Foreword

I believe this to be the first book in the world to attempt an in-depth exploration of both the philosophy and practice of entrepreneurship education. As such it embodies a number of unique (and entrepreneurial) characteristics. Its emphasis is not upon teaching but on processes of learning. It is written by an entrepreneur who has experience of failure and builds upon a personal learning journey from entrepreneur to teacher and therefore has many thought-provoking insights. The main focus is upon the needs of student learners in higher education and the importance of their taking ownership of learning. The text seeks to demonstrate what this means in practice, how to build upon what learners already know and what they can bring to the party from very diverse perspectives. Unlike many other books in this field it is not prescriptive. It presents a debate and is designed to encourage the reader to think, reflect and indeed argue. It places ownership with, and challenges the reader with a style of personal dialogue.

The book will help entrepreneurship educators defend their approach outside of the conventional home of the business school. It will also help in defence of the place of entrepreneurship education in wider educational philosophy. But it does not eschew dealing with some of the ‘conventions’ of business education, for example the business plan, ideas generation and their realisation in practice and most interestingly the development of the personal capacity to ‘sell’ as opposed to the broader approaches to ‘market planning’.

Although a very strong personal philosophy guides the text there is no hesitation in exploring the wider world of entrepreneurship education internationally and the variety of views and approaches therein. Most importantly for me it emphasises importance of the personal development of the individual, the value in using the reflections and views of the learner (of which there are many examples) and of taking a stance on what are the important entrepreneurial attributes that the facilitator should seek to enhance via the process of learning. Not all will agree with the choices made but one suspects that the author knows this and sees the proposals he makes as part of a thought-provoking process. Every dedicated entrepreneurship educator will benefit from this book.

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