustrative case study of a curriculum designed to spread the social innovation approach in an Italian university, a new build project creating a triple title jointly with a German university, and a Romanian one. Drawing on a cross-cultural perspective, the DISA-MIS aimed to explicitly recognize the strategic purpose of framing the University's role in innovation, educational development, and regeneration. The DISA-MIS statement regarding this new project is the following: "*purposeful social innovation doesn't simply happen; it must be planned and managed to achieve transformational change and inclusive learning space as principal core values.*"

Spotli

ights

The True Essence of an Entrepreneurial Educator:

From Sudden Crisis to Prepared Planning

By:
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Deputy Chair, Department of Management

Dr. Alex DeNoble
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This moment of connected isolation has changed everyone's plans from cancellations to postponements. We have re-envisioned and amended our preconceived ideas about learning, teaching, working, and producing. It has only been through acceptance of our new normal that we have found the encouragement and creativity necessary to critically reflect, in a way that allows us to reimagine our current capacities, capabilities, and preconceived pedagogies. In doing so, our new normal will hopefully become something more than what must be, and it instead transforms into something better, an environment that cares and supports all its actors.

As we recognize the absoluteness of our current situation, there has never been a better time to tease apart our current system, to identify our strengths, and to eventually rebuild our new, more reliable, and more expansive community. In thinking about entrepreneurship and innovation during this changing time, educators, researchers, practitioners, and learners must decide what needs to be amended in our current pedagogies of entrepreneurship that will eventually allow us to create more prepared entrepreneurs appropriately. That is those ready to learn and adapt to the world's pressing and ever-changing challenges. Thinking about entrepreneurship as a contact sport, the game starts with engagement, a general desire to play; however, after, students need to understand the language, tools, concepts, and theories that underlie

the rules of the game. We can start to demonstrate, then, that it takes more than just an entrepreneurial mindset. The skills to act on our ideas and passions, in addition to the guidance to respond appropriately to the demands of creation and innovation are essential.

In clarifying the true essence of an entrepreneurial educator, the focus moves from the possibility of teaching someone to be an entrepreneur if the entrepreneur is open to learning. The idea is that educators are not creating a passion for their students, but instead, they are fueling it and guiding it. Educators are looking for students who have the desire, the "fire in their belly," to help them develop their skill sets, professional networks, and frameworks to think about complex entrepreneurial matters as mentioned by Professor Alex DeNoble from San Diego State University. As the entrepreneurial path includes many assumptions and, often, very little knowledge supporting these expectations and beliefs, it is only those who behold an entrepreneurial spirit that will survive the unraveling of their assumptions. This is the determining point of an entrepreneur, one that makes disappointments into their ending or those who transform these missteps into their reassessment and continue with a new lens.

In looking at the California Entrepreneurship Educators Conference, a local conference that, after its creation, attracted quite an international community, one understands the embodiment of entrepreneurial spirit. Initially, this conference would be canceled because of the travel limitations put in place due to the current pandemic. However, by recognizing the strengths that this crisis has created, for example, the public's newly-found, general comfort in engaging online, we can reimagine a conference that is not only transmitted online, but that is enhanced upon. After a year of preparation, the solution is not to postpone or cancel the conference, but to host a *better* conference online. Therefore, the essential topics and the constant learning that takes place during this conference transforms with its platform.

In setting limits on entrepreneurs, we are only giving them a more significant opportunity to create and innovate. As Dr. Alex DeNoble, Professor at San Diego State University, and Dr. Ayman El Tarabishy, Deputy Chair of the Department of Management at the George Washington University, converse, they challenge each other to further develop upon their initial responses. As the two professors, both active in their local and global communities' work for entrepreneurial studies and right, describe their questions, they end the discussion at a crossroad, one at which they are excited about the future while remaining informed by the past. In hopes of amplifying the academic perspective, they promote the entrepreneurial spirit, which seeks to thrive in the face of limitation. By recognizing the strengths of their communities and others, this conversation acted only as a predecessor to the conversations that occurred at the 2020 California Entrepreneurship Educator Conference.

