



Third-Level Student Survey

Entrepreneurship Education/Teaching

April 2011



South-East
Regional Authority
Udaras Reigiunach
an Oir-Dheiscirt



Job No: 37310


Introduction


Project Background & Research Objectives

- The South-East Regional Authority is a partner in the EU INTERREG IVC part-funded project “Youth Entrepreneurship Strategies (YES)” and is collaborating with the Network of County and City Enterprise Boards (CEBs) to implement the project in Ireland.
- Research was required among third-level students to determine their attitudes towards and interest in entrepreneurship education/teaching and entrepreneurship in general.
- The specific research objectives were:
 - ✓ To establish the **current levels of entrepreneurship teaching** in the third-level education system.
 - ✓ To determine **satisfaction levels and impact** of entrepreneurship teaching.
 - ✓ To examine **future needs for and interest levels** in entrepreneurship teaching.
 - ✓ To examine the degree to which students have the **required skills and attitudes** to becoming entrepreneurs.
 - ✓ To measure **student interest** in becoming entrepreneurs and the **drivers, barriers and triggers** of entrepreneurship amongst students.
 - ✓ To clarify student **perceptions of entrepreneurship**.

Methodology

- Quantitative research was conducted with a representative sample of third-level students across the 28 third-level institutions in the Republic of Ireland.
- A **face-to-face methodology** was used where students were approached and interviewed in the institutions.
- To ensure a representative sample of third-level students, quotas were applied and data was weighted on **third-level institution, gender, year/level of study, field of study and enrolment type** in accordance with enrolment data from the Higher Education Authority.
- **600 interviews** were conducted between the **31st January – 25th February 2011**.
- The following notifications have been used throughout the report to highlight significant differences in student profile.

Significant higher than average 

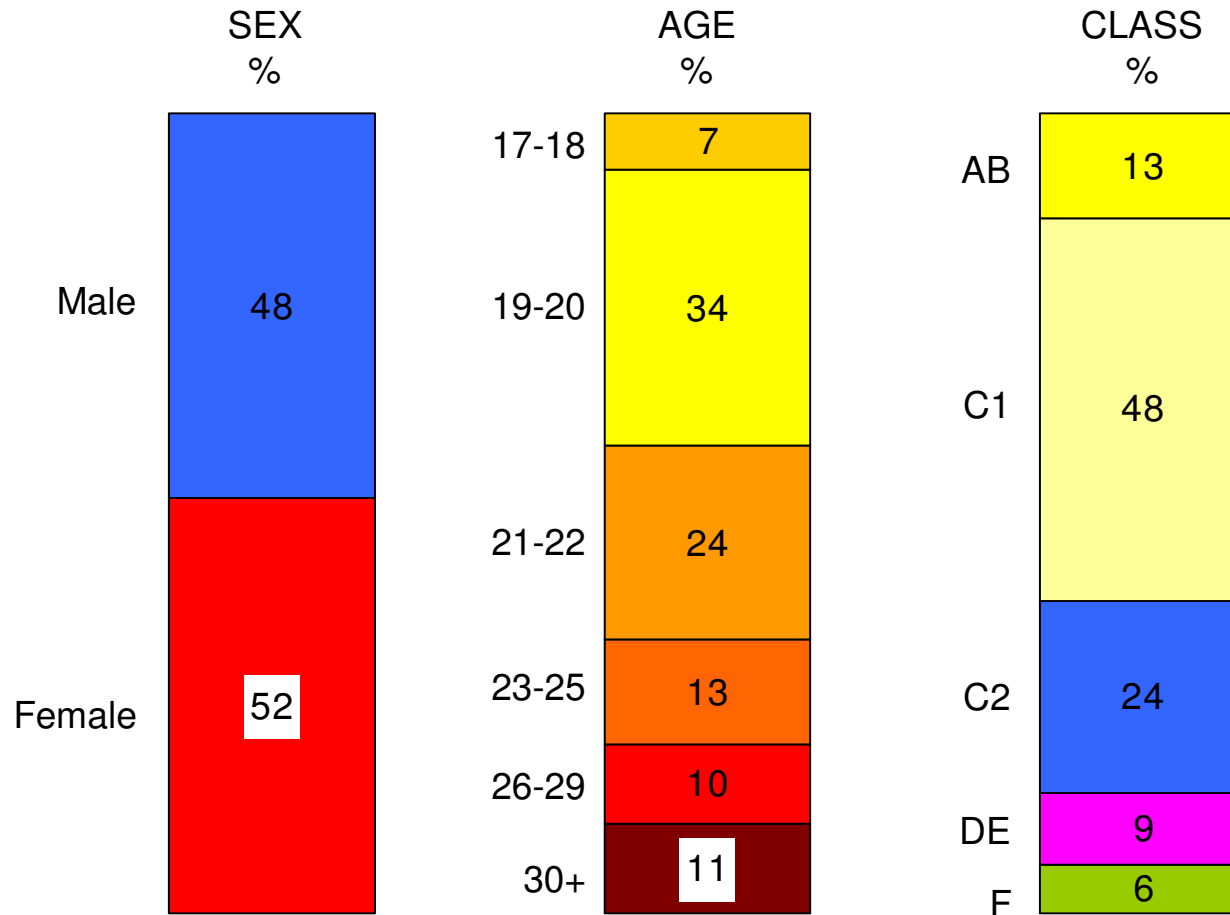
Significant lower than average 

Sample Profile



Profile Of Sample – Demographics

(Base: All Third-Level Students – 600)



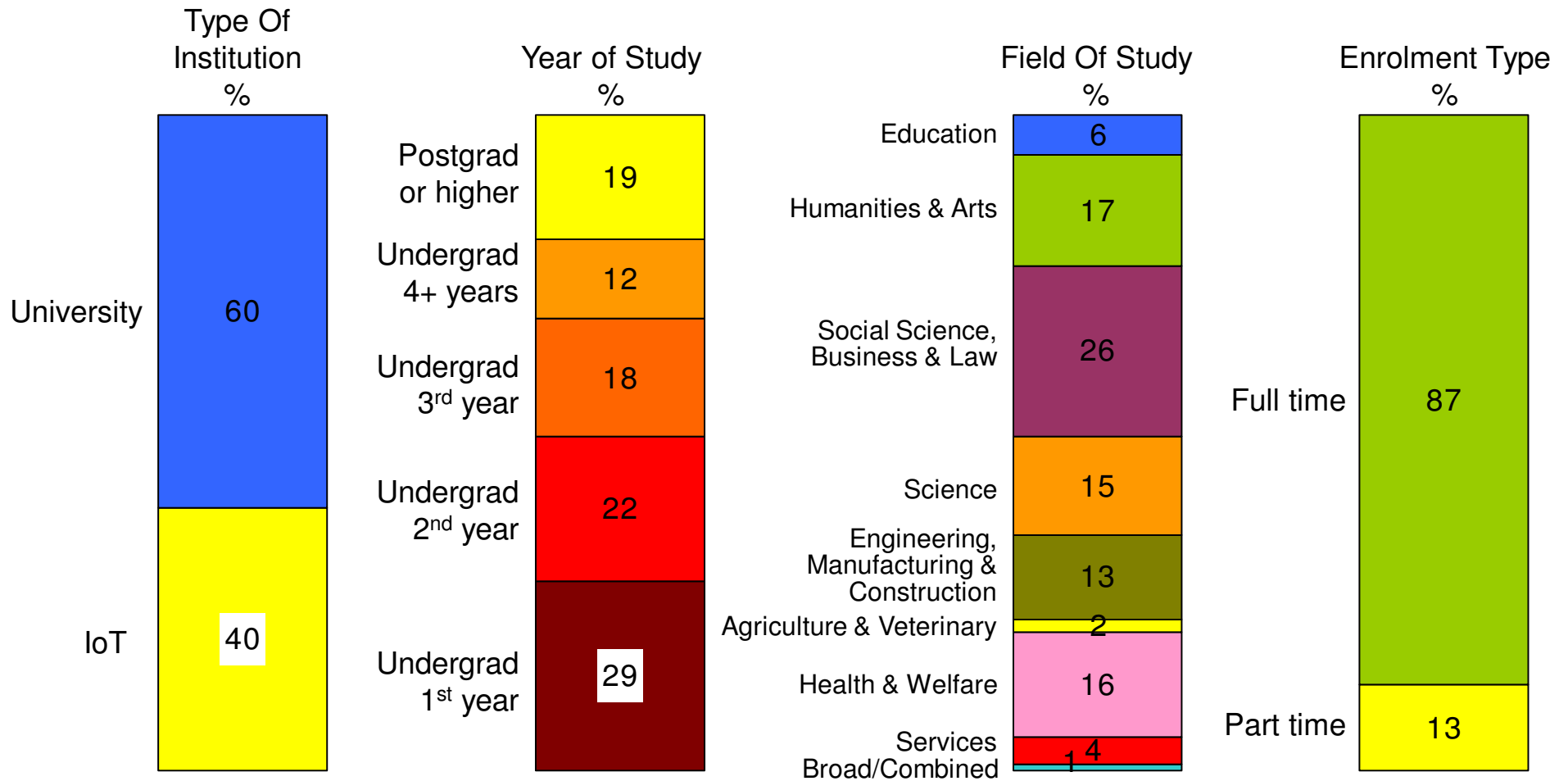
(AOS)





Profile Of Sample – Student Profile

(Base: All Third-Level Students – 600)



(AOS)





Profile Of Sample – Third Level Institution

(Base: All Third-Level Students – 600)

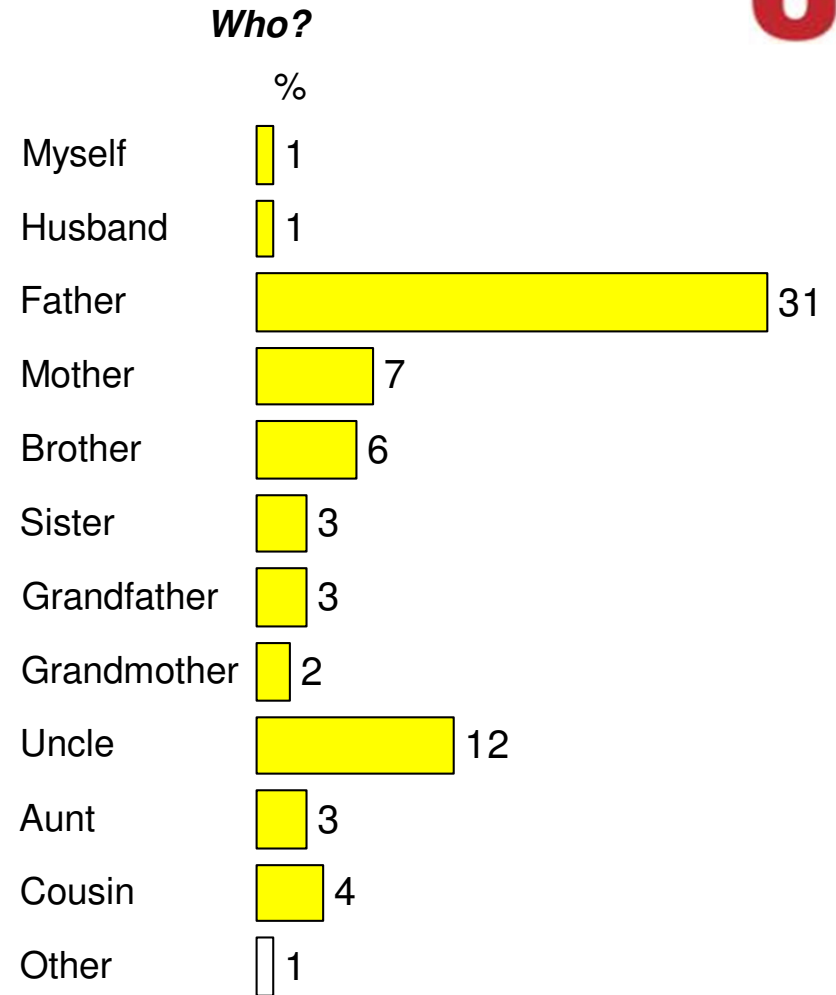
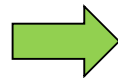
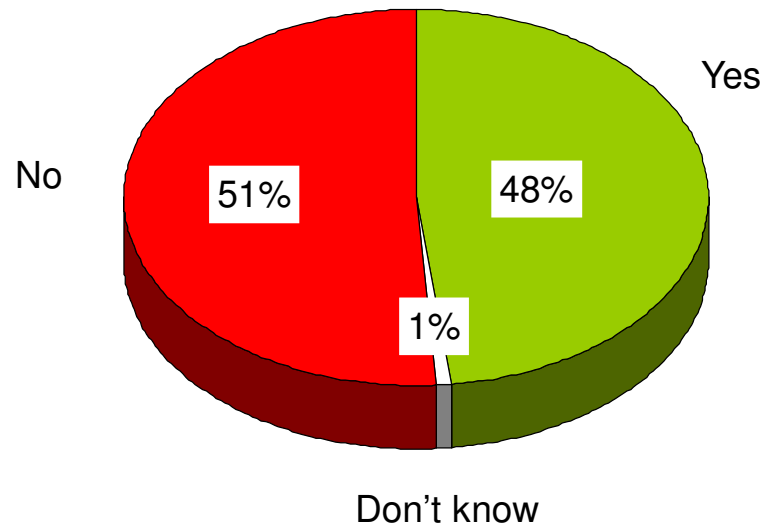
	%		%
University College Dublin	12.5	Athlone IT	2.4
University College Cork	9.0	Cork IT	4.9
National University of Ireland, Galway	8.5	Dublin Institute of Technology	8.1
Trinity College Dublin	8.6	Dun Laoghaire Institute of Arts, Design & Technology	1.2
National University of Ireland, Maynooth	4.2	Dundalk IT	2.4
Dublin City University	5.3	Galway-Mayo IT	3.4
University of Limerick	5.7	IT Blanchardstown	1.1
Mary Immaculate College	1.6	IT Carlow	2.3
St. Patricks College Drumcondra	1.4	IT Sligo	2.2
Mater Dei	0.4	IT Tallaght	2.1
National College of Art & Design	0.6	IT Tralee	1.4
Royal College of Surgeons in Ireland	1.5	Letterkenny IT	1.6
St. Angela's College	0.5	Limerick IT	2.6
		Tipperary Institute	0.4
		Waterford IT	4.1

(AOS)



Self-Employment Within Family?

(Base: All Third-Level Students – 600)



Almost half of the students have family members who are self-employed.

(Q.22)

Current Level of Entrepreneurial Teaching

Definition of Entrepreneurial Teaching

- To ensure that the students in the survey fully understood the concept of ‘entrepreneurial teaching’, they were shown the following definition prior to being asked whether they have had entrepreneurial teaching:

“Fostering within the education system the attitudes and skills of young people to self-employment by developing personal qualities – such as creativity, responsibility, risk-taking, problem-solving, team-working – and relevant business competences on how to create and run an enterprise.”

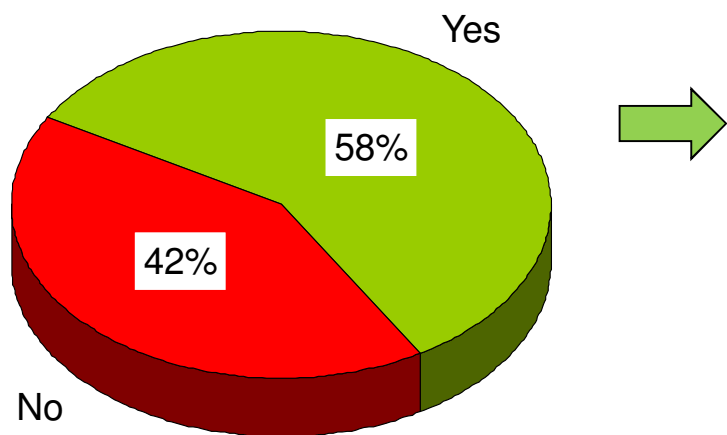
Examples of topics are shown on this showcard.

