



May 2010
Entrepreneurship Education – Ottawa Case



Ottawa Innovation Leadership Team

Top 6 Talent priorities:

1. **Entrepreneurial development**
2. Human asset attraction, engagement and retention
3. Talent development
4. Employee re-skilling
5. Develop awareness of pending skills shortage among technology community and stakeholders
6. Develop a model of talent supply and demand to assist in long and medium term planning and action development



Ottawa Economic Refresh White Paper - Ottawa's Talent Shortage

- Key points:
 - Pending knowledge worker shortage
 - Disproportionally fewer immigrants choose Ottawa
 - Need to shore up domestic labor force with new Canadians (Ottawans)
 - Barriers to engagement and integration is limiting
 - **Entrepreneurism** must be encouraged as a 1st choice

1. Entrepreneurial Development

- Current landscape:
 - Good/best practices in post-academic entrepreneurial support: Entrepreneurship Centre; Lead to Win; Entrepreneur's Edge, etc
 - Current state characterized by poor entrepreneurship promotion k-12 – Canada being left behind
 - Need a focus on the skills for success, not just the career path; also need broader acceptance of entrepreneurship as a viable and credible option

Ontario Experience

- Entrepreneurship/Business classes not “C” or “U” credits – results in only non-academically inclined students (equivalent of “shop classes”)
- Entrepreneurship and business skills not introduced in mainstream curriculum – ie youth will have no awareness

Yet:

- 78% of new jobs created by SME’s (1983 – 2003)
- 97% of Entrepreneurship Centre clients have some post sec. education (86% completed degree)
- 4 out of 10 young people (8 to 21) would like to start their own business - [Kauffman Foundation survey](#) (USA)

European Union

EU COM (2006) Act 33, Implementing the Community Lisbon Programme: Fostering entrepreneurial mindsets through education and learning

“The ability of the European Union (EU) to successfully meet the challenges of competitiveness and growth depends on dynamic entrepreneurship....For the reason the European Commission is devoting special attention to entrepreneurship training from primary school through to university, with a view to encouraging Europe’s young people to become the entrepreneurs of the future.”

United Kingdom

United Kingdom - Budget 2007

“The Government renewed its commitment to enterprise education, confirming the allocation of a further £60m per year until 2010/11, to facilitate a comprehensive and seamless provision of enterprise education through all tiers of education by embedding it in the curriculum and promoting self-employment as a career option.

From autumn 2008, the Government will commit a further £30m to extend enterprise education from secondary schools into primary and tertiary education. The Government will ensure that enterprise is also an element of all new Diplomas (new qualifications that combine theoretical study with practical experience).”



China

- Relatively new to entrepreneurship education
 - 300 Universities teaching “Know About Business” courses. Next step to integrate as part of general curriculum
 - 3000 training centers for youth employment and youth entrepreneurship



Challenge

Matching the educational experience with economic realities

Vision

All students have a continuum of programs, services and initiatives that serve to promote entrepreneurship and teach business skills as a work force asset from the earliest grades through to post secondary institutions

Current Landscape: Support for Youth Entrepreneurship

	Elementary					Middle		High School				Post Secondary					
	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	Grad.	
OCRI																	
									JA TITAN								
									High School Bus. Conf								
									Summer Company								
														TalentBridge/OIC..			
Carleton									SBC								
TLP								Entrepreneurial Adventure									
MISC.														Tech Venture Challenge			
														Wes Nicol Business Plan			
														Business Associations/Clubs			
														Etc.			



Needs capacity & alignment

	Elementary					Middle			High School				Post Secondary				
	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	Grad.	
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Gap

Focus	Looks Like	Current Capacity	Relative Total Populations	Target
Business start up support	-Summer Company	-x10-20/year	Grades 0-8 = 90,000 Grades 9-12 = 55,000 Undergrad and Grad = 85,000 Total = 230,000	Kauffman suggests 40% are interested. If we discount this by 1/4 to 10%.. At 10% and able to hit only those interested: 9,000 + 5,500 + 8,500 = 23,000 (currently hitting ~ 1%)
	-Summer Camps	-0		
	-Mentoring: TB/CYBF/SC	<30		
	Micro finance: SC/CYBF	<30		
	-Incubation; Firestone/TB/?	-Limited - <20		
	-Support to Competitions: needs capacity and refresh	--~100		
	-First Client initiatives- eg Opinion Ottawa	-0		
E success skills education and training	-JA TITAN	1.750	Total = 230,000	Kauffman suggests 40% are interested. If we discount this by 1/4 to 10%.. At 10% and able to hit only those interested: 9,000 + 5,500 + 8,500 = 23,000 (currently hitting ~ 1%)
	-Business Conference	150		
	-Support to clubs and associations	Limited		
	-Skills building projects (eg OIC)	<100		
	-Sprott Business Challenge	unsure		
	-Training and development (E2/LTW)	<200		
	-TB mentoring and PD	<100		
	-Outreach and Teacher Portal	Unlimited		
	-Grade 10 Careers Class Cirric	0		
	Internships and applied projects	<20		
Awareness and promotion of skill set (Primary school focused)	-JA Building Business Basics			
	-Others?			

Success Metrics

- Increased number of students exploring entrepreneurship
 - Defined by number of participants in initiatives
- Increased number of students acquiring an entrepreneurial skill set
 - Defined by pre post assessment of skill set; number of participants successfully in related programs
 - Skills include: creativity; innovation; leadership; team building; communications, etc.
- Increase in number of young entrepreneurs
 - Defined by raw number and % of young entrepreneurs
- Success rates of young entrepreneurs: Sales, Jobs, Investment
 - Defined by number and % in business + 2years plus revenue and employment and investment metrics

Youth Entrepreneurship Programs: proposed actions

1. JA Building Business Basics – implement program in grades 3-6
 - Activity: Run program 1-2 x's annually hitting 10,000 kids/year
2. JA TITAN – continued expansion
 - Activity: Run TITAN in 150 classrooms
3. Build support for student led ventures: education/mentorship/micro finance
 - Activity: Work with existing agencies, competitions etc. to leverage:
 - Funding - OCLF
 - Education - E2/LTW
 - Mentorship – TalentBridge, others?
 - Entrepreneurship PR Campaign – utilizing Social Media
4. Secretariat & capacity for complementary initiatives – bring together/align those in the youth entrepreneurship community, provide logistical capacity for organizations under resourced and provided added capacity
 - Activity: Create unified group of entrepreneurship educators: focus on awareness and alignment; provide funding for initiatives to increase reach

Youth Entrepreneurship Programs: proposed actions

5. Develop community entrepreneurship measurement tools – design metrics, track feedback, re strategize etc
 - Activity: Using agreed to metrics, create measurement and analysis process
6. High School Business Conference – build out capacity and ability to support more students
 - Activity: Conduct conference concentrating skills development and networking (from 125 to 250 attendees)
7. Summer Company – build out support structures during and after program
 - Activity: Annual support to summer businesses (from 20 – 40) including target groups
8. Build Curriculum Supplements for strategic inflection points
 - Activity: Build activities and supplements for existing curriculum that promotes innovation skills and entrepreneurship



Who Benefits?

- Entrepreneurship
 - Students: better rounded education; increased job possibilities and entrepreneurial options
 - Local Employers: better rounded employees; innovative thinkers
 - Regional Economy: more jobs; better paying jobs; more businesses; more successful businesses

Next steps

- Identify potential collaborators and funding partners
- Validate assumptions
- Continue assessment current offerings, programs and gaps etc
- Build out proposed solutions, quantify impact, timelines etc
- With partner input, develop funding requests/ business plan