

Entrepreneurship Education in Europe

Findings from 20 Higher Educational Institutions

Prof. Dr. Christine Volkmann

UNESCO-Chair of Entrepreneurship & Intercultural Management,
Schumpeter School of Business & Economics,
University of Wuppertal

Graz, November 2018

A study on behalf of the
European Commission,
DG Education and Culture



empirica



AGENDA



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



1. Background of the study
2. Theoretical framework
3. Research methodology
4. Overview of the selected Higher Educational Institutions
5. Findings

BACKGROUND OF THE STUDY

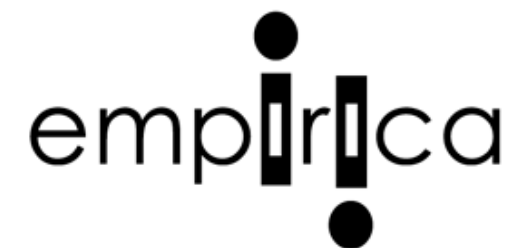


BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



- **Title:** Supporting the entrepreneurial potential of Higher Education (sepHE)
- **Aim:** To investigate the entrepreneurship education (EE) activities of Higher Educational Institutions (HEIs) across Europe in order to develop a stronger evidence base of the entrepreneurial potential of higher education and derive lessons for policy development
- **Client:** European Commission, Directorate-General Education and Culture
- **Team:**
 - empirica GmbH (co-ordinator)
 - University of Wuppertal
- **Duration:** December 2013 – May 2015



