

Youth Economic Participation Initiative

YEAR 2 REPORT



Education for Transformative Entrepreneurship:
Elevating and Integrating Education for Entrepreneurship
and Transformative Leadership



**The MasterCard
Foundation**



**The Talloires
Network**

Tufts
UNIVERSITY

Jonathan M. Tisch
College of Civic Life

Acknowledgements

The Talloires Network would sincerely like to acknowledge the work and contributions of the YEPI partners:

Wajdi Abrahams, Raymond Ackerman Academy

Jorge Aburto, Universidad Veracruzana

Abdoul-Wahab Annou, International Institute of Water and Environment

Patricio Belloy, Universidad Austral de Chile

Donald Bodzo, paNhari

Bernard Bres, International Institute of Water and Environment

Ester Fecci, Universidad Austral de Chile

Bareeba Felix B, Solve the Equation East Africa

Saad Idrees, Social Innovation Lab

Killewo Japhet, Solve the Equation East Africa

Phil Mlanda, paNhari

Maryam Mohiuddin, Social Innovation Lab

Sibusisiwe Bertha Muperere, paNhari

Mariana Perez, Universidad Veracruzana

Shamshubaridah Ramlee, Universiti Kebangsaan Malaysia

Paul Sserumaga, Solve the Equation East Africa

Anie M Tawil, Universiti Kebangsaan Malaysia

Elli Yiannakaris, Raymond Ackerman Academy

The Talloires Network offers special thanks to The MasterCard Foundation.

The Talloires Network also offers special thanks to Phil Mlanda for creating the cover page and graphics.

The Talloires Network acknowledges and express sincere gratitude to the people who directly contributed to this report:

Rantimi Adetunji, Senior Financial and Program Officer, Talloires Network

Jacqueline DiMichele, Administrator, Talloires Network

Brianda Hernandez Cavalcanti, Program Manager and Administrator, Talloires Network

Kate Hirschboek, Graduate Assistant, Tufts University

Lorlene Hoyt, Interim Executive Director, Talloires Network

Bridget Landry, Program Consultant, Talloires Network

Amy Newcomb Rowe, Program Manager, Talloires Network

Matias Ramos, Communications Coordinator, Talloires Network

Gabriel Sub, Graduate Student, Tufts University

Rob Hollister, Author and Principal Investigator, 2012-2016

Jennifer Catalano, Author and Program Director, 2012 – 2016

Aditi Sethi, Report Editor, Talloires Network

This document is adapted from reports and other materials produced by the members of the Learning Partner team from the University of Minnesota, which include Carol Carrier, Ross VeLure Roholt, Andrew Furco, Joan DeJaeghere, and Alex Fink.

Table of Contents

Executive Summary.....	3
Introduction	5
Strategies for Transformational Entrepreneurship Education	7
Structures for Transformational Learning	19
Conclusion.....	22
Appendix	25

