

Introducing Education for Enterprise within island and immigrant Pacific communities: Capacity building lessons from the New Zealand experience.

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How can the 'Education for Enterprise' (E4E) movement be adapted and focussed to raise enterprise thinking, enterprise culture, and achievement in less privileged Pacific communities?

Overview of journey

- Needs & opportunities
- Discoveries/Lessons so far
- Support for the journey
- What next/option one/Lucy?
- Sanity check

Needs & Opportunities

Research Evidence for the Project

- Global Entrepreneurship Monitor (GEM)
- Results point to a desire from surveyed Pacific nations to have E4E offered at earlier ages in schools.

Why in South Auckland schools?

...Entrepreneurship as a community development tool ...

... Economic indicators show a need in South Auckland ...

... students as today's influencers / tomorrow's leaders ...

Discoveries/Lessons so far

Research Evidence for the Project

... A Unitec DOMM project led by Assoc Prof Peter Mellaleui in 2011 – 2014 ...

... Was successful in embedding E4E into a small, low decile West Auckland school ...

... With the aim of reducing youth disadvantage.

Why using YES program ?

. . . Existing and popular enterprise education (E4E) activity in schools from 1^o to 2^o . . .

. . . Some Unitec staff expertise in YES from both usual and unusual applications of YES . . .

. . . One of which was the inspiration for this project.

Support for the journey

Research Evidence for the Project

Three critical findings were. . .

1. YES worked well across multiple age levels.
2. YES teams from this school placed well in regional and national competitions.
3. Parent community also became enterprising.

Research Evidence for the Project

- Social Cognitive Career Theory (SCCT).
- Career choice affect by two sets of influence
 - Distal (life long / in the past)
 - Proximal (short term / here and now / includes opportunity)

Research Evidence for the Project

Looking at E4E using SCCT

Almost always a proximal influence (late teenage years)

... and is either supporting distal influences
(already have entrepreneurial attitude)

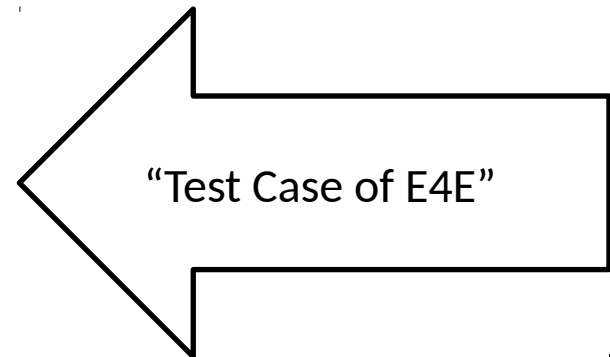
... or is overcoming distal influences
(creating entrepreneurial attitude)

Research Evidence for the Project

DISTAL
(life long)

PROXIMAL
(here & now)

ENTREPRENEUR (life long) Eg family business.	ENTREPRENEUR (here & now) Eg. YES
NON -ENTREPRENEUR (life long) Eg no business exp.	ENTREPRENEUR (here & now) Eg. YES



Research Evidence for the Project

- Presuppositions of SCCT for E4E effectiveness
 - Must be high impact to effect attitude & behaviour shift
 - Possibly extending into younger ages will be beneficial for . . .
 - Making it easier to have a high impact
 - Changing E4E from proximal to distal (slightly) and increasing level of influence.

Are great entrepreneurs born or made?

- Importance of talent spotting / nurturing.
- Latent entrepreneurs.
- Cultural dimensions
 - Team & individual dimensions.
 - Village structures - hierarchy and gender
 - Poutasi village chief - resort business

Next steps

- a. Tentative
- b. Sanity check
- c. Intermediate school focus
 - a. 'Early-in-life'
 - b. Ecoschools model (?)
 - c. Ability for longitudinal impact
- d. Negotiating with YET/MPIA

Sanity check

