

THE EDUCATION COLLABORATIVE

2023 June Convening

**The Entrepreneurship Ecosystem Project:
Progress, Challenges & Lessons**

Facilitator/Speaker/Panelists Details

Dr. Sena Agbodjah

Ashesi University, Berekuso.

Dr. Disraeli Asante-Darko

Ashesi University, Berekuso, Ghana & Ghana Institute of Management & Public Administration, Legon.

Mr. Amoako Kwarteng

Ghana Institute of Management & Public Administration, Legon.

June 14, 2023

14:30 – 16:00 (1.5hrs)

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Session Structure

1. About the Entrepreneurship Ecosystem Development (EED) Project (**20 min**)
2. Interactive discussion of Outcomes & Lessons (**30 mins**)
3. Feedback, ideas, and thoughts (**30 min**)
4. Wrap up and Closing (**10 min**)



About the EED Project

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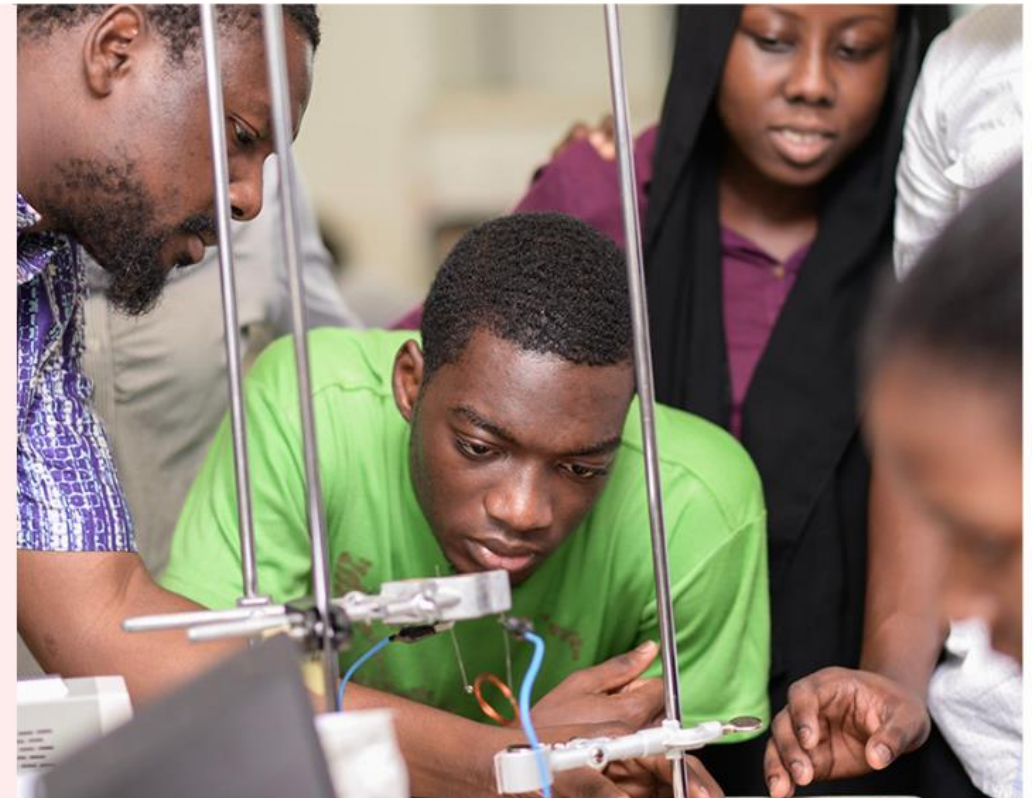
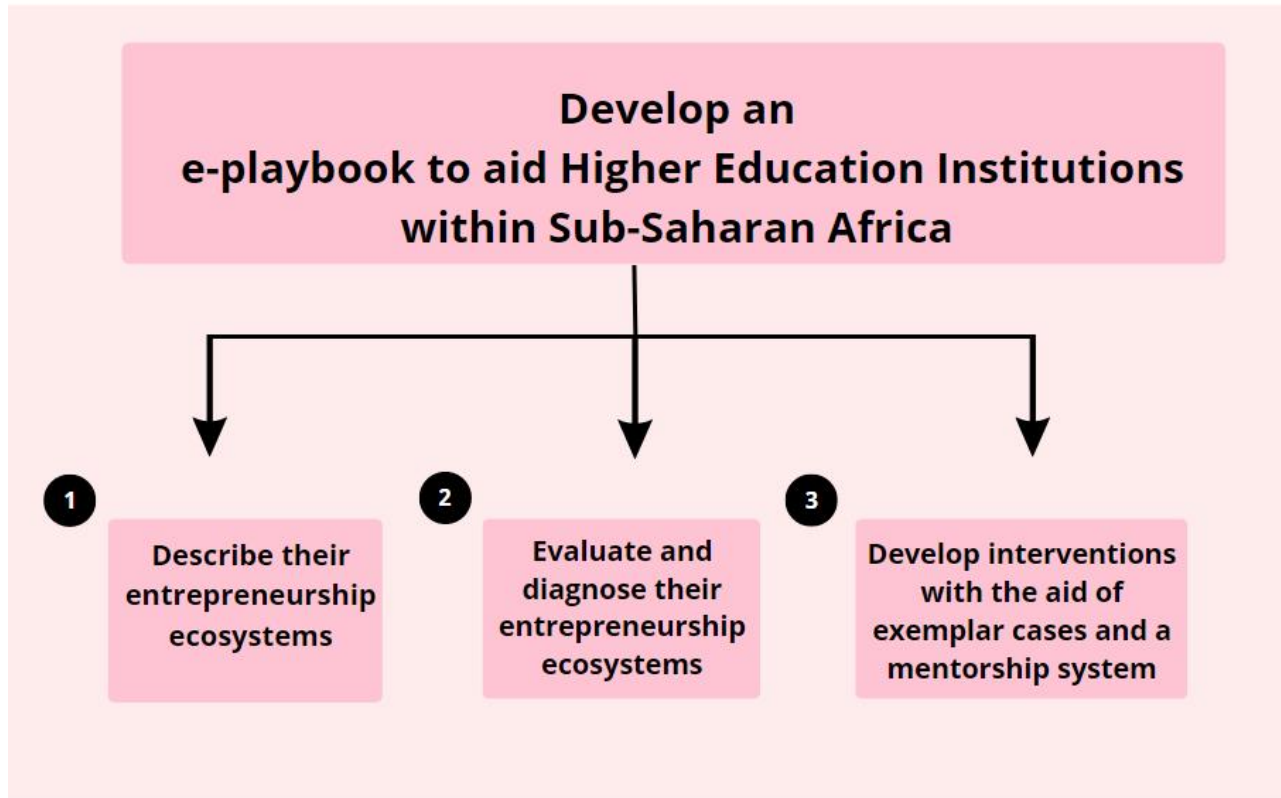