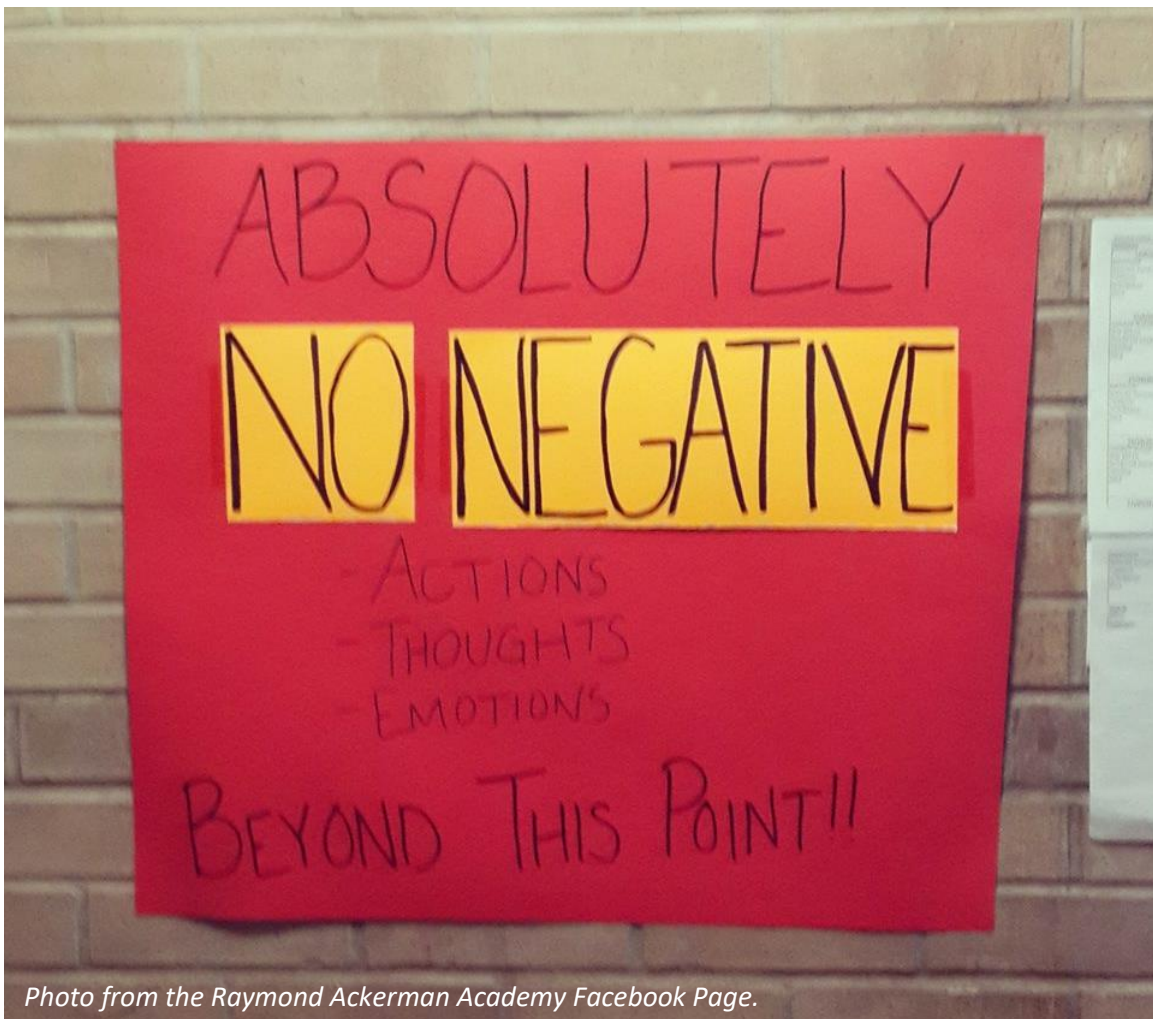


Photo from the Raymond Ackerman Academy Facebook Page.

Executive Summary

This report describes key learnings from the first two years of the Youth Economic Participation Initiative (YEPI). A partnership between The MasterCard Foundation and the Talloires Network, YEPI is a multi-year demonstration grant program designed to catalyze change in the way universities across the globe prepare students to thrive in career and life. The initiative includes eight YEPI Partner programs, operating at eleven universities.

This report draws on findings from the first two years of YEPI gathered by the Learning Partner, a team of professors at the University of Minnesota. The Learning Partner examined factors and practices that lead to successful entrepreneurship programs at each site and found certain common denominators across the Initiative. It became evident that universities must invest in transformative entrepreneurship education that focuses on teaching entrepreneurial skills as well as on developing a community leadership mindset in students that helps them understand their ambitions, strengths, and goals with respect to building strong and healthy communities.

The Learning Partner identified six common strategies that support transformative entrepreneurship across the YEPI programs. They also found that programs have adapted to local contexts and challenges to deliver entrepreneurship education through a variety of structures. These include combinations of formal classes and workshops, informal trainings, mentorships, internships, and incubation. The strategies and delivery methods can be adopted by other entrepreneurship programs to produce young adults who are prepared to build successful careers and businesses, and to be transformative leaders for community change.

Selected highlights of YEPI experience to date include:

Demonstrating effective models and the potential for institutional change

The YEPI Partner programs demonstrate that higher education can offer effective and highly engaging entrepreneurial education programs for students and youth. They also demonstrate

that transformational entrepreneurship requires significant changes in the typical ways higher education teaches and works with young people.

Developing pedagogies for transformational entrepreneurship education

All eight YEPI Partner programs use engaging and disruptive pedagogies to teach entrepreneurship. Transformational entrepreneurship programs require not only strong curricula and talented facilitators, but also pedagogies that challenge the conventional practices within higher education today. There is an emphasis in the YEPI Partner programs on experiential and engaged learning: students are learning by doing, both within the classroom and through engagement with the community. Participants are invited and supported to challenge everyday ideas and norms that prevent them from being entrepreneurial. Consequently, students begin to see themselves differently and to take on new roles. Students report that they highly value these participatory, publicly-engaged experiential elements of the programs. The youth who participate in these programs are encouraged and supported to take on community issues they personally care about, in partnership with mentors and other participants. They gain skills in both business entrepreneurship and in “adaptive leadership”. The experiences of the YEPI Partner programs reveal that through such efforts, participating youth build the self-awareness, courage, skills and understanding to respond to pressing issues in their communities.

Combining entrepreneurial development and enterprise development

The YEPI Partners’ work suggests that programs that support and integrate both entrepreneurial development (“soft skills”, entrepreneurial mindset, and personal development) and enterprise development (business knowledge and skills) yield far greater increases in participants’ capabilities than do programs that focus on one or the other, or have a limited focus on either one. This suggests that to be effective, entrepreneurship education programs need to expose youth to a broad range of experiences that cover all aspects of business and entrepreneurial development.