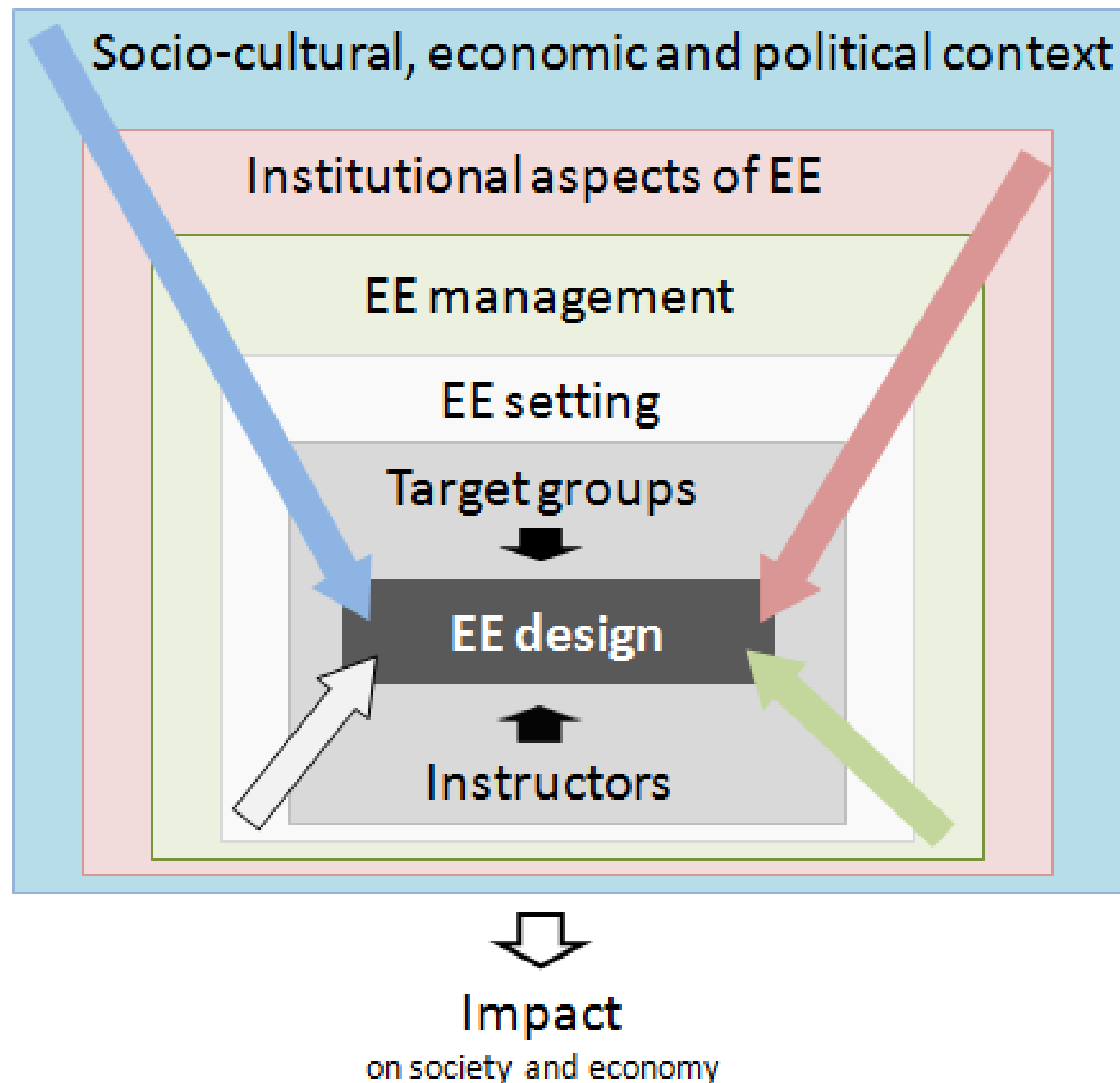
BERGISCHE
UNIVERSITÄT
WUPPERTAL

THEORETICAL FRAMEWORK



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics

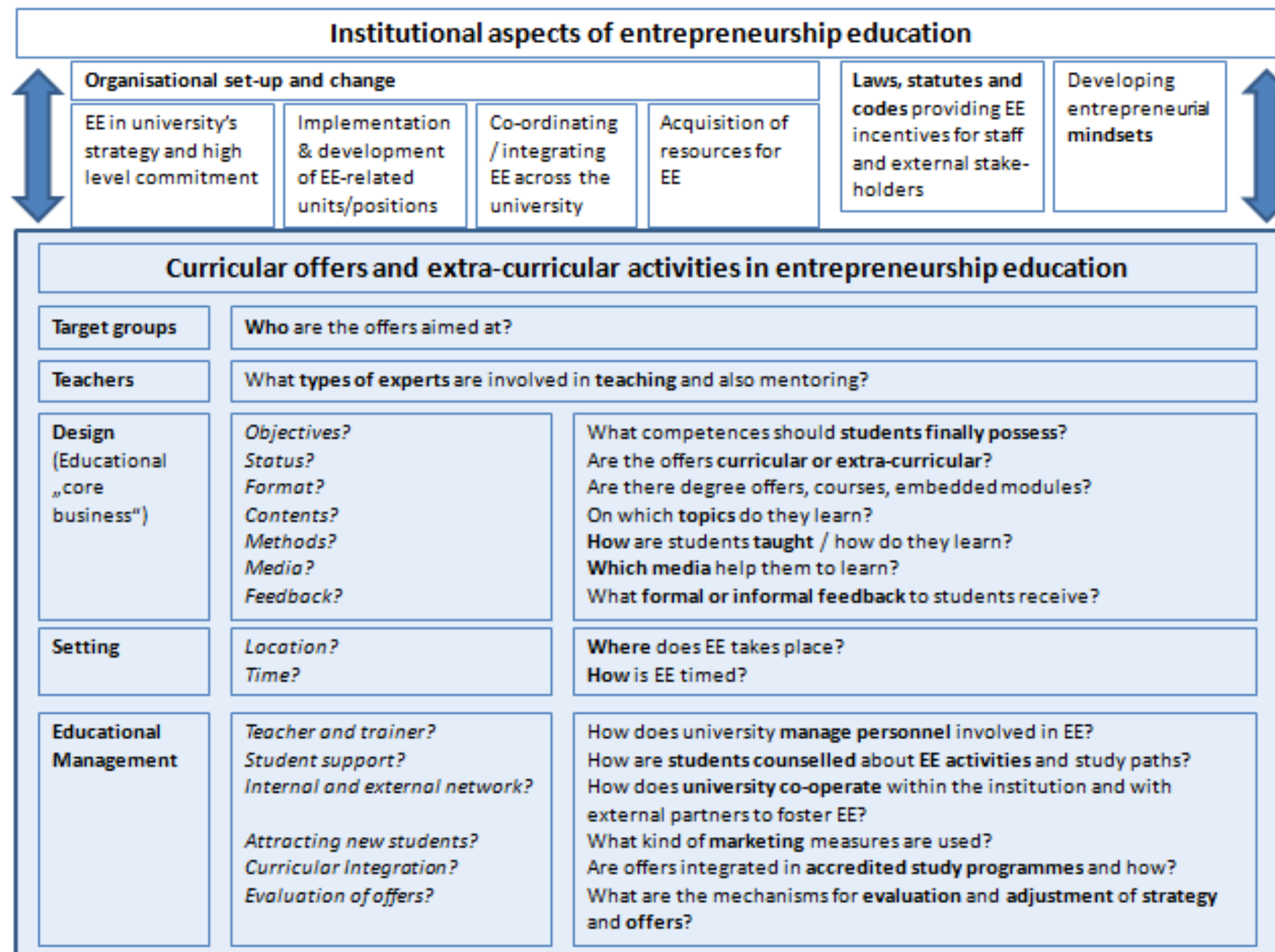


THEORETICAL FRAMEWORK



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



Importance of government strategies

Research approach:

- Multiple, qualitative case studies of 20 HEIs across Europe
- 3 pilot case studies, 17 follow-up case studies

Case selection:

- Selection of 20 HEIs as university cases in co-ordination with the European Commission and a peer group of experts on the basis of profiling templates of 40 HEIs

Rationale of case selection:

- Novelty
- Specific themes
- Lacking publicity
- Specific institutional aspects
- Broad geographical coverage

Research approach:

- Multiple, qualitative case studies of 20 HEIs across Europe

Data collection:

- Fieldwork instructions and case study template as guidance for authors

- **Forms of data collection:**

- Primary interviews with EE actors at case universities
 - Secondary literature
- Validation of the case studies through university gatekeeper

Cross-case analysis:

- Categorizing and coding of items and qualitative statements in Excel and MAXQDA
- Validation of cross-case analysis via four external peer group members and 13 additional expert phone interviews

OVERVIEW OF THE SELECTED HEIs



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



OVERVIEW OF THE SELECTED HEIs



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



	Case	Theme focused
1	University of Bucharest (Romania)	Developing a strong and distinct position for providing entrepreneurship education
2	University of Cambridge (United Kingdom)	Persistently innovating entrepreneurship education models
3	University of Coimbra (Portugal)	Developing entrepreneurship education in a very traditional university
4	Dublin City University (Ireland)	DCU Ryan Academy: a public-private partnership in entrepreneurship education
5	University of Huddersfield (United Kingdom)	Entrepreneurship education across all Schools and how to train the trainers
