

NETWORK
FOR TEACHING
ENTREPRENEURSHIP

YOUR ASSIGNMENT:

GROW THE GLOBAL ECONOMY

Entrepreneurship education for all youth



THE TIME TO ACT

The shape of new global economic realities is becoming clearer: businesses are going to need to be more flexible, quicker to learn, smarter at understanding markets and cross-cultural dynamics. And in the Knowledge Age, with its backbone of digital information and communication, all of it happens faster.

But where is the workforce to make this happen? The stresses of economies shrinking or nearing collapse during this historical transition have put massive numbers of youth globally into unemployment or underemployment.

The way forward will require a commitment to training all youth to think and behave like entrepreneurs: people who create opportunity rather than wait for it. Entrepreneurship education results in an ongoing cycle of learning and innovation that will bring sustainable job creation and re-creation.

YOUR ASSIGNMENT?

- As a businessperson, think of ways to leverage your company's commitment to the community by offering resources and volunteers as speakers, mentors or role models to support entrepreneurship education programs. *Modeling success will be life-changing to students.*
- As an educator, integrate into your classes the development of entrepreneurial skills, attitudes and behaviors in your students; use these to energize your school culture and bring core education subjects to life. *More students will be engaged in academics, will recognize economic opportunities, and will be able to imagine successful futures.*
- As a policymaker, work to transform educational content and budgets so that schools support the natural entrepreneurial spirit of children and youth. *More students will graduate ready to create tomorrow's opportunities.*

*"Globally, there are about 1.2 billion youth, aged 15 to 24, and nearly 75 million of them are looking for a job. The youth unemployment rate has seen its largest annual increase on record; between 2008 and 2011, it rose from 11.8 to 12.6 percent."*¹

INTERNATIONAL LABOUR
ORGANIZATION

*"Nearly 400 million entrepreneurs are starting and running businesses in 54 economies surveyed; over 140 million of these entrepreneurs expect to add at least five new jobs over the next five years."*²

DONNA KELLEY, ASSOCIATE
PROFESSOR OF ENTREPRENEURSHIP,
BABSON COLLEGE

*"[In 2012,] against the backdrop of the slow-paced recovery of the global economy, around one in three employers (34%) continue to experience difficulties filling vacancies due to lack of available talent. The proportion is unchanged when compared with 2011, and is four percentage points above the level reported in 2009, at the height of the global financial crisis."*³

THE MANPOWER GROUP

1. "Working with youth: Addressing the youth employment challenge," International Labour Office, 2012.

2. Global Entrepreneurship Monitor, press release, January 19, 2012.

3. "2012 Talent Shortage Survey Research Results," The Manpower Group, p. 4.

ENTREPRENEURSHIP EDUCATION IS A PROVEN SOLUTION

...but the need for it has never been more urgent. To make an impact on the global economy:

- Entrepreneurship education should be embedded in and spread across content areas. Integrated into the entire curriculum, it has the power to enliven the traditional educational core through learning-by-doing and interactivity.
- Entrepreneurship education should be expanded to grades earlier than high school, to all socioeconomic brackets and cultural situations, and to a fuller partnership with businesses, communities and governments.
- Entrepreneurship education should be universal. Not every student will start their own business, but everyone benefits from acquiring an entrepreneurial mindset.



SINCE 2009 . . .

“Entrepreneurship is a global phenomenon. The future, to an even greater degree than the past, will be driven by innovation and entrepreneurship. It is time to more adequately develop entrepreneurial skills, attitudes and behaviours in our school systems as well as outside formal school systems, to reach across all ages as part of a lifelong learning process.”

– “Educating the Next Wave of Entrepreneurs,” World Economic Forum, 2009, p. 13.

WHERE DO THINGS STAND NOW?

In 2009, the Global Education Initiative of the World Economic Forum published a report, “Educating the Next Wave of Entrepreneurs,” that set the stage for global action in entrepreneurship. It made a comprehensive case for entrepreneurship education, with case studies and action steps to advance learning for youth and those in higher education as well as, more generally, women, those in emerging economies, and those in a cycle of poverty.

The report focused WEF participants on their role as both individual and institutional champions of entrepreneurship education in a circle of partnership that includes governments, academic institutions, and businesses. Indeed, major corporations have stepped up efforts to support programs that can make a difference. MasterCard Worldwide announced a million-dollar-plus grant to support youth entrepreneurship programs that provide hands-on learning and classroom lessons on mathematics, analytical skills, and management and planning. Microsoft’s YouthSpark initiative offers youth of all ages a range of programs, software resources and competitions that help them bridge the opportunity gap, with entrepreneurship as a pillar of the initiative.