Thought Leadership in Entrepreneurship through active entrepreneurship ecosystems.

A project which explores, shares, and implements methods and best practices for Entrepreneurship Ecosystem development on HEI campuses in Africa using successful ecosystems on the continent, including Ashesi University's case.

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Project Aim

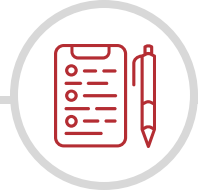


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Project Objectives



To define 'entrepreneurship ecosystems' as it applied to HEIs, specifically, universities in SSA.



To design a logic model (LM) and theory of change (TOC) that informs a contextually relevant conceptual framework for the study of EEs within SSA HEIs



To develop a mentoring framework that enables HEIs within SSA to support each other and enhance their EEs through mentorship and a CoP



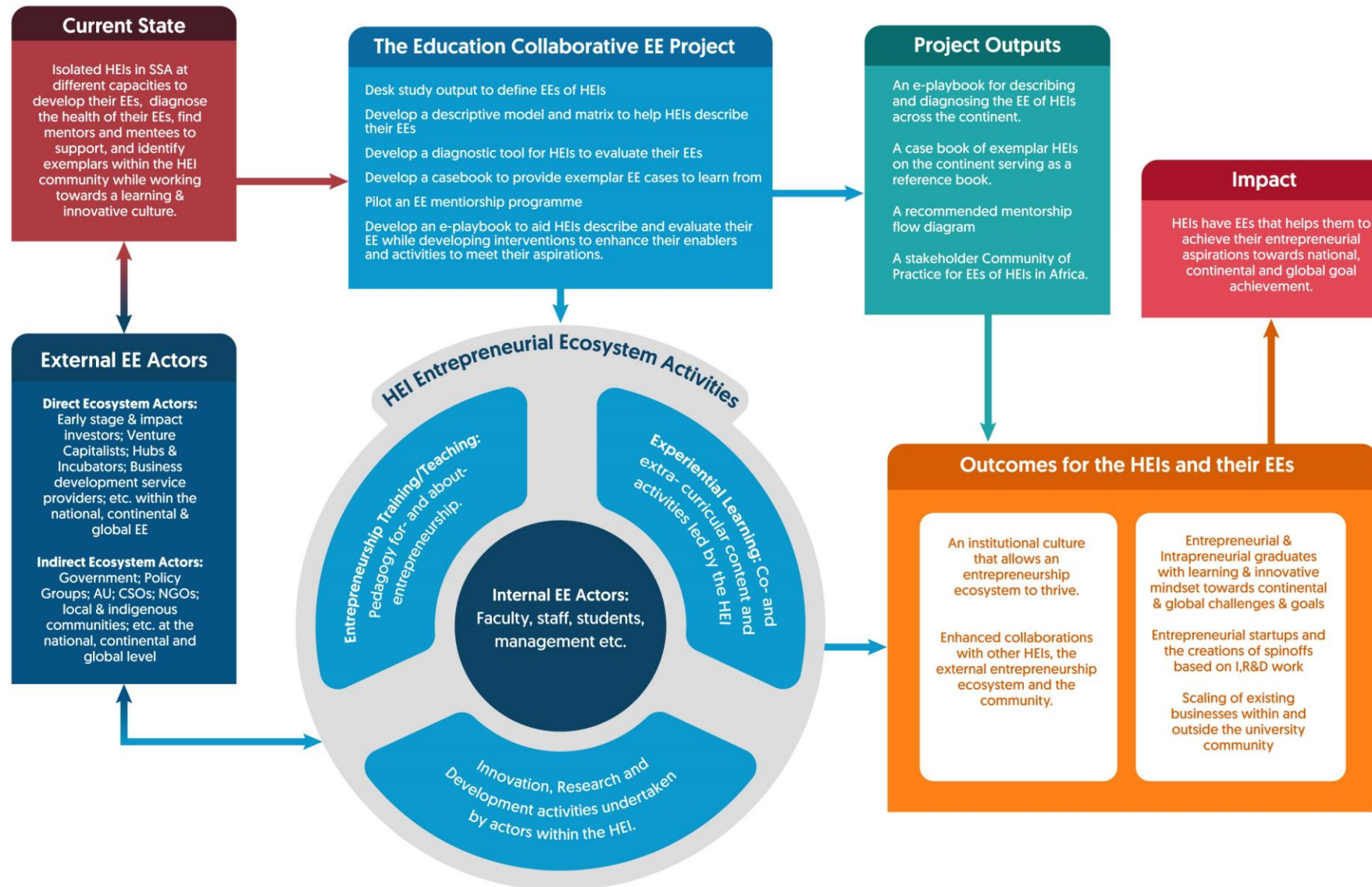
Develop a casebook of exemplars to aid the EE of HEIs in SSA and learn from success stories on the continent.



