



Teaching Entrepreneurship in the Digital Economy: How Universities can leverage industry relationships



- Technology is transforming all aspects of life and work
- Global landscape is changing rapidly
- Society is facing complex, multifaceted, and interconnected challenges at local and global scales
- Higher education needs to prepare students for this world

“We are attempting to educate a generation of kids who will work in jobs that have not been invented yet. They will be called on to solve problems in a world so complex we can’t even imagine it. How do you design a school system that prepares kids for that?”

- **Most Likely To Succeed (2015)**



100 high school graduates



8% enroll in tertiary education



4% graduate from tertiary institutions



2% get jobs

In Africa

Noam Chomsky on the Perils of Market-Driven Education

BY
Lily Sage & C.J. Polychroniou, TRUTHOUT
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Free higher education could be instituted without major difficulties, but neoliberalism is standing in the way. (Image: Jared Rodriguez / Truthout)

3 DAYS LEFT: READERS, WE NEED YOUR HELP!

Market-driven education

A.Abramovich
webdao@gmail.com

Abstract

While market develops dynamically, professional educational programs are static. This entails a non-competitiveness of graduates in the labor market. Only dynamical leveling of final training competences with actual professional competences can solve the problem. It means that a curriculum should be dynamically changed during the education. This paper deals with an educational approach that dynamically adjusts curriculums in accordance with market's requirements.

Keywords: Theory of Needs and Problems, obsolescence of knowledge, crisis of education

1. Crisis of education

In January to March 2013, 958,000 young people aged 16-24 were unemployed, down 17,000 compared to the previous quarter and 57,000 fewer than in the same period last year. The unemployment rate for those aged 16-24 was 20.7%, down 0.1% points compared with the previous quarter and 1.1% points lower than a year ago (House of Commons Library's report, Published 15 May 2013).

Recession.

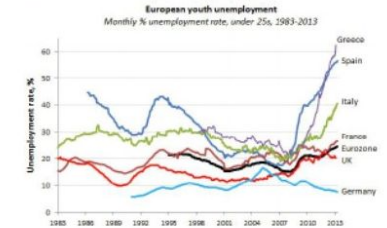


Fig.1: European youth unemployment

This point of view is preferable for all players on professional educational market that covers something about 150 millions students.

By our opinion Economical Crisis only discovered a uselessness of traditional education in the modern world. Crisis of education is caused by the following reasons:

- Traditional education (in all forms, including existing e-learning) is knowledge oriented, whereas



Ashesi University, Ghana

Ashesi is a private, non-profit university that combines **rigorous multidisciplinary learning to propel an African renaissance by educating ethical, entrepreneurial leaders.**



Carnegie Mellon University, Rwanda

Educate and empower the next generation of African leaders & innovators by delivering a world-class educational experience.

Mission is to produce creative & technically strong engineers trained in the African context.



MINERVA
SCHOOLS AT KGI

Minerva Schools, U.S.A

Provide quality education in business, entrepreneurship, and management. Their **unique approach prepares students of diverse backgrounds to become global leaders with leadership skills and innovative solutions.**



International University of Leadership, U.S.A

Academic institution of higher learning that **supports, educates and fosters practical experience** in men and women from all walks of life.



**Appearance vs
Reality**

Has the classroom significantly changed compared to traditional universities & the last decade?



Teachers

Do teachers adapt and succeed in modern changes?



Ready to work

Students are equipped for the real world of work but are they actually learning?



**21st century
learning**

Institutions become distracted trying to keep up with the latest trends in innovative learning



Impact and scale

Do you have metrics in place to measure the impact and success of the learning model and how?

ALU UNDERGRADUATE to date

800
Students

35
Countries

50%
Rwandans

4,000 USD
tuition cost
Per year

90 students
English Immersion
Program

4
Degree Programmes

2 Years
completed

Leadership Core
Communicate for Impact
Data & Decision
Entrepreneurial Leadership
Projects





How much have
classrooms changed?