At the same time, in the wake of the global economic downturn, trends have emerged in youth unemployment that are threatening the future workforce:

- The youth unemployment rate saw its largest annual increase on record; between 2008 and 2011, it rose from 11.8 to 12.6 percent.⁴
- Competition for jobs increases: Over 1.2 billion people in the world are between 15 and 24 years of age, a growing number that amounts to nearly 17 percent of the world population.⁵
- Youth unemployment rates are considerably higher than adult rates. In 2011, a young person’s risk of being unemployed was three times higher than that of adults.⁶
- More than 200 million young people are working-poor, earning under US\$2 a day, mostly employed in the informal job sectors of developing countries, with an additional 75 million reported as unable to find any kind of employment.⁷

“Over the last decade, China’s college-educated population has multiplied eightfold, from 830,000 graduating in 1998 to 6.8 million in 2012. But a full quarter of recent college graduates in China are unemployed, according to official statistics published by the state-run Xinhua News Agency.”

BENJAMIN CARLSON,
GLOBALPOST.COM,
AUGUST 2012

4. “Working with Youth: Addressing the Youth Employment Challenge,” International Labour Office, 2012. p. 10.

5. “Working with Youth: Addressing the Youth Employment Challenge,” International Labour Office, 2012. p. 4.

6. “Global Employment Trends for Youth 2012,” International Labour Organization, May 2012.

7. “The Youth Employment Crisis: A Call for Action,” Resolution and conclusions of the 101st Session of the International Labour Conference, Geneva, 2012.

Such large numbers of youth unable to find work and discouraged by lack of opportunity—whether in Europe, the Middle East and North Africa, or the U.S.—are also a threat to social stability, in the way that poverty has always been corrosive of political and economic structures.

Meanwhile, as a backdrop to this decline in opportunity for the young—and arguably part of its cause—the marketplace itself is in the midst of a dramatic shift across cultures and socio-economic groups. Large, wealthy and reliable institutions such as banks and manufacturers have shrunken, crumbled or split apart, not only choking the engines of economic growth but also displacing workers trained under old assumptions—and continuing to leave stranded those who never found a way into the marketplace to begin with.

The world is shifting away from an economy held in place by a relatively few large pillars of business and toward one made up of a more diverse web of businesses that can be more shock-absorbent when individual parts are weakened. Two powerful forces are enabling that shift: technology that continues to collapse distance and time, and capital flows that are migrating from a few, mature western markets toward numerous emerging markets that represent growth.

As a result the global economic crisis has itself become an opportunity, driving the marketplace to reward and rely upon people who are able to adapt, initiate and innovate.

The start-up model in these new conditions is leaner, more flexible and more quickly responsive.

Pop-up businesses are growing in value as the Internet delivers powerful opportunity-recognition through access to information and trends.

Success is increasingly defined as the ability to build, scale and adapt a business quickly in the digital world, from financing to collaborating to marketing to distribution.

The overall health and stability of the new economy is going to be reestablished by the actions of individuals with a resilient and entrepreneurial mindset.

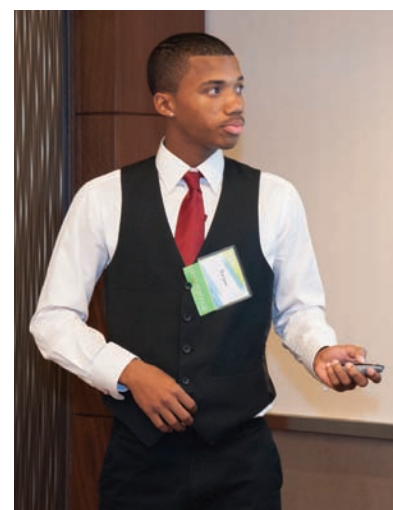
THINKING LIKE AN ENTREPRENEUR IS THE WAY FORWARD

Entrepreneurship education is the fundamental tool for reversing the youth unemployment crisis globally. It is a tool that can arm young people not only to start businesses and create jobs, but also to be opportunity-focused, flexible employees ready to fill existing jobs.

“Entrepreneurs are not just involved in start-ups,” notes Donna Kelley, Associate Professor of Entrepreneurship at Babson College. “Entrepreneurs of all kinds are found throughout the economies of the world—in established companies and organizations, family businesses, non-profits, and franchises, among others.”⁸

“Entrepreneurship education keeps students inspired to stay in school and to plan for a successful life. These students now have the potential to not only create jobs for themselves, but to also support the expansion of our global economy.”