Introduction

The Talloires Network developed the Youth Economic Participation Initiative (YEPI) to respond to the youth employment crisis in collaboration with The MasterCard Foundation. The Jonathan M. Tisch College of Civic Life at Tufts University supports and houses the Talloires Network. YEPI addresses the widespread gap between students' experiences at university and their ability to successfully launch careers and start businesses. The Initiative aims to understand how the extensive expertise and human capital of universities can be mobilized to address this global challenge.

Through YEPI, the Talloires Network seeks to strategically shift the ways in which institutions of higher education prepare their students for careers. Network partners create possibilities for young people to develop as adaptive and transformative leaders, citizens, and entrepreneurs. Universities hold an important mandate to produce students who are prepared to step into job opportunities and also to cultivate their ability to develop businesses.

Students who participate in these engaged learning experiences come out better able to create jobs, address local problems, and contribute to the vibrancy and life of their communities.

The YEPI program model includes:

- 8 Demonstration Grants (\$350,000 USD each over 3.5 years)
- A Learning Partnership with the University of Minnesota
- A Community of Practice to encourage the exchange of knowledge
- 10 Faculty Support Grants to engaged professors at African universities

The eight demonstration grants were awarded to entrepreneurship and business education programs that are striving to meet the needs of a rapidly changing 21st century student body, and are embracing new teaching methods and transforming their respective universities in the process. They are:

Program	University affiliate	Program Focus
Department of Engagement	Universidad Veracruzana, Mexico	Community engagement
The Centre for Entrepreneurial Learning (CEM)	Universidad Austral de Chile, Chile	Integrating entrepreneurial teaching throughout the University
Technopôle	International Institute of Water and Environment (2ie), Burkina Faso	Environment-friendly entrepreneurship
Solve the Equation East Africa (SEE)	University of Rwanda Nyagatare, Makerere University Uganda, Muhimbili University of Health Sciences Tanzania	Running successful businesses
paNhari	University of Zimbabwe, Catholic University of Zimbabwe	Developing an entrepreneurial mindset
Raymond Ackerman Academy Graduate Entrepreneur Support Service	University of Cape Town, South Africa	Incubation for starting businesses
Social Innovation Lab	Lahore University of Management Sciences, Pakistan	Social entrepreneurship
Developing Shared Service-Learning to Support Graduate Transformation and SME Development	Universiti Kebangsaan Malaysia	Experience-based enhancement of business skills

The Talloires Network engaged a team of professors at the University of Minnesota as the **Learning Partner**.

The **Learning Partner** support reflection, evaluation, and development, and encourage the exchange and dissemination of knowledge gleaned through the YEPI initiative.

The UMN Learning Partner has maintained close contact with program leaders at each university. Learning Partner team members have made yearly site visits to each of the YEPI Partner programs during the first two years of the project; and Learning Partner and program leaders stay connected through frequent email, phone, and in-person meetings.

This report draws on learnings from the first two years of the Youth Economic Participation Initiative. It illustrates that:

- (1) higher education can support vibrant and robust transformational entrepreneurship;
- (2) transformational entrepreneurship programs both require and catalyze significant changes in the typical ways higher education institutions teach and work with young people; and
- (3) entrepreneurship education must be responsive to its context.

These three points are further explained by six strategies and different organizational structures used by the YEPI programs. This report explores these strategies and structures using examples from the YEPI programs.

Strategies for Transformational Entrepreneurship Education

Findings from the second year of YEPI support the idea of **transformational entrepreneurship education**.

Transformational entrepreneurship education simultaneously emphasizes values and develops skills in business development and in building healthy communities.

Transformational entrepreneurship programs challenge the conventional enterprise of higher education both directly and indirectly. Higher education excels in supporting academic programs and research. It does less well with intensive mentoring and coaching, especially for undergraduates. Students’ stories continue to emphasize a primary theme: higher education teaches the “technical;” transformational entrepreneurship education emphasizes the philosophical, personal, and possible in addition to the technical. Students discover new capabilities, develop a deeper purpose, increase hope, and begin to understand how they can take action now to address social issues they personally care about.

“Students’ stories continue to emphasize a primary theme: higher education teaches the “technical;” transformational entrepreneurship education emphasizes the philosophical, personal, and possible.”

The experiences of the YEPI Partner programs reveal five common impacts supported by transformational entrepreneurial programs in higher education.

Transformational Entrepreneurship Education leads to...				
Adaptive Leadership Development	Holistic Youth Development	Civic Engagement	Career Exploration	Faculty Development
Students learn a form of leadership that defies the traditional context--they describe it as something one <i>does</i> rather than something one <i>is</i> .	Students have become more self-confident, demonstrate greater self-efficacy, and express hope and optimism for the future.	Students learn about entrepreneurship and begin to understand how their efforts can solve problems in their community.	Students see options for careers that they did not imagine before the programs. They realize they have the skills to pursue other options.	When experienced faculty open themselves to new experiences through workshops and seminars, they learn that they can become skilled in using these more active, engaged, and experiential learning strategies.

