higher education
& training

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Higher Education and Training
REPUBLIC OF SOUTH AFRICA

FRAMEWORK AND ACTION PLAN (PHASE 1) FOR AN ENTREPRENEURSHIP DEVELOPMENT PLATFORM IN HIGHER EDUCATION

VERSION 6: 20170610

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KEY DEFINITIONS

Community of Practice

Communities of Practice, according to the originators Jean Lave and Etienne Wenger[1], are "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." Three components are required in order to be a CoP, i.e. the domain, the community, and the practice.

Ecosystem

A broad definition of an ecosystem is a self-sustaining community comprised of interdependent organisms and their natural environment.

Entrepreneur

For the purpose of this initiative, we accept that an entrepreneur is "Someone who exercises initiative by organizing a venture to take benefit of an opportunity and, as the decision maker, decides what, how, and how much of a good or service will be produced. An entrepreneur supplies risk capital as a risk taker, and monitors and controls the business activities. The entrepreneur is usually a sole proprietor, a partner, or the one who owns the majority of shares in an incorporated venture. According to economist Joseph Alois Schumpeter (1883-1950), entrepreneurs are not necessarily motivated by profit but regard it as a standard for measuring achievement or success."

Entrepreneurship

Entrepreneurship can be described as the capacity and willingness to develop, organise and manage a venture, along with any of its risks, in order to create a viable and sustainable enterprise.

Entrepreneurial university

Entrepreneurial universities are designed to empower staff and students to demonstrate enterprise, innovation and creativity in research, teaching and pursuit and use of knowledge across boundaries.

Framework

A framework can be defined as a broad overview, outline, or skeleton of interlinked items which supports a particular approach to a specific objective, and serves as a guide that can be modified as required by adding or deleting items.

Innovation

Innovation is the process of translating an idea or invention into a product or service that creates value or for which customers will pay.

ACRONYMS

BBBEE	Broad-based Black Economic Empowerment
BBBEE SED	Supplier Enterprise Development within the context of BBBEE
CoP	Community of Practice
DHET	Department of Higher Education and Training
DSBD	Department of Small Business Development
DST	Department of Science and Technology
DTI	Department of Trade and Industry
DVC	Deputy Vice Chancellor
EDHE	Entrepreneurship Development in Higher Education
FEDCI	Forum of Entrepreneurship Development Centres at Higher Education Institutions
HEI	Higher Education Institution, referring here to the 26 public universities in South Africa
HRDC	Human Resource Development Council
IDC	The Industrial Development Corporation
SETA	Sector Education and Training Authority
SMME	Small, Medium and Micro Enterprises
SOE	State Owned Enterprises
TVET	Technical and Vocational Education and Training
USAF	Universities South Africa
VC	Vice Chancellor

SECTION I: FRAMEWORK

1 INTRODUCTION

The purpose of this document is to present a framework and action plan intended to coordinate the development of an entrepreneurship platform and ecosystem within the higher education sector in South Africa.

The framework and action plan will form the basis for a concept note to be delivered to the Deputy Minister of Higher Education and Training for deliberations with the Minister of Small Business Development to request the establishment of an interdepartmental government partnership that should result in financial support for the implementation of this action plan.

The actions described in the action plan (*Section III*) will form the basis for discussions with the Entrepreneurship Task Team. Implementation by the Universities will be coordinated by the Chief Directorate: University Academic Planning and Management Support, supported by the Project Manager for Entrepreneurship Development.

2 BACKGROUND

This action plan is informed primarily by the Human Resource Development Council (HRDC) Enabling Entrepreneurship Technical Task Team's Final Report for the Higher Education Workstream (November 2013), along with the results of the current project manager's fact-finding mission of the state of entrepreneurship development at universities in South Africa. The latter was based on input by approximately 80 individuals from 19 universities and seven support organisations that are currently involved in entrepreneurship development at universities.

The background to the project is rooted in a 2012/2013 government initiative aimed at promoting a dedicated focus on small business in response to the country's needs. Stakeholders from the basic education, higher education and TVET levels, as well as the small business ministry were included in the process. The process was driven by a team representative of government, private sector and non-profit organisations. Simultaneous stakeholder consultation took place with the minister of Basic Education, Directors General, Chief Directors, provincial heads and others in the different ministries. The initiative was supported by all and was followed by the development of a national blueprint for entrepreneurship development throughout the educational system. The blueprint is to be signed on ministerial level and a pilot project is to be launched.

The Enabling Entrepreneurship Technical Task Team's Final Report for the Higher Education Workstream was the outcome of the Higher Education Working Group of the HRDC Enabling Entrepreneurship Technical Task Team (EE TTT), which was given the

mandate to explore and develop a set of recommendations on how entrepreneurship may be reinforced in the higher education curriculum in South Africa. The report thus relates specifically to the Higher Education Workstream of the EE TTT.

The high-level recommendations from the report could be summarised as follows: Firstly, it is recommended that entrepreneurship education be recognised at a strategic level. This prioritisation of entrepreneurship development implies that entrepreneurship be placed centre stage and championed at the highest level in universities. Entrepreneurship education should be integrated across all faculties, with the emphasis on realistic and practical application. Research into entrepreneurship education and related fields should also be encouraged. The entrepreneurship development platform should be recognised and empowered to drive the agenda nationally.

In the second place, entrepreneurship related initiatives should be implemented at universities. It is advised that university entrepreneurship initiatives be primarily focused on the student market and a new National Entrepreneurship Week should be implemented. Entrepreneurship centres should be established at all universities and university funding allocated specifically for entrepreneurship development. In terms of curriculum, standardised best-practice courses ought to be developed. It is recommended that a centralised knowledge sharing site is created and materials and tools shared across universities.

Thirdly, partnerships to advance entrepreneurship education are recommended. Stronger relationships between business and academic entities should be pursued, as well as strong relationships with existing business and social entrepreneurs. Entrepreneurial support initiatives should be established and supported at universities.

Finally, it is recommended that entrepreneurship initiatives be measured and tracked, including the auditing of all existing entrepreneurship-related offerings. The specific outcomes for entrepreneurship education are to be defined and universities should participate in the annual Global University Entrepreneurial Spirit Students' Survey (GUESS).

Further to these recommendations, the strategic approach (see *5.* below) forms the basis for the current framework for an entrepreneurship development platform and ecosystem.

3 PROBLEM STATEMENT

Since 1994, South Africa has seen growth in the ranks of the middle and higher socio-economic classes, with a more inclusive and expanded economy and education system, a tested constitution and functioning legal system, a stable financial sector, a healthy democracy and an operational social support system.

Despite this, South Africa is experiencing high unemployment, specifically among youth who are Not in Education, Employment or Training (the so-called NEET group). This unemployment negatively affects all spheres of the economy and impacts on the wider social structure in the country. South Africa is also ranked high on the Gini index, indicating a widening polarisation between the rich and the poor.

It is widely accepted that to drive growth in the economy, more people need to be employed in stable occupations. However, as is seen internationally, large companies cannot

indefinitely provide more job opportunities and hope for the future lies in the creation of employment by small, medium and micro enterprises (SMMEs).

To drive SMME growth, it is important to cultivate one of the country's scarce resources: entrepreneurs. Entrepreneurs identify opportunities that lead to value creation in the pursuit of wealth creation. Ideally, they create enterprises that grow and create job opportunities. As has been demonstrated in various parts of the world, growth in employment results from entrepreneurs creating new enterprises.

The South African government recognised this and established various initiatives to support entrepreneurs. Some of these initiatives are:

- A dedicated national Department to focus on SMMEs, i.e. the Department of Small Business Development (DSBD);
- Various funding initiatives and agencies such as the Technology Innovation Agency (TIA) and The Industrial Development Corporation (IDC);
- The Broad-based Black Economic Empowerment (B-BBEE) legislation intended to distribute wealth across as broad a spectrum of previously disadvantaged people, amongst other through enterprise and skills development; and
- Numerous initiatives (e.g. business incubators) to support new entrepreneurs and start-up businesses.