Entrepreneurial teaching can take several forms – ranging from dedicated modules/classes about entrepreneurship to simply being a minor part of another module/class”

- A showcard with various entrepreneurial topics were also shown to assist the students in determining whether they have had entrepreneurial teaching.

Incidence Of Having Had Entrepreneurial Teaching

(Base: All Third-Level Students – 600)



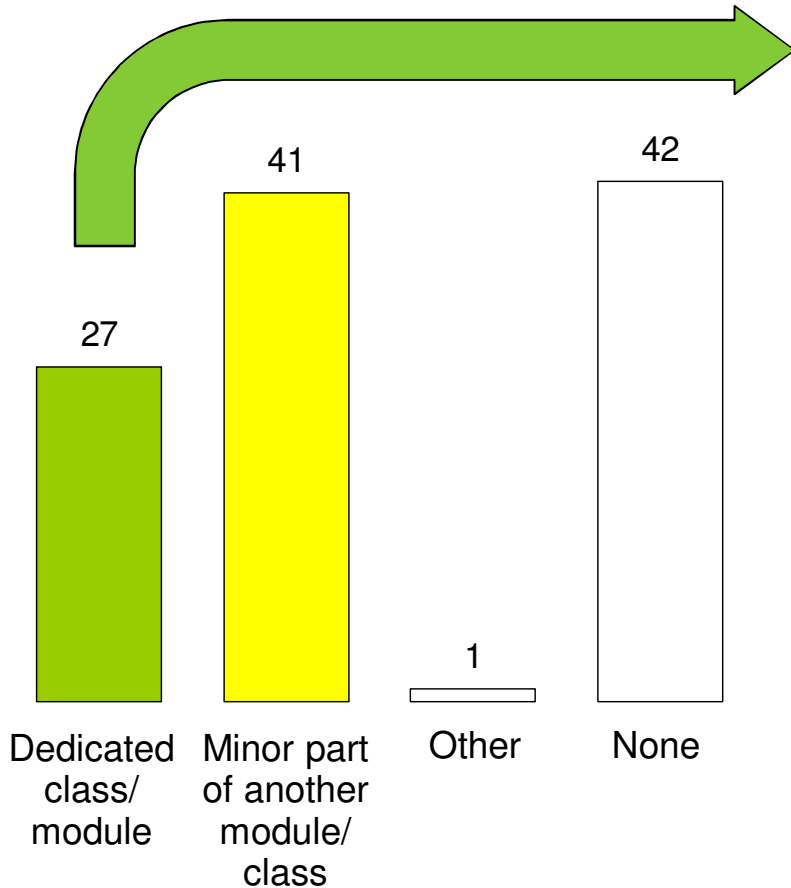
	% Yes	%
	TOTAL	58
Sex	Males	63
	Females	53
Social Class	ABC1F50+	60
	C2DEF50-	53
Self-Employment in Family	Self-employed in family	60
	No self-employment in family	56
Year Of Study	Undergrad 1 st year	46
	Undergrad 2 nd year	53
	Undergrad 3 rd year	59
	Undergrad 4+ years	75
	Postgrad or higher	70
Field Of Study	Social Science, Business & Law	83
	Humanities & Arts	47
	Health & Welfare	42
	Science	43
	Engineering, Manufacturing & Construction	62
Type of Institution	University	51
	IoT	67

Almost 3 in 5 students have had entrepreneurial teaching as part of their third-level education. Social Science, Business & Law students and males are more likely to have had entrepreneurial teaching, as are those further into their studies.

(Q.2/4/5)

Type of Entrepreneurial Teaching Received

(Base: All Third-Level Students – 600)



	% <i>Dedicated Class</i>	%
	TOTAL	27
Sex	Males	26
	Females	27
Social Class	ABC1F50+	29
	C2DEF50-	22
Self-Employment in Family	Self-employed in family	25
	No self-employment in family	29
Year Of Study	Undergrad 1 st year	15
	Undergrad 2 nd year	24
	Undergrad 3 rd year	25
	Undergrad 4+ years	37
	Postgrad or higher	44
Field Of Study	Social Science, Business & Law	50
	Humanities & Arts	20
	Health & Welfare	20
	Science	14
	Engineering, Manufacturing & Construction	18
Type of Institution	University	27
	IoT	24

More than 1 in 4 have had entrepreneurial teaching in the form of a dedicated class/module. This is most common among Social Science, Business & Law students

(Q.4/5)

(13)

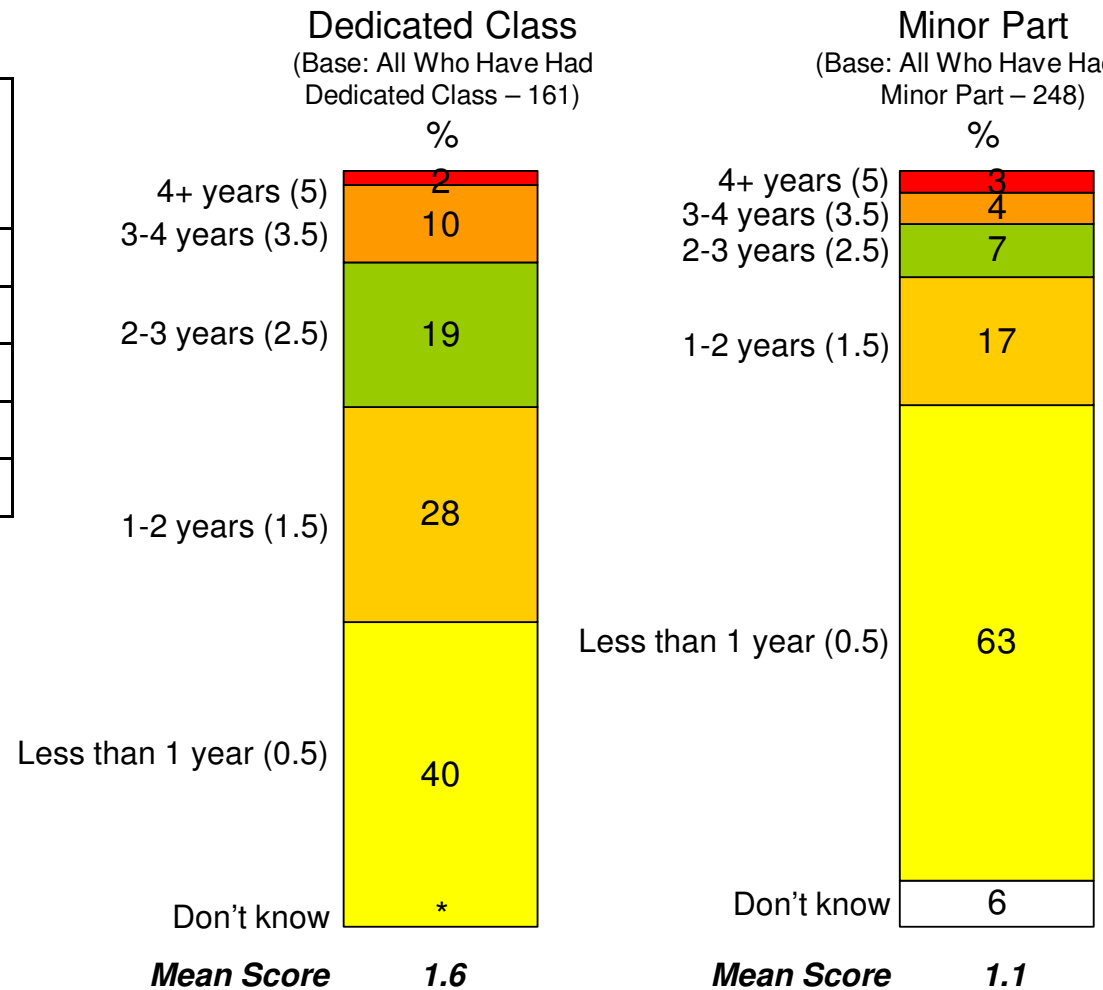




Amount Of Entrepreneurial Teaching Received

(Base: All Who Have Had Entrepreneurial Teaching)

	Profile of Sample Year of Study n = 600 %
Undergrad 1 st year	29
Undergrad 2 nd year	22
Undergrad 3 rd year	18
Undergrad 4+ years	12
Postgrad or higher	19



Of those students who had a dedicated entrepreneurship class, 3 in 5 have had this for more than a year.

(Q.6a/b)

(14)

Entrepreneurial Topics Taught

(Base: All Third-Level Students – 600)

Have Had
Entrepreneurial
Teaching
n = 346
%



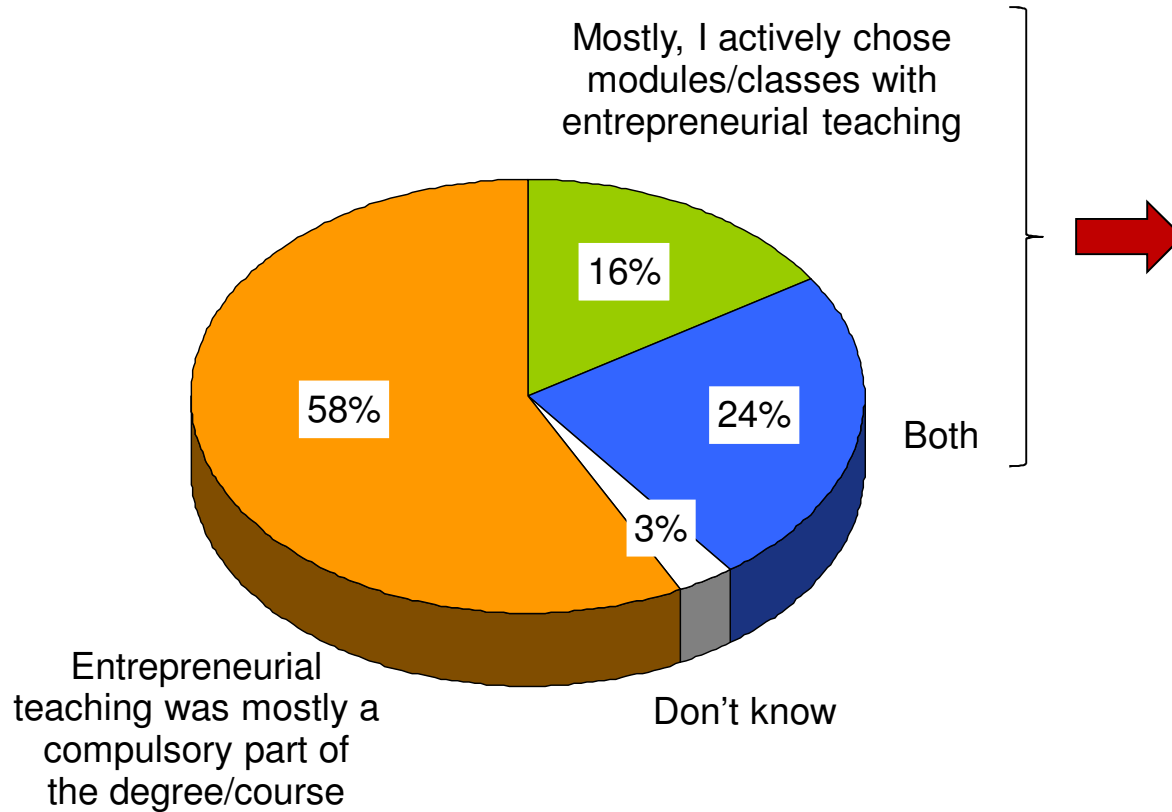
Idea generation and preparing the start-up are the most covered topics while risk management, managing intellectual property and how to turn ideas into a viable business are the least covered topics.

(Q.2)



Whether Teaching Was Compulsory or Actively Chosen

(Base: All Who Have Had Entrepreneurial Teaching – 346)



	% Have Actively Chosen Teaching	%
	TOTAL	40
Sex	Males	40
	Females	39
Social Class	ABC1F50+	44
	C2DEF50-	30
Year Of Study	Undergrad	40
	Postgrad or higher	39
Type of Institution	University	44
	IoT	34

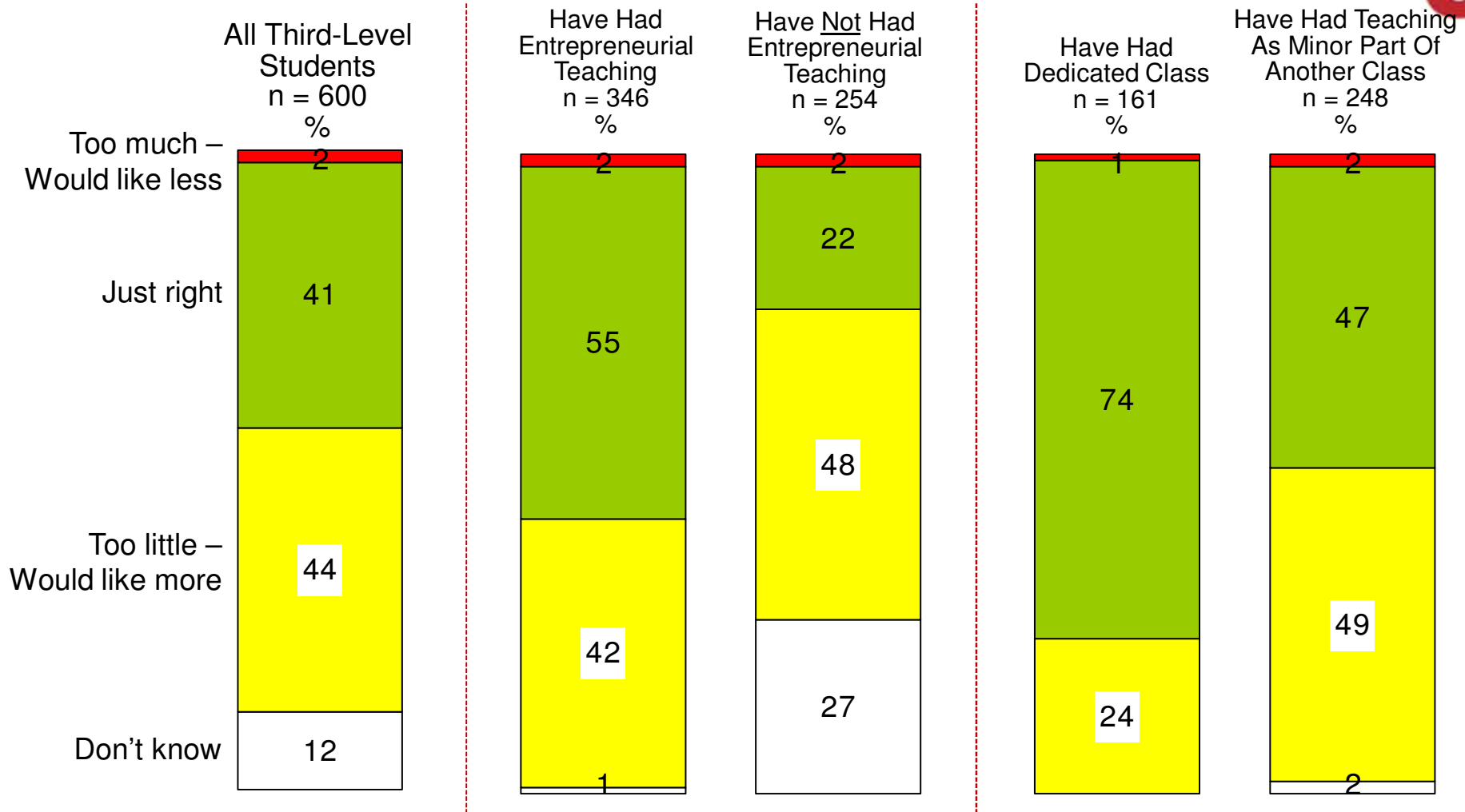
Of those students who have had entrepreneurial teaching, 2 in 5 have actively chosen this teaching. Higher social classes appear more likely than lower social classes to actively choosing entrepreneurial teaching.