6	Kaunas University of Technology (Lithuania)	Developing entrepreneurship education with support from experts from abroad
7	Technical University of Kosice (Slovakia)	Extra-curricular entrepreneurship education activities and start-up coaching within the region
8	Kozminski University (Poland)	Developing minds for ambitious entrepreneurship and training teachers at other universities
9	University of Liège (Belgium)	ULg VentureLab: establishing an entrepreneurial ecosystem at a university
10	University of Linz (Austria)	Inspiring teaching and a support network for academic entrepreneurs

OVERVIEW OF THE SELECTED HEIs



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



11	University of Ljubljana (Slovenia)	Implementing the Design-Thinking approach in entrepreneurship education
12	University of Lüneburg (Germany)	Developing a comprehensive approach for diverse target groups
13	University of Lund (Sweden)	Embedding entrepreneurship education in a regional context
14	EM Lyon (France)	Educating entrepreneurs as a prime objective of a private business school
15	Polytechnic University of Milan (Italy)	Lessons learned from experience-based entrepreneurship education
16	University of Osijek (Croatia)	Developing entrepreneurship education from scratch over time
17	Erasmus University Rotterdam (Netherlands)	Building the Erasmus Centre for Entrepreneurship and advancing curricular corporate entrepreneurship
18	University of Southern Denmark (Denmark)	IDEA centre for promoting entrepreneurship education across the university
19	Tampere University of Applied Sciences (Finland)	Education in team entrepreneurship
20	University of Valencia (Spain)	Developing entrepreneurship education and business culture with regional enterprises

FINDINGS

EE DEVELOPMENT STAGE



Heterogeneity of EE establishment with regard to:

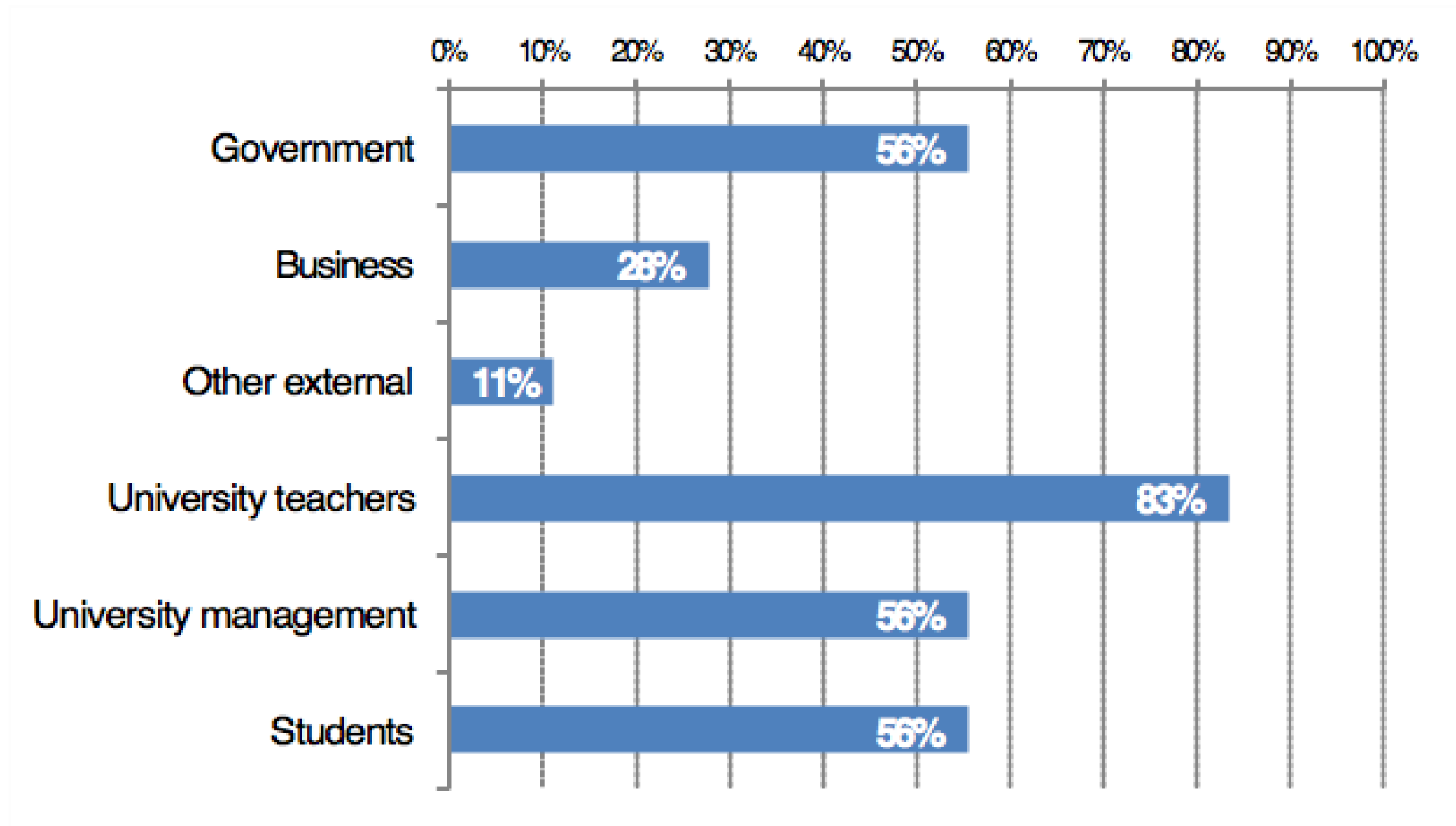
- **Length:** Duration of EE experience
- **Comprehensiveness:** Breadth of curricular and extra-curricular activities
- **Interdisciplinarity:** Diffusion into faculties and target groups
- **Anchoring:** Internally – university management support and student demand;
externally – co-operation with external stakeholders

