Professional Global Entrepreneurship Development Program for Schools

(Building Confidence)

(Non-award Program)
**Australian Institute of Entrepreneurship (AIE)**

The Australian Institute of Entrepreneurship (AIE), in Melbourne, is a registered Vocational Education and Training Enterprise since 2007. AIE is also a “Commonwealth Register of Institutions and Courses for Overseas Students” (CRICOS) provider and meet the standards required by the Federal and State Governments of Australia (www.aiemel.vic.edu.au).

AIE delivers award and non-award programs for students in business, human resource management and entrepreneurship

**AIE’s Global Vision**

AIE is dedicated to developing dynamic, commercial, ethical and socially responsible entrepreneurs through a holistic approach of global entrepreneurship program incorporating entrepreneurial way of thinking, training and building confidence for the future members of global society. The participants through a practical and hands-on approach to learning should be able to develop critical entrepreneurial behaviors and attitudes, gain necessary knowledge and skills, and are able to address everyday problems faced by Small and Medium Enterprises (SMEs).

**AIE Mission Statement**

To develop young school student’s critical entrepreneurial behaviors qualities, knowledge and skills through participation of the industry in their early age.
Introduction

The Australian Council for Educational Research (2008) published a report on "VET Pathway taken by School Leavers" and stated in their key findings that 20% of young people had not participated in any further education and training after leaving school, 38% participated in higher education and the remaining 42% participated in VET education. Another report by the Australian Department of Industry, Innovation, Science, Research and Tertiary Education (2012), entitled "Australian Small Business Key Statistics and Analysis", stated that SMEs confidence has trended downward in employment and profitability.

The Australian Bureau of Statistics 2010 Report on Crime in Australia stated that high crime rates are quite often associated with poverty, unemployment, a low level of education attainment, family relationship problems and high levels of drug usage.

According to the Australian Fire and Emergency Services Authority Council (AFAC) who published a report on bushfire arson, predominantly bushfire crimes involved younger kids and, although it is difficult to estimate how much fire arson costs Australian communities, they estimated it to be A$1.62 billion in 2008.

The Education, Audiovisual and Cultural Executive Agency (2012) published a report titled "Entrepreneurship Education at School in Europe" emphasizing the need for entrepreneurship education to shape the mindset of young people and that entrepreneurship education needs to start at an early stage at the primary school level. The European Commission published a report on Entrepreneurship Education (2011) emphasizing that entrepreneurship education needs to be dealt with in a broader definition and is not limited to knowledge of how to run a business. Entrepreneurship education is developing the ability to act in a more entrepreneurial manner. Attitudes and behaviors are perhaps more important than knowledge about how to run a business and can be achieved through a process of developing entrepreneurship culture in schools.

SCALES (Scientific Analysis of Entrepreneurship and SMEs) published a report in 2003 on "Early Development of Entrepreneurial Qualities: the Role of Initial Education" emphasizing that entrepreneurship qualities can be developed at an early age because young children are still malleable during their early upbringing. Young students should feel and experience the concept of entrepreneurship education in a more practical and entrepreneurial mode of learning rather than conventional theory-based modes of learning.

Furthermore, it is argued that resulting from globalization, outsourcing and offshoring of businesses, and as per WTO, Asian regional agreements, the SMEs have become a catalyst for the economic, social and political growth internationally. The OECD Guidelines for Multinational Enterprises covers the key areas of corporate social and environmental responsibility become critical for SMEs engaged in international business.
The purpose of this concept document for Professional Global Entrepreneurship Development is to illustrate the socio-economic benefits not only in developing an innovative and entrepreneurial mindset but also will be able to develop global mindset that can scan and interpret the world from a broader perspective of discovering opportunities to achieve their personal and professional goals at school level.

This initiative will not only provide participants a great deal of confidence in selecting and pursuing a career through identifying their passion, motivation and interest in a particular area of work but will also give them the opportunity to free themselves from being dependent on traditional jobs offered in the market. In doing so, these young minds will embark on making a significantly higher value base contribution to the socio-economic environment of their country in a rapidly changing word.

A study done by Inc. magazine and the National Business Incubator Association (NBIA) revealed that 80% of new businesses fail within the first five years. The ever-changing technological and global environment today demands innovative and highly skilled leaders, managers, and entrepreneurs at all levels of our society who are well equipped with practical skills in creativity, innovation and entrepreneurship, and are capable to solve problems, take initiative and lead change within their own spheres of influence.