To meaningfully move the needle on the unemployment dial in the right direction, the creation of successful enterprises must be scaled substantially. In this regard, Higher Education Institutions (HEIs) and their graduates represent a valuable resource for the following reasons:

- The pool of graduates is large and accessible;
- Graduates have cognitive and technical skills that could be utilised in SMMEs. A large number of graduates do not find employment after graduation, but could create value by becoming entrepreneurs;
- Universities have established relationships with students and alumni, and could provide a track record that can assist in planning future endeavours, as well as be an asset in the funding of enterprises.

However, to harness this valuable resource, Universities need to recognise and optimise the development of entrepreneurship. Already in 1996 Burton Clarke identified an integrated entrepreneurial culture as one of five common elements of successful institutional transformation.

Both students and universities could benefit from HEIs being entrepreneurial. Students and graduates need to become economically active, whereas universities need to generate a growing third stream income. At the majority of universities, however, this is currently not yet happening in a structured way.

Despite its economic challenges, South Africa does not have the benefit of being an entrepreneurial society. It is generally accepted that entrepreneurship needs to be cultivated on all educational levels. Although most HEIs have entrepreneurial development initiatives in one form or another, these are often ad hoc initiatives, usually limited to faculties of commerce and/or business schools, and are not embedded in the broader academic

curriculum. Entrepreneurship has not yet been identified as a strategic priority in the strategic plans of several HEI's, neither is it funded, in which case the necessary strategic direction is not provided by university management.

The nature of entrepreneurial activity at universities often does not lead to the generation of economic value. Research and innovation are crucial aspects in the value chain and could lead to the development of products, patents and downstream activity in the form of commercialisation. The terms *innovation* and *entrepreneurship* are, however, frequently used interchangeably, giving rise to research and innovation initiatives being considered entrepreneurial activities. Similarly, successful community engagement and social entrepreneurial initiatives are often launched, but these do not usually result in students choosing to become entrepreneurs.

In view of the recent *#FeesMustFall* movement calling for free tertiary education, universities find themselves confronted with the economic and social realities facing their students. Numerous students cannot afford to pay for their studies, resulting in high dropout rates and extensive student debt. The socio-economic problem is aggravated when graduates are also unable to find employment. One of the key consequences of the *#FeesMustFall* movement is that universities are now actively pursuing 3rd stream income possibilities to supplement shortfalls in revenue.

It is imperative that HEIs (re)prioritise entrepreneurship development. However, the lack of strategic focus, coordination and organisation, common definitions, entrepreneurial education, role models and funding all impede the scaling of enterprise development to serve the South African ambition of economic growth through SMMEs.

4 GOALS

Within the context described above and given the large number of unemployed graduates in the country, the resources available at universities, the national drive for SMMEs and the need for third-stream income at universities, the imperative to drive student/graduate entrepreneurship is growing. In response, a platform and ecosystem for Entrepreneurship Development in Higher Education (EDHE), is proposed (see *2. Background*).

The goals of the proposed entrepreneurship development platform and ecosystem can be translated into three drivers:

Driver 1: Entrepreneurship in Academia

Support academics in instilling an entrepreneurial mindset within students and graduates through the offering of relevant knowledge, transferral of practical skills and the application of business principles to a specific discipline. This should take place both through the curriculum and through research.

Driver 2: Student Entrepreneurship

Mobilise the national student and graduate resource to create successful enterprises that will ultimately lead to both wealth and job creation.

Driver 3: Entrepreneurial Universities

Create a conducive environment that will enable universities to adapt strategically and embark on projects whereby third-stream income can be generated through innovative business ideas.
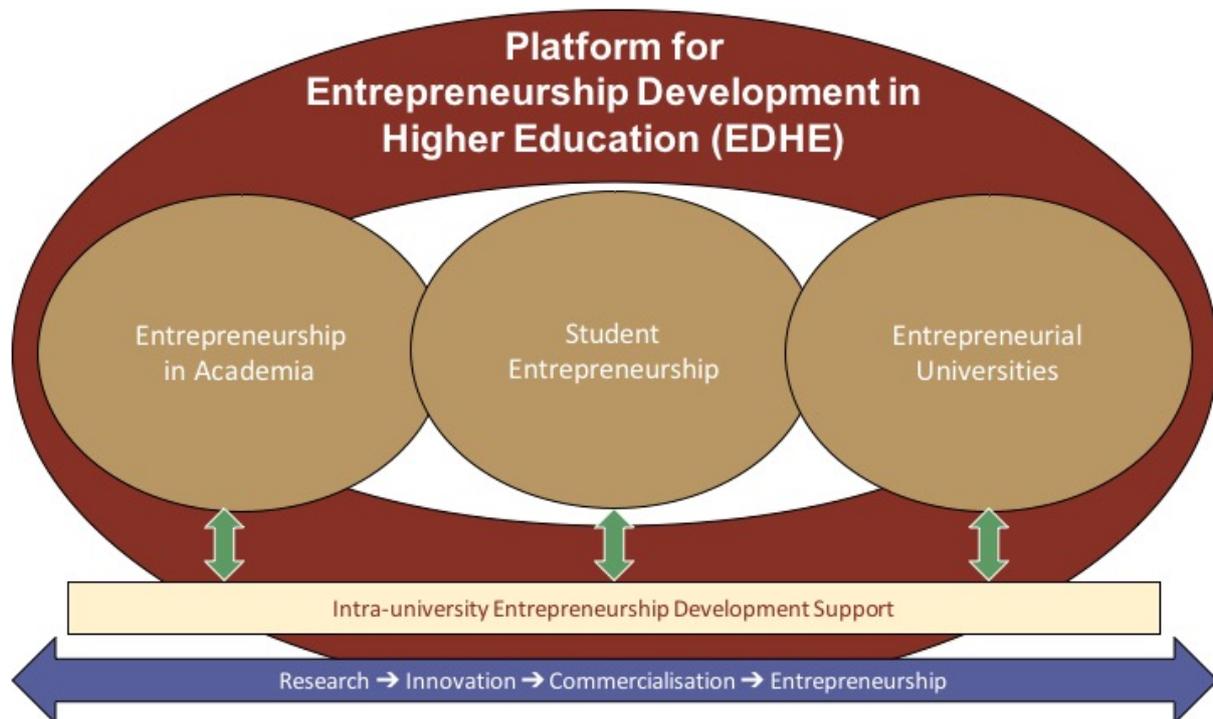
5 STRATEGIC APPROACH

Figure 1: Platform for Entrepreneurship Development in Higher Education

The strategic approach which underpins the proposed platform and ecosystem for Entrepreneurship Development in Higher Education (EDHE), is informed by the three main goals described above, i.e. entrepreneurship development in academia, student entrepreneurship and entrepreneurial universities. Within this ecosystem (see *Figure 1* below), academic curriculum is the foremost driver of entrepreneurship. The integration of entrepreneurship development in the curriculum is supported by structures on the periphery that enable innovation and entrepreneurship. In the entrepreneurial university, the value chain starts with research/scholarship, followed by innovation. This could potentially lead to the creation of new products or services, which should then be commercialised.

As illustrated in *Figure 1*, the entrepreneurial ecosystem at HEIs is characterised by academic entrepreneurship, consisting of entrepreneurship embedded in the curriculum, along with scholarship. The development of entrepreneurial students requires exposure to relevant curricula, while research on entrepreneurship also fuels the entrepreneurial university.

The second driver of the entrepreneurship ecosystem is student entrepreneurship. Students are exposed to entrepreneurship through the academic curriculum, but also through other entrepreneurship development initiatives that take place in the entrepreneurship ecosystem of an HEI. They have opportunities for self-directed learning, but may also choose to learn and

practise entrepreneurship with support and through involvement in social and community learning opportunities.

Should a student or graduate choose to follow an entrepreneurial path, the third driver, the entrepreneurial university, provides (amongst others) pre-incubation and commercialisation support and infrastructure. This support might be provided by dedicated entrepreneurship centres, technology transfer offices or business incubation services.

This infrastructure and support, along with a culture of entrepreneurship that encourages entrepreneurial behaviour, are characteristic of entrepreneurship development in the entrepreneurial university.