FINDINGS ENTREPRENEURSHIP EDUCATION DRIVERS



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



Base: 18 universities; multiple answers possible

FINDINGS ENTREPRENEURSHIP EDUCATION BARRIERS



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



- **Reservations against entrepreneurship** as profit-oriented, conflicting with neutrality and independence of science: Supporting
- Perception that entrepreneurship – as a practical field – **cannot be taught at universities** due to their academic/theoretical focus
- **Different cultures** in academic disciplines
- **Students may prefer becoming employees**, not self-employed
- If EE is theme of **single chair/institute**, university-wide expansion of EE is challenging
- EE often **personnel-intensive** – online/blended education not yet common

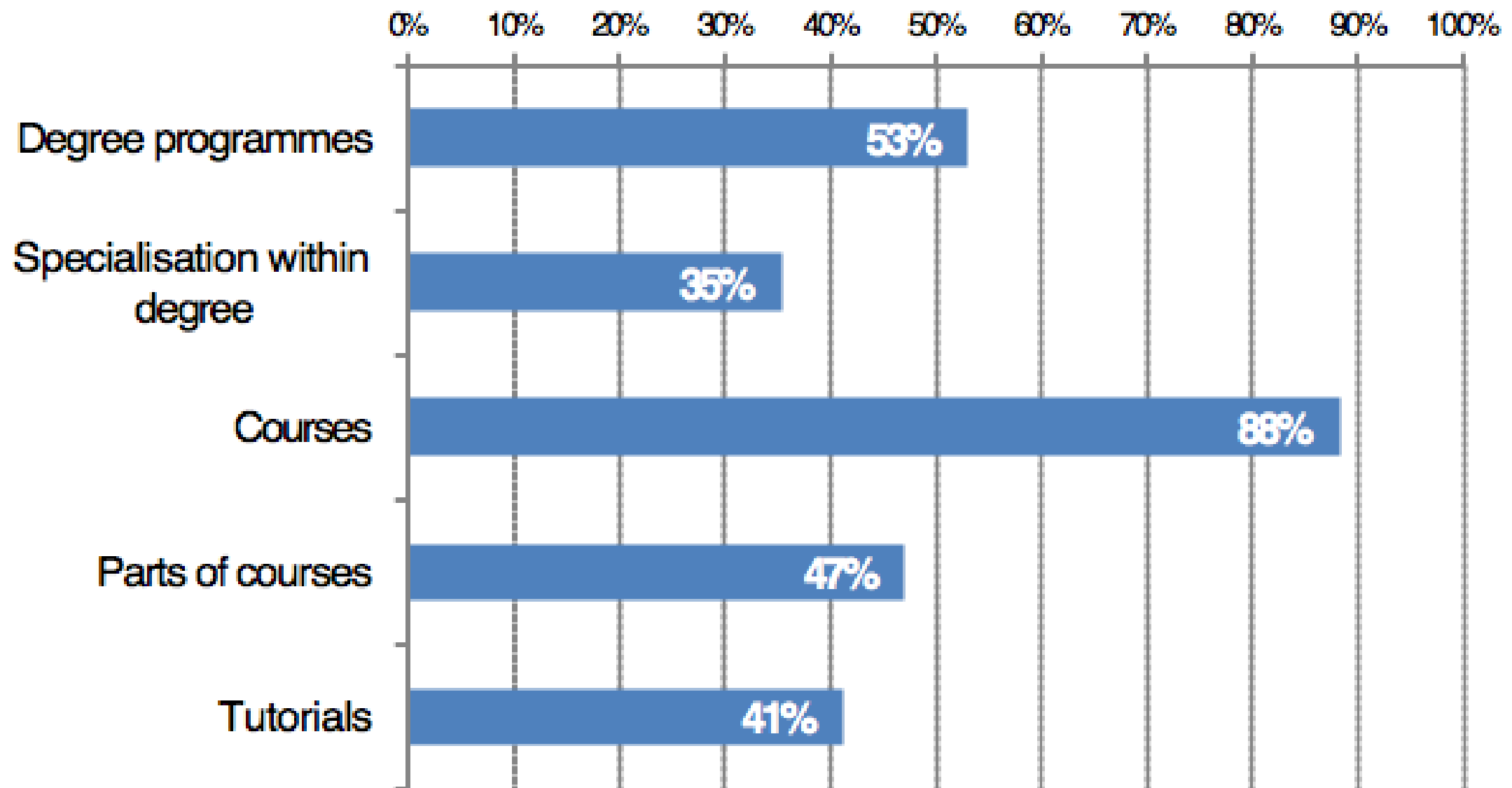
FINDINGS

EE FORMATS OFFERED



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



Base: 17 universities; multiple answers possible

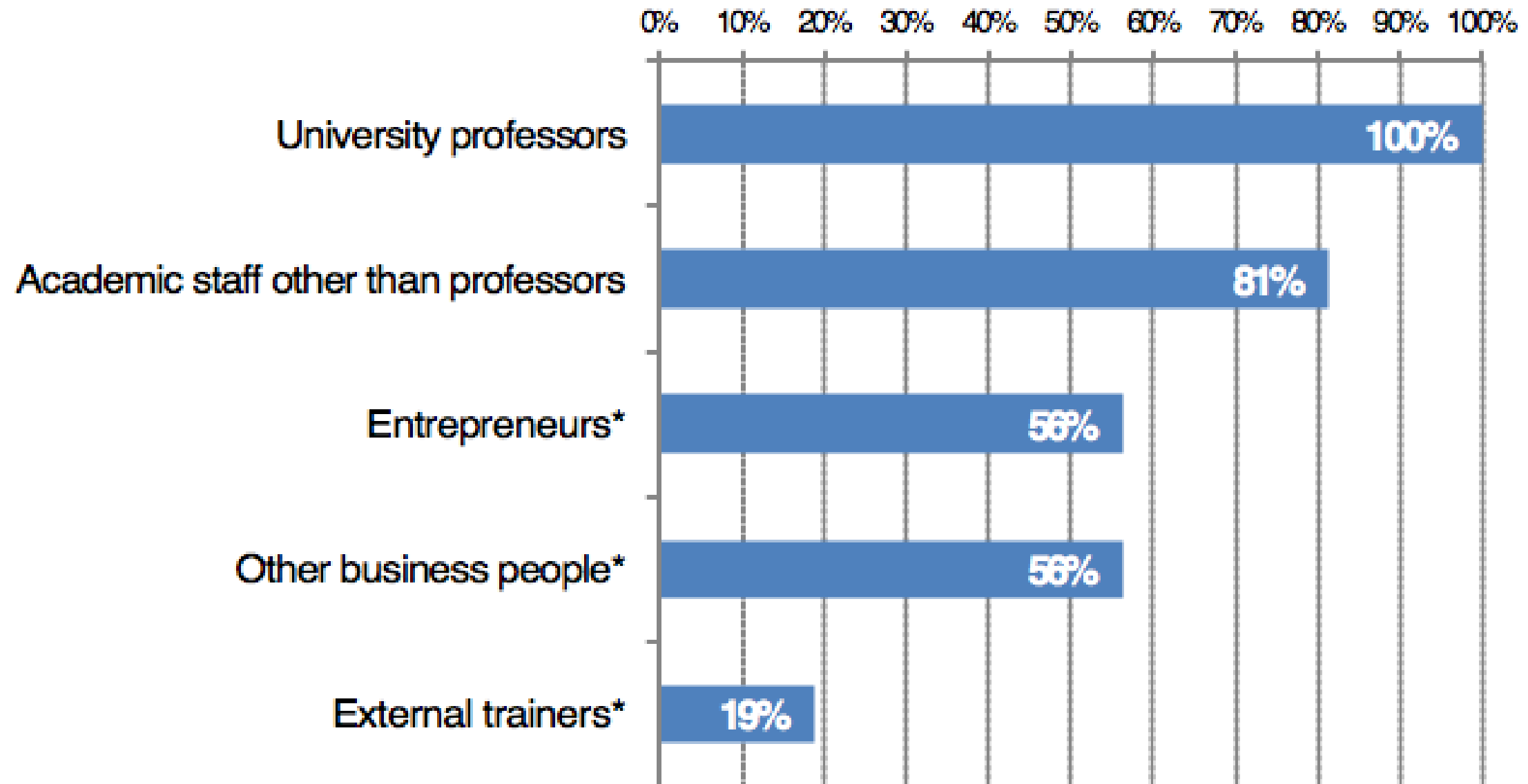
FINDINGS

TYPES OF EE TEACHERS



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



*** = with formal role, not only as guest speakers**
Base: 16 universities; multiple answers possible

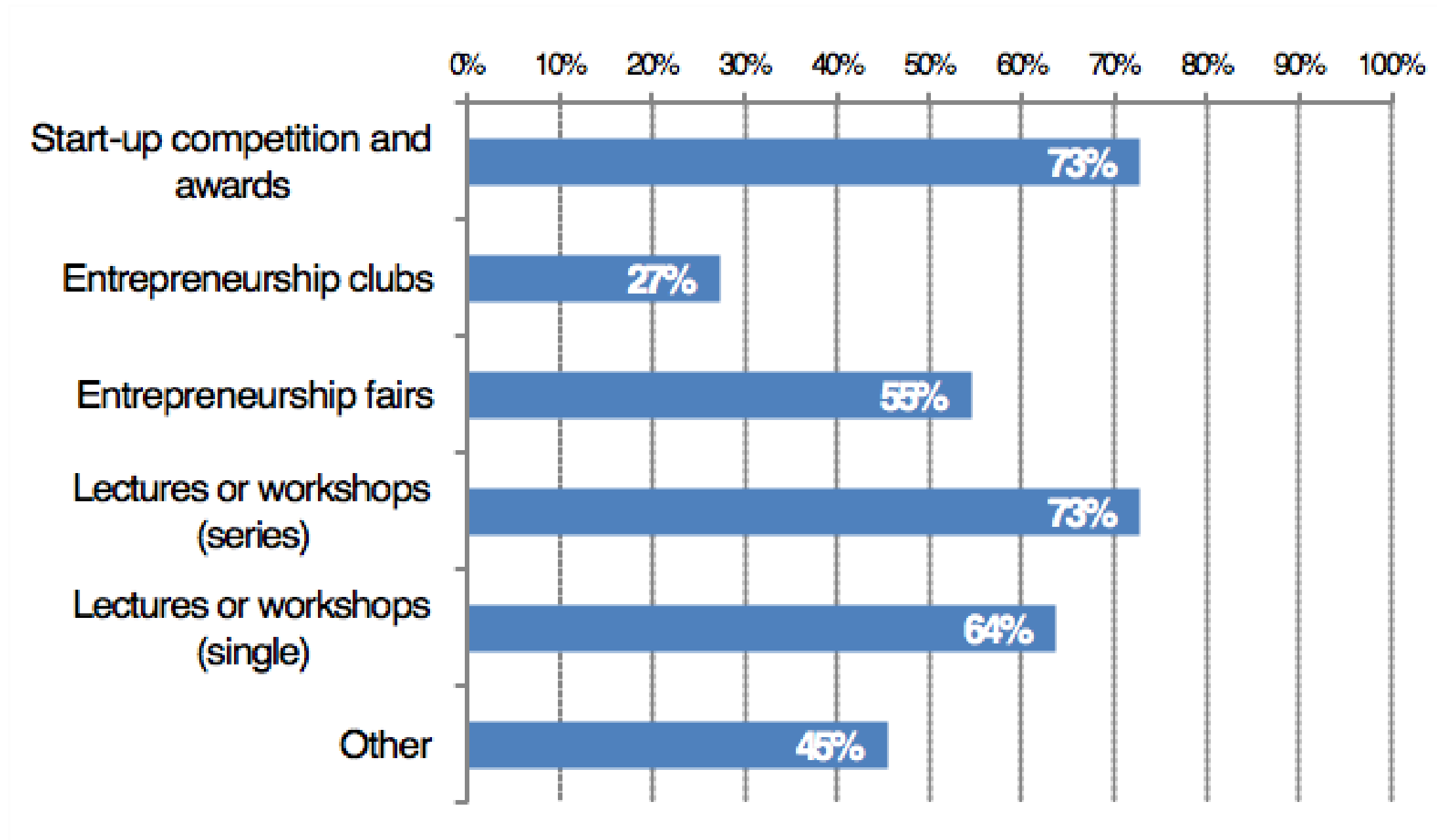
FINDINGS

EVENT FORMATS OFFERED



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



Base: 11 universities; multiple answers possible

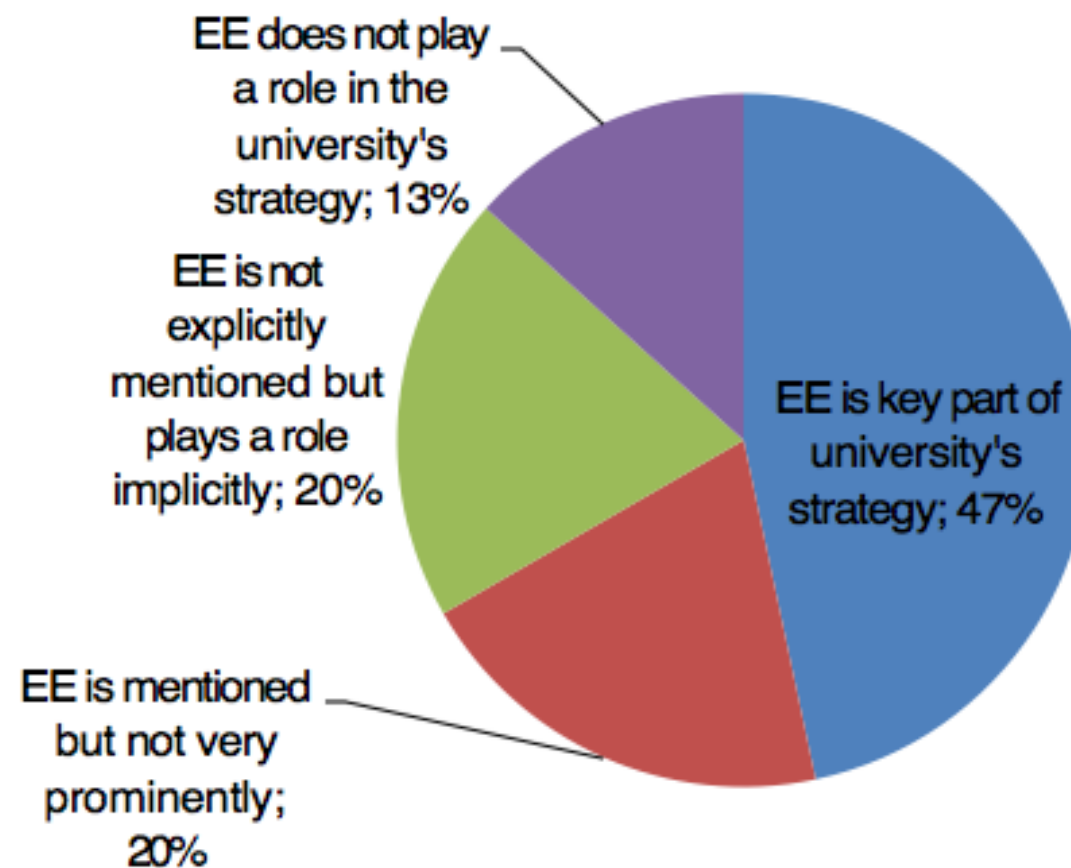
FINDINGS

EE PART OF UNIVERSITY'S STRATEGY



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



Base: 15 universities

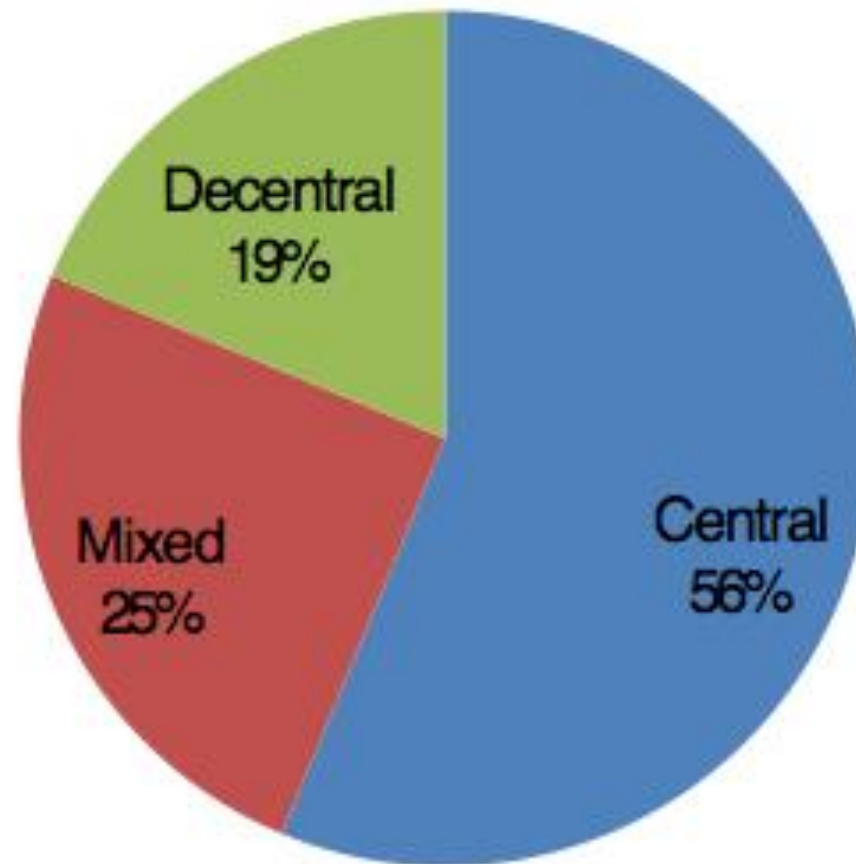
FINDINGS

TYPE OF CO-ORDINATING EE



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



Base: 16 universities



Thank you for your attention!

For more information, please visit:

<http://www.sepHE.eu>

Prof. Dr. Christine K. Volkmann