(Q.7)

Satisfaction With Entrepreneurial Teaching

Satisfaction With Amount Of Entrepreneurial Teaching

(Base: All Third-Level Students)

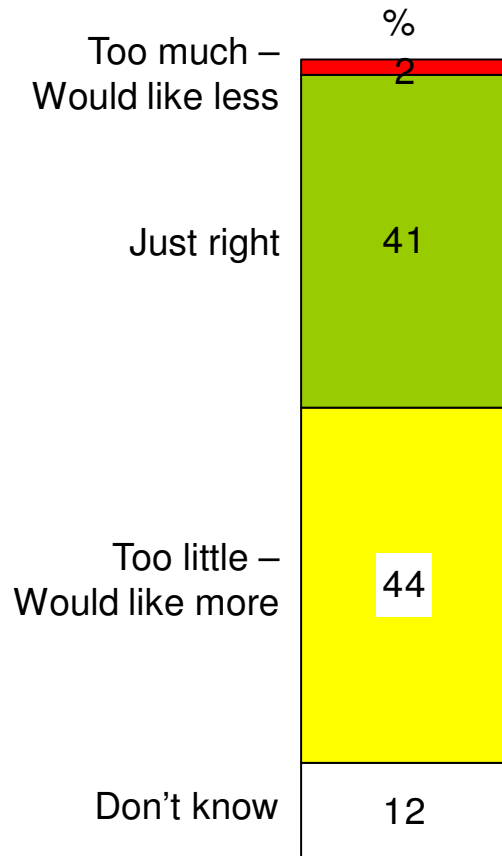


More than 2 in 5 feel there is too little entrepreneurial teaching in their third-level education. Students who have not had any entrepreneurial teaching are more likely to feel that there is too little entrepreneurial teaching.

(Q.14)

Satisfaction With Amount Of Entrepreneurial Teaching By Demographics

(Base: All Third-Level Students – 600)



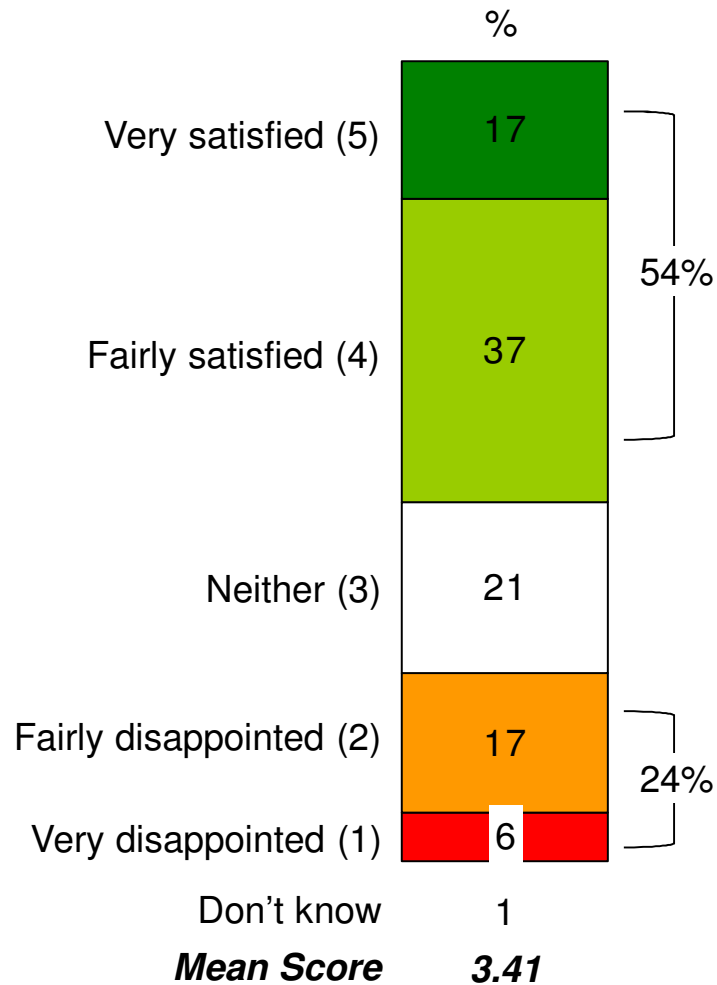
	% Too Little	%
	TOTAL	44
Sex	Males	49
	Females	40
Social Class	ABC1F50+	47
	C2DEF50-	40
Self-Employment in Family	Self-employed in family	49
	No self-employment in family	41
Year Of Study	Undergrad 1 st year	44
	Undergrad 2 nd year	42
	Undergrad 3 rd year	48
	Undergrad 4+ years	52
	Postgrad or higher	40
Field Of Study	Social Science, Business & Law	32
	Humanities & Arts	51
	Health & Welfare	39
	Science	41
	Engineering, Manufacturing & Construction	56
Type of Institution	University	46
	IoT	42

Males, those related to self-employed and students within engineering, manufacturing & construction are more likely to feel that there is too little entrepreneurial teaching.



Overall Satisfaction With Entrepreneurial Teaching So Far

(Base: All Who Have Had Entrepreneurial Teaching – 346)



		%
	TOTAL	54
Sex	Males	48
	Females	61
Social Class	ABC1F50+	56
	C2DEF50-	49
Year Of Study	Undergrad 1 st & 2 nd year	46
	Undergrad 3+ years	50
	Postgrad or higher	74
Type of Teaching	Dedicated Class	73
	Minor Part	46

More than half are satisfied overall with the teaching but almost 1 in 4 are dissatisfied. Females, postgraduates and those who have had a dedicated entrepreneurship class are more satisfied.

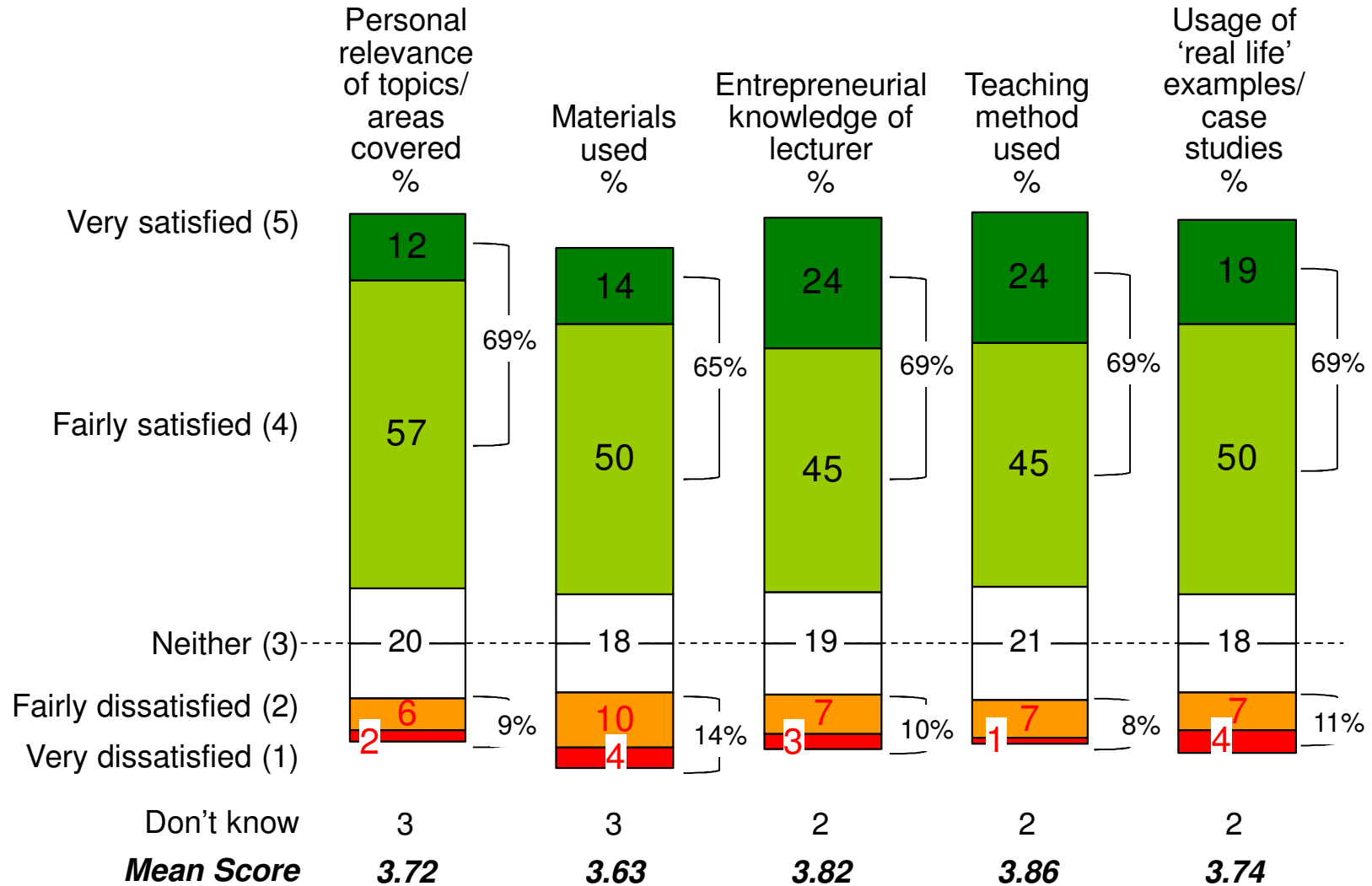
(Q.15)

Union (20)
Development Fund



Satisfaction With Different Areas of Entrepreneurial Teaching

(Base: All Who Have Had Entrepreneurial Teaching – 346)



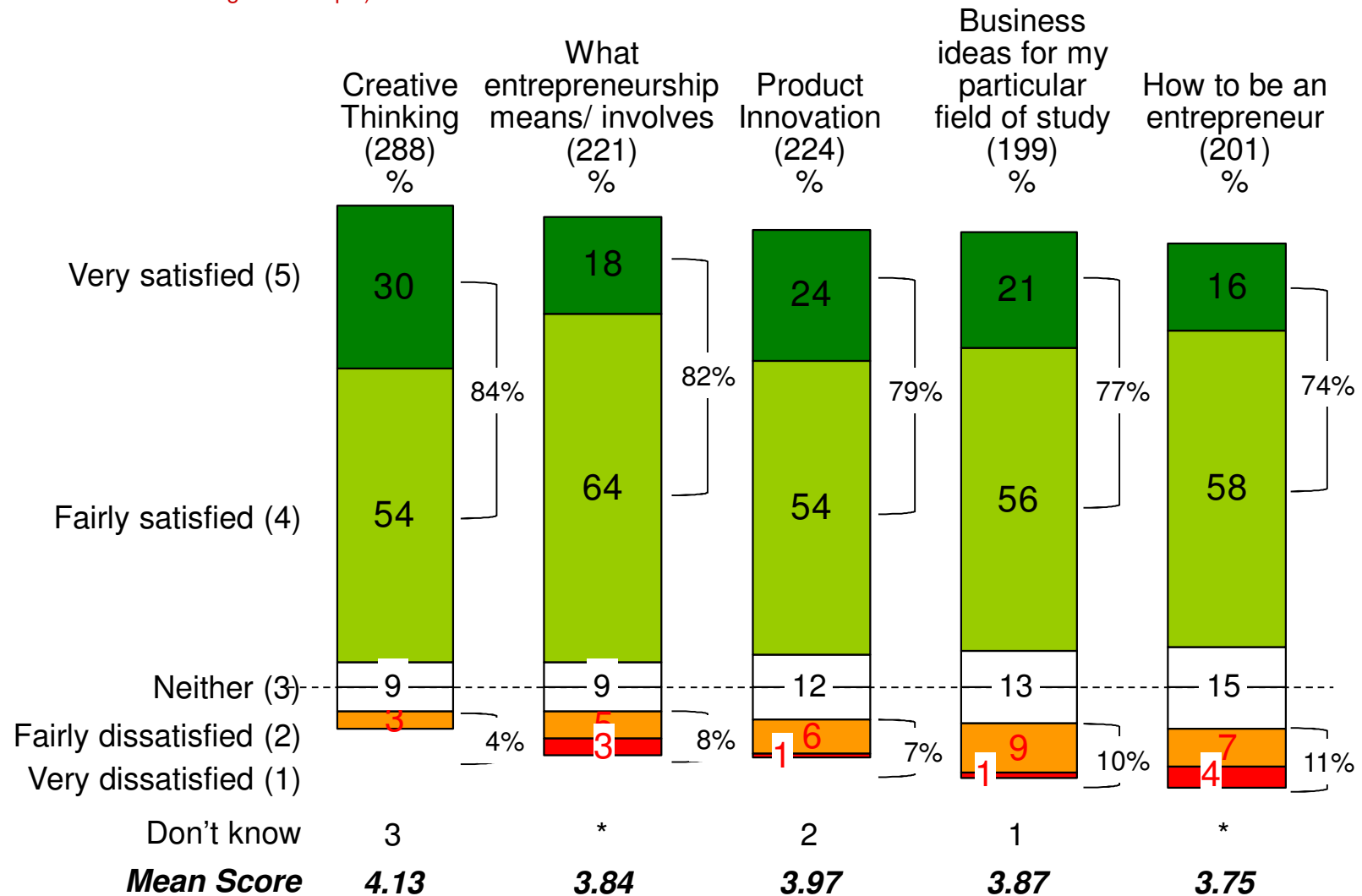
Satisfaction is high across most areas – suggesting that the level of dissatisfaction overall is due to the amount of teaching rather than the quality of teaching.

(Q.8)

(21)

Satisfaction With Teaching Of Specific Entrepreneurial Topics

(Base: All Who Have Been Taught The Topic)



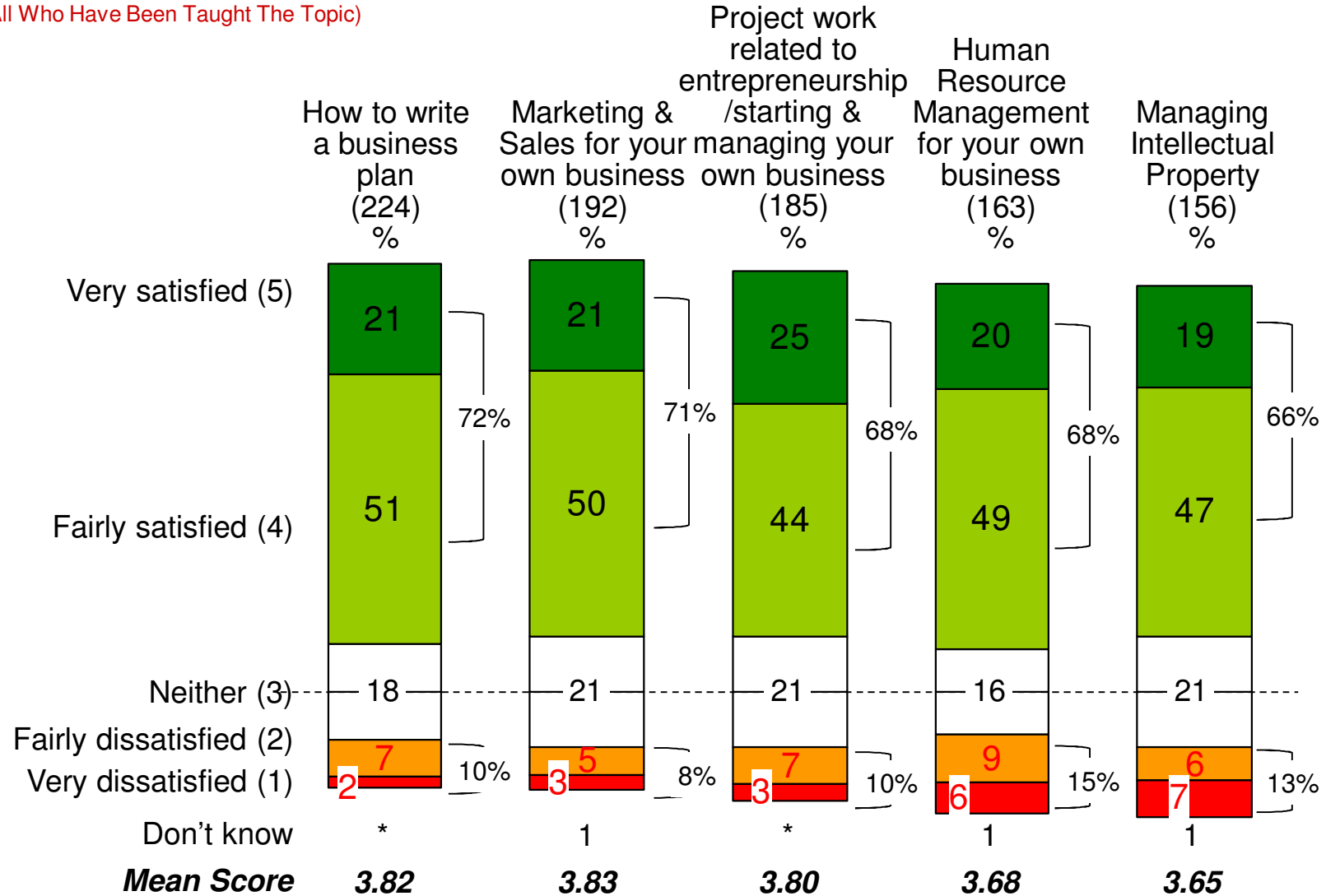
High satisfaction with teaching related to idea generation and how to be an entrepreneur.