– PATRICIA DEVEREUX,
GROUP HEAD, CORPORATE
PHILANTHROPY & CITIZENSHIP,
MASTERCARD WORLDWIDE



An entrepreneurial mindset shifts the focus from finding a role in the marketplace to creating one. The educational approach is to develop a range of skills (see page 8) that represent distinct modes of initiative and action. Youth putting these skills into practice can more quickly move toward direct business creation in situations where needs and customers are quickly identifiable. In other cases, youth can approach the open job market with an entrepreneurial mindset that employers are identifying as lacking in young workers.

That mindset also has the power to act as a buffer during economic slumps. Those who can think like an entrepreneur are more likely to be able to create businesses for short-term earning, and are more adept at sourcing and accessing opportunities that may be available globally. They can also more readily transfer adaptable skills to jobs in industries that are in ascent during downturns.

Further, entrepreneurship education has broad applicability to students from the widest range of socioeconomic backgrounds. For the past several years, entrepreneurship education has had a particularly high return on investment when focused on underserved young people. “We’ve seen that these students are natural entrepreneurs,” notes Steve Mariotti, founder of the Network for Teaching Entrepreneurs (NFTE). “They’re used to facing uncertainty and the daily obstacles of life, and they often have a greater sense of how to turn an obstacle into an opportunity than peers with a history of more resources.”

For those at risk of long-term or even permanent unemployment, such education can be life-saving. Some populations of students have no access at all to business thinking or professional practitioners; and simply given the ability to meet role models and envision a future, they find it possible for the first time to pursue that future.

That said, young people of means are also going to need new skills to succeed in the new world of business. Those who have assumed that a college degree leads quickly to a job have been thwarted by the current economic conditions, in which entry-level jobs have been drying up. Thinking like an entrepreneur will be the key to nimbly assessing market conditions and seeking out opportunity rather than a reliable ladder to the top.

Entrepreneurship education benefits schools as well, giving classroom teaching relevance, immediacy and credibility. In one U.S. study, 81 percent of dropouts said that students’ chances of staying in school would improve with more opportunities for real-world learning that makes the classroom more relevant to their lives.⁹ “The [entrepreneurship] curriculum is hands-on, it’s engaging and it’s applicable to their everyday lives, so students get it right away,” says Scott Steward, an entrepreneurship educator in Chicago.

“It is entrepreneurs who represent the best hope of creating sustained economic growth around the world. Students who can develop the entrepreneurial mindset early on are going to have a distinct advantage, whether economic conditions are weak or strong.”

– MARIA PINELLI,
GLOBAL VICE CHAIR,
STRATEGIC GROWTH MARKETS,
ERNST & YOUNG GLOBAL LTD.

9. “The Silent Epidemic: Perspectives of High School Dropouts,” Civic Enterprises LLC, March 2006, p. 13.

Of course, educational systems are in the midst of their own transformation. The old industrial model of education was designed to support an economy of stable large businesses and lifelong professions. The “Next Wave” report pointed out that “the appropriate learning environment for encouraging creativity, innovation and the ability to ‘think out of the box’ to solve problems . . . requires a fundamental rethinking of educational systems, both formal and informal.”¹⁰ The new economy will require a new pedagogy.

The methods of entrepreneurship education accelerate this transformation by continually pointing to the world outside of the classroom, drawing on access to marketplace knowledge that has been flattened by digital information and connectivity. Every teacher knows that students gravitate to educational methods that act as prime gateways to real-world information and pose real-life problems. And the earlier, the better, because exposing younger students to opportunities in the marketplace and the ways to seize them gives society an earlier start on long-term outcomes for individuals, businesses and society.

The globalized economy links the interests of all: privileged or at-risk, urban or rural, developed or emerging economies. Against that backdrop, the educational goal is to build skills that link directly and immediately to both local conditions and global trends—for everyone. Entrepreneurship education has the power to mobilize future generations to move forward.

STEM OPPORTUNITIES AND THE ‘SKILLS GAP’

Governments, foundations and private businesses alike are putting significant resources into education to address two significant challenges: the rising need for talent in STEM careers (science, technology, engineering and mathematics) and the more general “skills gap” whereby increasing numbers of graduating students are not fully equipped to enter the world of work.

