Integrating Entrepreneurial Competences in Higher Education Curricula

Community for Educational Innovation (CEI)

April 23, 2025

European Commission | CEI

Agenda

15:30	**Welcome**
15:40	**Intervention 1**: Global University Entrepreneurial Spirit Students' Survey-GUESSS *Ana Tomovska Misoska*
16:00	**Intervention 2**: Implementing entrepreneurship educational pathways *Reija Häkkinen*
16:20	**Intervention 3** – Effective design of entrepreneurial education *Bart Derre*
16:40	**Interactive Debate**
16:55	**Closing Remarks**

OBJECTIVE

Discussing how entrepreneurial skills and competences are embedded in higher education curricula.

KEY TOPICS

- Factors driving student entrepreneurship
- Implementation of learning pathways for entrepreneurship
- Designing entrepreneurship education

Growing importance of entrepreneurial competences

Competences such as opportunity recognition, resource mobilisation, creativity, risk management, and working with others are crucial for **business creation and foster innovation, leadership, and adaptability across diverse sectors**.

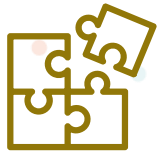
STUDENTS

Ownership and agency, employability, professional success, and meaningful contribution to society

SOCIETY

Resilient future-ready workforce, job creation, social entrepreneurship, innovation, economic growth,

Gaps in entrepreneurial education



Fragmented approach across disciplines

Lack of experiential learning

Limited adaptation to digital and global needs

Need for stronger business and ecosystem-level collaboration

Embedding entrepreneurship in higher education curricula

Transversal cross-disciplinary approaches
(Institution-wide entrepreneurship modules, cross-faculty tracks, etc.)

Experiential learning
(Hackathons, incubation services, challenge-based learning, etc.)

Collaboration with businesses and the ecosystem
(Internships, business mentors, regional entrepreneurship services, etc.)

Digital and global entrepreneurship
(Digital boot-camps, virtual incubation, global teams, etc.)

Ana Tomovska Misoska

University of American College Skopje, North Macedonia

Intervention 1

Global University Entrepreneurial Spirit Students' Survey-guesss

- Professor and Vice-Rector for Research and International Collaboration at the University of American College Skopje.
- Country representative for the Global University Entrepreneurial Spirit Students' Survey (GUESSS). C
- Co-holder of the only social science patent in the country for measuring organisational alignment 'Vox Organisations'.
- Doctor of Philosophy Queen's University Belfast.

Role of education in Entrepreneurial intentions of students: GUESSS research

Prof. Dr. Ana Tomovska Misoska

University American College Skopje

Entrepreneurial intentions

- Entrepreneurial intentions – stable predictors of entrepreneurial behavior especially when it comes to students (Thompson, 2009; Veciana et al, 2005)
- Entrepreneurial intentions are defined as belief by a person that intents a business venture and plan to do so (Krueger, 2000; Thompson, 2009)
- Ajzen's Theory of planned behavior (1991, 2012)
- Intentions capture motivational aspects of behaviour and are dependent on three believes: behavioral believes, normative beliefs and control believes

Education as a factor of entrepreneurial intentions

- Entrepreneurial education, encompassing climate and learning, significant determinant of entrepreneurial intentions (Basu and Virick, 2008;Gomez et al., 2024; Tomovska et al., 2016)
- Support knowledge for entrepreneurship and students' perceptions of it (Sieger et al., 2023)
- Educational experiences have direct link to entrepreneurial intentions or indirect link through various mediating variables (attitudinal, motivational, personality)

Global University Entrepreneurial Spirit Students' Survey (GUESSS)

- University St Galen Switzerland
- 10 waves (11th ongoing in 2025)
- Collection wave 2023 – 57 countries; Convenient sampling
- Questionnaire with closed questions; Online data collection
- Demographic data

Entrepreneurial intentions – stable over time and across data collection waves

Figure 2. Career choice intentions in groups (N = 226'718)