Achieving this set of multiple objectives should ultimately result in an increase of successful entrepreneurial activity and a reduction in the costs associated with unsuccessful start-ups. Knowledge is now increasingly produced through addressing the problem directly. Using the practical entrepreneurial mode of learning should develop the young leaders who are more aware and confident in their personal as well as their professional lives as they progress through their careers and other economic activities.

From the critical arguments in the discussion above AIE has identified following needs in development of entrepreneurial skills to cater for the socio-economic challenges that are emerging in the fast changing global sphere.

In this day and age of globalization, outsourcing and offshoring there is a need to develop a more dynamic entrepreneurial school culture across the globe. We need to introduce critical changes to shift the structure of schools from traditional theory-based modes of learning inside the class to a more practical entrepreneurial mode of learning inside as well as outside the class. The schools must provide opportunities to stimulate entrepreneurial talent and mindsets and support development of critical entrepreneurial behaviors, qualities, skills and knowledge for the student.

There is need to develop a holistic, global, sustainable, industry based professional global entrepreneurship development program that links various
stakeholders at global level in today’s knowledge based societies. Development of this entrepreneurial spirit early in the age at the school level will discover multiple opportunities. First, change in their critical entrepreneurial behaviors and qualities will accelerate the opportunity to become a successful entrepreneur. Second, the critical entrepreneurial employability skills will accelerate the opportunity for employment to take a head start for their first jobs during the school holidays but will save a lot of time, cost and training effort for the SMEs.

The AIE has developed a unique, holistic, global and sustainable ‘Professional Global Entrepreneurship Development Program’, with specific outcomes and based on continuous improvement.

We envisage six main stakeholders in this program:-

1. AIE;
2. Government and Private Schools;
3. Entrepreneurial Teachers;
4. Students;
5. Society; and
6. Industry/SMEs.

This document highlights the Professional Global Entrepreneurship Development Program (SMEs) structure and the benefits to the different stakeholders.
The Professional Global Entrepreneurship Development Program (SMEs)

A holistic, sustainable, global, highly interactive, practical (learning by doing and using industry linkages) and student-centered flexible curriculum (4-8 Weeks, 5-10 Hrs/Week) in Professional Global Entrepreneurship Development (SMEs) is to be delivered for year 4 to 8 students, moving from a basic to a high level. The curriculum for the five years has been specifically designed keeping in mind the outcome of gradually building their critical entrepreneurial behaviors, qualities, skills, knowledge and building confidence in their personal and professional lives with more interactive activities, practical experiences, learning by doing and using industry and global linkages.

The curriculum will be delivered by selected entrepreneurial teachers from public and private schools that will be trained and certified by the AIE for the effective implementation of the program to realize its full quality and value.

Holistic and Global Entrepreneurship Program
### Professional Global Entrepreneurship Development Program (SMEs)

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<tr>
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<th>Description</th>
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<tr>
<td><strong>Entrepreneurial Behaviours</strong></td>
<td>The student will learn and develop skills by practicing and observing successful entrepreneurial critical behaviors such as: <strong>Creativity and innovation, risk-taking, critical thinking, making the most of opportunities, being flexible to change, being ethical, self-aware and confident.</strong></td>
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<td></td>
<td>The student will learn and develop by practicing and observing successful entrepreneurial critical qualities such as: <strong>leadership, time management and working in teams.</strong></td>
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<td><strong>Entrepreneurial Qualities</strong></td>
<td>The student will learn and develop hand on skills such as: <strong>Communication, business planning and management, analytical, problem solving and evaluation through participation in projects and reflection on outcomes.</strong></td>
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<td><strong>Entrepreneurial Employability Skills</strong></td>
<td>The students will develop knowledge in areas of; <strong>Entrepreneurship (business and social), global entrepreneurship, entrepreneurial behaviors and qualities, business planning/project management, problems faced in the industry, corporate, social and environmental responsibilities.</strong></td>
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<td><strong>Entrepreneurial Knowledge</strong></td>
<td><strong>Summary of Significant Learning Outcomes:</strong> The young student should develop critical entrepreneurial behaviors, qualities, skills and knowledge to become a global business and/or social entrepreneur with confidence in their personal and professional life.</td>
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**Source:** AIE

### Critical Elements of the Program

1. A Holistic approach to Global Entrepreneurship Program covering business, social and environmental aspects.
2. Promote classroom based projects and activities to develop critical entrepreneurial behaviors.
3. Building partnerships through participation between Industry and institutions to achieve best possible outcomes through this program.
4. Promote global Entrepreneurship through networks and developing business/social plan.
5. Regular assessment of change in behaviors through classwork, project work, teachers/parents/industry/international feedback.
Benefits to various stakeholders

Why the Australian Institute of Entrepreneurship (AIE)?