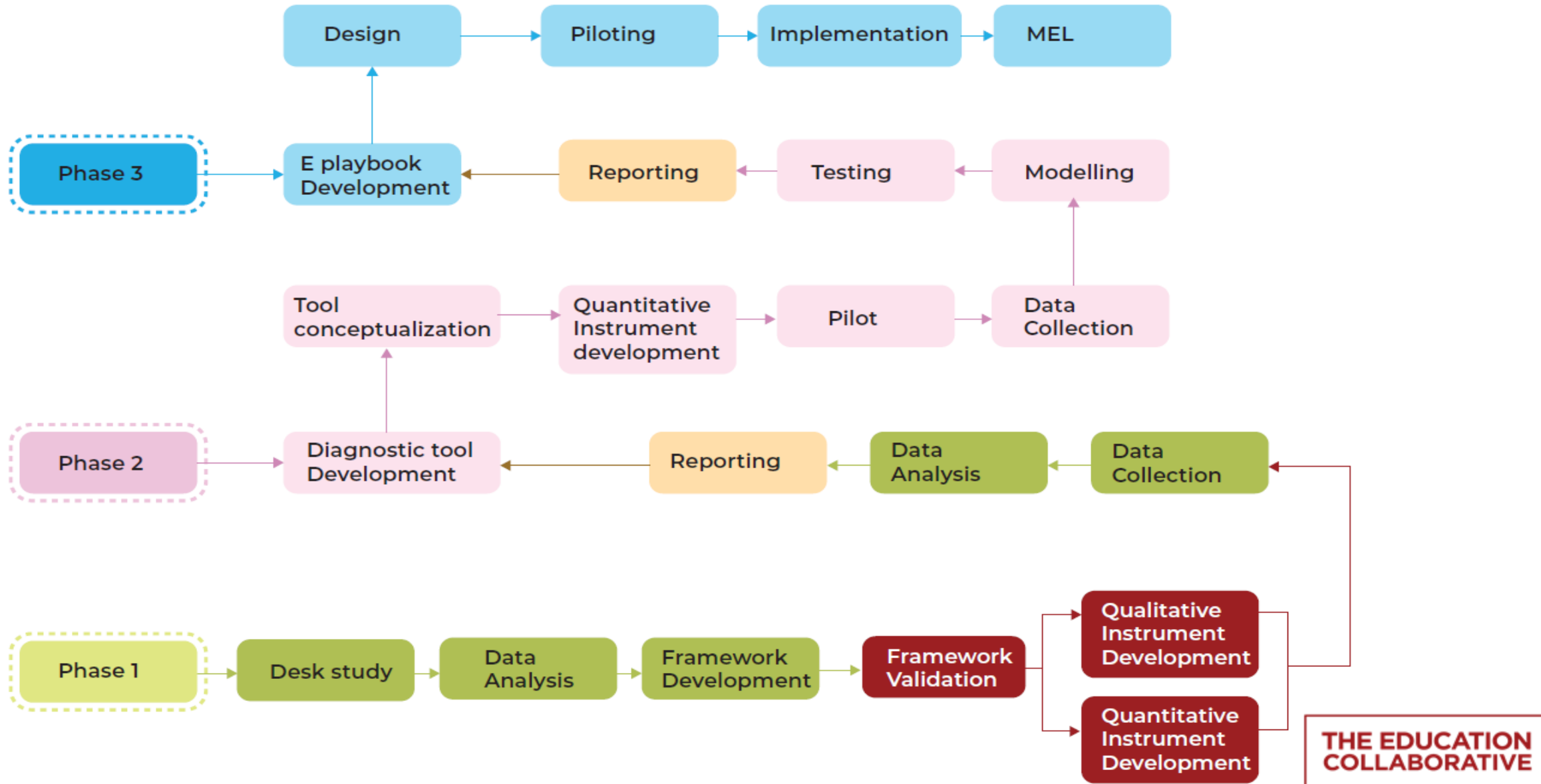
Develop an e-playbook to enable the EEs of HEIs in SSA to diagnose and develop interventions to aid the achievement of their entrepreneurial aspirations.

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Unvalidated ToC



Phased Guiding Logic





Project outcomes this far...

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Definition of EEs

Strategic and **collaborative** actions of various **interconnected** institutional and external **actors**, **programs**, and **activities**, aimed at **optimizing** the innovative and entrepreneurial- **competencies** and **attitudes** of students, staff and collaborators, as well as the **achievement** of the HEI's entrepreneurial **aspirations**!



