

## Promotion of Innovation and Entrepreneurship: Anglo-Saxon Model

Statistics relative to education for entrepreneurship draw on responses to the questionnaire sent by the 'Polifonia' Project's Working Group 4 to European conservatoires in January 2013.

### 1) Education for Entrepreneurship

Education for entrepreneurship is very advanced in Anglo-Saxon countries:

- an entrepreneurial mindset is encouraged as early as primary school
- a broad range of entrepreneurial training is offered at university as well as in business and non-commercial sectors, including conservatoires.

#### \* Primary and Secondary Schools

Aspects of entrepreneurship are encouraged from a very young age, in some cases as early as primary school. Integrating approaches to innovation and entrepreneurship within the educational system contribute to developing awareness that everyone has the potential to create their own project, activity, or business.

#### Example of Good Practice: UK

- The government wants all pupils in primary and secondary schools to participate in entrepreneurial activities, thereby developing a sense of responsibility. This is done by providing some courses about enterprise activities on an annual basis, and by developing strategic and financial partnerships with local businesses to develop appropriate experiential entrepreneurial activities in all primary and secondary schools.
- Enterprise Education is taught as part of Personal, Social and Health Education. Even this subject is not itself compulsory, it is taught as a separate subject in most schools and is then mandatory for pupils.

- \* Universities: most Anglo-Saxon universities offer courses in entrepreneurship, both at the Bachelor and the Master level.

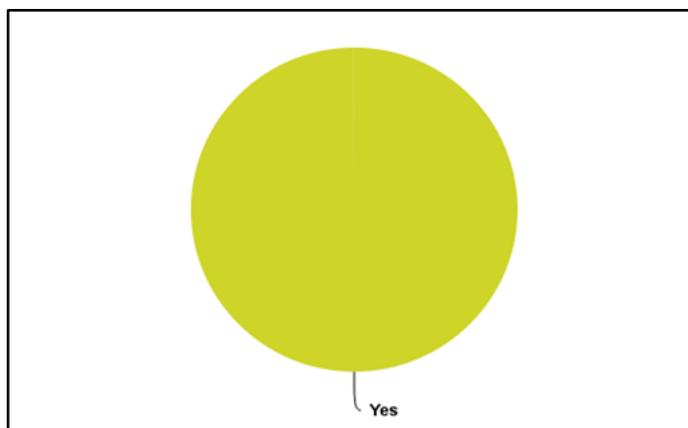
#### Examples of Good Practice: Degree Programs Specializing in Entrepreneurship

- United Kingdom: 30 B.A. level and 39 Master level degree programs. (Liverpool University, Edinburgh Napier University, Nottingham University, Regent's College)
- United Kingdom : Scottish Institute for Enterprise for the full higher education sector (**cf. report LINK**)
- Ireland: 20 B.A level and 5 Master level degree programs. (Dublin Institute of Technology, University of Limerick, Cork Institute of Technology)

#### \* Conservatoires

100% of those responding think their region promotes the development of innovative, entrepreneurial projects in the higher education or cultural sector.

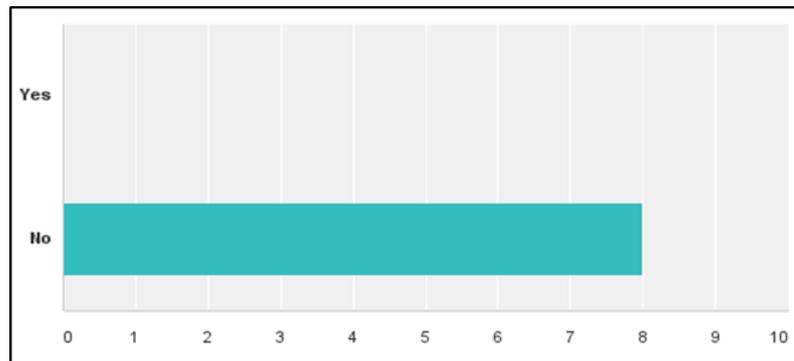
Does your country or region promote the development of innovative, entrepreneurial projects in the higher education or cultural sector?



## 2) Study of a foreign language

In none of the responding conservatoires is the study of a second language obligatory.

### Language Study: are studies of a second language obligatory?

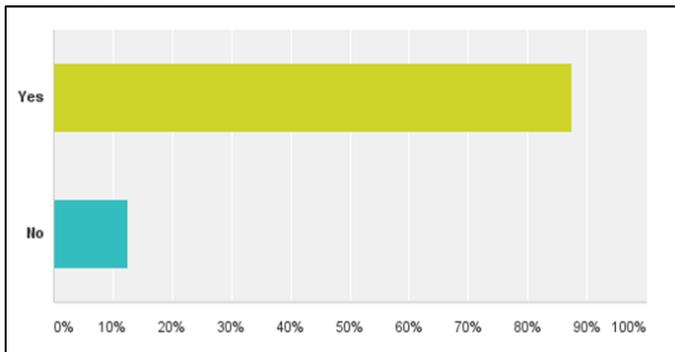


## 3) Entrepreneurial Training in Conservatoires

Generally, courses are taught by music professionals (77%) and music professors (44%). Only 33% are business managers.