These results are the outcomes of actions and policies that the YEPI partner programs have undertaken. They are important steps towards the development of adults who are better able to launch careers and businesses. The vibrant programs require strong curricula and talented facilitators, as well as strategies that challenge norms amongst institutions of higher education. Six key strategies have emerged as necessary and important for creating and sustaining Transformational Entrepreneurship education in institutes of higher education:

1. Developing and Embedding Pedagogies that Support Student Engagement;
2. Formalizing and Integrating Entrepreneurship Coursework;
3. Challenging Gender Stereotypes;
4. Engaging and Responding to the Local Political and Cultural Contexts;
5. Organizing convening spaces to support student entrepreneurs;
6. Incubating strong student-developed enterprises.

Developing and Embedding Pedagogies that Support Student Engagement

High impact and successful entrepreneurial education and training require universities to adopt new practices and revise current, traditional ways of working. These pedagogies support active student involvement in learning, a student-centered classroom, or student engagement in public and community issues. All of the YEPI partners have begun to support and implement active pedagogies across departments and in some cases, university-wide. They include the use of case-studies, role-plays, field-based learning, debate,

dialogue, and publicly-engaged learning. University staff and faculty at YEPI partner institutions have long histories and much experience with entrepreneurial education and training. Over time they found that traditional teaching pedagogies (mostly didactic and lecture-based) are less effective at developing an entrepreneurial mindset



Kudakwashe Chaweka, Honors Rural Urban Planning, paNhari Class 2014

within students. Rather than passive learners, students in these teachers' classes are active and engaged, able to integrate the lessons not only into what they know, but also into who they are. Instead of distant academics, trainers and teachers may be community members, social innovators or dynamic business leaders who guide the students using real-life stories and examples rooted in human experience. In Zimbabwe, paNhari asks students to balance rocks into a tower. "It taught us how difficult it can be when trying to strike a balance between the different things one needs to do. Everyone plays a different role. You might be a student, son, leader, friend. To avoid role-conflict you need to have a balancing act. You don't need to give a lot of time to only one area, don't forget to interact with your friends. Some things that we learn in books we also learn from life. We need to strike a balancing act."

In Chile, the Proyecto Centro de Emprendizaje (CEM) has built a reputation for providing high quality programming within the Universidad Austral de Chile and for a variety of external partners. The initiative works to build faculty capacity to support entrepreneurial thinking within the

classroom and across academic programs. CEM's faculty and staff work with interested faculty colleagues from across the university to embed youth entrepreneurship practices into their teaching. This approach moves from emphasizing the building of projects that must complete for further funding and support, to emphasizing changing faculty classroom practice and curricula. This helps entrepreneurship and other complementary youth empowerment and development practices become common and expected practices at the university. CEM staff continue to build connections within the university among faculty and staff, and externally with communities surrounding the university. Another strategy includes public education and awareness-raising to ensure broad buy-in and participation within the institution and across communities in the region.

"Having an awareness of the social realities plaguing countries around the world is vital to a student's personal and professional development." --Dr. Ester Fecci Perez, Program Director of the Centre of Entrepreneurship at Universidad Austral de Chile

In Pakistan, the Social Innovation Lab (SIL) has built strong champions for the program and organizes an annual Mela, a social innovation festival. This three-day event highlights both the student entrepreneurs in the program and the underlying scholarship that they are advancing. The Mela is a combination of an academic conference, publicly-engaged learning, and a community festival. A recent festival included a series of panels by recognized scholars and community leaders who discussed theories and practices to support social entrepreneurship and innovation. These included: civic engagement, culture and arts as approaches to social innovation, and

changes required in public education to support innovation and entrepreneurship. In addition to these academic panels and presentations, entrepreneurs from SIL shared their enterprises and what they have learned and gained from participating in the program. One SIL-incubated enterprise organized a day-long tour of the walled city of Lahore, both demonstrating how their tour company works and how they earn revenue and support social benefit. Overall, the event reinforced the value and benefit of social entrepreneurship for the university community: students, faculty, and community partners.



A student acting like his favorite actor, Shahrukh Khan, as part of a confidence building session by SIL partner Ravvish

Formalizing and Integrating Entrepreneurship Coursework

Curricula across the eight YEPI partners emphasize business skills development and personal development. This combination fosters development of an entrepreneurial mindset, as well as the acquisition of soft skills that business leaders find valuable. Business planning and management skills for operating one's own business are also taught. These curricular elements strongly improve students' understanding and ability to create and manage businesses and strengthen their self-identity. The formalized courses also encourage society to see the students as professional entrepreneurs. Thanks to YEPI-supported curriculum development activities at the Solve the Equation East Africa universities, schools and colleges at Makerere University (Uganda); University of Rwanda; and Muhimbili University of Health and Allied Sciences (Tanzania) have designed and adopted entrepreneurial coursework. Students in these colleges now have the opportunity to improve their entrepreneurial abilities while earning undergraduate degrees in Agricultural

Challenge: Students aspiring to entrepreneurship encounter and must surmount persistent images of young people as dependent, incapable, and inexperienced. They tell stories of how faculty, families, and even friends discouraged them in small and large ways from participating in entrepreneurship.