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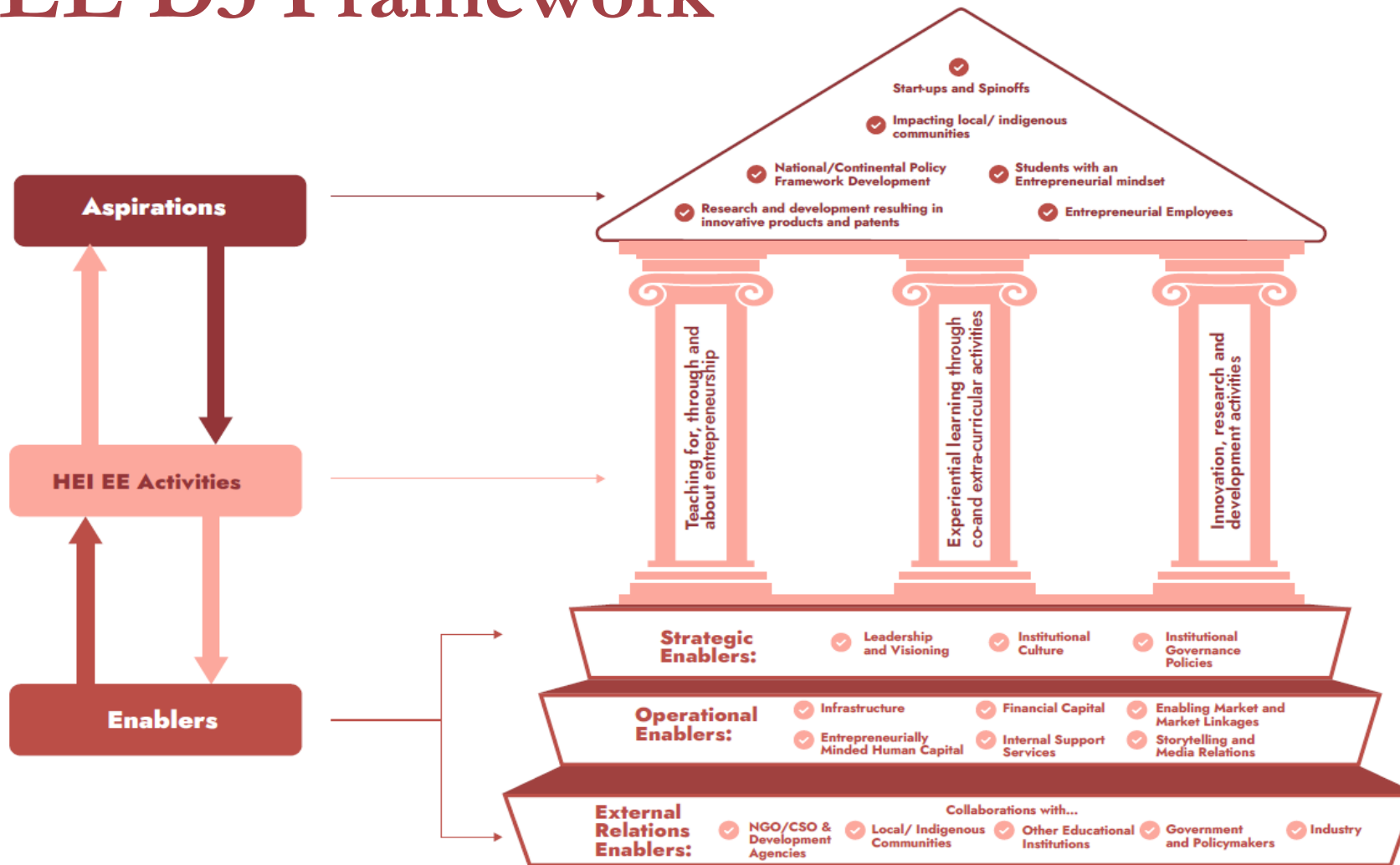
Desk Study Report

1. 3 rounds
2. 476 Articles
3. 2 Book Chapters



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EE D3 Framework



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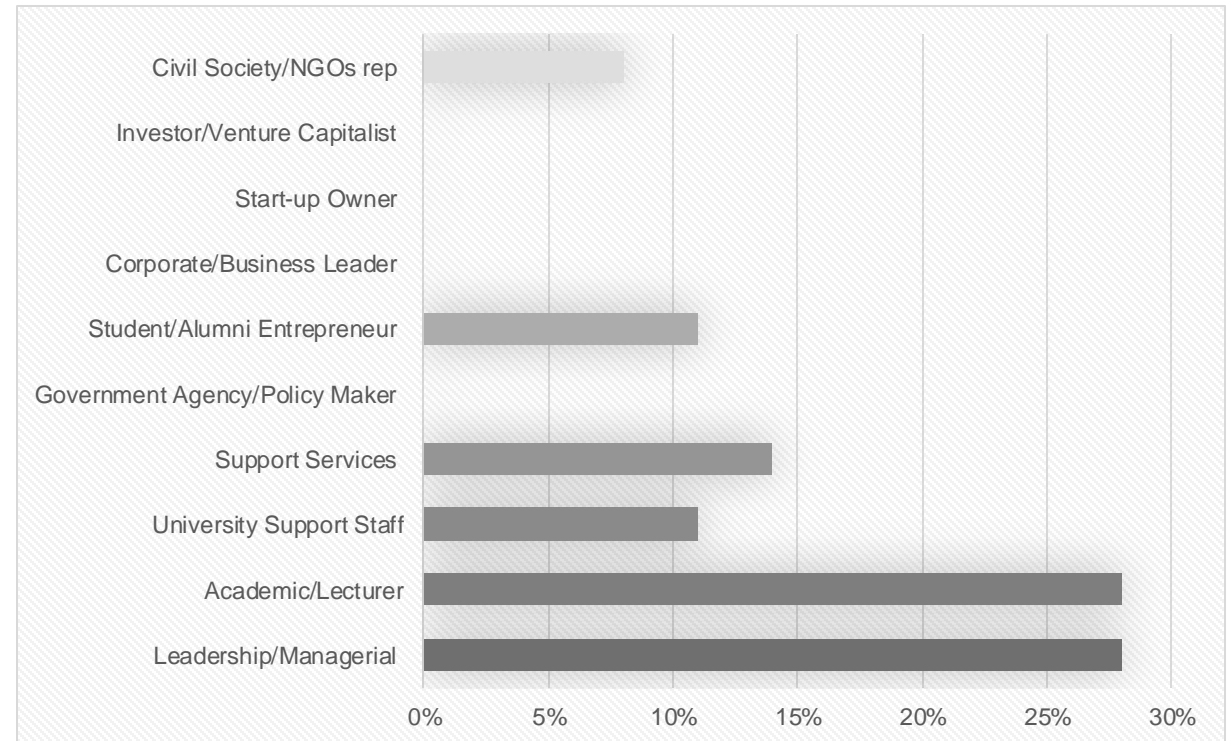