A Business School for the Day After

By:

Dr. Ayman El Tarabishy,
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With one in two world inhabitants "confinés," as Dean Guillaume Bigot puts it, we have an incredible opportunity to reflect on where we are. Taking over at the IPAG Business School Paris-Nice groups in July 2008, I think of Bigot as a "rebel dean." Formed as a journalist, Bigot, and by association IPAG, uses the incredible tactic of remaining small in size. Not to promote exclusivity, but rather to focus on the quality of the programs and work that they are already conducting. Founded by Jacques Rueff, executive advisor to President Charles de Gaulle, the deeply rooted origins permit IPAG to branch into other world spaces with the understanding that they are French.

In looking at the evolution of Paris, Bigot returned to the intense changes in globalization and the promotion of the "Anglo-Saxon business model," following the collapse of the USSR during the Regan era. As he points to the interesting yet positive nature of the world's usage of business tools, formalized business processes, and the adaptation of the English language in business ventures, he recognizes the convenience for the Anglo-Saxons. Being made in the image of their world view, Anglo-Saxons are able to "maximize their assets and qualities" in this field built by and for them. However, Bigot importantly points out that despite the efforts made by the international community, specifically business schools in France, to become more "Anglo-Saxon," these people will never do it well enough because they, themselves, will never be Anglo-Saxon. Warning us to pay attention as to how we can adapt ourselves to these standards, the rebel dean has decided to encourage his students to do things differently.

Looking to teach their students to be focused on their learning rather than to promote multiculturalism in their education, IPAG seeks to challenge their students to get to know the international markets they are working in. This being a way for students to learn to

master their studies, and then to master their market research in the future. If one is looking to do business in Russia, IPAG advises that student to learn Russian, meaning becoming proficient in the language as well as the geography, the demography, the opportunities and, most importantly, the limitations to communities in that area.

Having exemplified the power of this focus, soon after beginning as Dean of IPAG Paris-Nice, Bigot capitalized on the geographic location by drawing an international population to the school, specifically doing so in the form of conferences, which are held three times a year and seek to examine the topics of finance, economy of energy and ecology, and scientific business studies. Despite the school's small size, these conferences helped IPAG gain world recognition. By targeting the quality of their program, IPAG grew locationally, rather than in student size. Strategically opening a campus in Kunming, IPAG has truly demonstrated the power in finding and following a new path.

Looking at the 'Day After' in France, we are warned that "if we do not pay attention, not only could the day after look just like the day before, but it could be even worse." Many nations, including France and the United States, have seen how dependent their supply chain rests on China as "l'usine du monde," the world's factory. We can also see other troubling trends; for example, many middle-class wages are not increasing in a direct relationship with the wealth being created globally. Additionally, we must be wary of the large, global enterprises that are much more capable of surviving the doomsday, than typical MSMEs. Bigot alerts us to pay close attention because "if we do not do something to support and help small businesses, the businesses that are capable of reinventing the economy and the day after will, and that day after will be even worse."

We are guided to prepare for the unexpected. As in the first hour of a battle, the entire plan has already fallen apart, we must stop thinking that the future will look like the past or, frankly, that it will resemble anything we know. This proves difficult for humanity as everything we have created to predict future trends is created from information about the past. Bigot describes how finance is nothing more than a calculus of the past. Therefore, in this moment we must focus on long lasting skills that will remain relevant throughout the uncertainty of the future.

For this reason specifically, Bigot believes in Hubs, which will work to give students tools to modify their behavior. In order to offer students the life experiences in which they might learn about themselves, their own limits, and how they interact with others, Bigot has created programs in which his students are tested. In an extreme example, IPAG sends their students to the Alps for seven days. This is not an experience meant for interviews, but rather so that the students understand that if they want to survive, they need to join together, a humbling reminder of the importance of the collective.