The current emphasis on STEM expertise reflects the prominence of these areas in the 21st-century economy. According to Dr. Mel Schiavelli, former president of Harrisburg University of Science and Technology in Pennsylvania, the number of students receiving bachelor’s degrees in the natural sciences in India, China, South Korea, and Japan has more than doubled since 1975; the number earning engineering degrees has quadrupled. “STEM is now, and will increasingly be, the universal languages of the global marketplace. The nations that invest heavily in STEM education, research, and the development of a skilled STEM workforce will enjoy leadership positions.”¹¹

Entrepreneurship skills and the entrepreneurial mindset will allow STEM innovators to move into the marketplace more quickly and create jobs faster. The growing number of biotechnology and information technology start-ups is a testament to the power of STEM expertise backed up with innovative and opportunistic business thinking. A recent report from Ernst & Young includes recommendations

“The developed-world employment problem is particularly acute for the young: the number of entry-level jobs that secondary school graduates depended on to start their careers has dropped. Levels of youth unemployment in the U.K. and U.S. are much higher than the broader national average in each case.”

“TOWARDS A MORE INCLUSIVE CAPITALISM,” THE HENRY JACKSON INITIATIVE, 2012.

10. “Educating the Next Wave of Entrepreneurs,” World Economic Forum, 2009, p. 15.

11. “STEM Education Benefits All,” Dr. Mel Schiavelli, September 25, 2008.

for G20 governments: “Too often, entrepreneurship education and training is viewed as a subdiscipline of business studies. This means that potential entrepreneurs in other fields, such as science and technology, are sometimes not being reached. Therefore, the targeted education and training needs to become associated with a wider range of disciplines.”¹²

Of course, not all young people will be interested in or inclined to pursue STEM careers. And planning for an economy consisting solely of a STEM workforce would build in vulnerability to rapidly changing conditions. For those young people more naturally skilled in areas such as team-building, decision-making, market awareness or leadership, entrepreneurial education presents a larger frame of reference to consider how to expand and apply one’s talents in the marketplace.

In the area of job skills more broadly, the size of the skill gap has been widely reported. In 2012, the European business collective BusinessEurope pointed out that skill intensive jobs are on the rise: “Almost 90% of the jobs that are expected to be created or become vacant by 2020 will require medium or high qualifications.” At the same time, with over 24 million Europeans unemployed, some 4 million jobs have not been filled because of “mismatch between the skills of the unemployed and the skills required.”¹³

Much of the skill gap can be attributed to the continued introduction of new technologies and processes in almost every industry, and more than ever 21st-century workers are going to need to be lifelong learners. But increasingly, businesses are looking for workers with both technical expertise and the ability to “think like an owner” (see “The Bigger Issue”).

This ability to change focus between daily job tasks and big-picture business needs is embedded in the entrepreneurial mindset. Entrepreneurship education will set the stage for young workers to know both what to do and why it matters—and how to quickly adapt and change tack when business conditions demand it. The risk of obsolescence in the job one holds or the business one owns falls off significantly for those who know how to re-learn and re-create at every stage of their career path.



THE BIGGER ISSUE

I was recently in a roundtable session with a number of executives of global corporations, one of which provides hospitality services worldwide. That company’s CEO said that, at present, their biggest problem was finding entry-level employees equipped with the necessary “habits of work” needed to support the business: taking ownership of job responsibilities and performing them with quality, being flexible to meet emerging problems, and doing it all reliably and consistently.

But an even bigger issue was educating these new workers in understanding how to be part of a bigger enterprise: looking at their individual portfolios and daily tasks and tying them to the goals of the wider organization. The daily skills could be taught, but it was not as easy to train in the area of grasping a wider perspective. Several heads nodded in agreement around the room.

I heard a similar need expressed in a very different context. Policymakers in Allegheny County, Pennsylvania, were discussing the impact of the loss of large corporations in the greater Pittsburgh area. They had just completed a study showing that the majority of displaced workers would find a new career path in businesses of 30 or fewer employees — businesses without the same robust array of departments such as HR, procurement or IT that these workers had relied on for support in the past. They would now need a sense of the whole business in all of its functions for their individual contributions to drive that business forward productively.

In both cases, the wider perspective is another way of describing the entrepreneurial mindset. It’s clearer to me all the time that the entrepreneurial mindset is a fundamental tool for workers in the next economy, in any and all sizes and situations of business activity.

— AMY ROSEN, PRESIDENT AND CEO,
NETWORK FOR TEACHING
ENTREPRENEURSHIP

12. “Entrepreneurs speak out; A call to action for G20 governments,” Ernst & Young, 2011, p. 8.