(Q.3)

Satisfaction With Teaching Of Specific Entrepreneurial Topics



(Base: All Who Have Been Taught The Topic)



High satisfaction with how to write business plan, marketing/sales and project work but there is room for improvement for HRM and how to manage intellect property.

(Q.3)

(23)



an Oir-Dheisirt



Enterprise boards

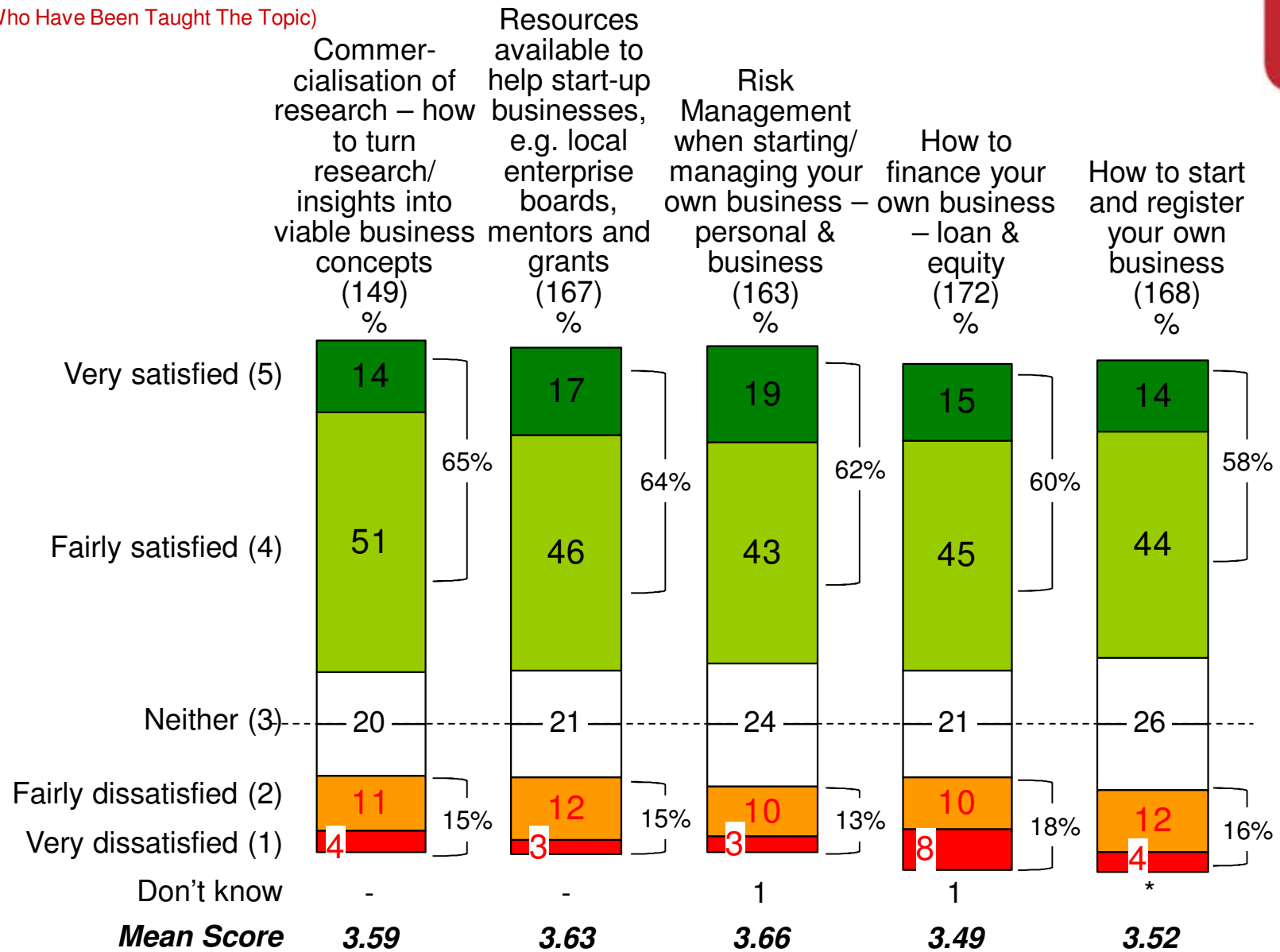


European Regional Development Fund

Satisfaction With Teaching Of Specific Entrepreneurial Topics



(Base: All Who Have Been Taught The Topic)



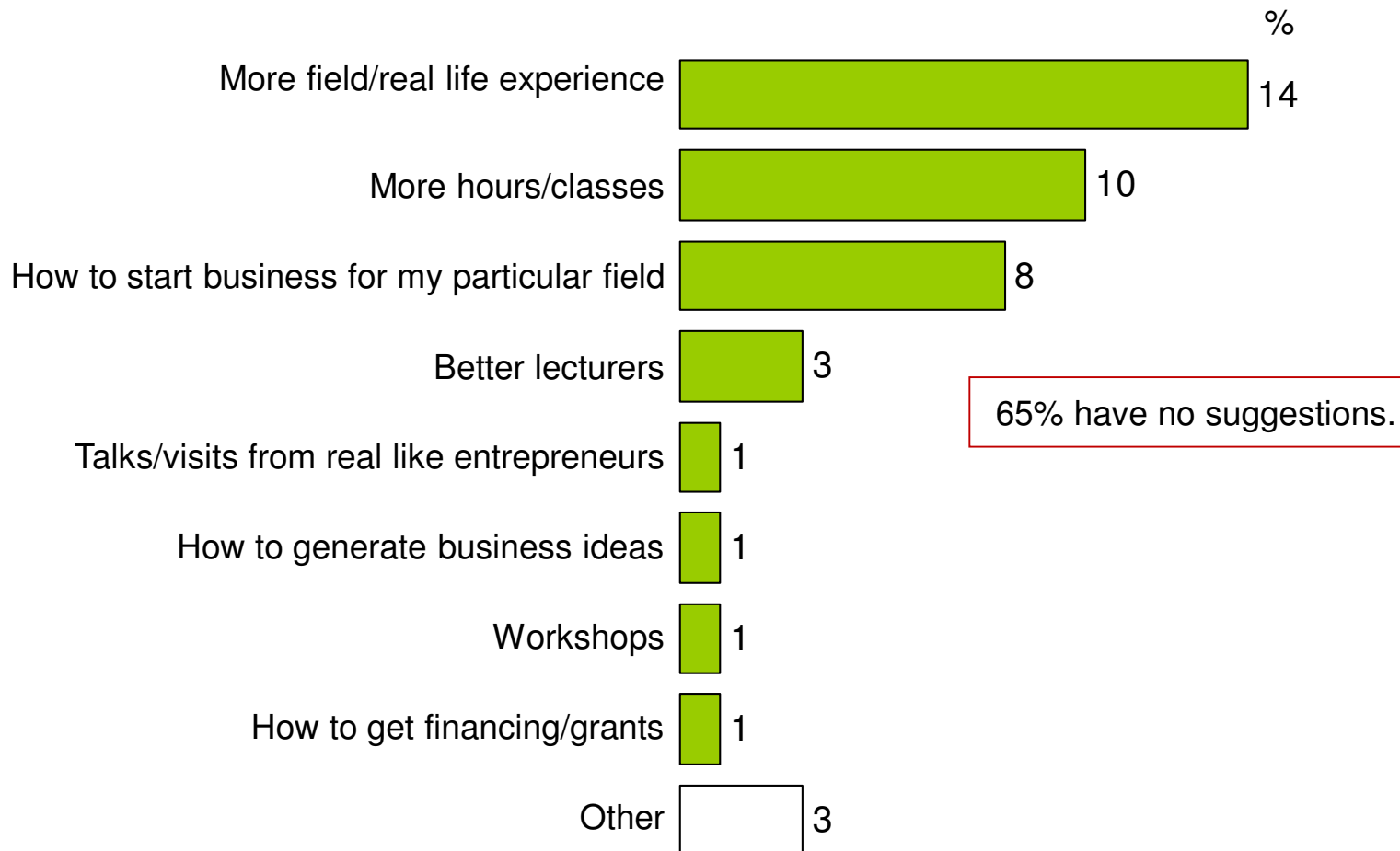
(Q.3)

The lowest satisfaction scores are recorded for commercialisation of research, start-up resources available, risk management, financing and how to register business.



Spontaneous Suggestions For Improvement – Entrepreneurial Teaching

(Base: All Third-Level Students – 600)



Most mentioned suggestions for improvement of entrepreneurial teaching are more experience from the ‘real world”, more hours/classes and specific information on how to start business for particular field of study. However, 2 in 3 have no suggestions for improvement.

(Q.16)

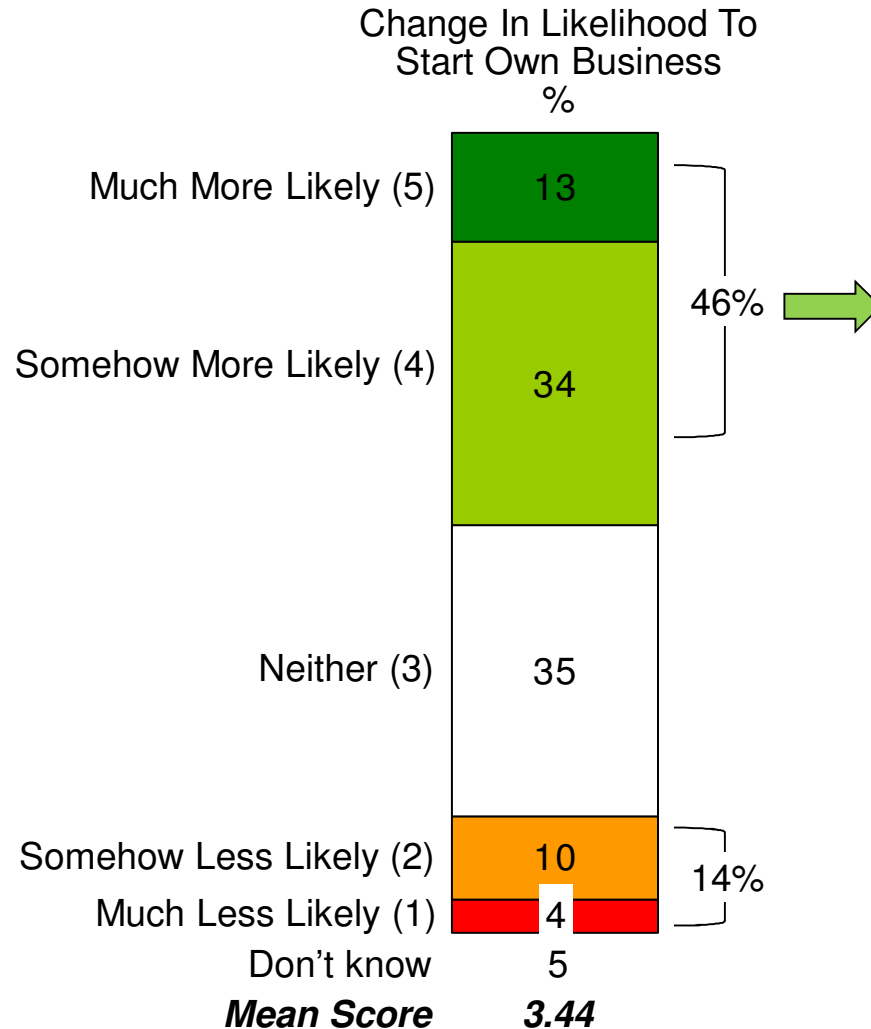
ion (25)
pment Fund

Impact of Entrepreneurial Teaching



Impact Of Entrepreneurial Teaching

(Base: All Who Have Had Entrepreneurial Teaching – 346)



	% Net More Likely	%
	TOTAL	46
Sex	Males	52
	Females	40
Year Of Study	Undergrad 1 st & 2 nd year	45
	Undergrad 3+ years	41
	Postgrad or higher	58
Type of Teaching	Dedicated Class	57
	Minor Part	41

Almost half of those who have had entrepreneurial teaching express that they are more likely to start own business due to the teaching. This is particular the case among those who had a dedicated entrepreneurship class.

(Q.9)

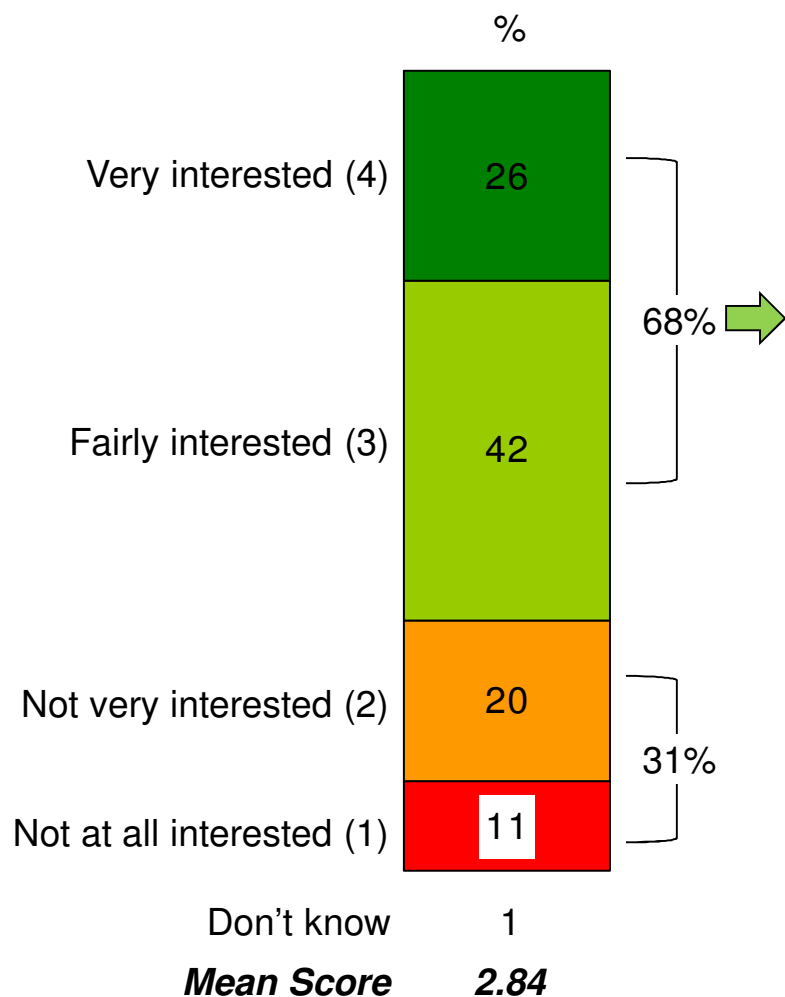
(27)

Interest In Entrepreneurial Teaching

Overall Interest In Entrepreneurial Teaching In General



(Base: All Third-Level Students – 600)



	% Fairly + Very Interested	%
	TOTAL	68
Sex	Males	70
	Females	66
Social Class	ABC1F50+	69
	C2DEF50-	66
Self-Employment in Family	Self-employed in family	73
	No self-employment in family	63
Year Of Study	Undergrad 1 st year	66
	Undergrad 2 nd year	63
	Undergrad 3 rd year	69
	Undergrad 4 th year	69
	Postgrad	76
Field Of Study	Social Science, Business & Law	83
	Humanities & Arts	64
	Health & Welfare	61
	Science	67
	Engineering, Manufacturing & Construction	63
Type of Institution	University	68
	IoT	69

More than 2 in 3 students are interested in entrepreneurial teaching. The interest is fairly even across student demographics.