Chair for Entrepreneurship and Economic Development &
UNESCO-Chair for Entrepreneurship and Intercultural
Management

Schumpeter School of Business and Economics

Bergische Universität Wuppertal

Gaußstr. 20

42 119 Wuppertal

+49 202 439 3980

volkmann@wiwi.uni-wuppertal.de

Supporting the entrepreneurial potential of higher education

Research for a better understanding of universities' entrepreneurial potential

Objectives

The strategic objective of this study is gaining insights about the factors that enable entrepreneurial potential in higher education. The overall objective of the study is to explore a broad and heterogeneous range of educational activities – including curricula and extra-curricular issues – and institutional drivers for their effects on teaching and training of students and their entrepreneurial mind sets, entrepreneurial activities, capabilities, and characteristics. Business creation is ultimately the result of a sequence of actions which are at least as important as the result itself. This study thus focuses on the enabling factors of entrepreneurship which could but must not always lead to new business creation.

The operational objectives of the study are as follows:

1. Analyse existing and identify emerging models for realising the entrepreneurial potential of higher education in curricular activities;
2. Analyse existing and identify emerging models for realising the entrepreneurial potential of higher education in extracurricular activities;
3. Analyse existing and identify emerging institutional models for realising the entrepreneurial potential of higher education institutions;
4. Synthesise the interrelationships and dependencies of curricular, extracurricular, and institutional factors enabling the development of entrepreneurial potential of higher education;
5. Develop policy recommendations.