Bigot understands and, therefore, hopes to portray the importance of moving from a consumer to a producer mentality. Consumers work off of their instincts, however producers are trained to think and make informed decisions. Bigot recalls how Roman emperor, Marcus Aurelius, the last emperor of the Pax Romana, made only one to two decisions every day. This art of thoroughly thinking through a decision, an argument, or a concept seems to be completely lost in this day and age.

However, the COVID-19 pandemic may have given us the perfect opportunity to recover this lost art. We, as individuals, can also pay attention to controlling our own Day After. Through this experience of confinement, we have significantly changed the way in which we related to both time and space. Before the coronavirus, we were "oppressed by the agenda," always rushed with no time to spare. During this moment of confinement, maybe we have too much time, however it is this moment that will teach us to classify, organize, and create time to think. Then later, we might seek to find a balance between the extremes of time seen in pre- and current confinement. In regard to space, before confinement, the world was our "playground." Now, it may feel extremely frustrating to be stuck, making this the moment to recognize that although today we might not have enough space, our world playground from before may have been too much space. This global halt has led to a reliance on local supply chains. Hopefully this glocal (global and local) mindset can remain firmly ingrained in our understanding of our importance in the recovery and stability of our local and global environments. In closing, Bigot leaves us with these final words:

"You will certainly not be able to be successful if you think that success is individual. As

> individuals can succeed if you understand that success is brought by others, that means that their success will also be brought by you. As an individual you have to pursue your own interest, but take into account the other, without the other you are and have nothing."

Guillaume Bigot, thank you for your critical thinking and provocative questions, may we leave this discussion imprinted with your creative and founding manner of reasoning.

A New Type of Professor

By:
Dr. Ayman El Tarabishy & Norris Krueger
Published: July 5, 2020

Challenging us to "re-think" everything, Norris Krueger spent time with us on Thursday afternoon instead of his usual time spent generating the next best entrepreneurial theory. Sitting in the "hot seat," Krueger is considered the *Nikola Tesla* of entrepreneurship research today. His presentation demanded that we re-think our mindsets, ecosystems, and methods, in addition to re-thinking why we are necessitating this re-think. Our solutions will arrive not only when we attempt to imagine a different perspective for our entrepreneurial research, energy, and outcomes, but when we also find the conviction that these changes are essential and necessary for our continued evolution. Dictated as the "Great Re-think," we understand that this is a critical time to concurrently assess the intersections of the macro and micro in the way they align with "entrepreneurial potential and potential entrepreneurs" and reshape our understanding of the notion of "entrepreneur" as a verb in its true action-oriented state. The journey through re-thinking our mindset in teaching and training, in addition to an assessment of theoretical

practices, helps us to recognize the need to create participatory opportunities for theories within the entrepreneurial setting. Following, re-thinking ecosystems must involve the discussion between top-down and bottom-up thinking. Looking to build programs and ecosystems that matter would seem logical, however within the gap between academia and reality, this notion often gets lost. Wanting to recover a lost storytelling program, Krueger spoke about building a hub from which we might promote an accurate and thorough narrative for small business and entrepreneurship worldwide. Lastly, looking to re-think models, Krueger spoke about using appropriate models that allow us to reframe our theories and practice appropriately.

This "Great Re-think" leads us to move beyond thinking to entirely reimagine and recreate universities. In reviewing the teachings of the coronavirus, not only is there an opportunity for universities to change fundamentally, either closing for the weaker universities or becoming more robust and bigger entities for those who can quickly adapt to the new normal; however, there is also the evolution of the professor. It will be