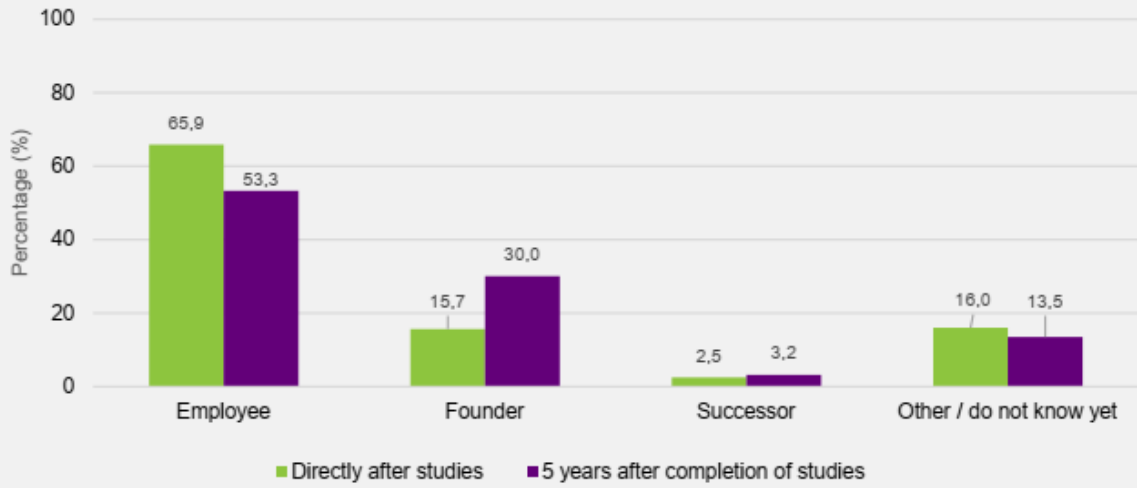
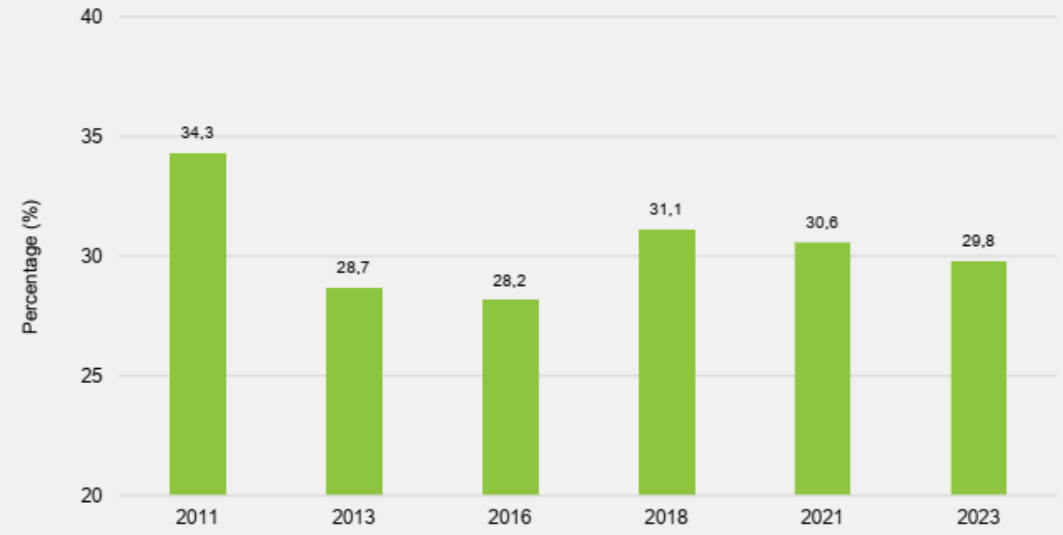


Figure 6. Share of intentional founders (5 years after studies) across GUESSS editions