The proposed entrepreneurship development ecosystem comprises intra-university and inter-university Communities of Practice (CoPs). Three such CoPs were established at the first Lekgotla on Entrepreneurship Development in Higher Education, which took place on 19 and 20 March 2017. They are the CoP for Entrepreneurship in Academia, the CoP for Student Entrepreneurship and the CoP for Entrepreneurial Universities. (Universities South Africa (USAF) already hosts some CoPs for other purposes, i.e. forums comprising of specialist professionals from various disciplines that help USAF stay abreast of trends and issues in key areas which might influence their strategies.)

6 OBJECTIVES

The above strategy could be achieved through certain key objectives. These objectives were developed based on stakeholder engagement and input from entrepreneurship practitioners, along with the recommendations from the Workstream Report mentioned in *2. Background*, above.

The goal of the EDHE platform and ecosystem are threefold, as stated in *4. Goals*, above. These can be summarised as entrepreneurship in academia, i.e. through curriculum and scholarship, student/graduate entrepreneurs who create their own businesses, and entrepreneurial universities that are characterised by a culture of entrepreneurship and a growing ability to generate revenue. In order to achieve this threefold goal, the objectives below have to be pursued.

OBJECTIVE 1: COMPILE A WIDELY-ACCEPTED CONCEPT AND EXECUTION PLAN POSITIONED FOR FUNDING

The establishment of a national platform and ecosystem for entrepreneurship development in higher education necessitates the development of a framework and funded action plan that is widely accepted by all key stakeholders. Stakeholders should be consulted to identify key issues, from which the guiding objectives, approach, and strategies can be identified and developed into a framework (see *7. Methodology*). A project plan and budget is required to implement the entrepreneurship development platform based on the framework. The requisite funds are to be raised, primarily from public entities such as the Department Small Business Development, in partnership with Department Higher Education and Training. Once funding is made available, the action plan can be implemented nationally.

OBJECTIVE 2: POSITION ENTREPRENEURSHIP DEVELOPMENT AT A STRATEGIC LEVEL IN UNIVERSITIES

For the entrepreneurship development platform and ecosystem to be successfully implemented, entrepreneurship development must be elevated to a strategic level at HEIs. The entrepreneurship development framework and action plan should be owned by USAF, and implemented at each university. To enable this, a policy framework is envisaged. Implementation (on strategic level) at HEI level would require entrepreneurship development as a strategic imperative in each HEI's strategic plan and Annual Performance Plan (APP) with the necessary KPIs defined and assigned to an executive manager. This will formalise a reporting process through midterm and annual reporting.

OBJECTIVE 3: OPTIMISE ENTREPRENEURSHIP DEVELOPMENT THROUGH BEST PRACTICE

During stakeholder engagement, it was found that there are different pockets of excellence at HEIs. However, staff members at HEIs were often not aware of these pockets of excellence within their operations, while some were strong in certain areas and lacking in other areas, mostly related to entrepreneurship practice. HEIs are spaces optimised for learning and research, and are well-equipped to identify best practice and disseminate it on open platforms. To encourage the dissemination of best practice, intra-university and inter-university CoPs should be established. These CoPs should be supported by annual conferences incorporating international perspectives. Entrepreneurship development practitioners' active participation and proclivity to share best practice will be imperative to the success of these CoPs.

OBJECTIVE 4: DEVELOP PARTNERSHIPS TO ADVANCE ENTREPRENEURSHIP DEVELOPMENT

As a national platform, the establishment and operations of the entrepreneurship development platform will require more than just the support and resources of HEIs. As a basic premise, partnerships will be important to achieve success. These partnerships might include the public and private sector, funders, mentors, international stakeholders and others. To facilitate these partnerships, a dynamic online platform is required, containing amongst others, a portfolio of entrepreneurial activities at HEIs, examples of best practice, opportunities, resources and discussion platforms for the different CoPs. These partnerships would have to be actively pursued and driven on all levels.

OBJECTIVE 5: FACILITATE AND IMPLEMENT ENTREPRENEURSHIP-RELATED INITIATIVES PRIMARILY FOCUSED ON THE STUDENT MARKET

Although each HEI develops and implements its own EDHE strategy and initiatives, some national level entrepreneurship initiatives would be required, e.g. a national student entrepreneurship week, entrepreneurial events and competitions, and a national student entrepreneur peer network. In addition, it is important to establish common facilities at all HEIs to serve student entrepreneurs and EDHE activities at each HEI or within regions. Entrepreneurship development centres would function as central points of contact for potential and existing student entrepreneurs and other stakeholders. Another possible common support component would be a pre-incubation function, which might form part of

the entrepreneurship development centre. Incubation functions such as simulators, business or science parks should be considered.

Given the developing world context in which HEIs and their students function, student entrepreneurship – already a difficult pursuit – is further complicated by the prevalence of poverty. For students to participate in entrepreneurship development and especially if they are to actively pursue establishing their own businesses, they will need monetary incentives. Such incentives might be in different forms, ranging from competition prizes and stipends to sponsorships, early stage seed funding and grants. The support of public and private sector entities will be essential, such as TIA, SETAs and macro industry contributions. A strategy will be put in place to facilitate access to funding for student and graduate entrepreneurs.

OBJECTIVE 6: MEASURE AND TRACK THE SUCCESS OF ENTREPRENEURSHIP INITIATIVES

The entrepreneurship development platform will require a well governed approach to sustainable funding. This implies a system of performance measurement and monitoring to track progress, successes and failures on a national level. From a funder perspective (private and public), regular reporting will be required.

7 METHODOLOGY

The process of establishing an entrepreneurship development platform in higher education has started in November 2016. The Project Manager: Entrepreneurship Development was tasked with preceding the drafting of the proposed framework and action plan for EDHE with stakeholder engagements through a fact-finding mission and situational analysis, including discussions with representatives of 19 HEIs, several entrepreneurship support entities, the CEO of USAF and student entrepreneurs, resulting in meetings with at least 90 individuals involved in EDHE. Founders of a previous initiative, Forum of Entrepreneurship Development Centres at Higher Education Institutions (FEDCI) were consulted, and the Workstream Report of the EE TTT (see *2. Background*) was studied.

The approach to this fact-finding mission was both top-down and bottom-up, resulting in a broad strategic and operational view of the current university entrepreneurial environment. Letters of introduction to the project from the Department's Deputy Director General: University Education were sent to Vice-Chancellors or Deputy Vice-Chancellors of the 26 public universities and followed up with interaction from the Project Manager. In most cases, executive management representatives introduced the project manager to relevant entrepreneurship practitioners at their universities.

The bottom-up approach entailed extensive online and desktop searches by the project manager to identify key persons involved in entrepreneurship activities at the various higher education institutions. These individuals, along with persons on the FEDCI database, were engaged by the Project Manager. The purpose of these engagements was to introduce the project to the university community and to request formal discussions.

Meetings were arranged and deliberations took place, which were carefully documented and/or audio recorded. Each meeting was followed up per email with a thank you note, and relevant deliverables from either side.

The meeting notes and transcriptions of audio recordings constituted the raw data for the qualitative analysis. The analysis resulted in the identification of key themes and broader categories. These results were compared to and integrated with the recommendations from the Workstream Report. The final outcome of this process resulted in the entrepreneurship development framework and action plan.

The draft framework and action plan for EDHE was presented to a dedicated Task Team for EDHE, consisting of representation from the Department Higher Education and Training, Department Small Business Development, Services SETA, universities and private sector entrepreneurship support organisations. The Task Team approved, as first initiative, the convening of a Lekgotla on EDHE on 16 and 17 March 2017. This lekgotla was attended by approximately 200 delegates with a direct interest in entrepreneurship development at universities from the public and private sector, but primarily entrepreneurship practitioners and academics at universities.

The main objective of the Lekgotla on EDHE was the sharing of best practice and the establishment of three Communities of Practice, aligned with the drivers of the EDHE platform as described in *4. Goals* above, i.e. a CoP for Entrepreneurship in Academia, CoP for Student Entrepreneurship and CoP Entrepreneurial Universities. These CoPs will be tasked with executing on different aspects of the action plan for EDHE.