Science, Animal Sciences and Veterinary Medicine, and Public Health.

The Raymond Ackerman Academy (RAA) in South Africa provides another example of a multi-faceted curriculum design influenced by transformational entrepreneurial scholarship. Over the first six months of the RAA program, participants attend workshops on a wide-range of topics from "creating your [the participant's] personal mission and vision," to business planning and marketing. They have access to workshop facilitators and mentors who help them both build their knowledge of business ideas and expand their self-awareness. The same is true in the paNhari program in Zimbabwe, where participants describe how they have developed greater understanding of self, increased confidence and hope, and a clear understanding that they can achieve something that matters.

Challenging Gender Stereotypes

YEPI Partner program staff, stakeholders, and young people all describe how gender roles and cultural definitions of gender shape and influence entrepreneurial activities and impacts. Initial Learning Partner visits to the YEPI programs revealed that, by and large, more men participate in the youth entrepreneurship programs than women. While there is some variation from program to program, this observation holds true for all the YEPI partners. They also revealed that being a leader or an entrepreneur are not seen as appropriate roles for young women. The programs work to transform this paradigm by using various strategies: Over the first two years of YEPI, program staff at paNhari have refocused activities and implemented new activities to recruit and support female participation in the program. These efforts have included: female campus coordinators, female mentors, and increasing and diversifying the curriculum to include a broader range of case studies and examples of female entrepreneurs. These revisions and changes to the program have already begun to have

an impact: the program grew from 20% female participation the first year to over 50% participation by the second year. RAA in South Africa has based its program on the value of “grow the person then the business.” This emphasis on personal development builds individual strength and voice across gender. They also facilitate conversations around gender challenges to start and run a business in South Africa and sponsor women-only events with other women alumni to build a connection among mature and emerging women entrepreneurs.

In Malaysia, the e-Women’s Association has grown to include hundreds of Malaysian women who wish to conduct their businesses largely from home, through online transactions. To that end the Association provides marketing and promotion assistance, transactional assistance, and training in a variety of business skills so that the women’s products can be effectively distributed. Perhaps more importantly, it has created a broad network of women running businesses who can help one another.

Engaging and Responding to the Local Political and Cultural Contexts

Entrepreneurship is an economic and social enterprise; shaped by policies, practices, and attitudes at the local level up through the national level. Some YEPI partners have strong commitments from government and community partners to support robust and active transformational entrepreneurial training, while others work in political contexts that directly impede student entrepreneurial activity. All of the YEPI partners have found ways to support entrepreneurship, either in spite of, or by building on current policies and practices. This adaptive and responsive approach underpinning the programming increases the ability of youth to flourish even in challenging contexts. What makes these programs successful is their ability to craft the curricular offerings to match local needs and conditions. These programs, while similar in many ways, have all figured out how to scale entrepreneurial education to maximize success within each context. In Mexico, government policy requires all university students to complete over four hundred hours of public service as part of a

“The skills needed in the workforce are much different than those needed ten years ago, and a college education needs to reflect that.” -- Dr. Rodriguez Villafuerte, Vice-Rector of Universidad Veracruzana, Campus Orizaba-Córdoba

longstanding, national Social Service law. As a result, many universities incorporate public service initiatives into their baccalaureate degree programs to facilitate their students’ completion of this requirement. For the Universidad Veracruzana (UV), this policy has led to thousands of hours of public service being delivered every year in the state of Veracruz. This requirement, and the programs that have been created to fulfill it, build the capacity of young people to contribute to the economic vitality of that region. UV’s youth entrepreneur program both teaches and builds student entrepreneur capacity, and earns students the public service hours that are required for their degree.



Scene from a Human-Centered Design workshop at CEM

A counter example can be found at paNhari, where the YEPI partner program responds to and addresses a hostile and unfavorable political and social climate for transformational entrepreneurship. Current economic policies in Zimbabwe have been described as a “plague” for small and medium enterprises. Burdensome tax policies and complicated business registration processes have encouraged an expansive informal economy. The paNhari program has responded by training entrepreneurs in both business skills and adaptive leadership. As one of the facilitators described: “In Zimbabwe if you are not able to change directions quickly and

adapt to the current situation you will not be able to sustain your business.” The political and social context requires high levels of adaptability and flexibility; the program therefore emphasizes these attitudes and skills. paNhari presents an illustrative case of how YEPI partners remain both effectively pragmatic and idealistic: preparing students for volatile sociopolitical contexts, while engaging in the work of helping young individuals become capable of fundamentally transforming future possibilities for themselves and their communities. In Malaysia, the government and the national university have made entrepreneurial education a top priority.