(Q.10)

(29)



UWL OF LIMERICK



Enterprise Ireland



INNOVATION & ENVIRONMENT
REGIONS OF EUROPE SHARING SOLUTIONS

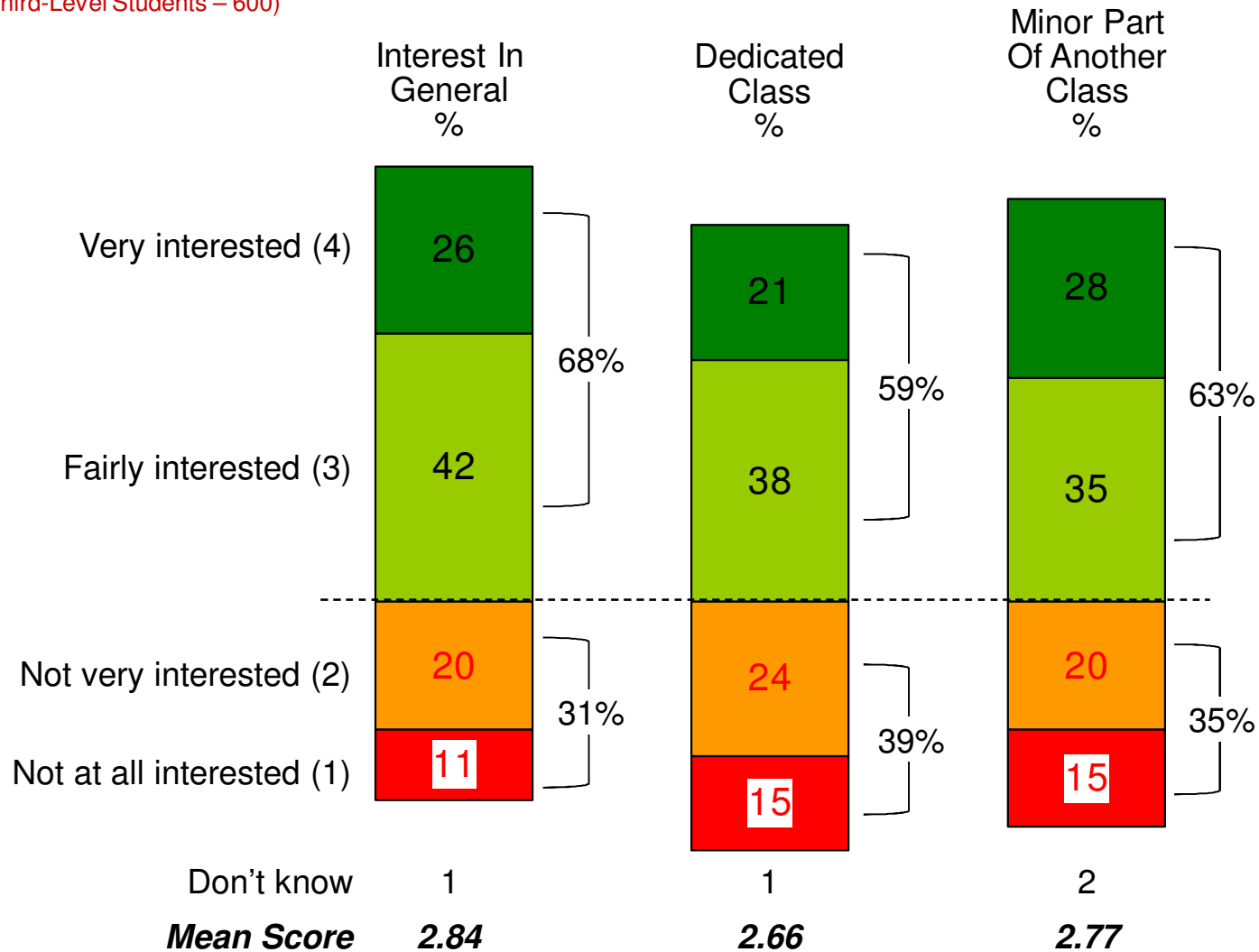


European Regional Development Fund



Interest In Different Types Of Entrepreneurial Teaching

(Base: All Third-Level Students – 600)

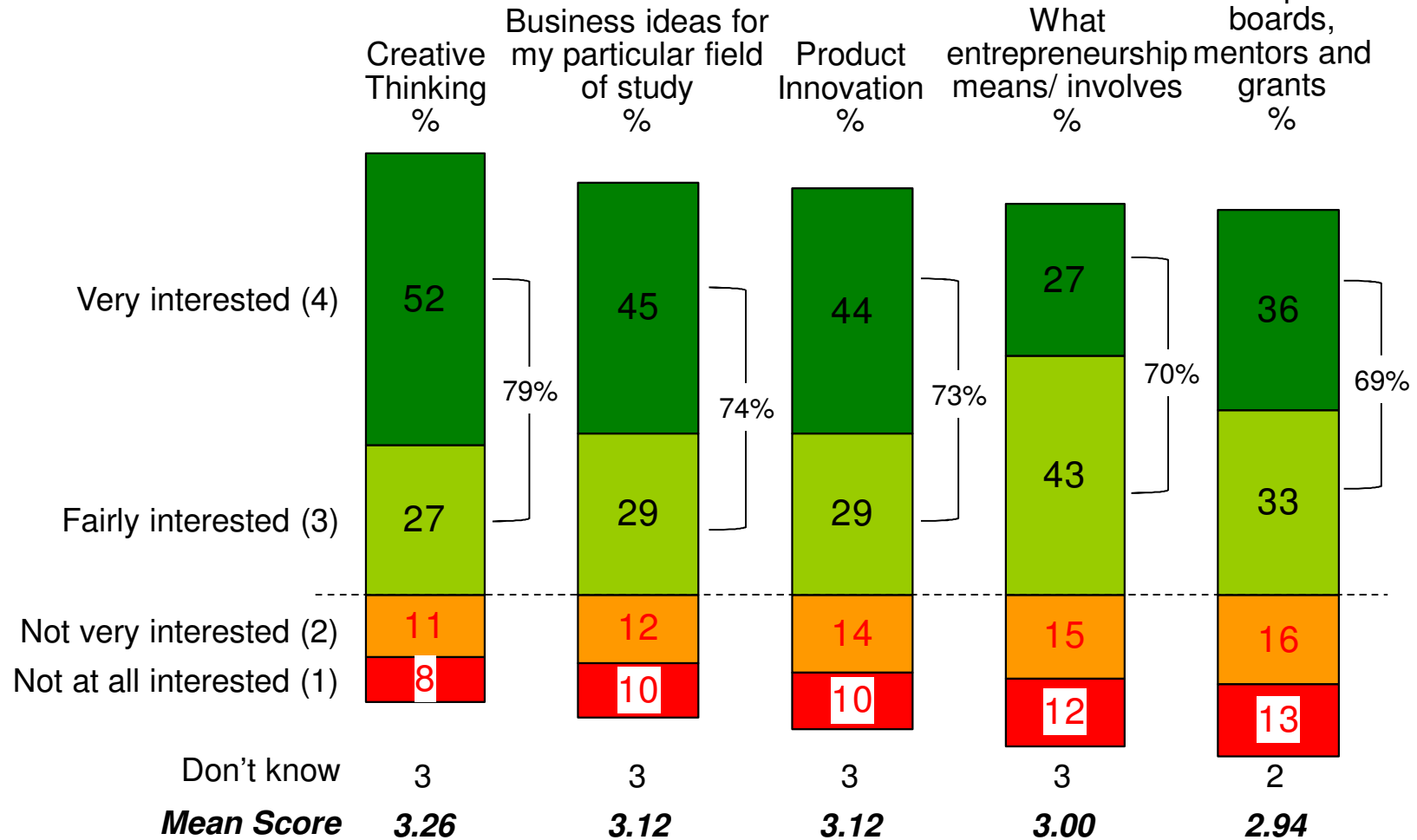


Almost 3 in 5 are interested in being taught a dedicated class regarding entrepreneurship. (Q.10)

Interest In Different Entrepreneurial Teaching Topics

(Base: All Third-Level Students – 600)

Resources available to help start-up businesses, e.g. local enterprise boards, mentors and grants



Highest interest in idea generation topics and resources available to support start-up businesses.

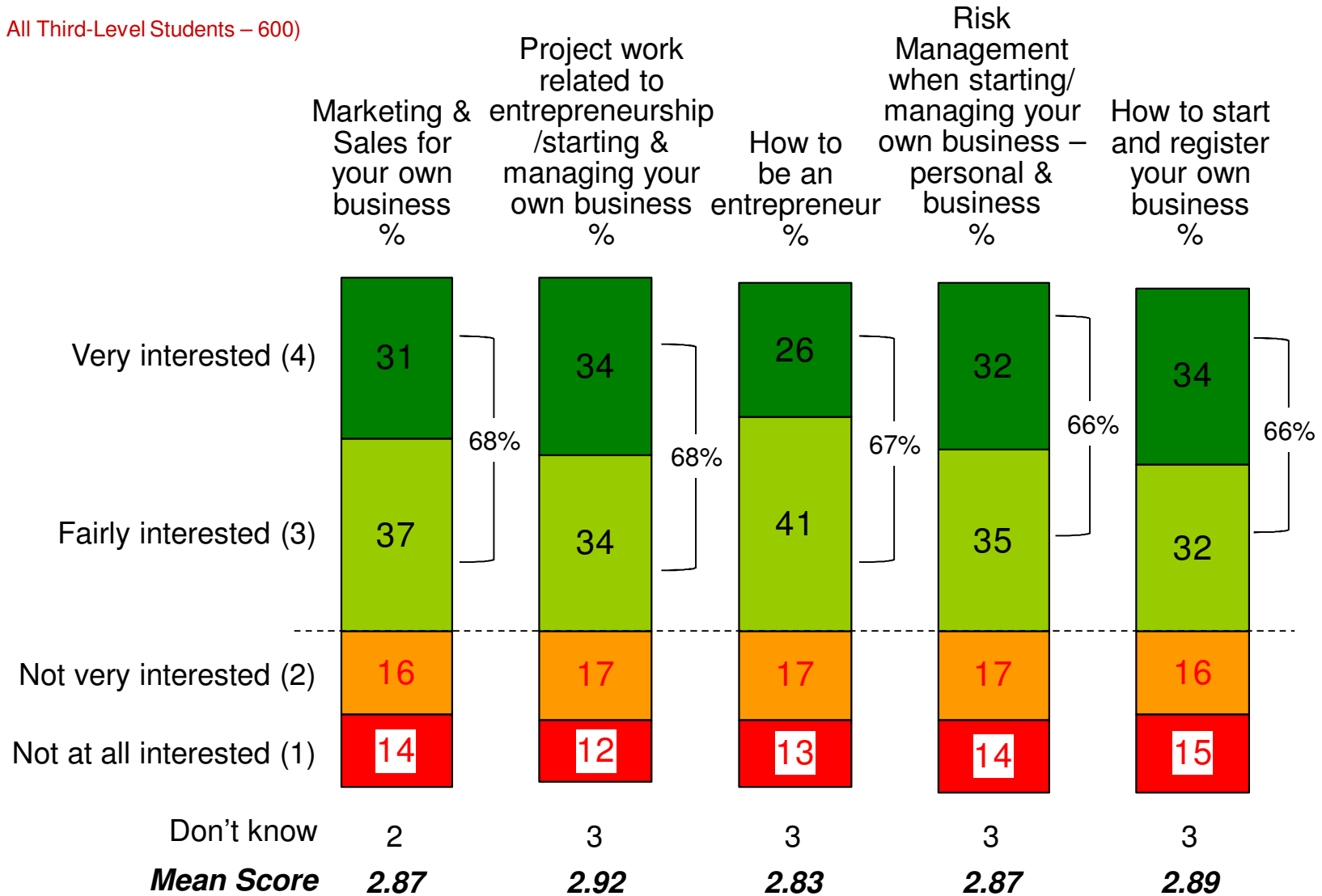
(Q.11)

(31)



Interest In Different Entrepreneurial Teaching Topics

(Base: All Third-Level Students – 600)



High interest for topics related to managing the business, e.g. marketing/sales and risk management.

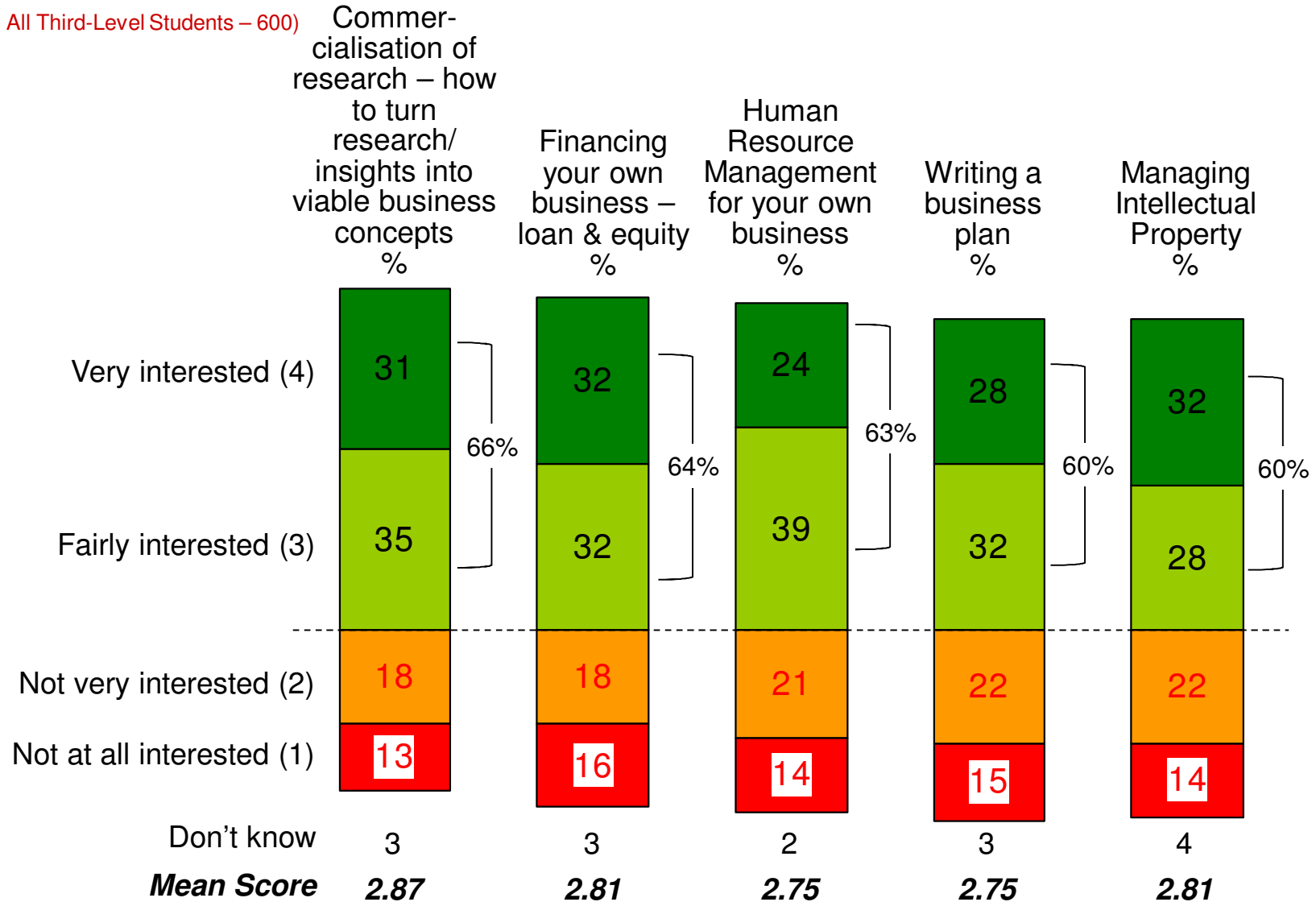
(Q.11)

(32)



Interest In Different Entrepreneurial Teaching Topics

(Base: All Third-Level Students – 600)



Interest is lowest for how to prepare business plan and management of intellectual property but interest in these topics is still high.