SECTION II: FRAMEWORK FOR EDHE

8 OVERVIEW

In this section, a summary of the framework for EDHE will be provided, while the detail will be discussed in the Section III. The entrepreneurship development stakeholder framework can be graphically represented by the following diagram:
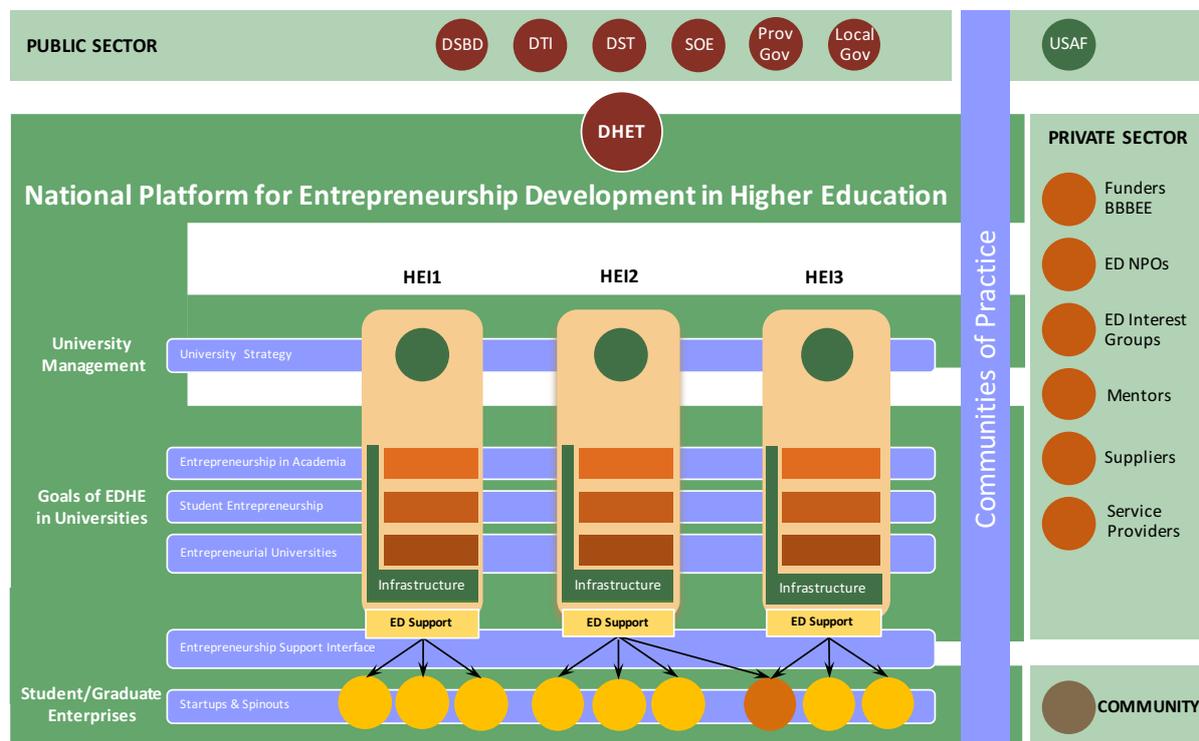

Figure 2: University Entrepreneurship Development Stakeholder Framework

The key drivers in the platform for EDHE are described in *4. Goals* above, i.e. Entrepreneurship in Academia, Student Entrepreneurship and Entrepreneurial Universities. In the framework, the different stakeholders, components and relationships relevant to the EDHE platform are represented. Stakeholders are participants in the EDHE platform. Components represent resources within the EDHE framework, but could also be events and other initiatives. Relationships can be either informal or formal agreements between different stakeholders.

The basic premise is that the EDHE platform, a coordinating and facilitating structure, is driven from within the Department, spans across universities and interfaces with an entrepreneurship development support structure (new or existing) within each university.

Each university defines and implements its own entrepreneurship development strategy – a strategy which should be present in the university's strategic plan and which should be

reflected in defined KPIs and assigned responsibilities. The relationship between the EDHE platform and each university is based on agreements with university management regarding inputs, outputs and milestones. The system should be based on performance, with resources provided against deliverables. The agreement with each university could address the following aspects:

- Inclusion of entrepreneurship development in the HEI's strategic plan within a reasonable timeframe, with the necessary KPIs and assigned responsibilities;
- Agreement on entrepreneurial output KPIs in terms of the EDHE platform;
- Identification of required resources to achieve the KPIs, including an assigned entrepreneurship development support entity;
- Establishment of key infrastructure (e.g. entrepreneurship development centre, pre-incubation space, etc.), which is accessible to all students;
- Performance and payment milestones;
- Access to nationally negotiated partnership agreements;
- Active participation in CoPs, annual lekgotlas and other events;
- Annual intra-university entrepreneurial indabas; and
- Defined reporting.

A collaborative approach between HEIs, marked by the sharing of best practice, is central to EDHE and would be supported by an online knowledge-sharing and discussion platform, attendance of annual regional and national events, hosting of intra-university indabas, etc. Similarly, industry participation is key to the success of EDHE. Industry plays two roles. The first involves supporting the establishment and operations of entrepreneurship development as partner and supplier of services (e.g. funding, mentors, entrepreneurial service providers, special interest groups, supplier of goods). The second is as provider of a market for student enterprises (e.g. B-BBEE entrepreneurship development off-take, customers, etc.). Through the EDHE platform, partnership deals in support of the platform are identified and negotiated. The EDHE platform as a facilitation and coordination structure provides support to all HEIs on a national level and is responsible for various functions such as:

- Negotiating agreements with each HEI;
- Dispersing funds and resources to HEIs based on performance as per agreement;
- Arranging national conferences and CoPs;
- Tracking and monitoring progress in terms of entrepreneurship development at each HEI;
- Reporting nationally on progress and successes;
- Attending intra-university entrepreneurship development indabas;
- Specifying, establishing and operating an online EDHE knowledge-sharing and discussion platform;
- Establishing, negotiating and maintaining partnerships on a national level with private and public entities;
- Identifying and negotiating access to markets, e.g. SOE deals and B-BBEE entrepreneurship development opportunities for student entrepreneurs;

- Establishing and maintaining a national portfolio of entrepreneurship offerings and initiatives at HEIs;
- Establishing and maintaining a national database of entrepreneurship development practitioners and student entrepreneurs;
- Liaising, collaborating and participating on national and international entrepreneurship development platforms and events to establish and maintain a presence and remain relevant;
- Marketing activities on a national level in support of EDHE initiatives and stakeholders at HEIs;
- Acting as a national "reception desk" for HEI-based entrepreneurship, i.e. for industry, funders, student entrepreneurs and other stakeholders; and
- Identifying and implementing monetising opportunities for EDHE to become operationally self-sufficient.

9 KEY STAKEHOLDERS

In *Figure 2* an overview of the stakeholders involved in EDHE is provided. These key stakeholders are briefly introduced below.

UNIVERSITY ENTITIES

Central to the entrepreneurship development in universities are the academic role players, such as lecturers, programme and project leaders and entrepreneurship researchers. Most entrepreneurship development functions take place within the university operations and also involve non-academic staff, such as representatives of technology transfer offices, entrepreneurship centres, incubators, etc. The university operations represent a key resource available to support entrepreneurship development. Dedicated student entrepreneurship initiatives and societies could also play an important role. There are usually various communities and interest groups active in a university, which could make up intra-university CoPs.

UNIVERSITY MANAGEMENT

The executive management at each HEI plays a key role in entrepreneurship development as they represent the strategic drivers locally. Without their support, the initiatives at an HEI would not succeed. With Vice-Chancellors of universities being affiliated with USAF, its endorsement of the EDHE platform is of strategic importance.

ENTREPRENEURSHIP DEVELOPMENT SUPPORT

A local entrepreneurship development support entity – preferably an existing structure such as an entrepreneurship centre – should be assigned at each university. It is recommended that the entrepreneurship development support entity serve as an administrative hub and in service of the faculties, from where entrepreneurship development activities will primarily be initiated. This entity should be accessible to all potential student entrepreneurs as an entry point.