Qualitative Validations

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Qualitative Validations

- 3 Focus Group Discussions
- FDG 1: 2 HEIs
- FDG 2: Stakeholder Groups
- FDG 3: 9 HEIs
- Leader Survey



Qualitative Validations - Enablers

EE Enablers Themes from the Developed Conceptual Framework	EE Enablers Themes from FGDs
Institutional Culture	Culture; Internal HEI;
Internal Support Services	
Infrastructure	Infrastructure
Human Capital	IP Ownership and Requirements
Financial Capital	External Funding; Self-Sustaining
Enabling Market and Market Linkages	Enabling Market
Leadership and Visioning	Leadership and Visioning
Collaborations with NGO/CSO & Development Agencies	External Donor Community; NGO/Community Organization Partnership
Collaborations with the Local / Indigenous Communities	
Storytelling and Media Relations	Quick Wins
Internal Governance Policies	Internal Governance Policy
Collaborations with Government and Policymakers	Government Policy and Regulation
Collaborations with Industry	Industry Network; Industry Linkages
Collaborations with other HEIs	Collaboration with other HEI; International HEIs

Qualitative Validations – Activities

HEI Activities Themes from the Developed Conceptual Framework

Core Curricular-Related Activities

HEI Activities Themes from the FGDs

Entrepreneurship Classes; Real world problems/Problem based learning; Guest Lecture sessions; Case studies; Transformational Teaching; Transdisciplinary – Engineering, health, education; Curriculum; Instructional Scaffolding;

Co-Curricular Related Activities

Build prototypes; Grants for business; Incubators; International co-collaboration –students Germany/Holland; Coaching; Mentoring; Extracurricular activities –Prizes & swags; Student engagement; SETA -The world Café; Experiential learning; Structure Internship; Capacity Building; Idea testing

Innovation, Research and Development

Design thinking programs; Research and Innovation; Industry partnership; Knowledge transfer; Conducive Environment

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Qualitative Validations – Aspirations

EE Aspiration Themes from the Developed Conceptual Framework	EE Aspiration Themes from the FGDs
Start-ups and Spinoffs	Business startups; Spinoff; Business Continuity Recognition/Awards; Sustainability
Entrepreneurial mindset	Entrepreneurial Mindset; Ethical and entrepreneurial leaders; Student Employability; Job creation; Behaviour change
National/ continental policy framework development	International Partnerships; Agenda 63; Alignment with National strategic plans; National/Continental policy; Entrepreneurial University
Impacting Local /Indigenous Communities	Local Partnerships; Community engagement
Research and development resulting in innovative products and patents	Research and Development – Innovation; Patent, R&D; Research, Innovation and Development; Measurement
Entrepreneurial Employees	Leader in entrepreneurship Pedagogy; Attitude, Knowledge, competencies; Smart KPIs; Recognition- Branding and positioning;



Qualitative Validations – Aspirations (Leader Survey)

Aspirations	Yes	No	Not sure
Entrepreneurial venture creation, startups, and spinoffs	26	1	
Entrepreneurial and intrapreneurial graduates with a learning and innovative mindset	25	2	
HEIs influencing national/continental policy framework development	23	3	1
Venture products, services, innovations, and research output supporting the local and other indigenous communities	25	2	
Research and development that leads to innovation, new products, and patents	26	1	
Entrepreneurially minded staff	24	3	
Providing seed funding and access to venture capital	1		
Preparing entrepreneurial graduates for employment	1		