(Q.11)

(33)



an Oir-Dheisirt



Enterprise boards

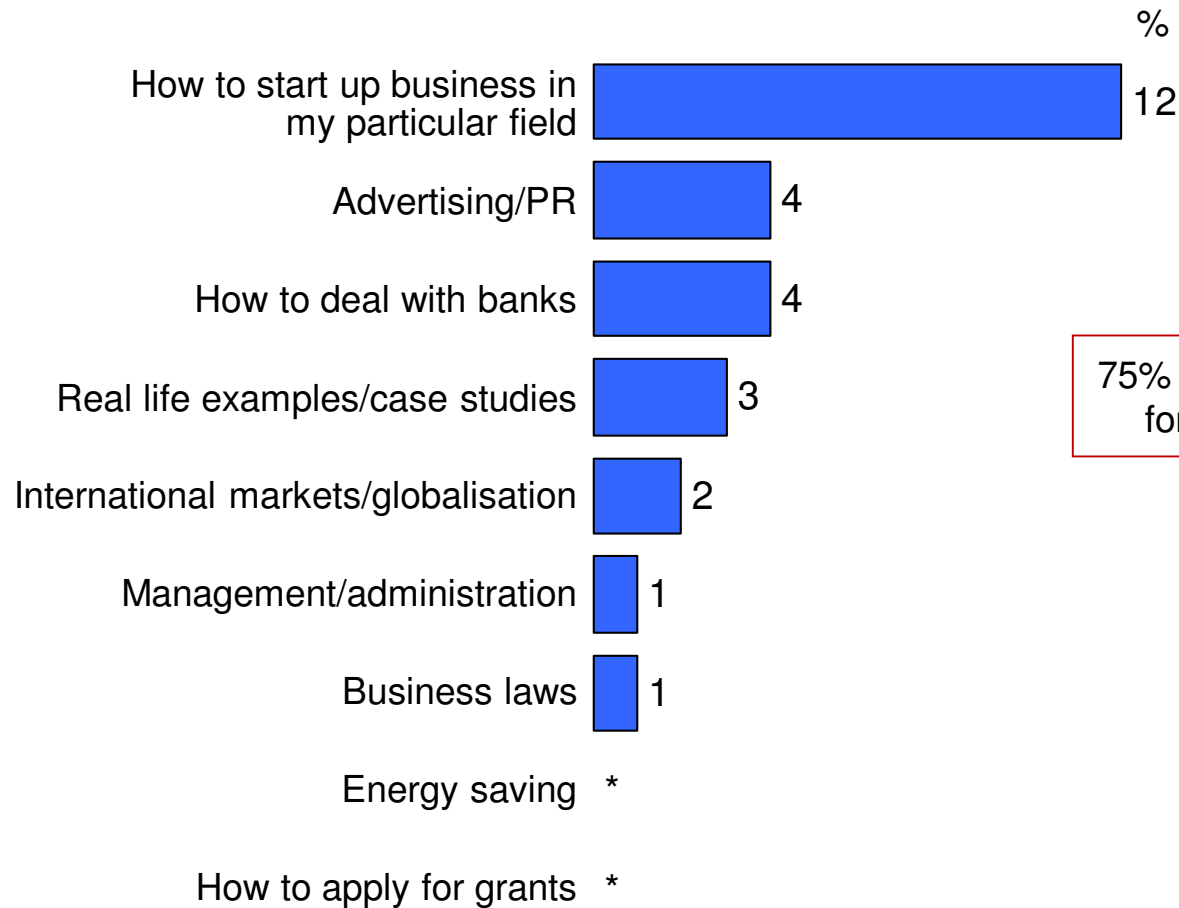


European Regional Development Fund



Spontaneous Suggestions For Other Entrepreneurial Teaching Topics

(Base: All Third-Level Students – 600)



75% have no suggestions for additional topics.

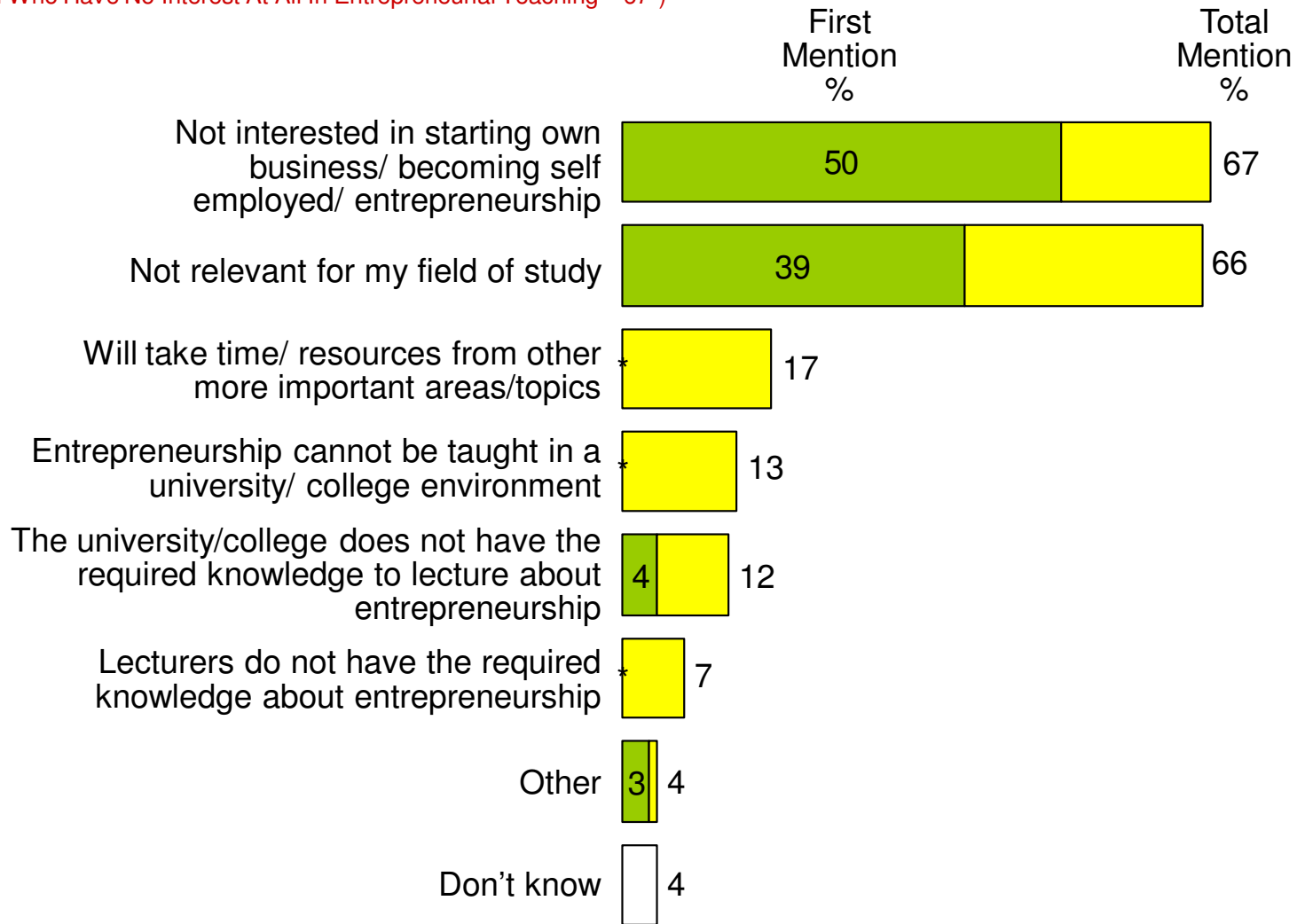
Information about starting business within specific field of study is the most mentioned suggestion for other entrepreneurial teaching topics, but 3 in 4 have no suggestions.

(Q 12)



Reasons For Not Being Interested In Entrepreneurial Teaching

(Base: All Who Have No Interest At All In Entrepreneurial Teaching – 67*)



Main reasons for not being interested in entrepreneurial teaching are lack of desire to start own business and that it is not seen to be relevant for the particular field of study.

(Q.13a/b)

Entrepreneurial Skills & Attitudes

Requirements For Becoming An Entrepreneur



- **Business competences**
- **Creativity**
- **Team-working**

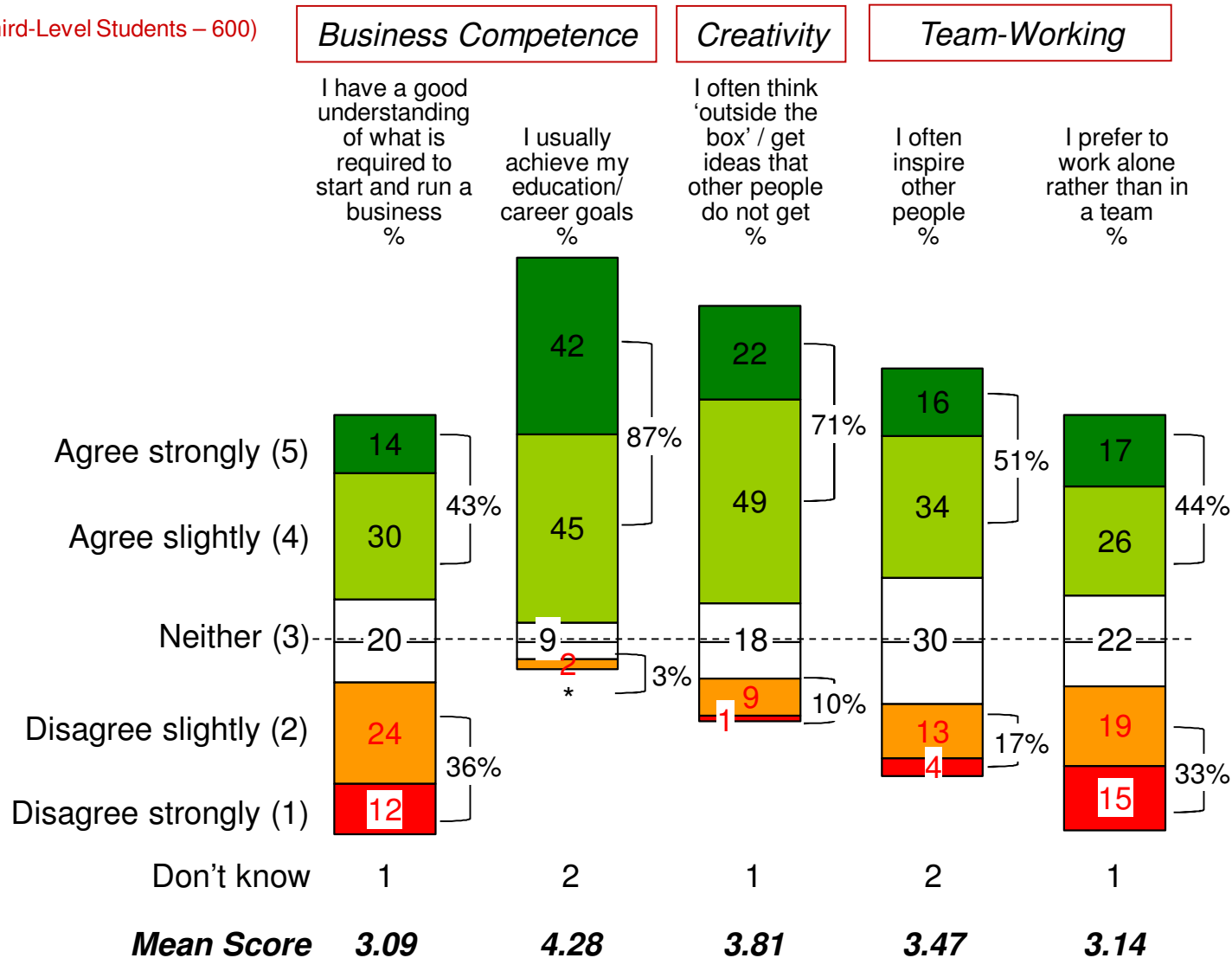


- **Risk-taking**
- **Responsible/Problem-Solving**



Personal Perception Of Entrepreneurial Skills

(Base: All Third-Level Students – 600)



Perceived weaknesses in terms of skills are not knowing what is required to start and run a business and lack of interest in team-working.

(Q 1)

(38)



an Oir-Dheisirt



Enterprise boards

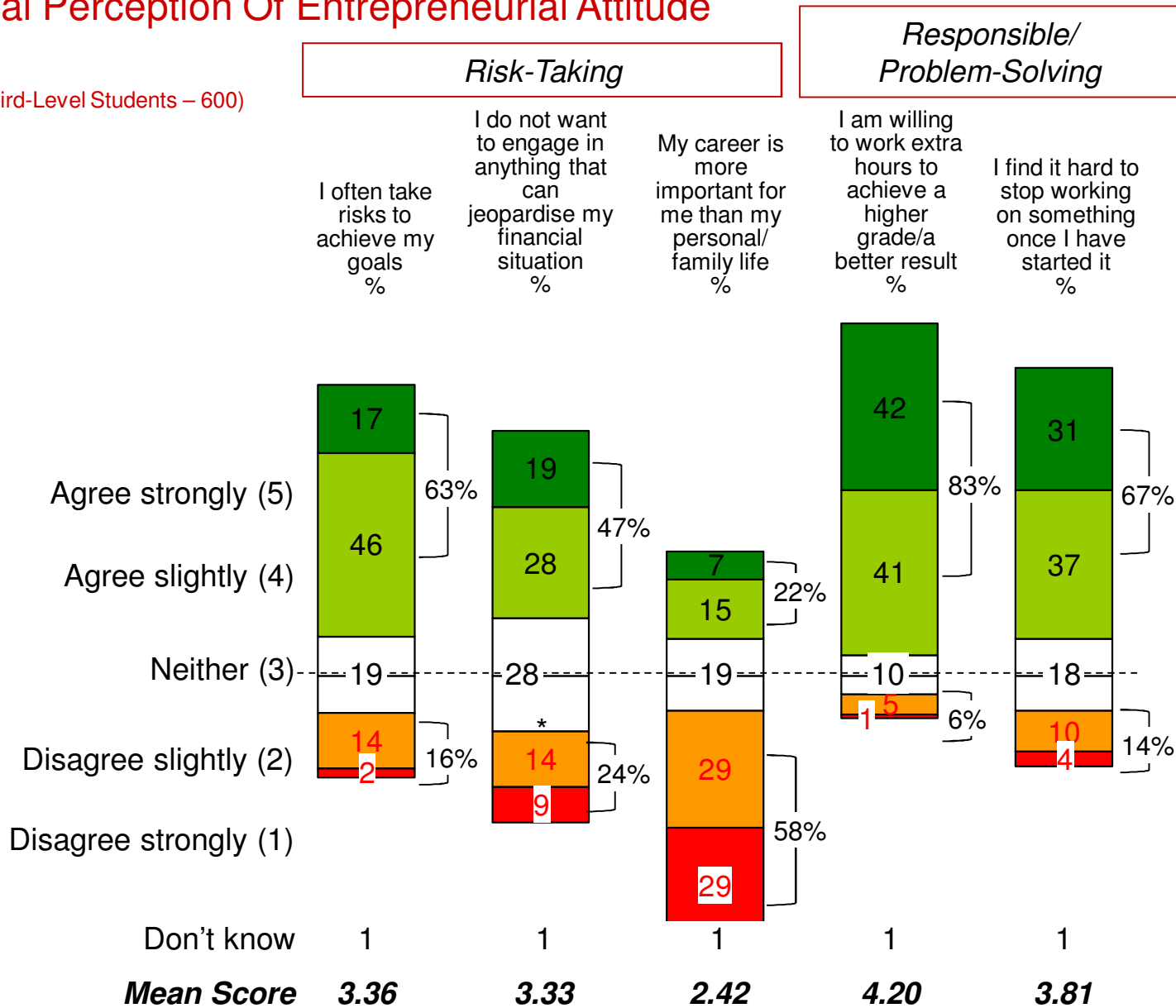


European Regional Development Fund

Personal Perception Of Entrepreneurial Attitude



(Base: All Third-Level Students – 600)



(Q.1)

Financial risk and prioritisation of family life are potential barriers for entrepreneurship.