My interests

- Constructs:
  - Entrepreneurial intentions (Linan and Chen, 2009)
  - Life satisfaction (Diener, et.al., 1985)
  - Resilience (Sinclair & Watson, 2004)
  - Entrepreneurial Self-efficacy (Chen et al., 1998, Zhao et al., 2005)
  - University environment (Franke & Lüthje, 2004; Wang et al., 2022)
  - Program learning (Souitaris et al., 2007)
  - Learning about External enabler mechanisms (Davidsson et al., 2020)
  - Attitude towards behavior (Linan and Chen, 2009) – 2021 data collection
  - Subjective norms (Linan and Chen, 2009) – 2021 data collection

Testing models in North Macedonia and the region

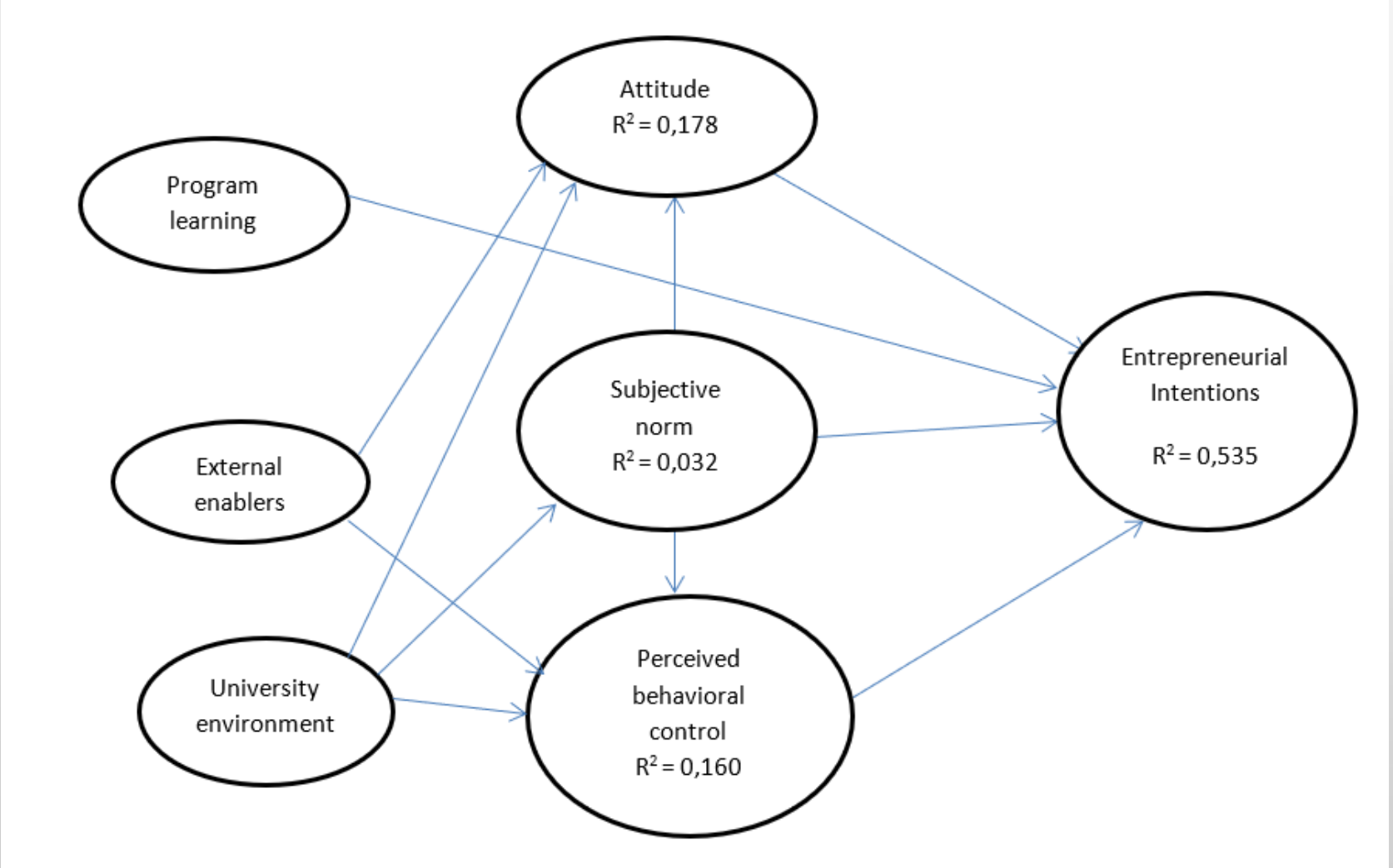
2023

- 1822 students from the region
- Most coming from Croatia (1822), followed by, Slovenia (254) and North Macedonia (254)
- Majority female (66%)
- Majority undergraduate (75.6 %)
- Most of the sample enrolled in business/management (20.9%), followed by human medicine/health sciences (12.6), social science (11.5%), economics (11.3%) and engineering (including architecture (10.7%)

2021

- 175 student from North Macedonia
- Almost equal distribution of males and females (53% females)
- Majority undergraduate (86%)
- Most of the sample business/management (40,6%) followed by social sciences (16%), economics (11,4%)

Theory of Planned Behavior model (2021)



Education and personality variables (2023)

Effect	Path	β	SE	95% CI		z	p
				Lower	Upper		
Direct	Life Satisfaction → Entrepreneurial Intentions	**-.054**	.018	.092	.017	-3.090	.002
Total	Life Satisfaction → Entrepreneurial Intentions	-.015	.018	-.054	.022	-.853	.393
Indirect	Life Satisfaction → Self-Efficacy → Entrepreneurial Intentions	**.039**	.006	.027	.054	7.045	< .001
Direct	Resilience → Entrepreneurial Intentions	**.075**	.022	.029	.118	3.387	< .001
Total	Resilience → Entrepreneurial Intentions	**.202**	.02	.159	.243	9.839	< .001
Indirect	Resilience → Self-Efficacy → Entrepreneurial Intentions	**.127**	.012	.102	.152	10.936	< .001