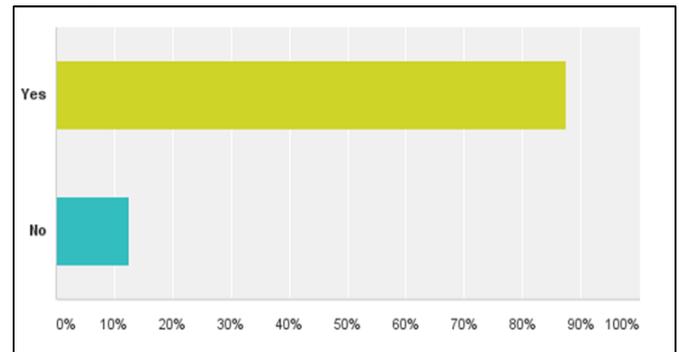
### \* Communication Skills

Written communication skills  
(appropriate sensitivity, artistic and verbal skills to engage with diverse audiences)



*Written:* provided by 88% through writing of reflective journals (100%), reports (80%), academic essays, workshops, program notes, as well as seminars at the Bachelor (100%) and the Master (80%) level.

Training in outreach/community engagement  
(ability to engage through teaching, research, and performances with new and/or diverse audiences)

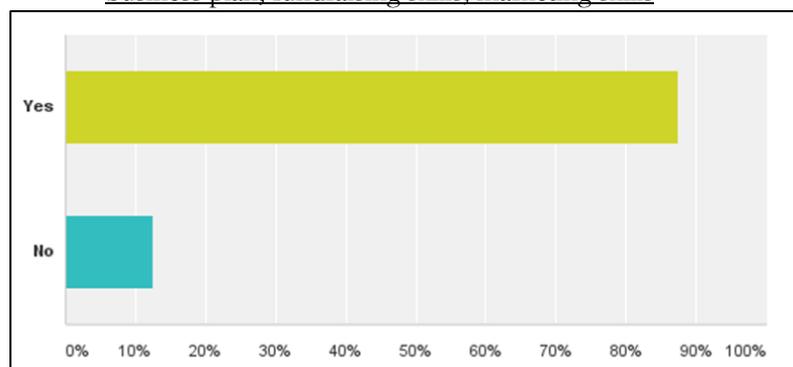


*Oral:* 88% provide training in outreach and community engagement. These courses are mainly obligatory (62%) and can last one or two semesters. They are all taught at the Bachelor level (100%), and hardly ever at the Master level (37%).

### \* Management and Business Skills

88% provide training in project management. These courses integrate development of a business plan, fundraising and marketing skills and are offered at both Bachelor (75%) and Master (62%) level. They are obligatory for 75% and last on average 2 semesters (50%).

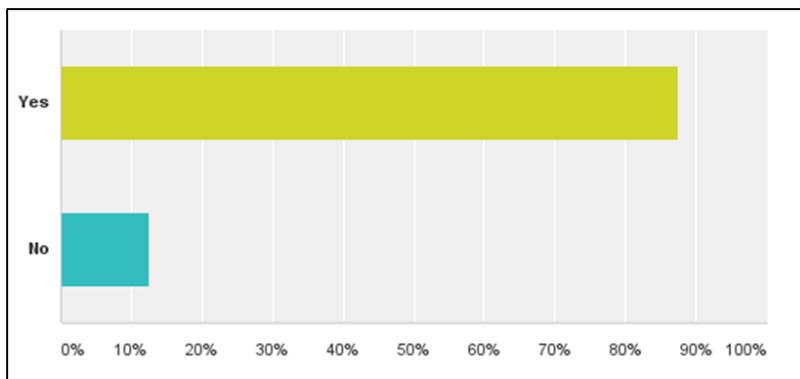
Generating, delivering and planning musical projects: project management and self-management skills, developing a business plan, fundraising skills; marketing skills



\* Leadership Skills

88% provide courses to encourage students to initiate and take full responsibility for large scale projects (performances, developing new audiences). These courses are mandatory for 62% and are mostly taught at the Bachelor level (75%).

Leadership skills: are students asked to initiate and take full responsibility for larger scale projects, be they for performances, developing new audiences, etc.?