The entrepreneurship development support entity might also support third-stream income for HEIs in order to achieve the goal of developing entrepreneurial universities. This could be accomplished in ways such as by providing commercial services, but also by taking up shares, revenue sharing or licensing of technology. It is imperative that entities such as the technology transfer and technology innovation offices be part of this process.

STUDENT/GRADUATE ENTERPRISES

Student enterprises are the key output of the entrepreneurship development platform. These are created through students or graduates with support from the university and the EDHE platform. The goal is that these student enterprises generate revenue and, in time, create employment opportunities. When university spinoff businesses are created, they might benefit the university by generating additional income. With the support of the HEI and the entrepreneurship development platform, these new ventures might gain access to markets through negotiated partnerships with private and public entities.

PUBLIC ENTITIES

The EDHE platform by definition spans different national government departments, but is driven from the Department Higher Education and Training, University Branch. Other key government departments relevant to EDHE are Department Small Business Development, Department Trade and Industry, Economic Development Department and Department Science and Technology. These departments are stakeholders in the entrepreneurship development platform and could fund, support and report on its activities.

The public sector (specifically SOEs, provincial and local government) represent a potentially large market for supporting both student enterprises, and the entrepreneurial university. This sector also provides opportunities for innovation and partnerships, specifically nationally (facilitated by the EDHE platform), or locally through agreements with HEIs.

PRIVATE SECTOR

The private sector has the potential of having a powerful impact on EDHE. There are several roles played by the private sector, enabling participation as, for example:

- Funders (e.g. angel investors, venture capital funders, B-BBEE Supplier Enterprise Development);
- Service providers in the EDHE platform, e.g. through training, mentoring student entrepreneurs and leveraging their networks in support of university entrepreneurship;
- Interest groups, e.g. Chambers of Commerce and special interest groups;
- Suppliers of goods and services to student enterprises; and
- NGOs that partner with universities in support of entrepreneurial development.

10 COMPONENTS

In addition to the various stakeholders mentioned above, the EDHE framework is made up of different components as described in this subsection.

COMMUNITIES OF PRACTICE (COPS)

National CoPs are to be established in partnership with USAF. Three CoPs have recently been launched, as described in *7. Methodology* above. This approach should be emulated within university culture, where CoPs would involve the coming together of like-minded practitioners in the entrepreneurship development space on a local, regional and national level. Through CoPs, best practices can be disseminated across the entrepreneurship development landscape and the impact of entrepreneurship development increased.

ONLINE KNOWLEDGE SHARING PLATFORM

In order to optimise entrepreneurship development at HEIs, a national online EDHE platform is required, which would be accessible to different stakeholders. The platform should feature different portals for student entrepreneurs, entrepreneurship educators, practitioners, and potential funders. This online platform would be instrumental in facilitating the sharing of tools and resources, as well as supporting functions across the entrepreneurship development platform, such as:

- Information on EDHE events and activities across HEIs;
- Access to the different CoPs, their resources and discussion forums;
- A repository of relevant scholarly articles and research;
- A knowledge management tool for best practices;
- A tool to support student entrepreneurial networking;
- A repository of entrepreneurship course and training material;
- A catalogue of student enterprises, as well as their successes and progress, which would support reporting, create market access and identify opportunities for potential funders;
- A repository of biographies and/or resumes of student entrepreneur role models and success stories;
- A portal to entrepreneurial opportunities and competitions sponsored by private and public entities; and
- A trading platform for student entrepreneurial products and services.

ANNUAL NATIONAL LEKGOTLA ON EDHE

An annual entrepreneurship development lekgotla would provide an opportunity for national and international dissemination of knowledge and best practice. This could also provide a showcase (possibly with exhibitions) of entrepreneurship development initiatives, and create an environment where public and private entities might meet around entrepreneurship development.

ANNUAL INTRA-UNIVERSITY ENTREPRENEURSHIP DEVELOPMENT INDABAS

Staff at HEIs are usually not aware of all entrepreneurial initiatives taking place within their institutions. In keeping with the proposed annual national Lekgotla on EDHE, each HEI is encouraged to host an annual intra-university entrepreneurship development indaba as an instrument for:

- Raising awareness of existing initiatives and latest developments within the university;
- Facilitating inter-departmental and multidisciplinary collaboration and partnerships;
- Identifying new entrepreneurial opportunities; and
- Sharing latest solutions and resources relevant to entrepreneurship development.

PRACTITIONER TRAINING EVENTS

Academics and entrepreneurship development practitioners often do not have the necessary experience and/or knowledge of practical entrepreneurship. This seems to give rise to a reluctance to become involved in practical entrepreneurship activities and training. Relevant and practical practitioner training events would equip and empower practitioners for their task and would contribute to a culture of entrepreneurship within HEIs.

STUDENT ENTREPRENEURSHIP COMPETITIONS AND ANNUAL AWARDS

Entrepreneurship competitions have proven to be instrumental in raising awareness of and driving entrepreneurship development. National student entrepreneur awards and competitions, as well as entrepreneurship intervarsity competitions would foster both student and university entrepreneurship.

LOCAL EDHE POINT OF CONTACT

The EDHE platform calls for a single point of contact for student entrepreneurs on site at each university. This entry point should be accessible and should facilitate services to all students and graduates of the HEI in question. (Typical services and functions are described in *10. Overview* above.) The EDHE point of contact may be administered by an existing entity in each HEI, such as the technology transfer office or entrepreneurship centre, or may be a newly established entity.

UNIVERSITY-BASED INFRASTRUCTURE

HEIs have access to world-class infrastructure, which could be utilised in support of entrepreneurship development. This may include, for example, equipment, testing facilities and space, such as pre-incubation facilities, to support student entrepreneurs.

11 CHARACTERISTICS OF THE EDHE PLATFORM

The EDHE platform is typified by certain important characteristics that are vital to the success of the initiative. Given the potential ambiguity in the entrepreneurship space, it is important that key concepts (such as *success* as it relates to the EDHE platform) are continuously defined and redefined, as the entrepreneurship landscape evolves. For EDHE purposes, success is defined in terms of new venture creation, revenue and job creation. Activities such as community engagement, student projects, etc. may be instrumental in developing an entrepreneurial mindset, but are not a measurement of success. Also, innovation may lead to entrepreneurship, but is not a requirement for, or a measure of success.

1) **Accessible and inclusive**

   Although it is generally accepted that not everyone might be naturally entrepreneurial, the EDHE platform is positioned to equip every student with an entrepreneurial mindset and skillset. Entrepreneurship development is beneficial to both students who aspire to become entrepreneurs, and students who aspire to become employees. The EDHE platform is aimed at equipping all students with an entrepreneurial toolset.

2) **Collaborative**

   The EDHE platform is collaborative in nature and reinforced by partnerships in all forms: multi-disciplinary, intra-university, trans-university, multi-stakeholder, national and international. The free sharing of information and resources is encouraged with the intention of increasing the national impact of entrepreneurship development, new venture creation and job creation.

3) **Sustainable**

   The intention is for the EDHE platform to be sustainable and generate adequate funds to sustain its national operations. It should support HEIs in generating a third-stream income in general, and sufficient revenue to support its entrepreneurship development initiatives in particular.

4) **Scalable**

   The EDHE platform must be scalable to have a national impact and support growing numbers of student ventures. This requires the development of scalable systems and processes. Related projects, programmes and other initiatives should be planned and coordinated in a phased approach.

5) **Guiding and supportive**

   Entrepreneurship education is best supported by experienced private sector mentors. These are in short supply and should be managed as a scarce resource. It should be a priority for each HEI to have an alumni list of successful graduates and alumni who might inspire young entrepreneurs as role models. The EDHE platform aims to play a

facilitating role in providing student and graduate entrepreneurs with the necessary support and guidance.

6) **Adaptable**

The EDHE platform is not prescriptive in nature and should be adapted to the needs and requirements of each university and its context. Within the entrepreneurship development framework, each HEI defines relevant goals and outputs (preferably with key aspects in common), and determine its own strategy and execution.

7) **Practical and applied**

The EDHE platform is mainly aimed at entrepreneurship practice, implementation and output, with the focus on the creation of entrepreneurs as future employers. The emphasis is on the integration of the academic project to enable entrepreneurship education and application. Entrepreneurship research and theory should underpin the application of an entrepreneurship skillset, but is not the primary objective.