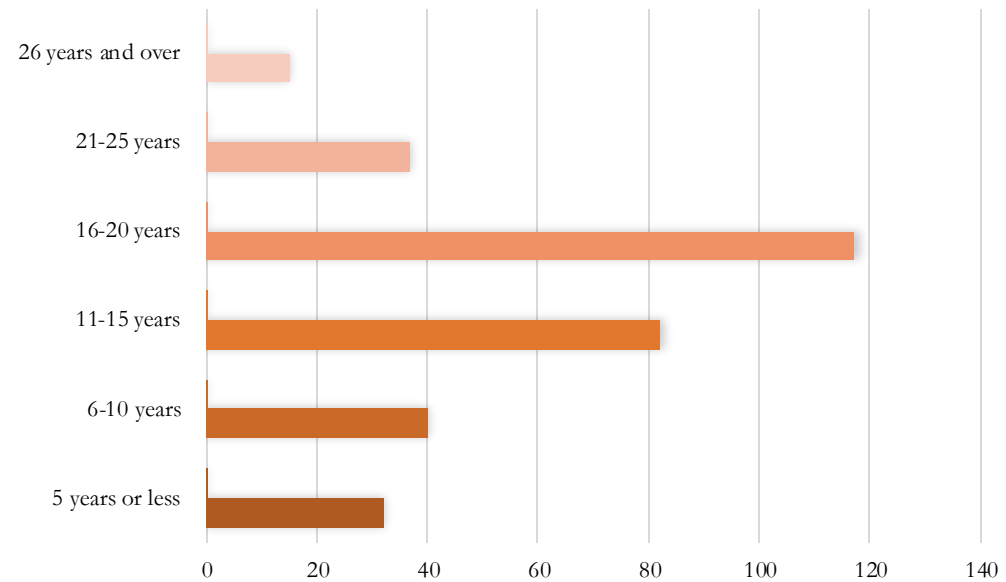


Quantitative Validations

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Data Collection

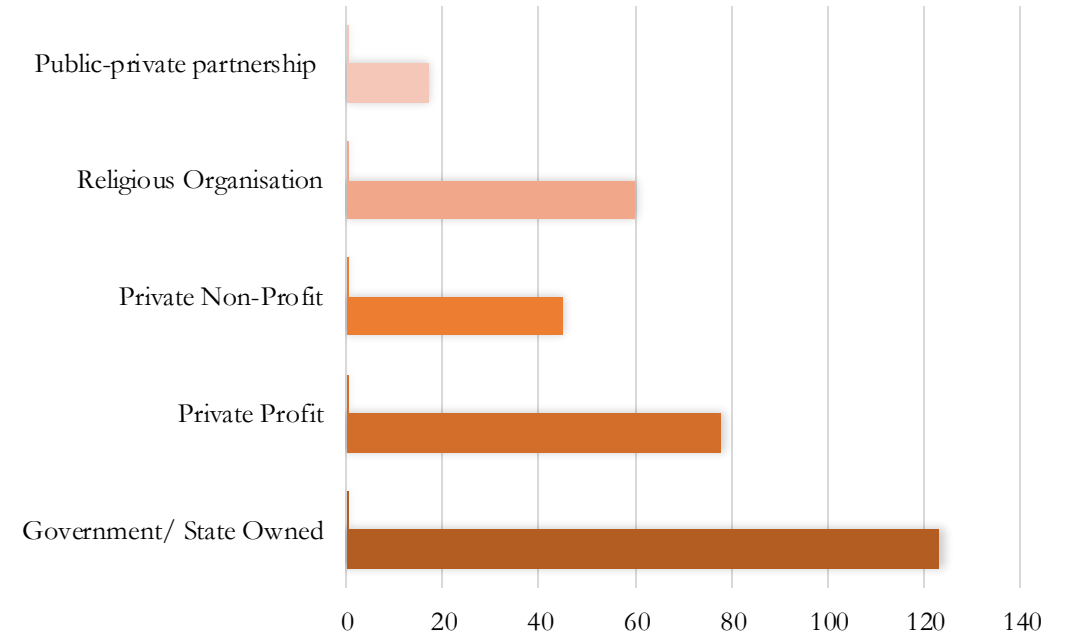
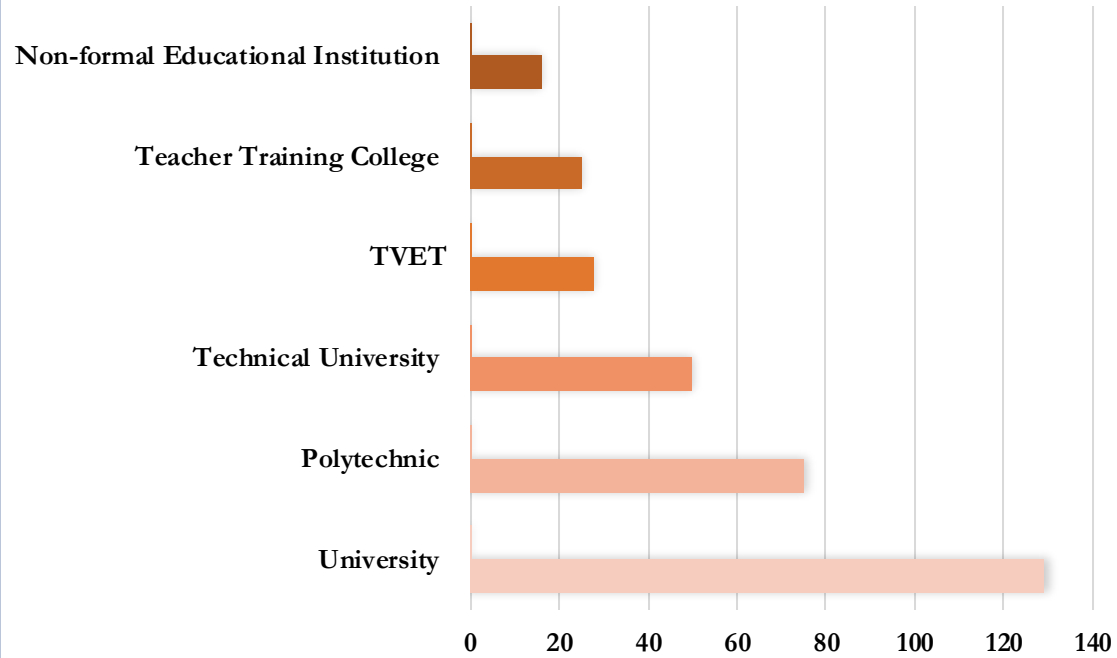
1. E-survey across 323 stakeholders
2. Leaders, faculty, and staff
3. Survey CTO was used



4-Level Analysis for Validation

1. Confirm indicators were measuring the constructs via Exploratory Factor Analysis using the Principal Composite Analysis (PCU) and the Varimax Rotation.
2. Reliability of the constructs via Cronbach Alpha, Composite Reliability, and Composite Reliability C
3. Validity tests via the Average Variance Extracted (AVE)
4. Discriminant validity via Fornell Lacker Criterion and HTMT Ratio

Quantitative Validations



Outcome – Exploratory Factor Analysis

1. Indicators all loaded well on their respective constructs with values greater than 0.7
2. There were 14 enablers, 3 activities, and 6 aspirations, making 23 higher-order constructs in total.
3. Each of the higher-order constructs had lower-order constructs totaling 92 lower-order constructs.
4. Each of the lower-order constructs had a minimum of 3 indicators used to measure the construct.



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Outcome – Reliability Tests

1. All the 23 constructs had a Cronbach Alpha and Composite Reliability value ranging between 0.7 and 0.9.
2. Construct reliability was thus achieved.



Outcome – Validity Tests

1. AVE Tests

All 23 constructs had AVE values >0.5 implying that construct validity was achieved.