1. AIE's global vision and mission concept: AIE’s global vision of Professional Global entrepreneurship development for SMEs is dedicated to developing more dynamic, business, ethical, social and environmental entrepreneurs by providing education and training in entrepreneurship education for primary, secondary and higher education students and professionals within corporate structures.

2. Entrepreneurship Global Compliance Team (EGCT): Entrepreneurship education is not only to develop entrepreneurial way of thinking but it is also a way of training and building confidence. The EGCT can assist school trainers and coordinators of entrepreneurship for professional development workshops to implement the program and continuously monitor the quality to ensure that the full significant value of the program is realized.

3. AIE Membership: Discounted membership benefits will be available for all the stakeholders of the program such as school, higher educations, students, trainers, corporates and SMEs.

4. AIE Global Network: Providing a platform and networking opportunities with other local and international AIE members (such as schools, higher educations, trainers, Corporate, Industry and Professional) for sharing knowledge and/or participating in various business and social projects.

5. Problem Resolution: A one stop shop option for all the needs and problems related to introducing and implementing entrepreneurship culture into schools.

Government and Private Entrepreneurial Schools

Entrepreneurial dynamic structural change: Schools can start the journey to make entrepreneurship education a reality and give students a more "hands on" approach to learning.

Industry Linkages: Closer cooperation between education and industry can create the opportunity for sharing a common platform for students and industry growth.

N.G.O Linkages: Access to financial initiatives from the public sector and NGO's to fund projects promoting business, social and environmental entrepreneurship projects.

Global Entrepreneurship: Schools can participate in global entrepreneurship projects through networks of the stakeholders through schools, industry, AIE program,
sharing knowledge and analysis of the program and developing business/ social plan.

AIE Corporate Membership: Availability of discounted AIE corporate membership can provide a platform for local and international linkages with other schools and industry.

Global events participation: Entrepreneurship education at school level can be used as one of the critical factors to reduce poverty in the community as 90% of employment is generated by small business and 60% of GDP contributions come from small business in developed economies. The school can contribute towards the world 2015 millennium poverty alleviation program to “Eradicate Poverty” and also can participate in current environmental awareness and other critical issues by introducing entrepreneurship education at school level.

The European Commission Vision: The school can also share the common vision of the European Commission Education and Training 2020 long term strategic objective to enhance creativity and innovation, including entrepreneurship, at all levels of education and training.

Alumni: Schools will be able to successfully monitor the outcomes and success stories of their graduate’s and therefore would be able to attract more students and funding.

Student Turnover: It may reduce the student exit ratio by completing various levels of the program of entrepreneurship education and also can attract more potential students to the school.

Community: The program will also assist schools to become more closely integrated with the community through community-based social (humanity and environmental) entrepreneurship projects.

**Entrepreneurial Teachers**

Entrepreneurial way of training: The trainers need to be trained in the more entrepreneurial mode of learning using practical and participation based learning, including leading by example by developing their own critical behaviors for their own learning and development.

Training Package: Training for effective implementation of the program, assessment methods, critical elements, industry engagement and professional global entrepreneurship development program for continuous improvements. Coordinator of Global Entrepreneurship program is also available for a holistic implementation approach and further development.
Global Networking: Trainers should be able to develop strong links with industry and other schools (locally and internationally) for their personal and professional growth.

Trainers will have a more enriched sense of purpose through participation in projects with students for exploring opportunities in their personal and professional life.

Trainers will be eligible for a statement of certified global professional trainer of AIE.

**Students**

The students are classified into the following four categories:-

Higher Education: Students having aspirations to pursue higher education in various disciplines with an aim to pursue and explore potential professional career pathways.

Vocational Education and Training (VET): Students who aspire to pursue VET in various disciplines with an aim to pursue and explore potential career pathways.

Entrepreneurs: Students who aspire to become entrepreneurs and have the potential to start their own business or join a family business and are looking for freedom from being dependent on traditional jobs.

School Leavers: Students who leave before completing their school education or those who do not pursue further education after completing school education.

These four categories of students will all benefit from this program in different ways but the critical outcomes will be the same - that of building confidence in their personal and professional lives.

Higher Education: Firstly inspiring students to have aspirations to pursue entrepreneurship as a possible career. Secondly, the development of critical entrepreneurial behaviors, employability skills and strong industry linkages which will increase their opportunities of employment during and after higher education completion.