How much have classrooms changed?

7 \ *Managing complex tasks*

Scoping, structuring, planning, coordination, execution.

6 \ *Communication for Impact*

Audience, writing process, voice, organising for effective communication, story-telling and presentation.

5 \ *Quantitative Reasoning*

Data contextualisation, uncertainty and modelling of the real world, empirical research, data-based decision making, quantitative problem solving

7 META Skills

1 \ *Leading Others*

Empathy, diversity, relationship building, feedback, collaboration

2 \ *Leading Self*

Self-awareness, proactivity, lifelong values, self-improvement, self-regulation

3 \ *Entrepreneurial thinking*

Systems thinking, identifying opportunities, human-centred thinking, creativity and innovation, continuous iteration

4 \ *Critical thinking*

Authentic inquiry, evidence/research analysis, arguments and judgement, synthesis.



In their first year, our students learn skills necessary for any graduate to be highly effective in the real world. From the second year, our students specialise in degree programmes that aim to develop foundational skills and knowledge in their respective fields of choice.



Data & Decisions

Understand data and its implications in the real world



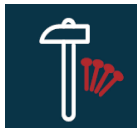
Communicating for Impact

Develop the necessary skills to communicate effectively in a professional setting



Entrepreneurial Thinking

Discover the soft skills needed to be a great leader by starting a student venture



Projects

Engage in real life case studies working with organizations on actual issues they face

ALC MAURITIUS

1. **BA (Hons) Business Management**
2. **BSc (Hons) Computing**
3. **B.Eng (Hons) Electrical Power Systems Engineering**
4. **BA (Hons) Social Sciences**


ALU RWANDA

1. **BSc (Hons) Computer Science**
2. **BA (Hons) Global Challenges**
3. **BA (Hons) International Business and Trade**
4. **BA (Hons) Entrepreneurship**

GET Programme

The GET Programme is a strategic education initiative created by the Alibaba Group and in particular, the Alibaba Business School (ABS) to empower young people to prepare for and participate in the future of work which is digital and to create future digital entrepreneurs

The programme provides, knowledge, skills and experiences to help a young global population create wealth and opportunity through digital platforms and in particular, eCommerce.



The programme also shares lessons on how harnessing the power of the digital economy has caused massive economic growth in China as well as how other countries and groups of people can take advantage of this knowledge to develop their digital economy ecosystems and equally spur their own growth and be part of a booming global trade opportunity.

The programme emphasises and integrates practical exposure and simulation with content that is taught and facilitated.



International Trade Centre

1.1) to the promotion of e-commerce in Rwanda and in Africa, by developing the knowledge and skills of the Partner's students' knowledge and skills, and
2.2) to the collaboration in the field of eCommerce and the digital economy through joint publications, training materials and other assets.

. ITC will:

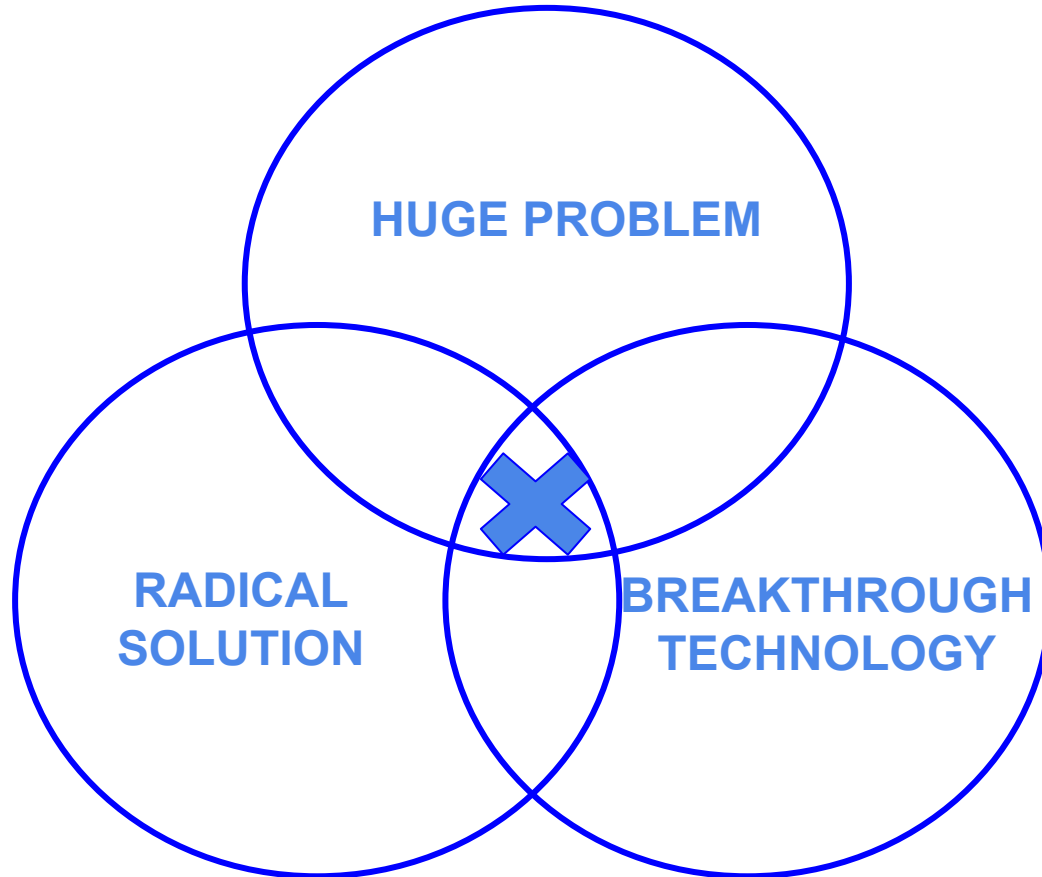
- (a) Train ALU's trainers on eCommerce/Trade/Digital economy for a 3-day event where the first day is a business management/business strategy content and the other days are focused on eCommerce/Digital Economy Business practice.
- (b) Register ALU's students into ITC's newly built eCommerce community of practice platform and define together with ALU the best way to interact with other groups (entrepreneurs, coaches).
- (c) Organize a practice-based curriculum and warehouse field trip where students will visit the efulfillment centre as well as the digitization studio to learn how things work
- (d) Collaborate with ALU in the creation of joint training module that can be delivered by either Partner.
- (e) Support internships

A background image showing the curved horizon of Earth from space, with a bright sun or star in the upper center creating a lens flare effect. The sky is dark blue with scattered stars.

The Moonshot Thinking

“Missions, not Majors”

- Encourage students to look beyond the subject on their degree certificates, and to instead think about the tangible impact that they want to have on their communities.
- Equip students with the knowledge and skills that will allow them to:
 - Understand the world that they live in and their place within it.
 - Adapt to the changing world.
 - Shape the way that the world changes.





How?

Develop Character

We will work with students and employers to identify and create scoped out projects to add value to an organisation.

Develop Exposure

Structure their internships so students have opportunities to rotate through multiple departments or shadow seasoned professionals.

Demonstrate Value

Identify and create scoped out projects to add value to an organisation.

Why?

Develop Resilience

Build up their confidence so that they can unlock opportunities for themselves, and build up their resilience in a low risk environment.

Clarity on Career Path

Get deeper industry knowledge in an area of career interest to students to enable them to make more informed decisions about their career paths.

Value Adding

Students have tangible evidence of the skill mastery they have developed to date. They can objectively quantify how they have applied their skills.