13. “Educate for Employment,” BusinessEurope European Business Summit, 2012, p. 2.

TRANSFORMATION: BUILDING THE ENTREPRENEURIAL MINDSET IN STUDENTS

“The United States, for a quarter-century, has been engaged in the most intensive effort in history to improve public education... hundreds of billions of dollars have been spent on school reforms. Yet, despite this extraordinary effort, schools are not much better today than they were when we started.”

– Ronald A. Wolk, *Wasting Minds*, 2011

“Mainstream pedagogy will have to change, leading to the hands-on, project-based, multidisciplinary, non-linear approaches that entrepreneurship education requires. We need to move towards these higher-order thinking skills for all young people.”

– “Educating the Next Wave of Entrepreneurs,” World Economic Forum

Preparing youth to squarely face the new global economy will mean nurturing them to think differently; to acquire perspectives and habits they will need to succeed academically, personally and professionally; and to be economically competitive locally and globally. Whether they own a business or work for one, they will need to acquire an entrepreneurial mindset.

An entrepreneurial mindset encompasses a set of related attitudes, knowledge and skills that is more than a set of ideas; it is learning to act the way an entrepreneur acts. The skills are concrete, learnable and practicable; they demonstrate the overlap between an entrepreneurial mindset and the fundamental elements of an engaged, productive life:

- Creativity and innovation
- Critical thinking and problem solving
- Communication / collaboration / social and cross-cultural skills
- Information, media and technology literacy
- Flexibility and adaptability
- Initiative and self-direction
- Productivity and accountability
- Leadership and responsibility
- Goals / results / future orientation
- Opportunity focus
- Drive and persistence through failure
- Comfort with risk
- Lifelong learning

Working to build capacity in skills such as these has a number of distinct advantages. First, the skills have the virtue of being flexible to cultural settings and portable to different market circumstances. The underlying approach embraces both individual and group/community action, as well as both learning and proactivity, dimensions that are common to marketplace participation anywhere. With a focus on the entrepreneurial mindset, it becomes possible to have an impact on youth in the slums of India or within the ivy-covered walls of Exeter. These skills support an essential cycle of reassessment in a changing world, whether a young person is responding to the demand for a fast scale-up or figuring out a response to flattened economic conditions.

Moreover, a focus on these skills will allow us to reach students earlier. They are skills that are developmentally natural and engaging to young minds that tend to be more open and less risk averse in exploring new ideas. Bringing these ideas to youth unleashes the natural ability to think and act like an entrepreneur. Put another way, current educational systems with an emphasis on conformity and a sole reliance on age-based academic standards are at risk of teaching the entrepreneurial instinct out of students rather than supporting their drive to explore and initiate.

Reaching younger students through a focus on action is also critical for populations that can become dangerously disengaged from more rote types of learning, leading to dropping out or other self-sabotage that limits options later on. Entrepreneurship education delivers powerful rewards for students who stay the course through primary, secondary and college-level education.

Skill areas such as these do not—and do not need to—supplant traditional elementary and secondary educational content. In fact, these skills wrap around and extend the impact of core curriculum content, and core school processes in turn support skills development as well as traditional coursework.

To be done effectively, entrepreneurship education depends upon a style of learning that looks fundamentally different. Classrooms become labs for self-exploration, team collaboration and shared instruction, with educators and business people as coaches and resources. The lines between in-class and out-of-class learning are broken down. The room both hosts the real world and also becomes the real world itself, showing young people how to engage the world differently and treat it as their learning lab.



The Network for Teaching Entrepreneurship has identified specific dimensions of the learning environment that are necessary for effective entrepreneurship education—and ways instructors and school systems can take them to the next level:

ENHANCED PROJECT-BASED LEARNING: case studies, experiential activities, use of the business plan to organize learning. *These should be delivered digitally wherever possible and further integrated with core curricula.*

REAL-TIME COLLABORATION: online space for collaboration, communication, network-building. *Move this intra-class function to one that links to other schools, other teachers and global relationships.*

DEEPER VOLUNTEER ENGAGEMENT: involvement by real-world entrepreneurs, businesspeople and executives. *Build this out to include webinars or interactive digital delivery of cutting-edge business builders globally.*

DIGITAL TOOLS AND CURRICULUM: independent instruction; blended learning; mix of text-based, video lessons, exercises. *Ensure full digital access for all participants, both in and outside of classroom environments.*

TEACHER SUPPORT AND DEVELOPMENT; networked collaboration, shared lesson plans, feedback forums. *Aim for greater cost- and outcome-effectiveness through cloud-based tools and collaboration platforms.*

“Entrepreneurship is a life idea, not a strictly business one; a global idea, not a strictly American one.”