derived from this transition in the position of the professor that, then, will create new accessible and more inclusive programs for students, bridging the exclusivity gaps resulting from institutional competition and prestige as well as unspoken priority in accessing innovative and desirable opportunities to learn for younger scholars. Centering this shift around the professors, we might be able to capture their higher mandate, which guides them to educate as many students as they can. We could demonstrate that the professor holds the potential to behold a following comparable to that of a well-known celebrity. This celebrity status is not meant to generate attention for attention's sake, but further to create the necessary conditions so that, similar to famous athletes and movie stars, the impact of a professor's ideas, ideologies, and teachings could impact more students and greater networks. The notion is that professors have an incredible reach in obtaining information. However, they are often blocked in expanding that reach for their finished product. By using this sense of "popularity," for social good, we can potentially attract the public's attention by placing the ideas and stances of entrepreneurial professors next to the publications of celebrities like Elon Musk and Bill Gates. We are done with the stale insights from repeated voices, and we are ready to advance towards the future. There are already professors, Norris Krueger, for example, who have a following and are supported by the global organization, like Krueger is by ICSB. Therefore, in creating the opportunity for professors around the world, we can create a real knowledge revolution that works towards inclusion rather than division. This new professor will no longer belong to a school, but rather to him or herself and their followers.

Recognizing that not every student has the opportunity to attend an Ivy League program or travel across the world to participate in a conference, we might be able to seize this technological revolution to expand teaching capabilities to parts of the world where it never previously existed. If we can detach the professor from their established university, we can create a "sharing" program, which seeks to captivate students from multiple schools, programs, and institutions to work together to fund a course. Therefore, instead of one university paying to invite a guest lecturer or various guest lecturers for the semester to teach 100 students in one location, professors can gather the best and most innovative minds to instruct a week-long class. Students attending would be sent by their universities who wish to later reproduce the knowledge and cohesion of the event. Therefore, students would be able to return to their universities to share what they had learned. If the first-class worked with 30 students, then those students would be able to have individual connections with the course's professors and instructors, which they could share when returning to their universities to connect with another set of students. Additionally, the information from this sort of class, which would typically be unavailable to many students throughout the world, could be captured on a technological platform to be shared with those who do not have the institutional finances to send their students to the course.

The focus of this type of program is twofold. Firstly, it would increase visibility around the higher mandate that professors feel, while moving away from the prestige, power, and rigor of an institution and its constant publication demands. Secondly, within entrepreneurship and learning centers, it could make available the essential understanding and empathy, which is often quite removed from traditional seminar settings. The deep engagement that could potentially arrive from these transitions, away from conventional and established university patterns, would finally make equitable changes in academia. In building a network through action and engagement rather than publication, we might genuinely be able to generate and produce something valuable from our "Great Re-think."

A Humane Entrepreneurial Oriented Professor

By:
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Estimated at the end of last year, ICSB foresaw a dramatic change in the role of the "educator," be that for entrepreneurial and small business studies or other subjects. This global reshape has led professors and lecturers to confront the barriers posed by responses to the worldwide health crisis. Professor Hooi Den Huan of Singapore described today's environment as R.U.D.E or rapidly changing, uncertain, dynamic, and engaging. ICSB focused this understanding of our modern environment on educators, expanding that the instructors themselves will evolve from being "bearers of information" to being **R.U.D.E.** In rapidly changing their knowledge base to grasp new theories and their applications, they will steer the education ship to a safe port of reflection and learning, while mastering engagement. Educators will do more than teach, entertain, and educate. However, they will engage their learners in the real journey of reflection, double-loop learning, and personal growth.

This assumption proves to be more accurate every day. We need to confront the reality that our current pedagogy, of entrepreneurship specifically, must change if we still find it essential to create prepared entrepreneurs. As our universities alter their structure and systems, we can not remain the same entrepreneurship professors that we were last year, nor even yesterday. We must change with the times, and I argue that this change must be centered around the care and growth of the individual, be that student, staff, faculty, etc. If we can engage with the principles of Humane Entrepreneurship, and in so doing, safeguard the value and potential of the human person, we will be able to adapt our methods to fit our environment more easily.

Remembering a conversation last month with Norris Krueger, he introduced the idea of the "Great Re-think," during which he recommended that we move beyond thinking to entirely reimagining and recreating universities. The global pandemic has allowed academia to change fundamentally, and within that, there is a chance for educators to evolve. Rather than being derived from the changes in academia, the extension of the professor towards

Humane Entrepreneurship will ultimately guide us towards creating more accessible and inclusive programs for students. The educator's intention of HumEnt will lead to creative results, including the bridging of exclusivity gaps among institutions and overcoming unspoken priority so that younger scholars can access innovative and desirable solutions.