The government encourages initiatives that provide basic universal education on entrepreneurship. The National University of Malaysia (UKM) has responded by creating coursework for all students. At least one credit-bearing entrepreneurship course is mandatory for all first-year students. UKM also offers advanced coursework for those who want to gain greater understanding and expertise. Recently, UKM has made significant strides in preparing those who teach in entrepreneurial education programs throughout the country.

And in South Africa, the Raymond Ackerman Academy (RAA) is part of the University of Cape Town but does not train or provide coursework for university students. Instead, the RAA program focuses on youth who do not have access to higher education, mostly residents of nearby townships. Their work has both a social and economic focus: they address the legacy of apartheid, and work to build economic self-sufficiency among participating youth.

Organizing Convening Spaces to Support Student Entrepreneurs

Across the eight YEPI partners, the organizing “centers” - the physical space

occupied by these programs - have become transformational and hospitable areas. They provide resources for students and young people, gathering safe spaces for student entrepreneurs, and doorways for community and university partners to connect with participants, staff, and others in the University. Student entrepreneurs routinely seek out such spaces to work on their computers, grab a cup of coffee, speak with others, or catch a few minutes with a staff person. There’s a sense of “belonging” to this physical place that communicates comfort in the midst of a busy institution. Their physical presence on campus directly and indirectly supports overall activities and produces many unintentional outcomes, such as: informal mentoring, peer collaboration, and responsive assistance that nurtures and advances the participants’ entrepreneurial ideas. The exact configuration of the structure and management of these convening spaces vary across the eight partners.

At the Lahore University of Management and Sciences, the Social Innovation Lab sits within an academic building on the ground floor. Easily accessible to students, the Lab includes space for staff, students, university

and community partners to relax, hang out, and collaborate.

“The RAA program helps young people become business owners in order to employ others.” --

Samantha Mtinini, RAA alumna and Camissa Tours Owner

Raymond Ackerman Academy, University of Cape Town, South Africa occupies a space next to the Business School but in a separate building with its own entrance. It is close to a major entertainment zone, with easy access to public transportation. The space includes a small kitchenette, small conference room and office space for staff. Out front is a seating area. Participants often drop by to ask questions or to talk with staff. Staff also make frequent trips into the surrounding communities to connect with and talk to entrepreneurs. In Malaysia, the CESMED is located in its own building on campus where trainings are held, small conferences convene, food can be prepared, and a small number of entrepreneurs conduct their growing businesses.

Incubating Strong Student-Developed Enterprises

Several of the YEPI partners holistically support the development and growth of student enterprises, a process they refer to as “incubation.” In order to help students’ ideas move from aspirational to possible, YEPI institutional partners provide training, mentoring, professional networking activities, and (at some of the partner sites) funding. If proven viable, some YEPI Partners are able to provide further support to launch and procure an initial investment in the enterprise. Currently, significant variability exists across the eight YEPI Partners in incubator capacity, structure, and strength. Some incubate informally and ad-hoc; others run long-standing incubators with proven records of success. The richness of the incubator resources at each site depends on availability of funds and expertise, as well as the stage of growth and the initial perceived programmatic priorities. The programs that have not had incubators now recognize the importance and value of incubation and have started developing programs to encourage enterprise development.

The Institute of Water and Environmental Engineering (2iE) boasts the strongest and most established large-scale incubator. The staff at 2iE's Technopôle, supported by scientists at the university and industry specialists in 2iE's network, work closely with Techopôle's 'green' student entrepreneurs over a period of one or more years. This teamwork approach has successfully incubated businesses from idea stage, through the development of prototypes, and the introduction of product to market.

The Social Innovation Lab (SIL) at the Lahore University of Management Sciences in Pakistan incubates small and medium-sized social enterprises. Through this model, approximately twenty students and recent graduates from around the country participate in a series of workshops together over the course of two to three months.

They simultaneously receive mentoring and individual guidance by members of the SIL staff, as well as access to external mentors and guidance from SIL's extended network.

This cohort model has advantages, as

summarized by one recent participant, "We do work on our own projects but we want to have a connection among the projects. We work collaboratively among the different projects. How can other projects help us and how can we help them?"

Across the board, student entrepreneurs in YEPI Partner programs report that they value the support they receive during incubation. Along the way, they use what they are learning to develop and refine their enterprises. When issues or challenges arise, they have easy access to a number of mentors, including incubation staff and workshop facilitators, who are often experts in different entrepreneurial areas. Young people find the support they received to be valuable for a variety of reasons:

"[The incubator] has been good for us. At the beginning we were not able to streamline our idea. We didn't have a very clear sense of direction. Through the incubation process we had great mentors and talks. They helped us to streamline our organization. "

Structures for Transformational Learning

The YEPI programs have had to innovate and adapt in order to deliver transformational entrepreneurship education to their students. Each program is managed and administered by a coordinating unit, and taught through courses and workshops. While the delivery structure varies between programs, the goal of transforming students into capable and entrepreneurial young adults is constant.