Direct	University Environment → Entrepreneurial Intentions	.008	.019	-.032	.046	.406	.685
Total	University Environment → Entrepreneurial Intentions	.023	.019	-.018	0.063	1.192	.233
Indirect	University Environment → Self-Efficacy → Entrepreneurial Intentions	**.015**	.005	.004	.026	3.084	.002
Direct	Program Learning→ Entrepreneurial Intentions	**.107**	.024	.058	.159	4.510	< .001
Total	Program Learning→ Entrepreneurial Intentions	**.139**	.024	.088	.192	5.713	< .001
Indirect	Program Learning→ Self-Efficacy → Entrepreneurial Intentions	**.032**	.007	.019	.048	4.81	< .001
Direct	External Enablers → Entrepreneurial Intentions	-.037	.021	-.080	0.008	-1.733	.083
Total	External Enablers → Entrepreneurial Intentions	-.010	.022	-.055	.037	-.473	.636
Indirect	External Enablers → Self-Efficacy → Entrepreneurial Intentions	**.026**	.006	.014	.040	4.428	< .001

Adjusted R^2 = .221, F (1897,6) = 88.92 p<.001

Conclusion

- Educational system should serve as a main source of support for the students in their knowledge base about entrepreneurship
- Education can result in more positive attitudes towards entrepreneurship, feeling of better control and higher social approval of entrepreneurship
- The curricula in higher education need to be more adapted to the needs of the students and incorporate activities that will support the entrepreneurial intentions of students (increase understanding of attitudes, motivation, values of entrepreneurs; building practical skills to start a business; provide networking opportunities)
- The educational process should also enable development and strengthening of students' entrepreneurial self-efficacy (belief in their abilities to start and successfully run a business) as well as building resilience among students
- The countries in the region need to think about stimulating those not currently satisfied with their life-situation to think about pursuing the path of entrepreneurship

DO YOU HAVE ANY QUESTIONS?