Each educator has a higher mandate to educate as many students as possible. The new format of e-learning does not limit this mandate but instead motivates its expansion. If educators can be culture-creating leaders who exemplify the practice of Humane Entrepreneurship, we might bring about a knowledge revolution that works towards equitable and empowering inclusion.

Given the recent transition in leadership at ICSB, we have spent a lot of time thinking about our origins (as back as 1955), during which we have asked the crucial questions: "Does our pedagogy still hold up in our new world," "Are our systems optimized for the success and growth of our members?", and "How can ICSB be present to the needs of our members today and tomorrow?" Upon discussing these questions, we have concluded that ICSB is an essential platform (community) for the advancement of entrepreneurship and that our programming holds significant influence over the skillsets of our members. For this reason, and in response to our greater call as educators to provide helpful and creative solutions to the problems before us, ICSB will be opening a new program on Monday (8/3/2020). **Named the *ICSB Educator 300***, this digital database will represent a collection of the world's most capable high-level educators of the future. Our goal is to limit the number of professors, lecturers, and teachers to 300 to be sure that we can manage the database, connect the database with top universities around the world (to ensure the database's professors have favorable opportunities), and provide continuing education for these 300 educators as they evolve to the new online, hybrid, and hyflex models of education and teaching.

Please join us as we enter this new world together. Guided by the principles of Humane Entrepreneurship, we are sure to succeed and to bring about real and essential change throughout our global community.

Conclusion

If we want our world to change, we must begin in our classrooms. As we study the ways in which entrepreneurship can bring justice, empathy, and empowerment to communities, we can instill these principles in our lessons so as to teach our students the art and practice of entrepreneurship in a way that is humane, just, and forward-thinking. Our world has changed; therefore, it is now essential that our content, tools, and techniques follow suit.

This need to evolve is an opportunity, one in which we are able to contextualize sustainability and continuity for entrepreneurship learners in a way that is immersive in their local and global ecosystems. In the articles above, entrepreneurship educators from around the world offered distinctive, unique, and contemporary solutions to the grand upheaval that is currently occurring in both entrepreneurship and education. As we go online, we have the challenge of offering practical and theoretical content in a hybrid format that is engaging. Entrepreneurship education is disrupting higher education by teaching universities and institutions how to respond to the world around them.

Responsible business is now mainstream. As we lived and continue to live through this pandemic, we realize that we cannot settle for social responsibility but rather we must move our students towards humane solutions. In order to do this, however, we must be excellent. We must become partners with our students and recognize them as more than passive actors in the learning community, but rather as protagonists on their journey of creating change in a world. Therefore, it is our mandate to exemplify this new pedagogy.

We must administer entrepreneurship as a way of doing and being. By sharing the importance of reflection on and assessment in our course content, students gain the valuable skills that they will carry into the future. They understand what it means to account for shareholder and stakeholder outcomes because they watched their professors, instructors, and educators reckon with these same results. Entrepreneurship students are different. They are actively in school preparing themselves to innovate both on current and future ventures. As educators, we are responsible to them and the integration of the entrepreneurial mindsets.

This 2021 Global Entrepreneurship Educators Report marks the beginning of a movement of educators who are ready to set into their power. Will you join us?