Personal Perception Of Entrepreneurial Skills By Demographics

(Base: All Third-Level Students – 600)



	% Net Agree	I have a good understanding of what is required to start and run a business %	I usually achieve my education/ career goals %	I often think 'outside the box' / get ideas that other people do not get %	I often inspire other people %	I prefer to work alone rather than in a team %
TOTAL		43	87	71	51	44
Sex	Males	47	84	76	48	44
	Females	40	89	66	53	44
Year Of Study	Undergrad 1 st year	45	78	67	43	38
	Undergrad 2 nd year	48	87	64	56	43
	Undergrad 3 rd year	42	87	67	36	43
	Undergrad 4+ years	38	96	76	60	42
	Postgrad or higher	40	95	84	64	55
Field Of Study	Social Science, Business & Law	56	88	75	55	50
	Humanities & Arts	46	85	70	46	39
	Health & Welfare	39	89	67	52	41
	Science	33	87	72	41	42
	Engineering, Manufacturing & Construction	43	87	74	55	46
Type of Institution	University	37	89	67	47	43
	IoT	53	83	76	55	44

Very few differences in perception of entrepreneurial skills are seen across student profile. (Q.1)
 Postgraduates are more likely to feel creative and inspiring than undergraduates. (40)

Personal Perception Of Entrepreneurial Attitude By Demographics

(Base: All Third-Level Students – 600)



	% Net Agree	I often take risks to achieve my goals %	I do not want to engage in anything that can jeopardise my financial situation %	My career is more important for me than my personal/family life %	I am willing to work extra hours to achieve a higher grade/a better result %	I find it hard to stop working on something once I have started it %
TOTAL		63	47	22	83	67
Sex	Males	59	49	24	82	68
	Females	67	45	21	84	67
Year Of Study	Undergrad 1 st year	62	45	18	81	62
	Undergrad 2 nd year	56	44	21	80	63
	Undergrad 3 rd year	62	52	29	84	62
	Undergrad 4+ years	60	51	14	85	75
	Postgrad or higher	76	48	29	88	80
Field Of Study	Social Science, Business & Law	67	51	31	79	70
	Humanities & Arts	61	50	18	90	61
	Health & Welfare	67	37	21	86	75
	Science	61	50	19	79	61
	Engineering, Manufacturing & Construction	57	56	21	80	75
Type of Institution	University	61	44	21	85	67
	IoT	66	52	24	80	68

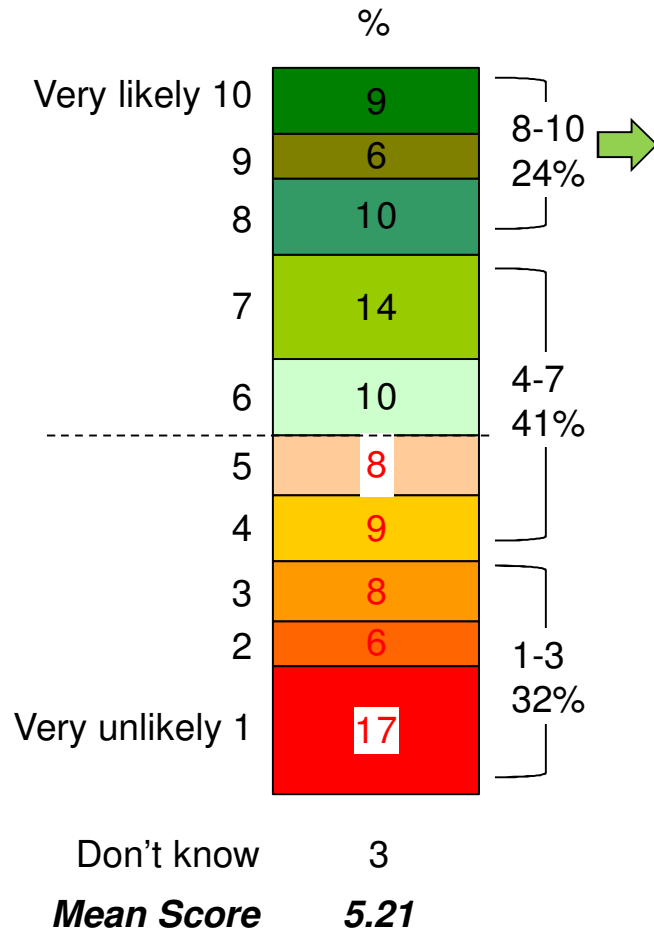
(Q.1)

Females and postgraduates express that they are more likely to take risks to achieve their goals.

Entrepreneurial Disposition

Likelihood to Start Business Within Next 10 Years

(Base: All Third-Level Students – 600)



	% Very Likely 8-10	%
	TOTAL	24
Sex	Males	29
	Females	20
Social Class	ABC1F50+	24
	C2DEF50-	24
Self-Employment in Family	Self-employed in family	29
	No self-employment in family	19
Year Of Study	Undergrad 1 st year	14
	Undergrad 2 nd year	24
	Undergrad 3 rd year	17
	Undergrad 4+ years	34
	Postgrad or higher	39
Field Of Study	Social Science, Business & Law	36
	Humanities & Arts	14
	Health & Welfare	17
	Science	18
	Engineering, Manufacturing & Construction	34
Type of Institution	University	24
	IoT	26
Entrepreneurial Teaching	Teaching received	33
	Teaching not received	13
Type of Teaching	Dedicated Study	41
	Minor Part	26



1 in 4 express likelihood to become self-employed within the next 10 years.

(Q.17)

(43)



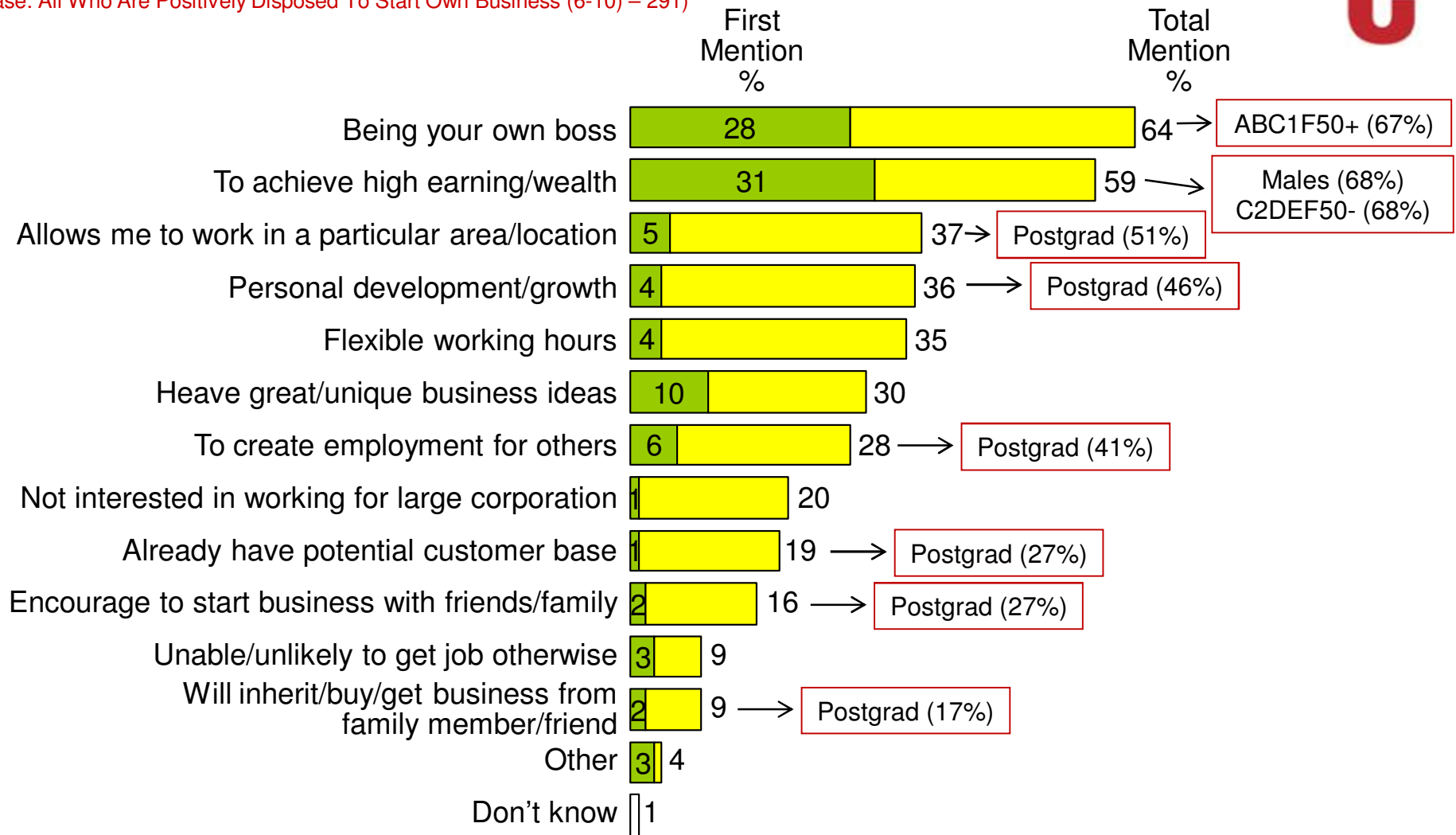
Department of Enterprise, Trade and Innovation





Main Drivers Of Entrepreneurship

(Base: All Who Are Positively Disposed To Start Own Business (6-10) – 291)



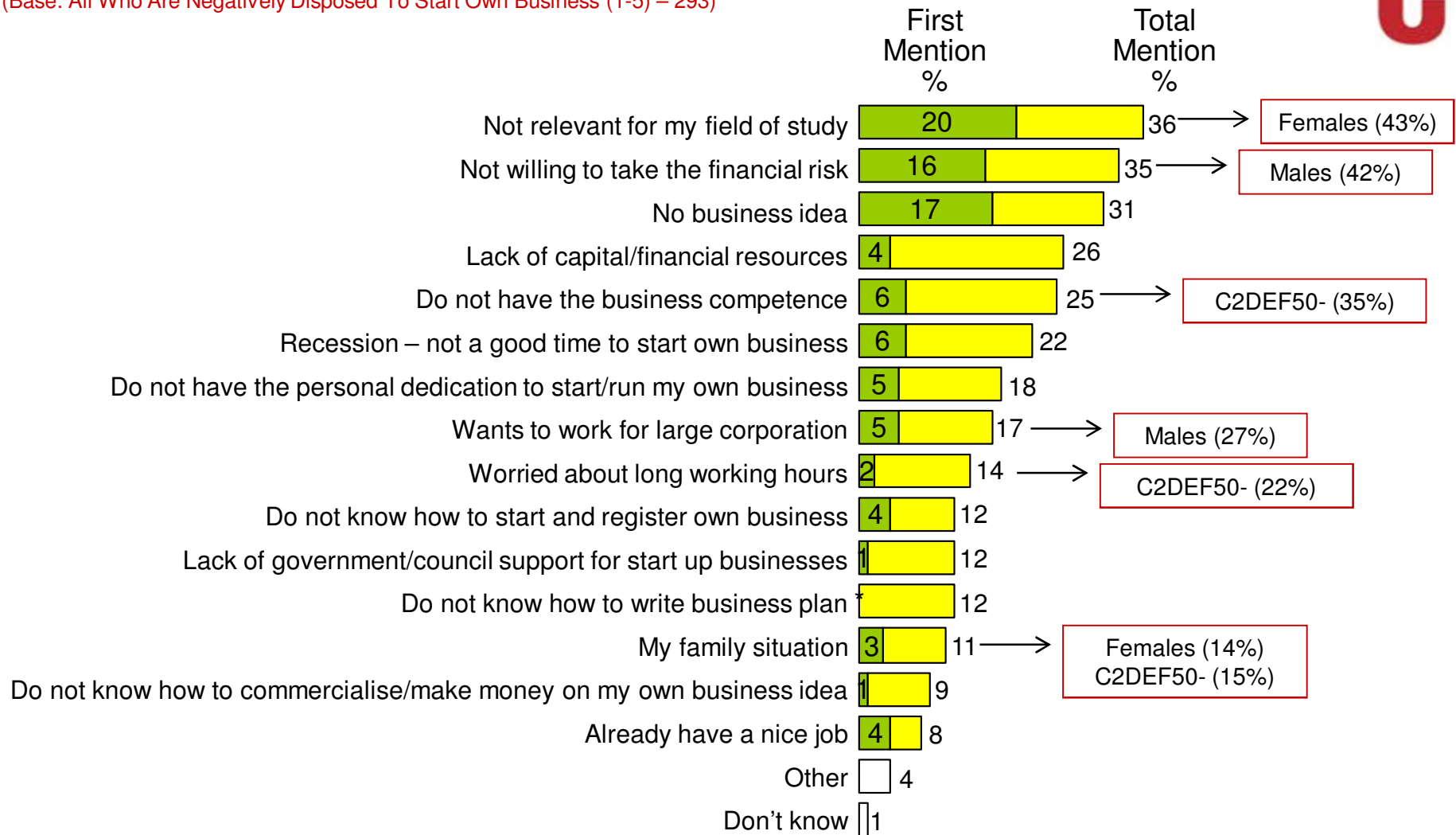
Main drivers of entrepreneurship are independency and financial gain.