VET (Vocational Education and Training): Firstly students will get an increased awareness and knowledge of the industry and will build up their confidence for selection and pursuing the appropriate VET course. Secondly empowerment from having the critical behaviors and employability skills, combined with VET courses, will accelerate employment opportunities and self-employment in the industry.

Entrepreneurs: Students who have the vision/dream to become a successful entrepreneur in their personal and professional future. Indeed this program should be the first critical and effective step towards their big vision/dream.

School Leavers: Following the "Develop Youngster Globally Entrepreneurially Literate" (DYGEL) approach. This program should be able to develop both their
options for employment and self-employment and confidence to approach life more effectively after leaving school.

All students in the above four categories will benefit from this program by having a clearer vision of their aspirations and will feel motivated, committed and confident in their personal and professional life, gaining the benefits below.

Students will be able to embrace society and the environment in a better and more responsible way.

Students will be better prepared to develop code of ethics in their personal and professional life.

With the increased internal locus of control, proactive and flexible behaviors, students will embrace challenges with full motivation, confidence and learn from their failures.

With better communication and interpersonal skills, students will be more confident to manage relationships at both personal and professional life.

Students will be able to identify, analyze, and evaluate the opportunities in a more dynamic (business and social) spheres.

Students will be able to identify, evaluate and manage risk more effectively and give confidence to take initiative in their future life.

Entrepreneurship is a practical skill. Young, fresh students “hands on” approach and addressing the critical problems directly during participation in the projects will give them high loop learning and enhance their ability to cope with the problems more effectively and confidently.

Students will gradually not only develop high loop learning by participating in global entrepreneurship projects but also will be able to develop global mind set that can scan and interpret the world from a broader perspective of discovering opportunities to achieve their personal and professional goals.

Entrepreneurial way of building confidence: The students will build their confidence due to the following critical elements;

- Holistic and sustainable concept approach program.
- Building their critical entrepreneurial behaviors and employability skills inside the class by more practical, observing, analytical, presentation, interactive, exercises/case studies, practicing and working in team.
- Learning by doing, experiential learning and addressing the real problems during participation of industry project outside the class.
Society

The first and foremost benefit is the emergence of a younger generation and future leaders who are highly capable and self-confident and who are focused on delivering significant value to their society and environment at the same time as building their own future.

The Australian crime rate and corruption associated with poverty, unemployment and low levels of education attainment can be reduced by the introduction of this program.

Production of socially and environmentally responsible young teenagers in Australia. This program may also give added value to current efforts to reduce bushfire crimes and thus save the community millions of dollars by minimizing this risk in this area alone.

The added value of the full realization of human potential and the resulting increased micro and macro benefits will help to reduce the pressures on welfare and thus taxation.

There will be an increase in female entrepreneurs which will increase the welfare of their family/households.

A dynamic and entrepreneurially trained younger generation who are well acquainted with the tools of managing risk may assist with developing new enterprises based on scientific and technological discoveries. Thus greater value and economic, social and environmental growth can be achieved.

Tangible and intangible support from NGOs promoting entrepreneurs for poverty alleviation etc.

More ethical and socially and environmentally responsible individuals in society.

Industry (business and social)

Linkages with industry will provide a platform for stakeholders such as academics, policy maker, students and experts to analyses and evaluate the critical problems and employability skills.

Linkages with industry (business and social) will create opportunities for future apprenticeships and training programs which will increase the opportunities for employment of the students.

Discounted membership for SMEs (business and social) participating in the Global Entrepreneurship Education Program for Schools, which will provide a platform for networking with local and international SMEs.
BY Participation of SMES can also get knowledge and recommendations of corporate social and environmental responsibilities and their critical issues.

Providing consultancy and recommendation workshops for Business and Social SME critical problems, supporting their survival and growth.

Providing a platform for joint development project opportunities.

Providing a platform for building industry partners with brand images and marketing objectives.

Providing a platform for selection and recruitment of talented human resources for apprenticeships.

Providing discounted PED programs for corporate (business and social (humanity and environmental) employees.

**Conclusion**

This program is designed with a vision to develop more holistic and successful entrepreneurs with entrepreneurial ways of thinking, training and building confidence. The concept of entrepreneurship embodies a community perspective and is not limited to the development of new businesses only, although it is argued that as a result of this program, and the continuous mentoring and involvement of the AIE, new and successful businesses may emerge.

The aim is to continuously ferment the idea and mindset of entrepreneurs amongst our younger generation through continuous mentoring and building their confidence, thus improving their personal and professional lives. The program should be able to integrate and unify the benefits to schools, teachers, students, industry (business and social) and the community at large.