– REID HOFFMAN, CO-FOUNDER AND CHAIRMAN, LINKEDIN, FROM *THE START-UP OF YOU*

Running throughout the enhancement of entrepreneurship education is a wholesale commitment to the digital environment. Increasing the breadth of digital creation and delivery achieves two important goals. The first is allowing delivery channels and content to be updated and scaled effectively and inexpensively, in line with current trends in cloud computing. The second is growing students’ access to the virtual marketplace itself where they can take concrete steps to actually build a business.

The emphasis on digital delivery is in line with wider educational trends. Noting similar shifts in other countries, U.S. Education Secretary Arne Duncan in 2012 issued a call that “over the next few years, textbooks should be obsolete.”¹⁴

14. “Education chief wants textbooks to become obsolete,” Foxnews.com, October 2, 2012.

As part of the Project RED report, “The Technology Factor,” researchers asked teachers in nearly a thousand schools about the impact of technology in classes aiming for a 1:1 student-computer ratio:

- 46% of respondents reported that teachers spent more time at least daily on individualized and small-group instruction than on teacher-centered lecturing; 33% reported weekly.
- 63% of respondents said that students used a wide range of digital resources for learning, courseware, and collaboration daily or weekly.
- 57% of respondents reported that students were engaged in problem-based real-world learning activities daily or weekly.
- 55% of respondents reported that students directed their own learning daily or weekly by identifying research topics, resources, and presentation of findings.

For students, digital delivery of information and exploration also create a more immersive experience through the option of live participation in the real-world marketplace. Students no longer have to graduate to actually perform key aspects of entrepreneurship: collaborate in teams, float product ideas, monitor the competition, crowd-source business strategies and funding, conduct e-commerce, and build a customer base.

Transforming the classroom environment has a powerful effect. A student who acquires and practices the entrepreneurial mindset in such a setting develops the confidence to enter the marketplace as an actor who can make change rather than as a spectator waiting for opportunity.

THE GLOBAL PROMISE

The promise of widespread entrepreneurship education is that local actions roll up to global rewards. Individuals and school systems practicing entrepreneurship education anywhere have common cause with those doing it everywhere: a de facto network for change. With some of the above-noted virtual collaboration tools in place, both students and instructors have the power to link together and extend their influence across national boundaries—in the same way, for example, that individual exchange students are able to make an impact on both their home and host communities.

Practitioners can also embed a global perspective through specific actions taken locally: through introductions to new relationships internationally, through sharing of practices, and through explicit learning elements that elevate the issues of globalization.



THE MINDSET OF THE REST OF US: A GLOBAL CALL TO ACTION

In a 2001 study at the high-school level, NFTE students' interest in attending college increased 32 percent, as compared to a 17 percent decrease in non-NFTE, control group students. In addition, occupational aspirations among NFTE students increased by 44 percent, as compared to a 10 percent increase among non-NFTE students.

Reversing the trend of youth unemployment will require many hands, lifting together. Starting from a rich base of successes in schools and valuable case studies, we can now respond to four key mandates necessary to move entrepreneurial education globally to a greater level of effectiveness:

- **Build sustainable capacity.** Train a minimum of 50,000 leaders in the schools by 2015. Educators should be equipped to use the range of tools of entrepreneurship education appropriate for their setting. They should also be influential in their educational systems, an army of leaders helping their colleagues and administration teams understand the significant collateral value of developing the entrepreneurial mindset in students. Ideally, the curriculum should reach youth ages 11 and older and in all cases before completion of secondary education; reaching these earlier grades will require more teachers to be trained.
- **Lead the creation of a digital learning environment to ignite work.** Technology companies and centers should partner with global organizations to create widely accessible platforms for students. Enhanced technology supports real-time exploration of the business world by students and also provides opportunities to reach youth outside the school setting.
- **Mobilize a corps of volunteers.** The visibility of business professionals is critical to the success of entrepreneurship education, especially for students who historically have had less access to role models. Those professionals should continually refresh their ranks with younger businesspeople who themselves have benefitted from entrepreneurship education. Volunteers should also remember that stories of their real-world failures can be as powerful as describing models of success—sometimes more powerful.

“The president should also vow to bring the Network for Teaching Entrepreneurship, or NFTE, to every low-income neighborhood in America. NFTE works with middle- and high-school teachers to help them teach entrepreneurship. The centerpiece of its program is a national contest for startups with 24,000 kids participating.”