(Q.18a/b)



Main Barriers Of Entrepreneurship

(Base: All Who Are Negatively Disposed To Start Own Business (1-5) – 293)



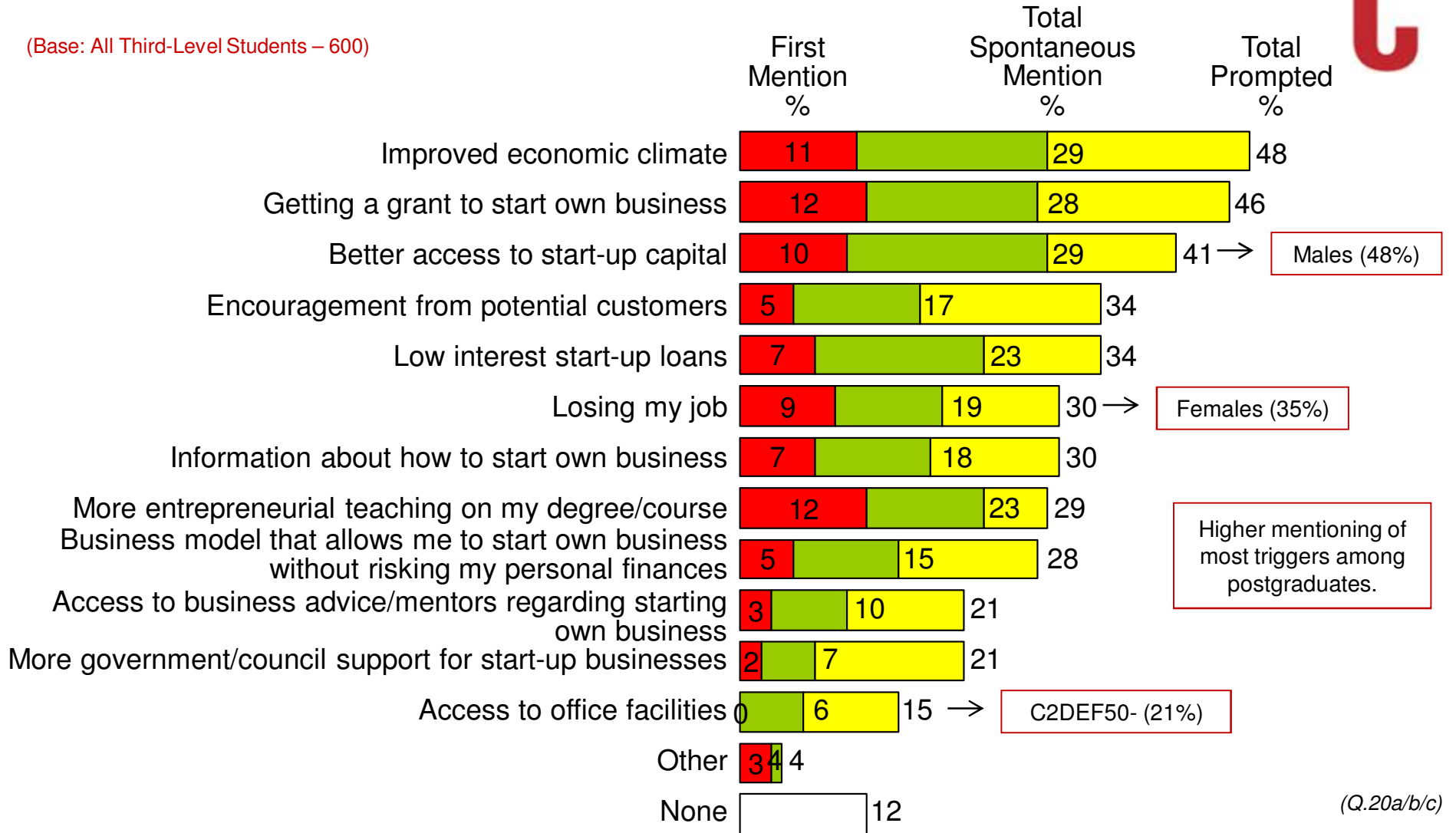
Main barriers are lack of ideas, finances or business competences, not being willing to take financial risk and the current economic climate.

(Q.19a/b)

Possible Triggers of Entrepreneurial Intent



(Base: All Third-Level Students – 600)



(Q.20a/b/c)

Access to financial resources, i.e. grants, revenue, start-up capital, is most likely to persuade students to start their own business together with an improved economic climate.

Possible Triggers of Entrepreneurial Intent By Entrepreneurial Disposition

(Base: All Third-Level Students)



% Total Prompted	TOTAL n = 600 %	Positively Disposed to Start Own Business (6-10) n = 291 %	Negatively Disposed to Start Own Business (1-5) n = 293 %
Improved economic climate	48	59	39
Getting a grant to start own business	46	59	32
Better access to start-up capital	41	51	30
Encouragement from potential customers	34	39	32
Low interest on start-up loans	34	44	23
Losing my job	30	32	30
Information about how to start own business	30	40	20
More entrepreneurial teaching on my degree/course	29	36	23
Business model that allows me to start own business without risking my personal finances	28	35	21
Access to business advice/mentors regarding starting own business	21	30	13
More government/council support for start-up businesses	21	31	12
Access to office facilities	15	22	9
None	12	*	21

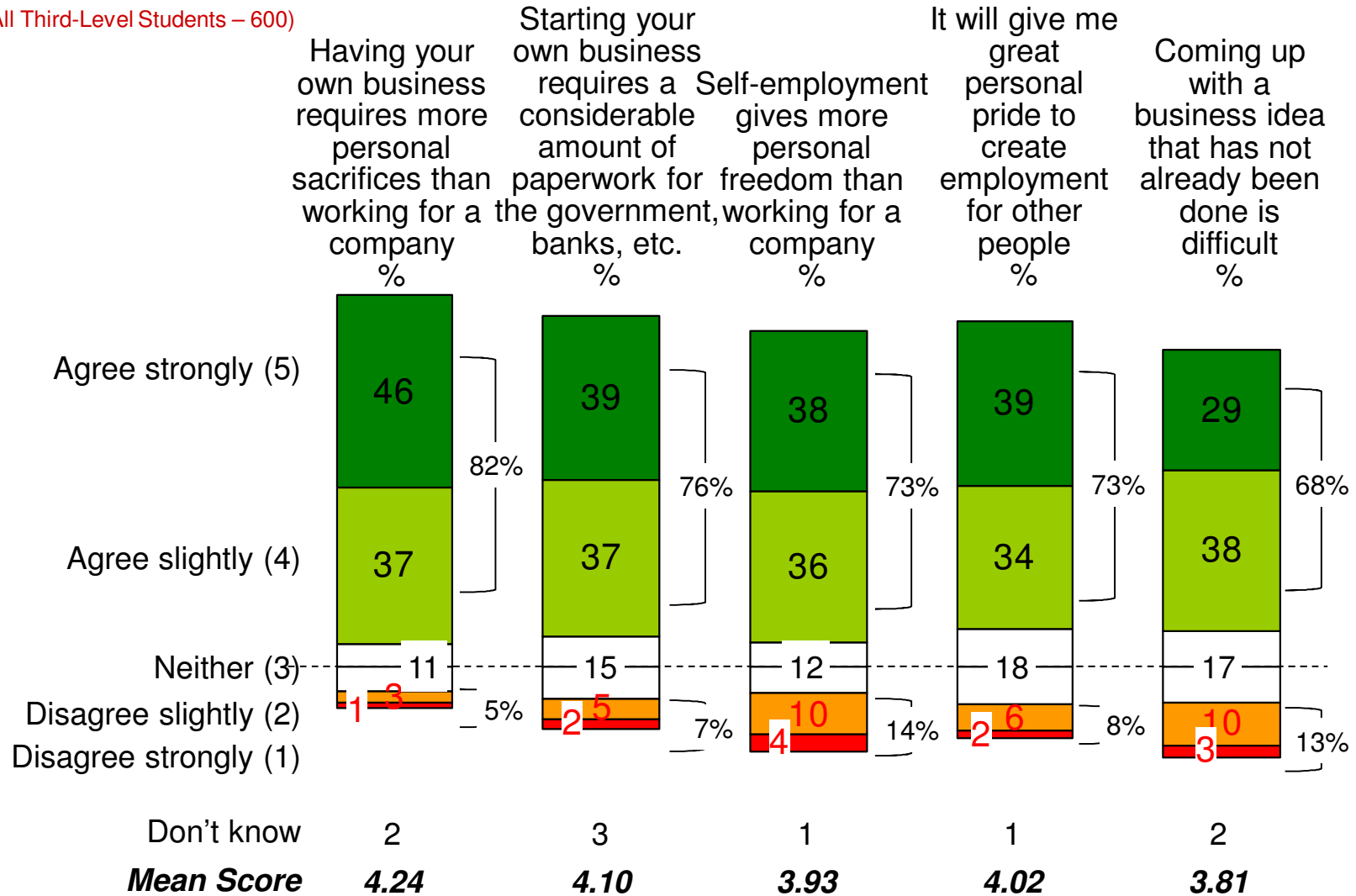
Those with a positive entrepreneurial disposition are more likely to be triggered to start own business. Economic factors such as losing job or improved economic climate are key triggers among those with a negative disposition while triggers among those with a positive disposition are both economic and access to better support facilities, e.g. information.

Perceptions of Entrepreneurship

Perceptions Of Entrepreneurship



(Base: All Third-Level Students – 600)



While self-employment is recognised for giving personal freedom and pride, it is also perceived as having more personal sacrifices than working for a company. More than 3 in 4 feel that a considerable amount of paperwork is required for starting your own business.

(Q.21)

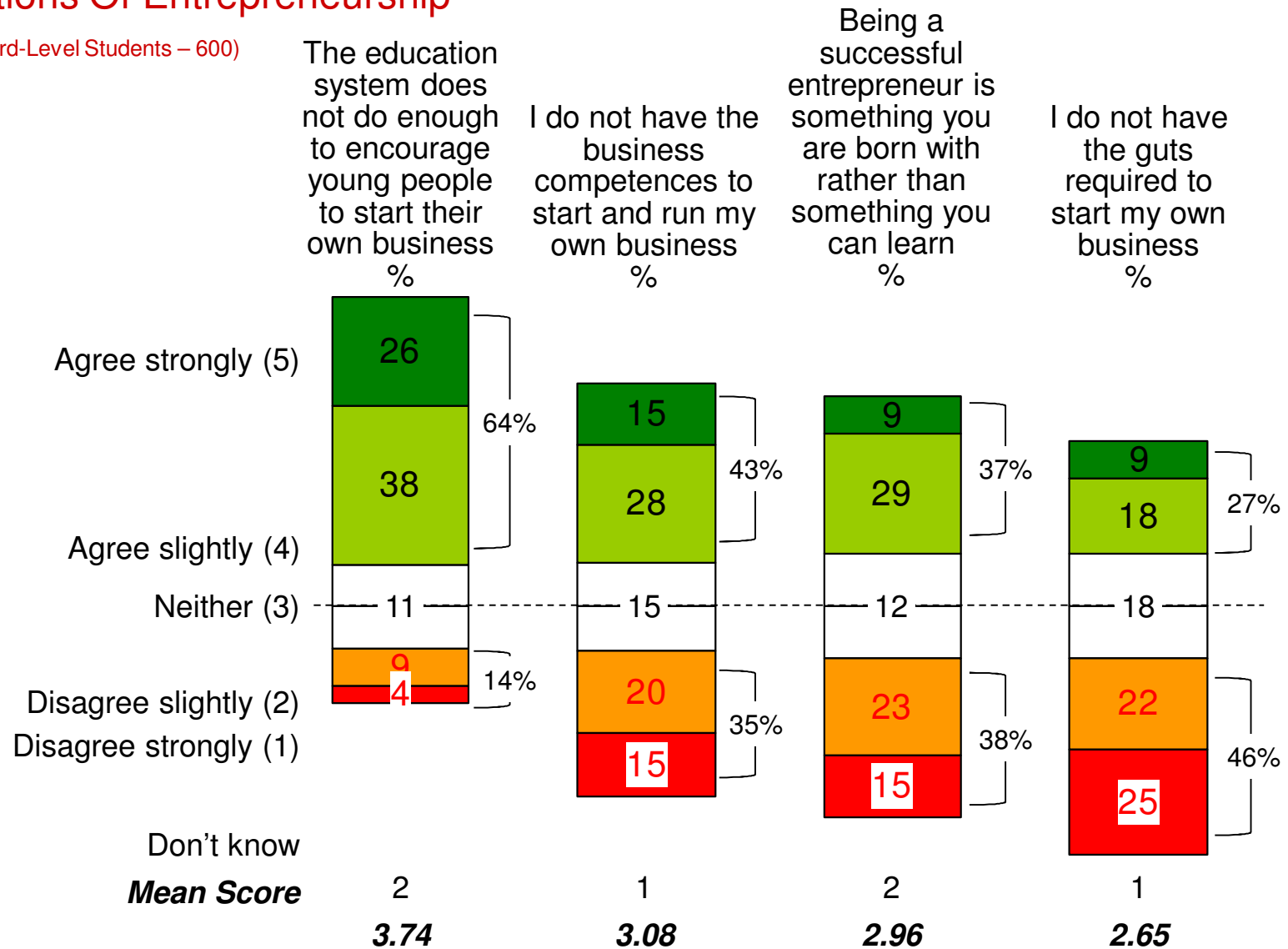
(49)

on
ent Fund



Perceptions Of Entrepreneurship

(Base: All Third-Level Students – 600)



Almost 2 in 3 feel that the education system does not do enough to encourage entrepreneurship. Almost 2 in 5 feel that being a successful entrepreneur is something you are born with rather than something you can learn.

(Q.21)

(50)

Fund

Perceptions Of Entrepreneurship By Demographics

(Base: All Third-Level Students – 600)

	% Net Agree	Having your own business requires more personal sacrifices than working for a company %	Starting your own business requires a considerable amount of paperwork for the government, banks, etc. %	Self-employment gives more personal freedom than working for a company %	It will give me great personal pride to create employment for other people %	Coming up with a business idea that has not already been done is difficult %
TOTAL		82	76	73	73	68
Sex	Males	83	71	74	72	63
	Females	82	81	72	73	72
Year Of Study	Undergrad 1 st year	77	76	75	80	73
	Undergrad 2 nd year	83	71	66	63	66
	Undergrad 3 rd year	82	80	72	74	59
	Undergrad 4+ years	84	83	70	72	71
	Postgrad or higher	90	73	82	72	67
Field Of Study	Social Science, Business & Law	85	73	81	74	71
	Humanities & Arts	92	81	65	74	76
	Health & Welfare	82	75	79	77	61
	Science	73	74	70	65	56
	Engineering, Manufacturing & Construction	87	76	70	73	69
Entrepreneurial Teaching	Teaching received	87	77	80	76	68
	Teaching not received	76	75	65	69	67
Type of Teaching	Dedicated Class	90	75	82	77	69
	Minor Part	87	77	78	78	66

Females are more likely to feel that considerable paperwork is required and that it is difficult to come up with an original business idea.

Perceptions Of Entrepreneurship By Demographics

(Base: All Third-Level Students – 600)

	% Net Agree	The education system does not do enough to encourage young people to start their own business %	I do not have the business competences to start and run my own business %	Being a successful entrepreneur is something you are born with rather than something you can learn %	I do not have the guts required to start my own business %
TOTAL		64	43	37	27
Sex	Males	65	36	34	24
	Females	63	50	40	30
Year Of Study	Undergrad 1 st year	62	41	26	21
	Undergrad 2 nd year	60	48	39	33
	Undergrad 3 rd year	59	42	32	34
	Undergrad 4+ years	71	35	45	16
	Postgrad or higher	71	47	54	32
Field Of Study	Social Science, Business & Law	61	38	45	28
	Humanities & Arts	63	53	34	32
	Health & Welfare	68	52	31	35
	Science	61	44	31	22
	Engineering, Manufacturing & Construction	69	27	42	17
Entrepreneurial Teaching	Teaching received	65	40	44	27
	Teaching not received	62	48	29	28
Type of Teaching	Dedicated Class	66	39	47	34
	Minor Part	62	39	37	22

Females are also more likely to feel they do not have the required business competences for entrepreneurship. Believing that entrepreneurship can be learned diminishes by year of study.

Key Insights & Recommendations

Insights and Recommendations



Insights

Entrepreneurial teaching is common in the third-level sector and clearly impacts student aspirations of starting own business.



The need and requirements for entrepreneurial teaching is quite uniform across gender, year of study and field of study.



Satisfaction with current entrepreneurial teaching is high overall and across all entrepreneurial topics.



Recommendations

Yet, there is a strong desire for **more entrepreneurial teaching**, especially in the form of **dedicated entrepreneurial classes** as the majority of entrepreneurial teaching currently is done as minor parts of other classes.

But entrepreneurial teaching is more common in the later years of study and for particular fields of study. An effort is required to introduce the teaching in the **early years of study** and for fields of study with **less entrepreneurial content**, e.g. humanities & arts.

However, there is a need for entrepreneurial teaching to be more **specific** for the particular fields of study, e.g. how can entrepreneurship be implemented for the health & welfare sector?

Insights and Recommendations



Insights

Personal independence and flexibility combined with the possibility of achieving high earning/wealth are the key drivers of entrepreneurial intent.



Recommendations

Communication promoting entrepreneurship should focus on both the **rational and emotional benefits** of starting your own business.

Lack of business ideas is a key barrier for entrepreneurship.



In spite of teaching of creative thinking and business idea generation is quite common in the education system, an effort is required to make it more relevant and in explaining how to **commercialise an idea into a viable business**, e.g. through usage of case studies/real life examples.

Financial risk, lack of start up capital and the current economic climate are also key barriers of entrepreneurship.



Currently, we are not capitalising on the high entrepreneurship intent among our third-level students. **Increased access to financial resources and business advice** have strong potential for creating more businesses and employment.