8) **Output-based and performance driven**

The EDHE platform is intended to be performance driven and based on outputs. This would require that milestones be defined based on actual entrepreneurial successes. General good governance and reporting would be required, as well as the measurement and tracking of successes.

12 APPROACH

In considering the approach to entrepreneurship development in this framework, it is helpful to learn from some different approaches to entrepreneurship education. These may, for example, be broadly defined as education ***about*** entrepreneurship, education ***in*** entrepreneurship and education ***for*** entrepreneurship. The approach followed in EDHE is best described as the latter: ***education for entrepreneurship*** and it is embodied by the following approaches to entrepreneurship development:

1) **Platform approach**

Follow an entrepreneurship ecosystem and platform approach, i.e. champion entrepreneurship at the highest level and encourage it as a strategic priority at universities.

2) **National approach**

Follow a comprehensive local, regional and national action approach by optimising opportunities and support from all relevant national government departments.

3) **Integration approach**

Follow an intra- and inter-university, cross-disciplinary approach by championing the integration of entrepreneurship education across all faculties, embedding entrepreneurship

development in curricula, encouraging the practical implementation of research on entrepreneurship education and putting entrepreneurship evaluation mechanisms in place.

4) **Community of Practice approach**

Follow a best practice approach through systemic CoPs. (See *10. Components*.)

5) **Investor friendly approach**

Follow a funder and investor friendly approach in facilitating funding for strategic entrepreneurship development activities and infrastructure from both the private and public sector. Streamline processes to simplify the participation of potential funders, while encouraging access to and from student and graduate entrepreneurs.

6) **Incentivised approach**

Follow an incentivised approach by rewarding key strategic entrepreneurship development activities based on performance and delivery.

7) **Student empowerment approach**

Follow a student-focused approach to empower and support student entrepreneurs. In addition to the aspects mentioned in *10. Components* above, this would include developing a student entrepreneur portfolio system to create an entrepreneurial track record, as well as facilitating the establishment of a student entrepreneurship network at local, regional and national level to support peer learning.

SECTION III: ACTION PLAN FOR EDHE

13 OVERVIEW OF ACTION PLAN

The action plan for the EDHE platform is informed by Sections I and II of this document. The action plan is mainly based on *6. Objectives* (p. 10-12) in Part I of the document. To summarise, the main goals and drivers for EDHE are:

1. The development of Entrepreneurship in Academia
2. The development of Student Entrepreneurship
3. The development of Entrepreneurial Universities

These goals are to be achieved through the following key actions, described in the concise action plan below:
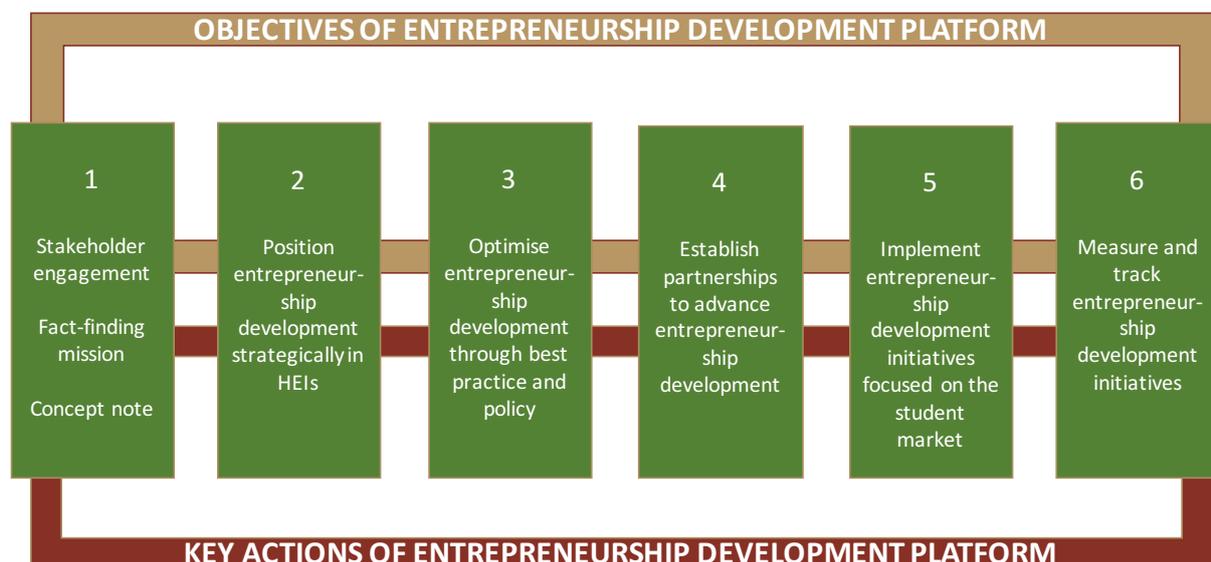
Key action 1a: Conduct a fact-finding mission on the state of entrepreneurship development at universities, and engage with stakeholders.

Key action 1b: Compile a concept note positioned for raising funding for entrepreneurship development in higher education.

Key action 2: Facilitate the positioning of entrepreneurship development at a strategic level in universities.

Key action 3: Optimise entrepreneurship education through best practice and policy - 9 key projects.
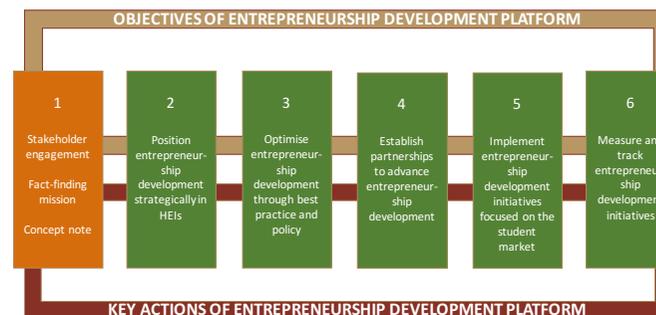
Key action 4: Establish partnerships to advance entrepreneurship development.

Key action 5: Facilitate and implement entrepreneurship development initiatives focused on the student market.

Key action 6: Measure and track entrepreneurship development initiative**s.**

KEY ACTION 1A:

## CONDUCT A FACT-FINDING MISSION ON THE STATE OF ENTREPRENEURSHIP DEVELOPMENT IN HIGHER EDUCATION AND ENGAGE WITH STAKEHOLDERS

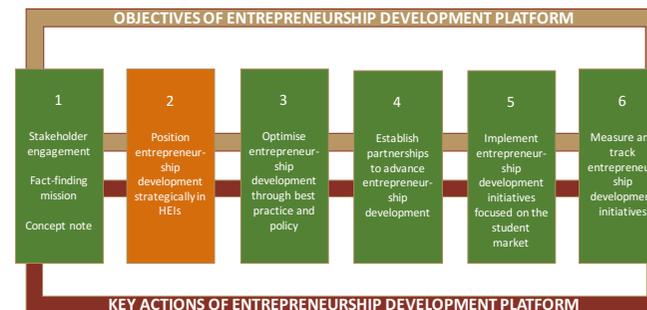| ACTIVITIES	ACTION	TIME FRAME	DELIVERABLE(S)
1. Send letters of introduction from Deputy Director-General: University Education to universities	Senior Administrative Officer facilitated drafting, signing and sending of letters of introduction.	November 2016	Letters of introduction from Deputy Director-General: University Education
2. Follow up and request interviews/meetings with stakeholders	Project Manager contacted all 26 public universities following letters of introduction from Deputy Director-General: University Education to initiate fact-finding discussions.	November 2016	Follow-up emails and phone calls
3. Engage in discussions with EDHE stakeholders	Desktop and in-person research on the state of entrepreneurship-related activities at universities and relevant non-university entities.	November – December 2016	Regular updates to Chief Director
4. Conduct initial meeting between DHET and USAF	Meeting with CEO: Universities South Africa (USAF) conducted under leadership of Chief Director. Follow-up presentation to USAF planned for May 2016.	November 2017	Minutes of meeting
5. Conduct initial meeting between DHET and DSBD	Introductory meeting of Chief Director with Director: Entrepreneurship Development and Director: Franchising Department (DSBD).	17 January 2017	Minutes of meeting
6. Perform data analysis and draw up framework and action plan for EDHE	Project Manager performed data analysis, which forms the basis of this framework and action plan for EDHE. Chief Director revised and approved draft.	December 2016 – January 2017	Draft action plan
7. Present Framework and Action Plan for EDHE to Task Team for input	Chief Director, Project Manager and Senior Administrative Officer presented the Framework and Action Plan for EDHE to the Task Team for input.	1 February 2017	Draft action plan Presentation
8. Share and finalise Framework and Action Plan for EDHE with stakeholders for input/feedback	Rework and update Framework and Action Plan for EDHE. Share with all stakeholders for input/feedback. Finalise and distribute Framework and Action Plan for EDHE.	April 2017	Framework and Action Plan Stakeholder engagement