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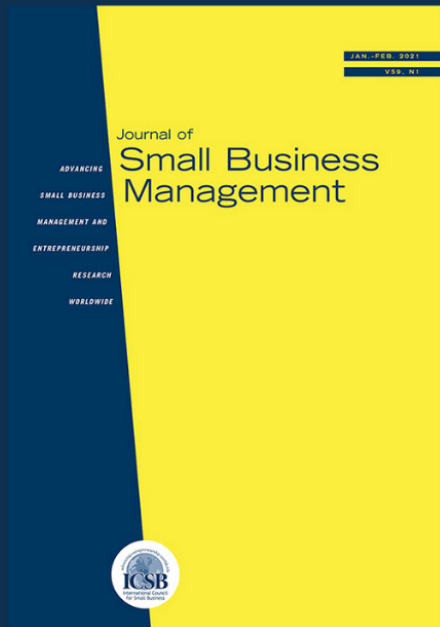
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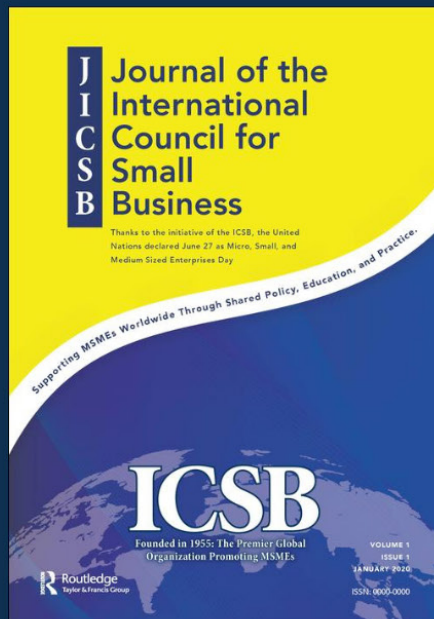

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SUSTAINABLE ENTREPRENEURSHIP

The 2030 Agenda for Sustainable Development, adopted by the United Nations in 2015, addresses the most pressing challenges of our time, such as climate change and COVID-19, social injustice, human rights, and economic growth. Incorporating the sustainable development goals (SDGs) into society's fabric is essential for just and equitable sustainable development for all. The SDGs purpose is to stimulate everyone, from governments, businesses, NGOs, citizens, and other stakeholders, to accelerate actions that benefit the people and the planet, by fostering actions and partnerships at all levels, so no one is left behind. And since MSMEs are the foundation of our economies and society, they are at the critical leading edge of the UN's sustainable development initiative.

Sustainable entrepreneurs are our best hope to achieve the SDGs, working within a network of like-minded visionaries, innovators, and troubleshooters. This Special Issue of the Journal of the International Council for Small Business (JICSB) aims to document cases of sustainable entrepreneurship across the world and to accelerate knowledge about what works and could be amplified.

Guest Editors
Prof. Analia Pastran
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Los ODS, las MiPYMEs y la academia: quíntuple hélice en acción

LOS ODS, LAS MIPYMES Y LA ACADEMIA: QUÍNTUPLE HÉLICE EN ACCIÓN

Módulo 1: Objetivos de Desarrollo Sostenible (Prof. Analia Pastran and Evangelina Colli, Smartly)

Wednesday November 25: 10am -11.30am (New York City time) EDT

¿En qué consisten los Objetivos de Desarrollo Sostenible de la ONU?

Localización de los ODS en el ámbito público, privado y academia

Liderazgo 2030

Módulo 2: Universidad y los ODS (Prof. Francisco Navarrete, UNIVA)

Thursday November 26: 10am -11.30am (New York City time) EDT

ODS y Universidades: ¿Cómo contribuyen?

Movimiento global de universidades

Integración de los ODS en el currículum: UNIVA

Módulo 3: Activando el Impacto de la Universidad (Hector Jorquera, Vinculamos)

Friday November 27: 10am -11.30am (New York City time) EDT

Principales herramientas para la medición del avance en los ODS

¿Cómo se mide el impacto de las Universidades en los ODS?

Importancia de la medición del trabajo conjunto de MiPYMEs y Universidad

Plataforma "Vinculamos": desde Chile para Latam

Módulo 4: MiPYMEs y ODS (Prof. Ieva Zebryte, FCJE-UFRO)

Saturday November 28: 10am -11.30am (New York City time) EDT

Rol de MiPYMEs en desarrollo sostenible de las comunidades locales: modelo multi-escalar

Los ODS y los modelos de negocios de MiPYMEs

Quíntuple hélice para los ODS: desafíos, premios de excelencia y visibilidad

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