– THOMAS L. FRIEDMAN,
SYNDICATED COLUMNIST

- **Create a call to action to increase adoption and integration of entrepreneurship education into schools' core curriculum.** The voices of many stakeholders in educational systems will need to drive this: governments, NGOs, school boards, families, and voters. However, businesses and entrepreneurs themselves should play a leading role because they are in the best position to illustrate the direct and tangible benefits of such realignment.

Now is the time to bring together the needs of youth today with educational opportunities that will fit them for tomorrow's economy. The appetite for collaboration across public and private sectors, educational and commercial enterprises, is only growing; and the value of building an entrepreneurial mindset uniquely aligns the concerns of all stakeholders. The demands of the global economy are ready to be brought through the front doors of our schools and into the lives of youth everywhere.



PUTTING IT TOGETHER: STORIES FROM THE FIELD

STEPHANIE FOXWORTH, AKRON: OPTIONS

Since she was a little girl, Stephanie Foxworth has dreamed of owning multiple businesses. One of her most ambitious plans involved building an amusement park. When that proved a bit beyond the parameters of the Entrepreneurship BizCamp she was attending through Youth Opportunities Unlimited, she focused on one component of it: making and selling chocolate-covered apples.

"I want to remind customers how important it is to seek out joyous moments while living life," says Stephanie. "I feel I need to provide the world with an arrangement of fun, since I didn't have too much fun in my adolescent years. Too many vendors sell items that generate profit but fail to meet the customer's health needs. Elaborate Dips adds fun to nutrition."

Stephanie's life has been filled with challenges. When her mother was diagnosed with schizophrenia, Stephanie had to learn to take care of herself. She found it difficult to succeed in school, because she was preoccupied with trying to make money for food and clothing. Now a mother herself, Stephanie is determined to set a strong example for her son.

Stephanie's customers have been thrilled with her chocolate-covered fruit, and her family is completely supportive of her endeavors. Stephanie was named the NFTE Northeast Ohio Young Entrepreneur of the Year for 2012. An added benefit of entrepreneurship is that **she can make money from home, while being a full time student** at the University of Akron.

"My life before was full of empty dreams and aspirations. After my NFTE experience, my dreams became goals and my fantasies became reality."



STEPHANIE FOXWORTH
ELABORATE DIPS
AKRON, OHIO

PINGXIN DONG, CHANGZHOU: CONFIDENCE

As a result of a childhood fever, PingXin Dong was left with cerebral palsy that bent one of his legs and impaired his gait. He was self-conscious throughout his childhood, especially as the object of bullying by other children.

His self-image began to turn around with an entrepreneurship class held by the Bright China Foundation. Balancing his studies with his entrepreneurial aspirations, PingXin founded an online shop, Xin Peng Workshop, that sells clothes, hats, shoes, bags, cosmetics and eyewear to college age-consumers. **Building his own business has built up PingXin's confidence.**

His first venture was successful enough for him to open a second shop on the popular e-commerce platform Taobao.com; the next year, PingXin opened a bricks-and-mortar store on the third floor of a mall, integrating online sales with walk-in business. He also sells products on seven university campuses.

In addition to being a businessman, the 21-year-old studies optometry and ophthalmology at Changzhou Health College in Changzhou, near China's eastern coast. "The most precious wealth I own is the knowledge that persistence and practice lead to the biggest success," he says.



PINGXIN DONG
XIN PENG WORKSHOP
CHANGZHOU, CHINA

ANDRES CARDONA, MIAMI: PROBLEM-OPPORTUNITIES

Andres Cardona excels at basketball. Unfortunately, his community offers few basketball leagues for young athletes, and personal training is too expensive for most families. With such limited options for kids to hone their basketball skills, Andres decided it was up to him to provide an affordable, quality alternative.

“The difference between my business and that of my competitors is that we don’t just ‘coach,’ we focus on our athletes individually,” says Andres. “We give every single client our undivided attention, which allows us to build long-lasting relationships that extend beyond the basketball court.”

Andres recognizes a direct correlation between the discipline that is necessary on the court and the work ethic that informs academic success. “I explain to clients that having athletic talent is not enough to be successful; they must strive to attend college,” says the Florida International University freshman. “With the acceptance of academics, they step in through the doors of infinite opportunity.”