KEY ACTION 1B:

COMPILE A CONCEPT NOTE POSITIONED FOR RAISING FUNDING FOR ENTREPRENEURSHIP DEVELOPMENT IN HIGHER EDUCATION.
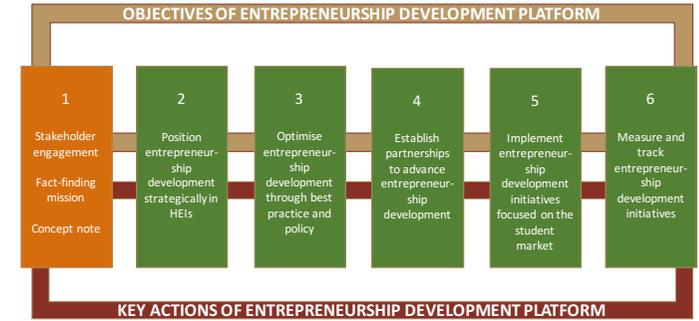
ACTIVITIES	ACTION	TIME FRAME	DELIVERABLE(S)
1. Draw up budget based on action plan	Project Manager to draw up high-level budget based on Framework and Action Plan for EDHE.	April 2017	Draft budget
2. Review and approve budget	Chief Director to review and approve budget.	April 2017	Review budget
3. Draft concept note	Draft concept note based on feedback from task team and EDHE stakeholders.	May 2017	Draft concept note
4. Review and approve concept note	Project Manager to submit draft concept note to Chief Director for review and approval.	May 2017	Amended and approved concept note
5. Present concept note to Deputy Minister (DHET)	Senior Administrative Officer to schedule meeting with Deputy Minister. Meeting to take place between Chief Director and Deputy Minister to introduce concept note.	May 2017	Concept note
6. Present concept note to Minister Zulu (DSBD)	Office of Chief Director to request office of Deputy Minister (DHET) to schedule meeting with office of Minister (DSBD).	May 2017	Concept note
7. Update stakeholders and media	Project Manager to update stakeholders for information and issue a press release.	May 2017	Stakeholder engagement & Press release

KEY ACTION 2:

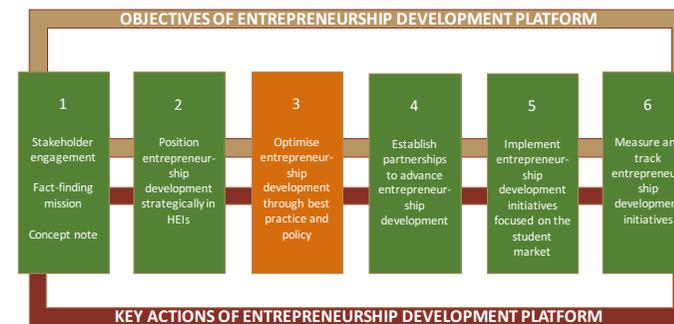## POSITION ENTREPRENEURSHIP DEVELOPMENT AT A STRATEGIC LEVEL IN UNIVERSITIES

ACTIVITIES	ACTION	TIME FRAME	DELIVERABLE(S)
1. Present concept paper and action plan to USAF representatives	Office of Chief Director to schedule meeting with office of CEO of USAF.	May 2017	Presentation Stakeholder engagement
	Chief Director to present concept note and action plan to representatives of USAF.		
2. Establish partnership between DHET and USAF in terms of EDHE	Chief Director to request endorsement of EHDE initiative by USAF.	May 2017	Meeting Letter of endorsement
3. Update stakeholders with developments	Project Manager to distribute USAF letter of endorsement to stakeholders.	May 2017	Stakeholder engagement

KEY ACTION 3:

OPTIMISE ENTREPRENEURSHIP EDUCATION THROUGH BEST PRACTICE AND POLICY: 9 KEY PROJECTS

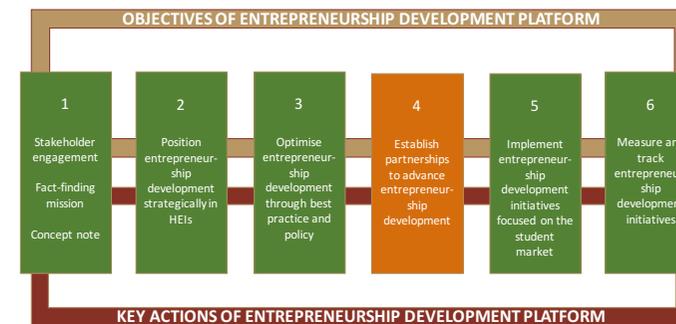(Detailed project plans are to be developed for each separate project.)

ACTIVITIES	ACTION	TIME FRAME	DELIVERABLE(S)
PROJECT 1: Arrange annual Lekgotla on EDHE	Project Manager organised first annual entrepreneurship development stakeholder lekgotla, attended by 200+ leaders in entrepreneurship development.	16 & 17 March	Lekgotla
PROJECT 2: Coordinate national Student Entrepreneurship Week	Project Manager, in collaboration with Community of Practice for Student Entrepreneurship, to coordinate events for national Student Entrepreneurship Week. Each HEI's entrepreneurship support entity to facilitate intra-university projects. The objectives are to raise awareness of entrepreneurship as a career option and to provide students with basic entrepreneurship skills training.	17-21 July	Student entrepreneurship development through 7 channels: • Launch of national entrepreneurship awareness campaign • Sustainable centralised online knowledge-sharing platform • Practical entrepreneurship training events • "How to" guidebook for student entrepreneurs • National competition for the best South African Student Entrepreneur • National Student Entrepreneur Network • lntra-university academic and practitioner indabas
PROJECT 3: Coordinate national entrepreneurship awareness campaign at all HEIs	Coordinate awareness campaign, the launch of which is to coincide with national Student Entrepreneurship Week in collaboration with each HEI's entrepreneurship support entity.	17-21 July 2017 and ongoing	Entrepreneurship awareness and marketing campaign, including student entrepreneurship role models
PROJECT 4: Develop a centralised	Establish an online entrepreneurship development platform for	17-21 July 2017	Extensive online platform