The study's findings will also be highly relevant for practical use at universities, supporting stakeholders in their activities to create and

LIST OF REFERENCES



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



- Bae, T. J., Qian, S., Miao, C., & Fiet, J. O. (2014). The Relationship Between Entrepreneurship Education and Entrepreneurial Intentions: A Meta-Analytic Review. *Entrepreneurship Theory and Practice*, 38(2), 217-254.
- Fayolle, A., Gailly, B., & Lassas-Clerc, N. (2006). Assessing the impact of entrepreneurship education programmes: a new methodology. *Journal of European industrial training*, 30(9), 701-720.
- Kirby, D. A. (2004). Entrepreneurship education: can business schools meet the challenge? *Education+ training*, 46(8/9), 510-519.
- Kuratko, D. F. (2005). The emergence of entrepreneurship education: Development, trends, and challenges. *Entrepreneurship theory and practice*, 29(5), 577-598.
- Martin, B. C., McNally, J. J., & Kay, M. J. (2013). Examining the formation of human capital in entrepreneurship: a meta-analysis of entrepreneurship education outcomes. *Journal of Business Venturing*, 28(2), 211-224.
- O'Connor, A. (2013). A conceptual framework for entrepreneurship education policy: Meeting government and economic purposes. *Journal of Business Venturing*, 28(4), 546-563.
- Von Graevenitz, G., Harhoff, D., & Weber, R. (2010). The effects of entrepreneurship education. *Journal of Economic Behavior & Organization*, 76(1), 90-112.
- Wilson, K. E., Vyakarnam, S., Volkmann, C., Mariotti, S., & Rabuzzi, D. (2009, April). Educating the next wave of entrepreneurs: Unlocking entrepreneurial capabilities to meet the global challenges of the 21st century. In *World Economic Forum: A Report of the Global Education Initiative*.

THE UNESCO-CHAIR



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



RATIONALE OF THE UNESCO-CHAIR



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



„Supporting entrepreneurial thinking and acting in alignment with **high-quality learning** by focusing on **ethics, values and sustainability** in order to foster the achievement of the overarching, global **Sustainable Development Goals.**“



Organisation der
Vereinten Nationen für
Bildung, Wissenschaft,
Kultur und Kommunikation

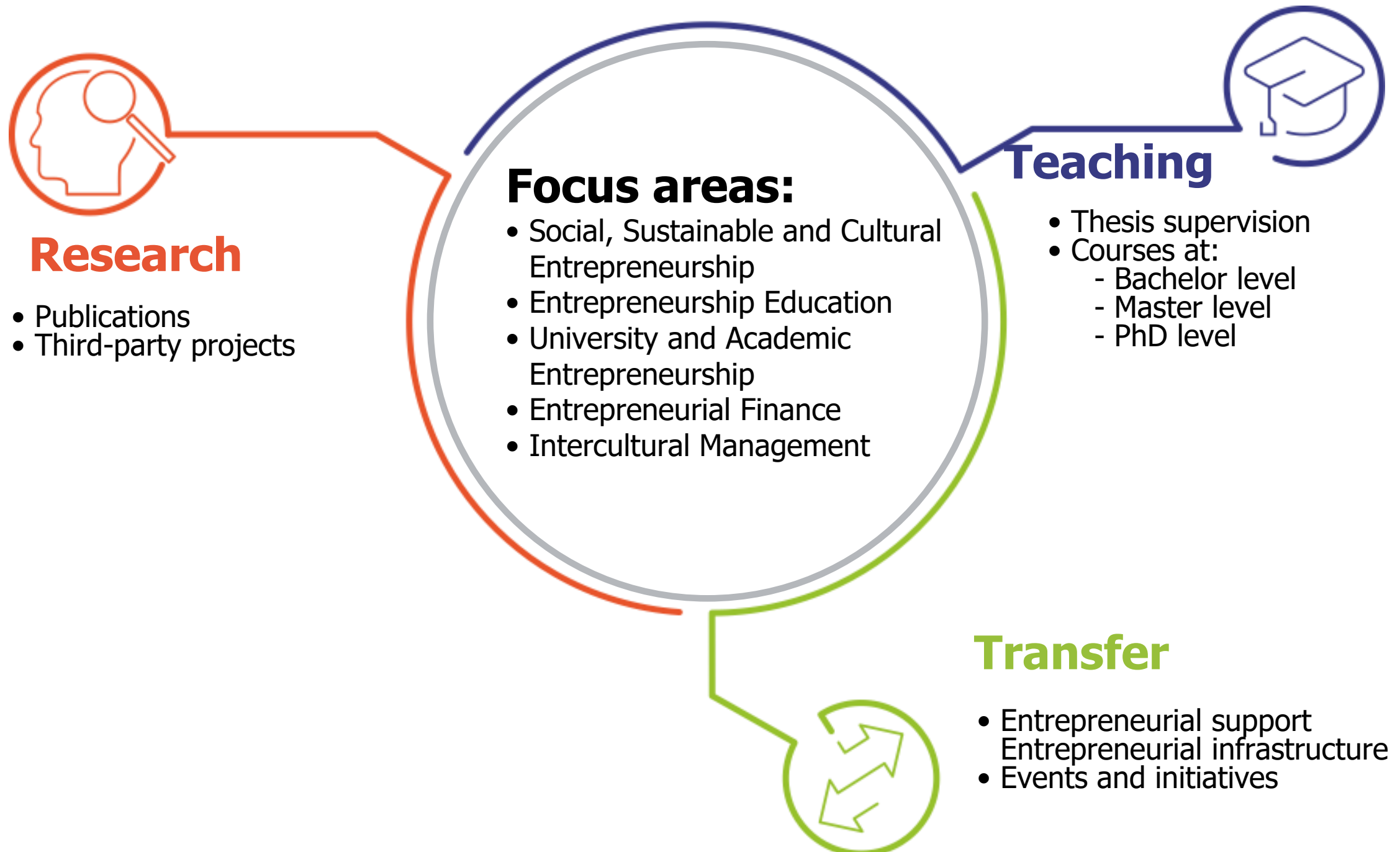


UNESCO-Lehrstuhl
für Entrepreneurship und Interkulturelles Management &
Lehrstuhl für Unternehmensgründung und Wirtschaftsentwicklung
Schumpeter School of Business and Economics