About the time he started the NFTE course, Andres’s mother lost her job. Though she never asked him for help, he knew she needed it. **When he couldn’t find a job either, he decided to create one.** He took a personal inventory of his knowledge, strengths, weaknesses, and experience, and ultimately saw the wisdom in following his passion. “I came to the conclusion that I should only launch a business where I knew I was going to love what I was doing, regardless of its profitability or demanding work hours.”

Andres has found that being an entrepreneur helps take fear out of his train of thought. “It allows you to voice opinions even when they are unpopular ones. Thinking like an entrepreneur helps you see problems for what they truly are: opportunities.”



ANDRES CARDONA
SOUTH MIAMI BASKETBALL ACADEMY
MIAMI, FLORIDA

GALIT TASSI AND DVIR DVIDOVICH, ISRAEL: EMPOWERMENT

As the world becomes more environmentally aware, consumers are growing more dependent on reusable water bottles. For those who want flavored water, however, the options are still limited to commercially packaged beverages. That’s where Juicy comes in, the innovative brainchild of Galit Tassi and Dvir Dvidovich.

Juicy is a series of tops that screw on to different types of water bottles, with a built in filter that flavors the water as you drink. This keeps the water free of any one taste and allows you to keep changing the top and the flavor, thus avoiding the need to buy multiple bottles of flavored water. Juicy is easy to carry, user-friendly, refreshing, healthy—and recyclable.

For Galit, entrepreneurship education made up for some of the disadvantages of growing up in Ramla, a small city on the periphery of Tel Aviv. She believes it has something to offer everyone. **“You can express yourself no matter who you are,** because NFTE empowers you,” she asserts.

Future plans include establishing partnerships with Israel’s bottled drink companies, and marketing Juicy in supermarket chains and health clubs. Both Galit and Dvir hope to attend Tel Aviv University. Galit would like to work in either journalism or international relations, while Dvir envisions his future managing Juicy, the company they built together through Ashalim, NFTE’s partner in Israel.



GALIT TASSI AND DVIR DVIDOVICH
JUICY
RAMLA, ISRAEL

NETWORK FOR TEACHING ENTREPRENEURSHIP



In 1982, after getting mugged by teenagers who took \$10 from him, Steve Mariotti realized he had to help at-risk youth find a better way.

Having been both a Ford Motor Company finance analyst and an import/export entrepreneur, Steve made a significant career change and became a special education/business teacher in the New York City public school system. Teaching in neighborhoods such as Bedford-Stuyvesant in Brooklyn and Fort Apache in the South Bronx, Steve's greatest challenge was reaching his students and keeping them engaged in learning.

On a particularly frustrating day, Steve decided to teach to what he knew best: sales. When he started using that language by selling his watch to his class, the students were mesmerized. From this moment a unique insight was born: Entrepreneurship education connects learning to the real world and is particularly motivating for economically disadvantaged youth. In 1987, the Network for Teaching Entrepreneurship (NFTE) was formally launched by Steve to share this insight more widely.

Today, NFTE is the largest global nonprofit of its kind, using entrepreneurship to show how traditional school subjects like reading, writing and math connect to the real world and can lead students to a more productive and successful life. NFTE believes that providing access to the formal economy for at-risk young people through entrepreneurship is the best solution for global poverty.

For more than 25 years, NFTE has brought this message and program to nearly 500,000 young people around the world, nearly all of whom have created and presented a business plan for an original idea. Through the process, these youth have been armed with the knowledge and tools needed to either start a business or better participate in the formal economy through the valuable and relevant workplace skills they gain through the program.

NFTE currently has programs across the U.S. and in Belgium, Chile, China, Colombia, Germany, India, Ireland, Israel, New Zealand and Saudi Arabia, with Mexico starting up this year. Worldwide, NFTE has trained 5,000 teachers who continue to bring the fundamentals of entrepreneurship to youth each and every day.

The overarching goal for our next five years is to have reached 1,000,000 at-risk young people, an addition of 500,000 young people served in just five more years. To do this, we are modernizing the program to better reflect the 21st-century, technology-enabled economy and the lean start-up culture of business creation today, using digital delivery methods that support dramatic scaling of the program.

With over 25 years of proven success, NFTE is committed to serving more at-risk young people as a strategy to alleviate global poverty as well as enabling all young people to support global economic growth through business creation and a prepared and skilled workforce.

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The Network for Teaching Entrepreneurship (NFTE) provides programs that inspire youth from low-income communities to stay in school, recognize business opportunities and plan for successful futures. To date, NFTE has worked with nearly 500,000 young people in programs across the U.S. and around the world.