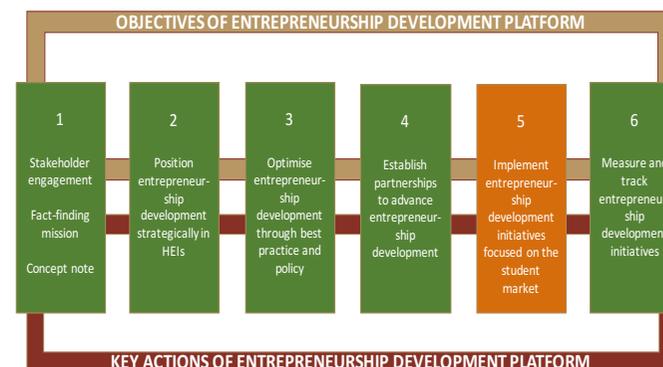| ACTIVITIES	ACTION	TIME FRAME	DELIVERABLE(S)
online entrepreneurship development and knowledge-sharing platform	knowledge sharing, resources, networking, entrepreneurship development news, etc. The launch of the platform is to coincide with national Student Entrepreneurship Week.	and ongoing	
PROJECT 5: Facilitate the establishment of Communities of Practice (CoPs)	A key outcome of the EDHE Lekgotla was the successful facilitation of the establishment of three CoPs aligned with the goals of EDHE. The CoP for Entrepreneurship in Academia is to disseminate best practice in entrepreneurship education pedagogy, curriculum, practitioner training and research.	March – April 2017 and ongoing	CoP for Entrepreneurship in Academia
	A CoP for Student Entrepreneurship was established with the purpose of disseminating best practice in support of potential and existing student and graduate entrepreneurs.		CoP for Student Entrepreneurship
	A CoP for Entrepreneurial Universities was established to disseminate best practice in entrepreneurial universities, innovation, technology transfer, commercialization, 3rd stream income.		CoP for Entrepreneurial Universities
PROJECT 6: Facilitate annual regional and/or national meetings of Communities of Practice (CoPs)	The Project Manager is to facilitate the annual regional and/or national meeting of the three different CoPs to disseminate best practice, latest developments and relevant information in terms of EDHE.	April 2017 and ongoing	Agendas Minutes
PROJECT 7: Organise annual EDHE awards and gala event	The Project Manager, in collaboration of the CoPs, is to arrange and annual EDHE gala event for all stakeholders where best practice is recognised and rewarded. Event to coincide with Global Entrepreneurship Week.	Planning to start in May 2017; event during Week of 13 – 17 November 2017	Gala event with awards: • Best entrepreneurship practitioner • Best Student Entrepreneur • Most Entrepreneurial University
PROJECT 8: Organise EDHE practitioner training	Facilitate the sourcing of best practice staff and practitioner training resources in collaboration with the CoP for Entrepreneurship in Academia.	June – September 2017 and ongoing	Regional practitioner training events
	Facilitate and monitor regional entrepreneurship staff and practitioner training events.		
PROJECT 9: Support and attend annual intra-university entrepreneurship development indabas	Liaise with universities to arrange annual intra-university, cross-disciplinary entrepreneurship development colloquiums and request invitation, preferably to coincide with Student Entrepreneurship Week. Facilitate documentation of best practice examples to be shared on the online platform.	July 2017 and ongoing	Communication with service providers Documentation of best practice Minutes

KEY ACTION 4:

DEVELOP PARTNERSHIPS TO ADVANCE **EDHE**

ACTIVITIES	ACTION	TIME FRAME	DELIVERABLE(S)
1. Establish and maintain a national EDHE database	During stakeholder engagement and the first Lekgotla on EDHE a comprehensive stakeholder database has been established. This ongoing action will also be informed by the centralised online entrepreneurship development and knowledge-sharing platform (see *Key Action 3, Project 4* above).	January 2017 and ongoing	Database
2. Facilitate and incentivise collaborative entrepreneurial inter-university initiatives through CoPs (see *Key Action 4, Project 6*)	Facilitate and incentivise collaborative entrepreneurial inter-university initiatives as initiated by the three CoPs or individual university representatives.	April 2017	Informal partnerships Project-based sponsorships
3. Facilitate collaboration on entrepreneurship development between relevant governmental departments	Engage with decision makers in DSBD, EDD, DTI, DST in pursuit of cooperation across national institutions of government and state, as well as cooperation between different spheres of government at national, provincial and local levels. Draw up relevant documentation and provide feedback through annual reporting.	January 2017 and ongoing	Relevant agreements Annual reports
4. Establish key partnerships with private sector entities	Establish and develop strategic relationships with key stakeholders in the private and non-profit sector, particularly in relation to funding and entrepreneurship development support at national and local university levels.	Ongoing	Relevant agreements
5. Develop a portfolio of entrepreneurship development offerings and initiatives at HEIs	Develop a portfolio of entrepreneurship development initiatives to facilitate collaboration with stakeholders, also via the centralised online entrepreneurship development and knowledge-sharing platform (see *Key Action 3, Project 4* above).	September 2017 and ongoing	Portfolio
6. Participate in national and international entrepreneurship development events	Join relevant entrepreneurship development bodies and participate in national and international youth and general entrepreneurship development initiatives and events to grow the EDHE network and expand collaboration.	Ongoing	Stakeholder engagement Conference paper/s (optional)

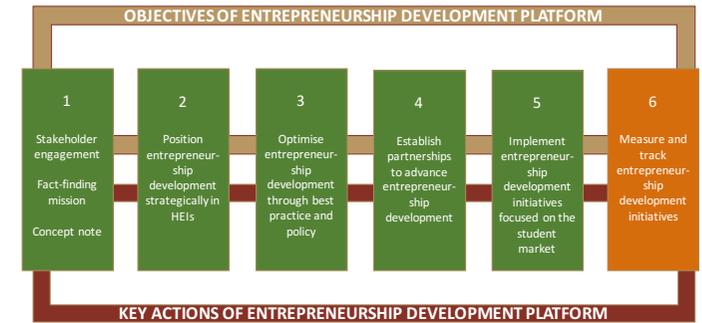| ACTIVITIES	ACTION	TIME FRAME	DELIVERABLE(S)
7. Establish international relationships and partnerships to promote entrepreneurship development in SA	Raise awareness of EDHE in SA through presentation and participation.	Ongoing	Stakeholder engagement Annual report
	Explore international funding avenues for entrepreneurship development in SA.		
8. Facilitate and support the establishment of entrepreneurship centres at universities	Determine and share guidelines for the establishment of entrepreneurship centres at universities on the centralised online entrepreneurship development and knowledge-sharing platform (see *Key Action 3, Project 4* above).	As required	Representation in annual report
	Interact with centres of entrepreneurship to monitor activity and provide support.		

KEY ACTION 5:

FACILITATE AND IMPLEMENT ENTREPRENEURSHIP DEVELOPMENT INITIATIVES PRIMARILY FOCUSED ON THE STUDENT MARKET

ACTIVITIES	ACTION	TIME FRAME	DELIVERABLE
1. Incentivise student entrepreneurship	Implement entrepreneurship awards for students, starting with annual EDHE award for best student entrepreneur (see *Key Action 3, Project 7*).	Ongoing	Awards Events
	Raise and award scholarships for student entrepreneurs.		Correspondence and documentation
2. Establish national Student Entrepreneur Network (SEN) (see *Key Action 3, Project 2*)	Establish a database of real and prospective student entrepreneurs – a sub-division of the general database in *Key Action 4*.	Ongoing	Database
	Encourage members of SEN to participate in the centralised online entrepreneurship development and knowledge-sharing platform (see *Key Action 3, Project 4* above), with emphasis on the discussion.		Access to online EDHE platform
	Arrange local and regional SEN events in collaboration with local universities, entrepreneurship societies, private sector and entrepreneurship development NPOs. (Also see *Key Action 4, Project 1, 2, 3, 4 and 7* above.) The first such events are to coincide with national Student Entrepreneurship Week	17-21 July 2017 and ongoing	Events
3. Support and facilitate general entrepreneurship competitions	Distribute information to encourage participation in general entrepreneurship competitions through the national Student Entrepreneur Network and the centralised online entrepreneurship development and knowledge-sharing platform.	Ongoing	Online updates Email notifications
4. Facilitate private sector involvement with and support of EDHE	Facilitate private sector involvement with and support of entrepreneurship development at universities through mentorship, presentations, lectures, site visits, job shadowing, internships and other avenues.	Ongoing	Meetings Communications

KEY ACTION 6:

MEASURE AND TRACK EDHE INITIATIVES

ACTIVITIES	ACTION	TIME FRAME	DELIVERABLE
1. Audit all current entrepreneurship-related offerings at universities	Conduct audits and map existing EDHE activities and initiatives. Follow up, including initiatives as facilitated by EDHE Project Manager and/or the three CoPs (see *Key Action3, Project 5)*.	Ongoing	Reports
2. Define the specific outcomes for EDHE	Define and document the specific outcomes required for entrepreneurship education, based on input from the relevant CoPs (see *Key Action3, Project 5)*.	April – June 2017	Documentation
3. Participate in the annual GUESS survey	EDHE network to participate in the annual Global University Entrepreneurial Student Spirit Survey.	Annually	Completed survey