2. Fornell Lacker Criterion & HTMT Ratio Tests

Construct discriminant validity was attained, implying that all 23 constructs are independent of each other.



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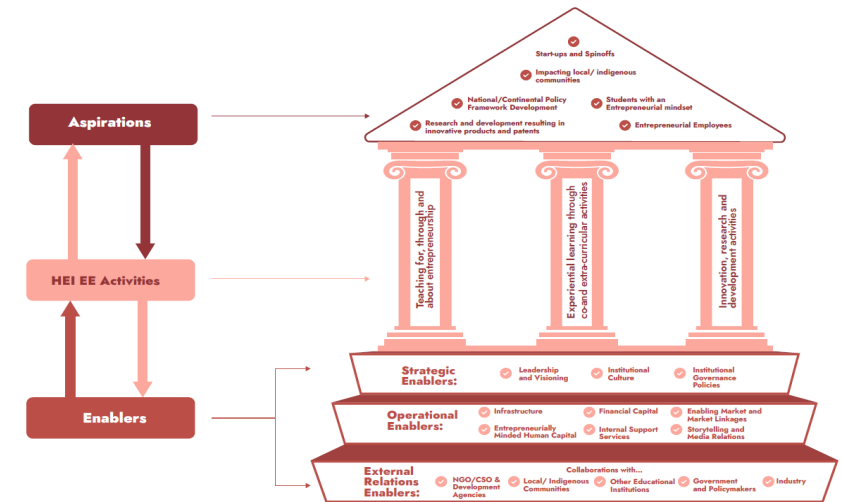


Where are we now?

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From the Desk Study & Validations...

1. Qualitative validations confirmed that the findings from the literature review which informed the framework, are indeed **representative** of the EEs of HEIs in SSA
2. Quantitative validations show that the **indicators** identified are indeed a **measure** of the **lower order constructs** which adequately **describe** the **higher order constructs**.
3. This framework is indeed a tool that **D**escribes the EEs of HEIs in SSA and can guide in the **D**evelopment and **D**iagnosis of the state of these EEs.



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Exemplar Cases Engaged

Institution	Region	Size	Ownership
Strathmore University	East Africa	Small	Private
Makerere University	East Africa	Large	Public
Bahir-Dar University	East Africa	Large	Public
Botho University	Southern Africa	Small*	Private
Stellenbosch University	Southern Africa	Large	Public
Tshwane University of Technology	Southern Africa	Large	Public
Ashesi University	West Africa	Small	Private
University of Cape Coast	West Africa	Large	Public
Pan Atlantic University	West Africa	Small	Private
Babcock University	West Africa	Small	Private

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Exemplar Cases: where we are...



1. Interviews have been conducted for all but one HEI.
2. About 13 cases and two cross-case outputs are being worked on.
3. Follow-up conversations after the first draft of case write-ups are completed.
4. Complete cases and publish them on the Edu-Collab website.
5. Seek additional ten (10) exemplar cases to write on.
6. Integrate all cases into the diagnostics and the E-playbook interface.

Entrepreneurship Community of Practice

The EduCollab - EntCoP is a workgroup of **educators, experts, and other stakeholders** **advancing entrepreneurship education** through the following key areas:

1. Active entrepreneurship ecosystems within HEIs
2. Sound entrepreneurship pedagogy
3. Community engagement to spark innovation
4. Collaboration through workshops and events

Entrepreneurship Community of Practice

Outputs of the CoP

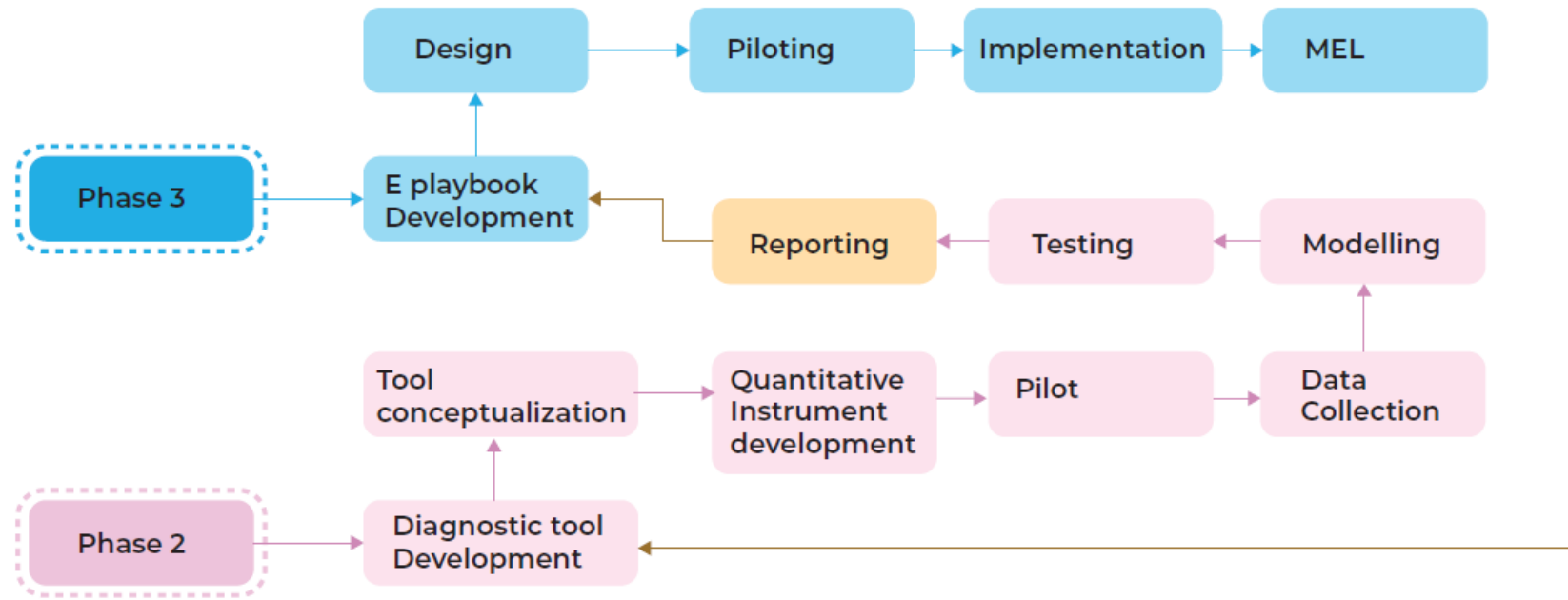
- Meeting notes
- White papers/policy briefs
- Case studies
- Mentorship