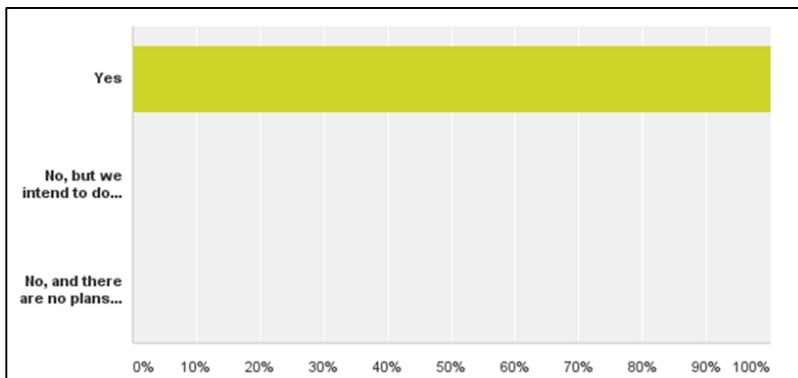
Example of Good Practice: UK

University of Birmingham: All undergraduates undertake a Major Project in their final year. These activities require that they take full responsibility for all aspect of the performance, including the development of new audiences.

\* Knowledge of the Business Sector

100% provide courses relative to the professional landscape. These courses are obligatory for 88% and are taught at the Bachelor (91%) and Master (50%) level. Courses titles include: «Professional Studies», «Professional Skills», «Professional Practice», «Creative Business Model», «Musician in Society», «Professional Development». They last roughly 2 semesters (44%).

Knowledge of the professional sector: music & concert venues, cultural organisations, media...



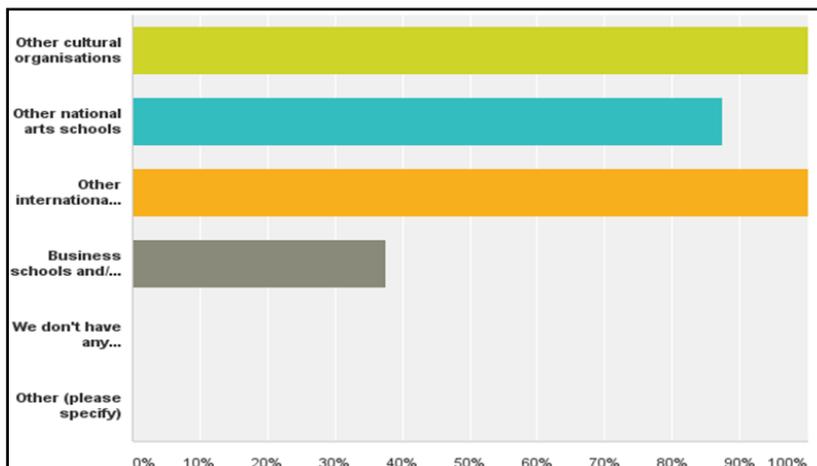
Example of Good Practice: UK

The School of Music at The University of Leeds: students can participate in an optional «Year in Industry»: the school has internship opportunities with various major music organizations, including Warner Music, English National Opera, Manchester Camerata.

4) Partnerships and Mentoring

\* Anglo-Saxon conservatoires have partnerships with :

- cultural organizations (100%)
- other international arts schools (100%)
- other national arts schools (77%)
- business schools and/or the business sector (44%)



- \* 88% offer placement opportunities with external arts organizations even if these placements are mostly optional for 87%, and are offered primarily at the Bachelor level (62%).
- \* Incentives and counseling to build up entrepreneurial projects are increasing: 22% offer technical assistance and 33% offer financial incentives to develop such projects.

## 5) National Funding for Culture

Traditionally low government subsidies in the cultural sector in Anglo-Saxon countries have been accentuated by the economic crisis and consequent spending cuts.

Private sources of funding, such as philanthropy and fundraising, are privileged.

This would seem to underscore the emphasis on developing entrepreneurship and innovation within the Anglo-Saxon educational context.

### \* Public Funding: The Art Council Network

- UK: Arts Council of England is the national body for the arts and responsible for distributing public funding for the arts. The Arts Council manages the National Lottery through which the public provides billions of pounds in funding for social, educational and cultural causes.
- Ireland: Arts Council is the Irish government's agency for developing the arts.
- Scotland: Arts Council gathers and distributes funding from the Scottish government and the National Lottery.

### \* Private Funding: Three Main Sources

- Business: cash sponsorship (38%), in-kind sponsorship (38%), corporate membership/patronage (9%), Corporate foundation grants (8%), corporate donations (7%)
- Individual giving: major gifts (37%), Friends/membership schemes (41%), Donations (14%)
- Trusts, foundations and endowment giving: foundations dedicated to performing arts such as Youth Music in UK which support hundreds of musical projects across the country or Catalyst Arts which is a £100 million culture sector wide private giving investment scheme aimed at helping cultural organizations diversify their income streams and access more funding from private sources.

### \* Overall Trends

- UK: public budget allocated to arts: 1,2 billion £ (-25% in 2013).
- Arts budget accounts for less than 0,1% of public spending, yet makes it up 0,4% of the nation's GDP. (Source: analysis from the Centre for Economics and Business research, May 2013.)
- Ireland: budget allocated to arts is 188 million € (-4% in 2013). Arts budget accounts for 0,4% in the total public budget and represents 0,2% of the GDP.