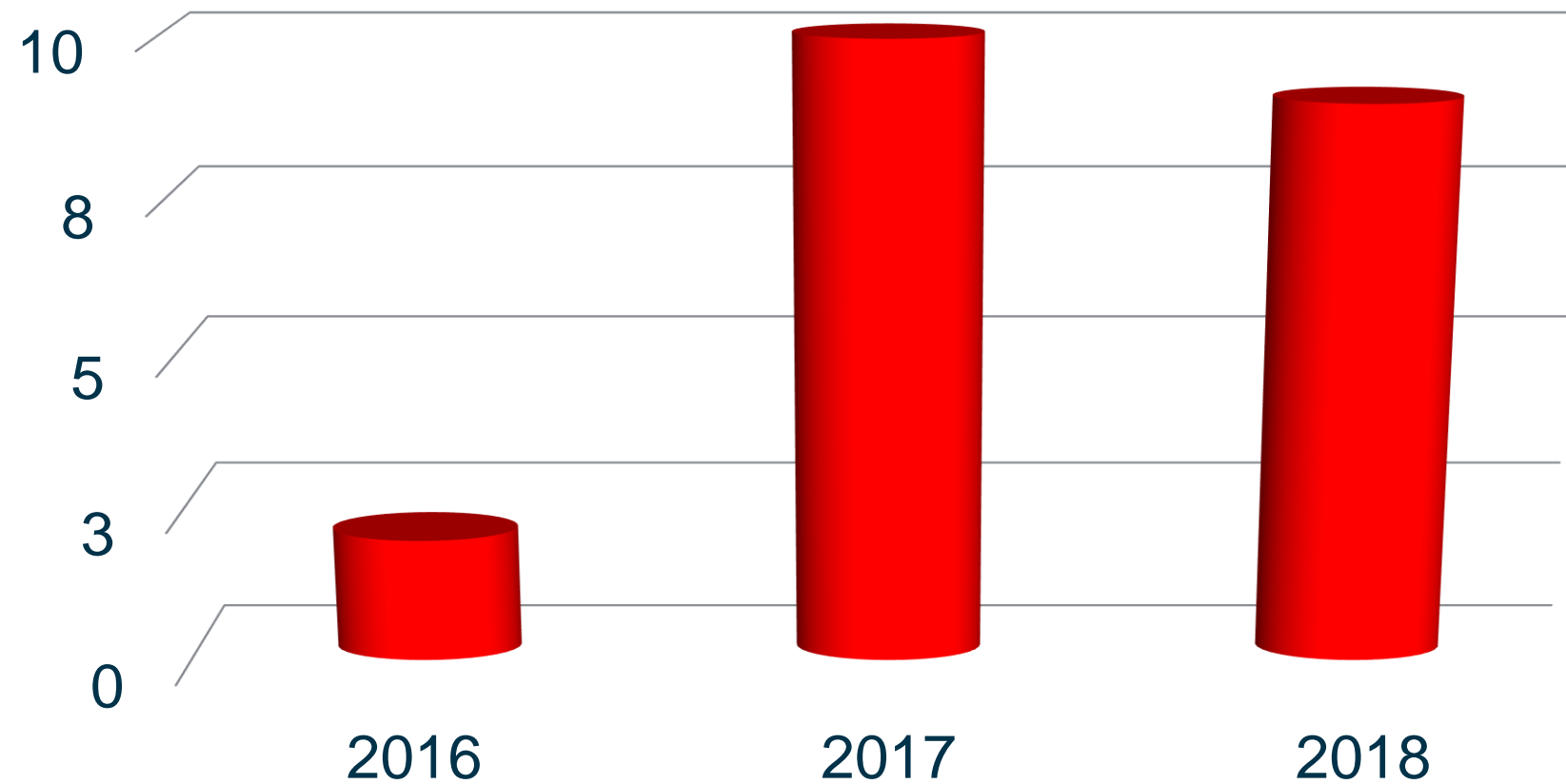
BERGISCHE
UNIVERSITÄT
WUPPERTAL

UNESCO-Chair for Entrepreneurship and intercultural Management





Publications per year



RESEARCH – THIRD-PARTY PROJECTS



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



Nachhaltige Schülerfirmen im Bergischen Land			
Vision	Förderung einer Kultur der Selbständigkeit in Schulen und in der Region Etablierung von Nachhaltigen Schülerfirmen als Raum für Kompetenzentwicklung Nachhaltiges Wirtschaften unter Realbedingungen mit Hilfe von Expertenwissen handlungs- und ergebnisorientiert erlebbar machen Langfristige Verknüpfung von Schule, Region und Wirtschaft durch die Vermittlung wirtschaftlicher Kenntnisse und Fertigkeiten Erprobung neuer Unterrichtskonzepte vor dem Hintergrund einer innovativen Schulentwicklung		
	I. Services	II. Netzwerk	III. Wissenschaftliche Begleitung
Ziele	Steigerung der Anzahl und Qualität von Schülerfirmen Vorbereitung der Schülerinnen und Schüler auf Ausbildung und Beruf Förderung unternehmerischer, wirtschaftlicher und ökologischer Kenntnisse sowie Förderung von Schlüsselkompetenzen	Gewinnung von Unternehmen und Organisationen Etablierung eines Netzwerkes „Nachhaltige Schülerfirmen im Bergischen Land“	Etablierung eines neuen Forschungsfeldes für die BUW
Instrumente	Modul 1: Gründung und Betreuung von nachhaltigen Schülerfirmen Modul 2: Young Sustainable Entrepreneur Certificate (Y-SEC) Modul 3: Servicestelle Nachhaltige Schülerfirmen	Modul 4: Netzwerk Schülerfirmen im Bergischen Land Modul 5: Bergischer Ideencampus	Modul 6: Dokumentation, Evaluation
Träger	Kurs 21, Schulen, GV, BUW, weitere Organisationen	Kurs 21, Schulen, BUW, GV, Unternehmen aus der Region, Wirtschaftsjunoren, Wirtschaftsförderungen im Bergischen Städtedreieck, weitere Organisationen	BUW



European
Commission

European Commission > EASME > Peer-learning activities in entrepreneurship education and in women entrepreneurship

Peer-learning activities in entrepreneurship education and in women entrepreneurship