Activities of the CoP

- Quarterly meetings
- Knowledge and resource sharing
- Webinars, workshops, and professional development activities
- Annual Convening meetings

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Diagnostic Tool Development



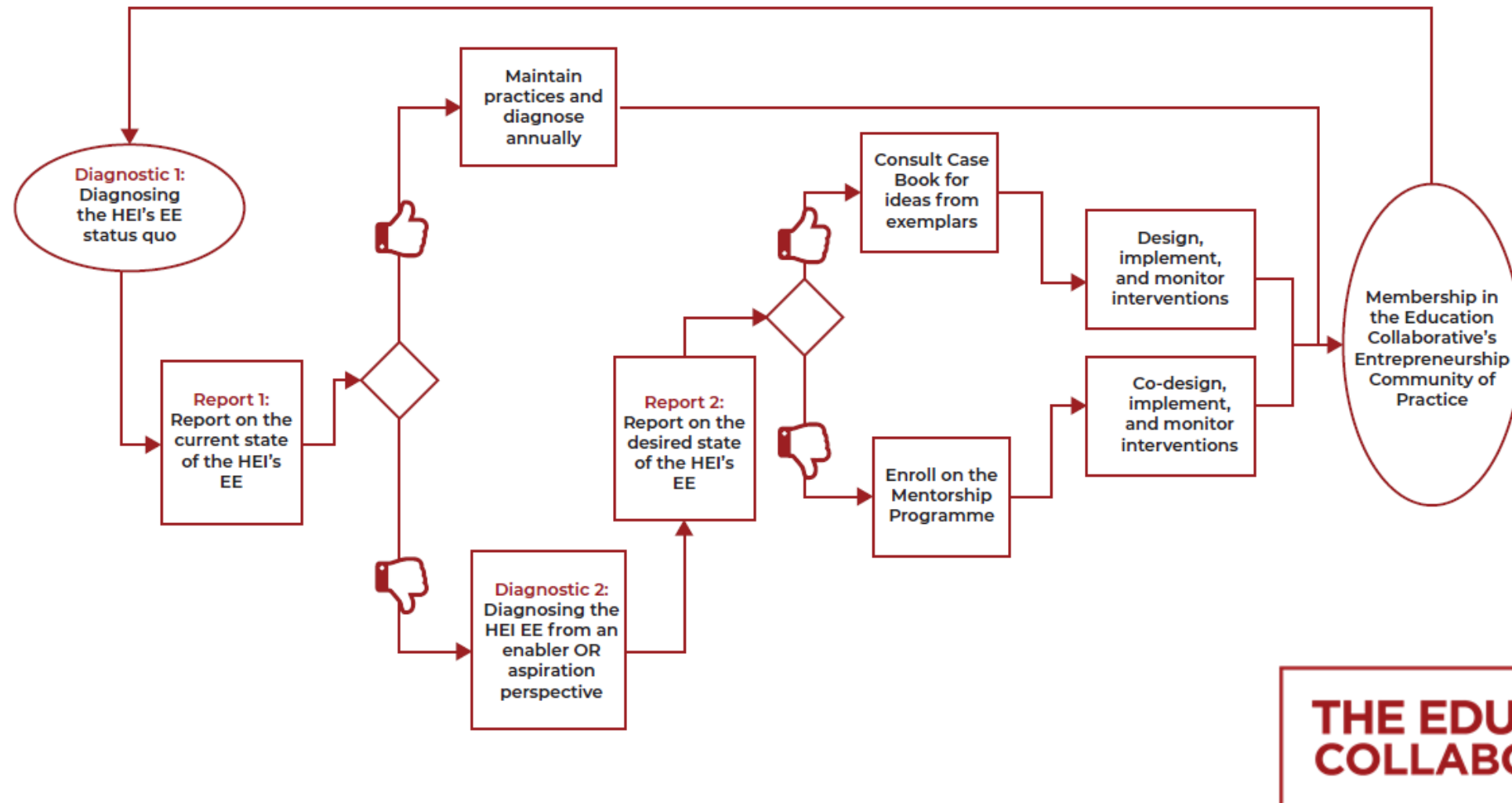
Join our next session!!!

June 16, 2023

11:00 – 12:30 (1.5hrs)



E-Playbook Transition Model





Lessons

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Lessons to Share...

1. There was **no significant effect** of the HEI **type** and **ownership** structure on the constructs contained in the conceptual framework.
2. **Exemplars exist in SSA!** We can thus learn about these exemplars through case write-ups and COP to learn from and share with.
3. We have some **very experienced EE actors** on the continent with a good appreciation of our context and its opportunities, needs, and constraints. They can mentor institutions with home-grown solutions.
4. The **diagnostic tool** lends itself to providing HEIs with the **3Ds** needed for their EEs.

It seems no one institution has it all!

Don't try to get it... this is an opportunity for cross-institutional collaborations through our CoP, Mentorship, and others!

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Any additional thoughts? Feedback?

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Thank you for being engaged!

Please let us know how the EED team can collaborate with you
via...



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