YEPI Partner University	Coordinating Unit	Coordinating Unit Structure	Credit-bearing courses	Training and Workshops	Incubation Offered
Universiti Kebangsaan Malaysia	Center for Entrepreneurship and SME Development (CESMED)	Independent of academic structure	5	Varies	No
Universidad Austral de Chile	Center for Entrepreneurial Learning (CEM)	Within Department of Economics	2	0	No
2iE, Burkina Faso	Technopôle	Independent of academic structure	1	1	Yes
Universidad Veracruzana, Mexico	UV Engagement Department	Independent of academic structure	2	Varies	No
SEE, Rwanda+	SEE Rwanda; SEE Uganda; SEE Tanzania	Within Departments of Agricultural Education	1	1	No
Lahore Univ. of Management Sciences, Pakistan	Social Innovation Lab	NGO within University	0	1	Yes
paNhari, Zimbabwe	paNhari	Run by NGO with strong ties to University	Catholic University of Zimbabwe: 4	Univ. of Zimbabwe: 3	No
University of Cape Town, South Africa	Raymond Ackerman Academy	NGO within University	0	7	Yes

Coordinating Units

The majority of YEPI programs are located within a dedicated university center that is situated outside of mainstream academic programs and activities. Across the eight YEPI Partners, entrepreneurial education remains mostly embedded within universities, but also marginal to the overall academic units and departments. In some cases (Chile and SEE) these centers are directly connected to university academic departments (the Department of Economics and the Department of Agricultural Education, respectively). In other cases, the centers are independent of the university's academic structures, and facilitate intra-institution collaboration around entrepreneurship education across a wide range of university departments and partners (Burkina Faso, Mexico, Malaysia). Finally, a third category of programs (Pakistan, South Africa and Zimbabwe) exists on the margins of the academic and administrative structures of the university. In the case of paNhari, the program is run by a non-governmental organization with strong ties to the University of Zimbabwe and (more recently) the Catholic University of Zimbabwe in Harare. Although technically part of their wider institutions, the Social Innovation Lab at Lahore University of Management Sciences (LUMS) and the Raymond Ackerman Academy at the University of Cape Town function in many ways as NGOs within a university. Regardless of their location within higher education, all coordinating units work to create safe and supported convening spaces for students. The organization of the coordinating unit has an impact on the kind of courses and workshop that are offered.

Courses and Workshops

Six of the YEPI Partners offer formal courses that provide university credit to participants (Malaysia, Burkina Faso, SEE, Chile, Zimbabwe, and Mexico). Partners in Burkina Faso, Zimbabwe, Rwanda, Mexico, and Malaysia offer both credit and non-credit courses and trainings. At 2iE (Burkina Faso), enrolled engineering students must take credit-bearing entrepreneurial courses as part of their studies, while the university also provides a series of non-credit entrepreneurial training opportunities which, while voluntary, are highly encouraged. In Zimbabwe the paNhari program supports non-credit bearing courses at the University of Zimbabwe and credit bearing courses at Catholic University of Zimbabwe. Students do not earn credit for the entrepreneur

coursework in two partner sites (Pakistan and South Africa), although both of these universities do offer entrepreneurial coursework through academic departments, separate from the YEPI-supported programs.

In Pakistan, the program focuses on social entrepreneurship, differentiating itself from the entrepreneurship coursework offered in the LUMS School of Business. South Africa remains unique among the eight partner sites in that they recruit and train non-university admitted young people. Both of these programs, along with 2iE, also run rigorous incubation centers which support a number of student enterprises.

At Raymond Ackerman Academy the 'Introduction to Entrepreneurship' training includes seven workshops over six months. Those who complete this course can apply, and if accepted to the incubation, receive an additional 18-24 months of support. A similar timespan is found in 2iE's program, where students compete for a limited number of spaces in the incubator. If accepted, they receive support for an extended period of time, including additional resources like lab space and access to experts in related fields. Most of the credit-bearing courses span a semester, typically meeting weekly for 13-16 weeks, depending on the institution. At LUMS in Pakistan, the program lasts approximately two months, with trainings held twice per week. This differs from Zimbabwe; where the training has more of a course structure, meeting weekly for a semester. Therefore, while some programs only list one or two courses, the level of support and length of time in instruction can be similar to those offering multiple courses. The programs developed and adapted the structure based on the needs and availability of the students.

Conclusion

The first two years of the Youth Economic Participation Initiative show that:

- (1) higher education can support vibrant and robust transformational entrepreneurship
- (2) transformational entrepreneurship programs both require and catalyze significant changes in the typical ways higher education institutions teach and work with young people
- (3) entrepreneurship education must be responsive to its context

The YEPI Partners demonstrate how entrepreneurship can be supported throughout higher education. They have designed programs that both respond to higher education aims, processes, and bureaucracies and also demonstrate how higher education norms and practices must change for transformational entrepreneurship to flourish. They can be highly influential sources of inspiration and guidance to the universities around the world.