TEACHING – THESIS SUPERVISION



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



96
supervised
Bachelor- and
Masterthesis in
2017/2018

TEACHING – EXEMPLARY COURSES



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



Social Entrepreneurship in South Africa

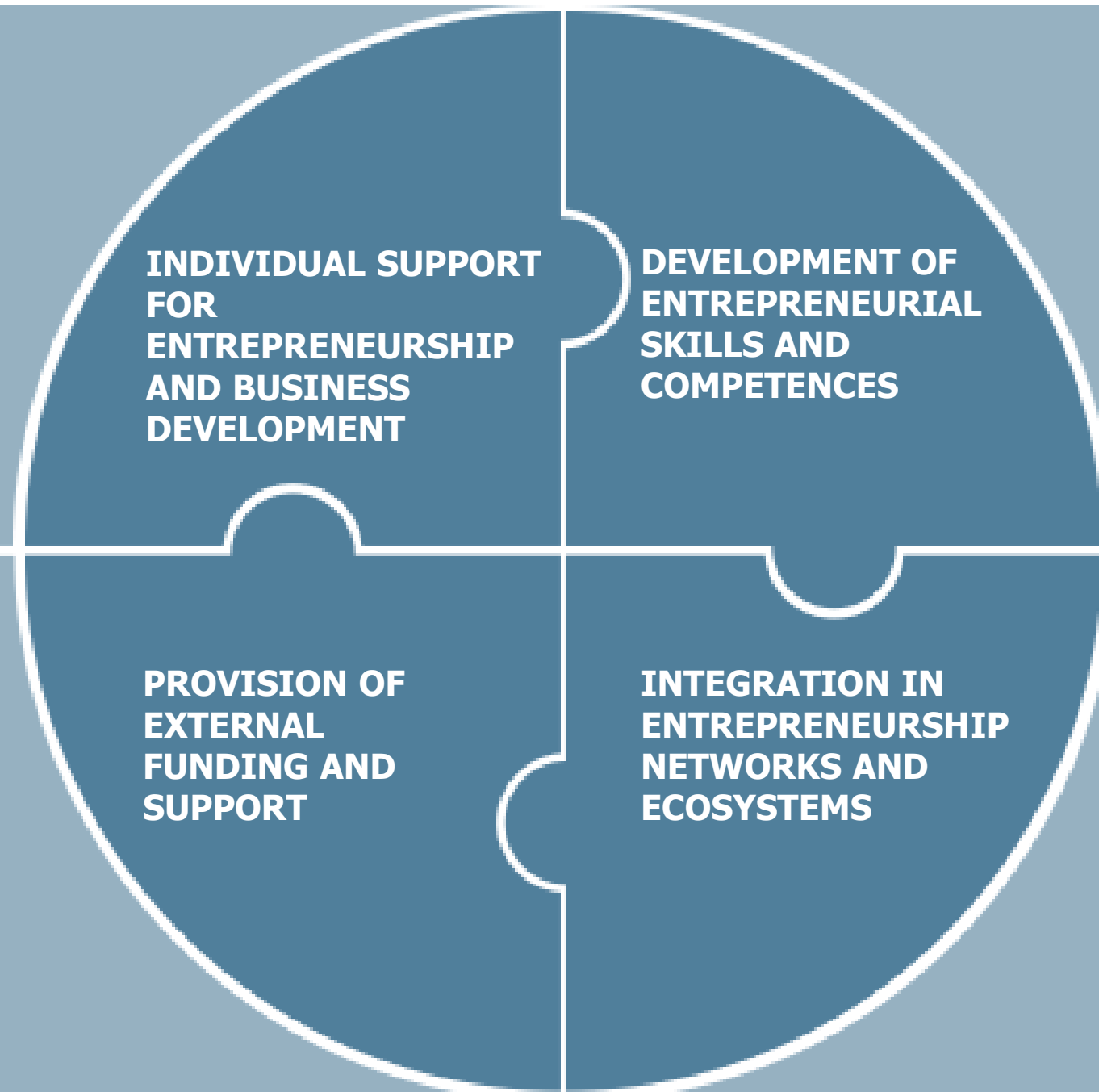


TRANSFER – ENTREPRENEURIAL SUPPORT



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



TRANSFER – ENTREPRENEURIAL INFRASTRUCTURE



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics

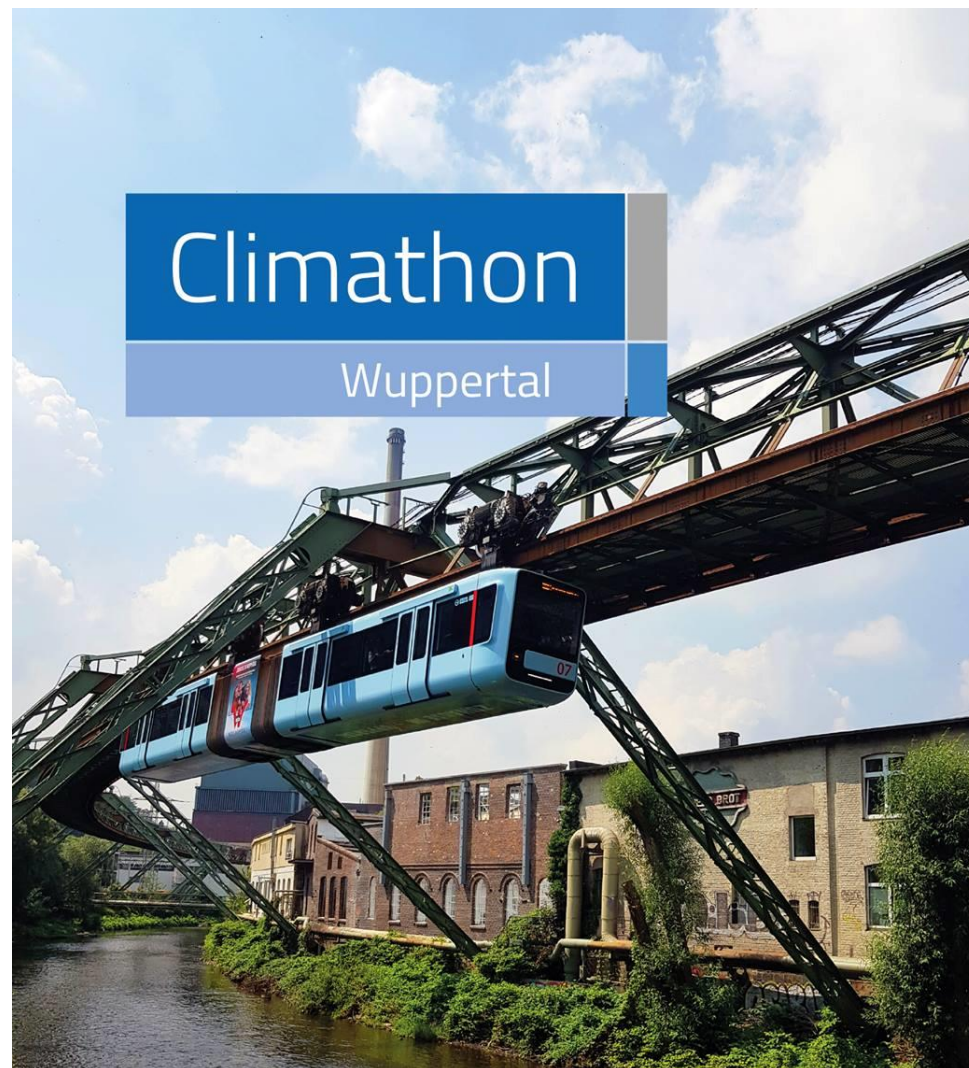


TRANSFER – EVENTS AND INITIATIVES



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



#Climathon

Ein 24-Stunden Ideenmarathon zur Entwicklung innovativer und lokaler Lösungen zu Herausforderungen des Klimawandels. Zum ersten Mal in Wuppertal!

Veranstalter:

neue/effizienz



Wuppertal
Institut



Partner:

jackstädtzentrum
für Unternehmertums- und
Innovationsforschung



STADT WUPPERTAL

AWG
Abfallwirtschafts-
gesellschaft mbH
Wuppertal

EnergieAgentur.NRW

TRANSFER – EVENTS AND INITIATIVES



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



23.10.2018
Kick-Off

- Design Thinking
- Business Model Canvas
- Zielgruppe
- MVP / Prototyp
- Finance - Basic Skills
- Pitch-Deck
- Build your Brand
- Perfect Pitch

30.01.2019
bizeps
Pitch Party

bizeps Startup Academy / Winter 2018

**In 3 Monaten von
der Idee zum Startup**

Melde dich jetzt zum
Workshop-Programm an:
www.bizeps.de

TRANSFER – EVENTS AND INITIATIVES



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



GRÜNDERSTAMMTISCH WUPPERTAL

Für Gründer, Entrepreneur, Startups und Interessierte

#27



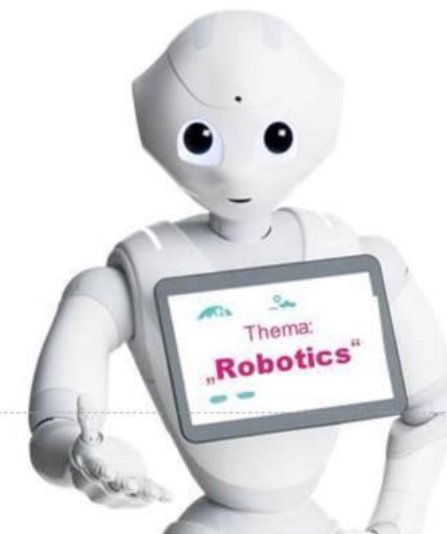
mit freundlicher Unterstützung von:



Julia Koch
Geschäftsführerin
ENTRANCE GmbH



Jörg Heynkes
Geschäftsführer
VillaMedia



26.09.2018 ab 18 Uhr – ENTRANCE GmbH, Viehofstr. 125, 42117 Wuppertal



#GründerstammtischWuppertal
#StartupsWuppertal

TRANSFER – EVENTS AND INITIATIVES



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



NETWORKS AND PARTNERSHIPS



BERGISCHE
UNIVERSITÄT
WUPPERTAL

Schumpeter School
of Business and Economics



STADT WUPPERTAL



Technologiezentrum
Wuppertal