460+

Students who participated in the internship cycle



82%

Managers who said they would take their interns back



85%

Managers who said interns met or exceeded their expectations



Teamwork

Ranked by **90%** of employers at a 4 or 5

Punctuality

Ranked by **91%** of employers at a 4 or 5



Relative Performance

(to non-ALU interns)
Ranked by **85%** of employers at a 4 or 5

Output Quality

Ranked by **84%** of employers at a 4 or 5

My ALU intern was very good at excel analysis and taking initiatives to organize social events and invite everybody

My ALU intern was very good at excel analysis and taking initiatives to organize social events and invite everybody

She was very passionate and hardworking. Dedicated and did thorough research. Would not hesitate to share her ideas and solutions to various problems

Teamwork

Ranked by **94%** of students at a 4 or 5

Ownership

Ranked by **93%** of students at a 4 or 5



Manager Recommendation

86% of students would recommend their managers

Support from Faculty

Ranked by **46%** of students as most effective means of support

My manager was always there for the interns, we connected as a team and worked effectively. we never felt like it was work rather than milestones to achieve with a very supportive team

I anticipated a fast-paced and enlightening journey, and that is precisely what I received during my internship.

I was given me the opportunity to make critical decisions which would generate a bad or good development on the team. The fact that he trusted me and gave me the chance to take critical decisions made me feel as part of the community



Email Etiquette

Asking effective questions

Communication

Meeting Deadlines

Student Rating

87%

87%

82%

89%

Manager Rating

74%

79%

82%

79%

- **Email Etiquette:** Students send professional and well structured emails to managers at all times
- **Asking Effective Questions:** Students ask effective questions whenever expectations are unclear

- **Communication:** Students give clear and regular progress updates on assigned deliverables.
- **Meeting Deadlines:** Students meet deadlines and let managers know in a timely manner when they cannot meet a deadline



Restless Excellence



Rigorous Inquiry



Resilience



Ownership

Student Rating

91%

86%

88%

93%

Manager Rating

81%

75%

79%

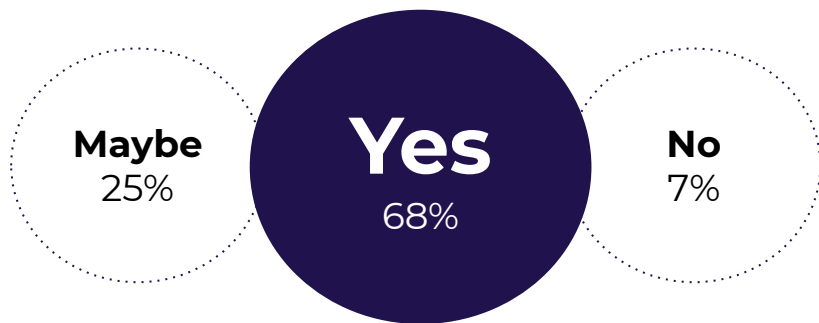
82%

- **Restless Excellence:** Constantly seeks to improve skills through engagement with experiences that challenge them
- **Rigorous Inquiry:** Asks objective questions to understand the context of a challenge, before passing judgement.

- **Resilience:** Reflects on how to improve and move forward when faced with challenges
- **Ownership:** Holds self accountable for actions and is willing to bear the consequences

Managers typically assess organizational requirements, diligence, passions, interests, consistency, professionalism and ability to deliver quality work.

“Based on your experience with your intern, would you be willing to hire them full time?”



“Why No?”

Most managers who expressed the lack of interest to rehire ALU student interns expressed this due to the nature of tasks students performed during the internship period. Most tasks were described as one-off tasks.

“Why Maybe?”

Most managers who responded with a maybe did so because they felt there was still room for students to improve, be more professional. More passionate or (and) more consistent in the type of work they produced.



He has good elements but sometimes doesn't read the whole assignment and I have to double check, but he is proactive, reliable and has a good potential. I think he is more of a creative person, with less attention to detail (which is fine).

Intern performance and motivation declined after month 1 although different areas of work had been proposed.

I selected maybe because after the training and knowledge he acquired from the technical team, we could use his skills whenever there is hiring opportunities, also, if he would like to join us as well.