Changes to curriculum, pedagogy, opportunities, and student services are required if youth entrepreneurship is to become a common activity in higher education. Curricula certainly have to focus on teaching business skills, but they must also emphasize critical and creative thinking. Faculty need to open space for students to struggle with, learn about, and create responses to the most pressing and serious issues within their societies. Students need to have opportunities to learn how they can share their gifts and offer their contributions towards creating a more vibrant and just society for themselves and others. Equally important, higher education has to support personal development holistically and not emphasize cognitive development above moral, social, and personal growth. Young people attend university to gain knowledge and develop skills, as well as to learn about who they are, what they want to do, and who they want to become. If higher education does not provide opportunities to explore these questions, youth entrepreneurship becomes a much more difficult proposition.

The YEPI Partner programs have much to teach higher education about pedagogical approaches that can support multiple learning outcomes, including simultaneous mastery of content and personal development. Many of these pedagogical approaches are not new to higher education, yet they remain underutilized and often marginalized. For transformational entrepreneurship to

flourish in higher education, community-based experiential learning has to become mainstream. This will require a concerted effort on faculty development, as most have little skill and ability to teach using these approaches.

The curricular and extra-curricular opportunities supported by higher education also need to expand. Too often student creativity and energy is stifled by bureaucratic process and rules. Higher education has to recognize that learning occurs both inside and outside of classrooms. Teachers can be adult faculty, community members, or other students. Developing processes through which students' best ideas and holistic gifts can bring benefit and opportunities to others must become a priority for higher education. Higher education can support transformational entrepreneurship when it recognizes and takes advantage of the fact that students have gifts to offer as well as knowledge and skills to learn.

The findings in this report are valuable for other youth-development programs. The report demonstrates strategies that create young adults who are prepared to build successful businesses and to have impactful careers.

References

- Compton, D. W., Baizerman, M. & Stockdill, S. (Eds.), (2002). The art, craft, and science of evaluation capacity building, *New Directions for Evaluation*, 93, 1-120.
- Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business School Publishing.
- Hoyt, L., Newcomb Rowe, A. (2014). *Leaders in the Civic Engagement Movement*. Boston, MA. Talloires Network. Retrieved from Talloires Network: <http://talloiresnetwork.tufts.edu/wp-content/uploads/LCEM-Digital-Report-with-TOC-Feb-20151.pdf>.
- Mathews, J.M., Quast, L.N., Holland, C., Chung, C., & Wohkittel, J.M. (2015). Comparing leadership competencies in educational and private sector settings. *Proceedings of the 2015 Academy of Human Resource Development International Research Conference in the Americas, St. Louis, MO*.
- McNiff, J. & Whitehead, J. (2006). *All you need to know about action research*. Thousand Oaks, CA: Sage Publishing.
- Mills, M. (1997). Towards a disruptive pedagogy: Creating spaces for student and teacher resistance to social injustice. *International Studies in Sociology of Education*, 7(1), 35-55.
- Stringer, E. (1999) (2nd Edition). *Action Research*. Thousand Oaks, CA: Sage Publishing.

Appendix

The six strategies described in this report have been distilled over two years of analyzing information from the YEPI program sites.

The Year 1 report examined Key Context Factors and Critical Practices that were observed at the YEPI sites, which have evolved into six strategies presented in this report. The five Critical Practices and five Context Factors are presented briefly below:

Context Factors	
Supportive State and Federal Government Policies	Supportive government policies can lead to regulations, visibility, and resources that enhance efforts of higher education institutions to elevate students' economic participation.
An organized, strong internal structure	A strong internal structure in the university can provide an umbrella for monitoring the institution's program elements, and to sponsor programmatic elements across the university
Access to a range of financial resources	Emerging entrepreneurs need access to a variety of financial resources to be able to launch enterprises. This can be funding from governments, seed funding from the program, from universities, or private funding.
Active participation by local community businesses, agencies, and non-profits	Local community businesses can play an important role in mentoring emerging entrepreneurs, helping them to pilot new projects, and providing settings for internships.
Highly-placed internal and external champions	Supportive deans and vice-rectors can buttress programs within the institution, while influential business and non-profit leaders can provide support from the outside.

Critical Practices	
Formal Coursework	All the partner institutions support formal coursework on youth entrepreneurship learning and practice. The coursework ranges from embedding additional content into current coursework with entrepreneurial content and pedagogy.
Experiential Learning	Experiential learning opportunities are offered in addition to traditional coursework. These opportunities include internships and systems to recruit community partners.
Mentoring	The practice of having a more experienced individual work with a participant to support their own growth and development is emphasized as a key practice.
Entrepreneurial Incubation	Entrepreneurial incubation constitutes a comprehensive set of services, funding, and other administrative support that move an

	entrepreneurial project from idea to sustainable operation. This intensive support allows enterprises to flourish.
Networking	Universities work to build social and physical networks between the institution and other community organizations and businesses, and create pathways for participants to connect with individuals, organizations, and businesses they typically would not have contact with.