Reija Häkkinen

University of Jyväskylä, Finland

Intervention 2

Implementing Entrepreneurship Educational Pathways

- Career Specialist responsible for the students' entrepreneurial mindset and entrepreneurship activities at the **University of Jyväskylä**
- Supports coaching, entrepreneurship courses, projects and business collaboration at **Jyväskylä University of Applied Sciences** and **EduJyväskylä**
- Chairperson of the educational incubator team in the **Startup Factory** incubator **(Jyväskylä Yritystehdas**)
- General assistant in the **FORTHEM European University Alliance**

JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

Building innovative and entrepreneurial mindset in JYU

Integrating entrepreneurial competences in higher education curricula
23.4.2025

Reija Häkkinen
University of Jyväskylä
Career Specialist
reija.hakkinen@jyu.fi

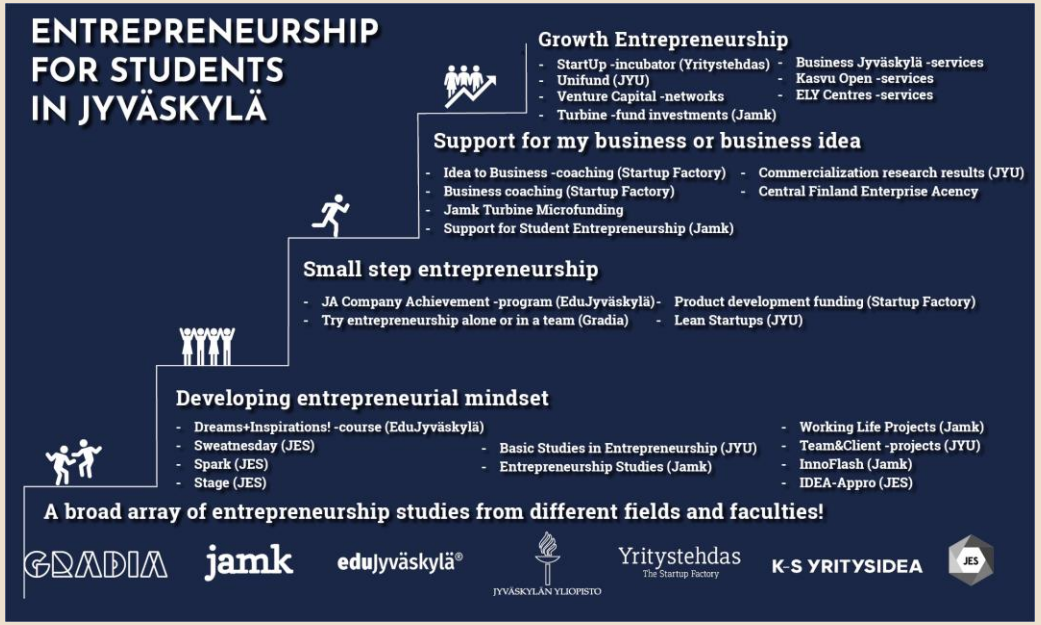
Since 1863.

Contents

- Background of the Development Work
- Definition of Terms
- RDI Doctoral Pilot EI Model Construction
- JYU’s Entrepreneurship and Innovation Activities - Annual Calendar
- Monitoring

Background of the Development

- In Jyväskylä, a long-term entrepreneurship education model and entrepreneurship paths have been built for students, researchers and staff.
- Terms “entrepreneurship education” and “entrepreneurship path” have been used conceptually, but discussions have opened up a broad view of entrepreneurship education.
- Not everyone needs to become an entrepreneur, but entrepreneurial mindset is needed in life and work.



Basis of the Development Work – extension to PhD -students

- The Ministry of Education and Culture funds the training of 1000 new RDI doctors starting in autumn 2024.
- The support services for entrepreneurship and innovation activities are utilized in the RDI doctoral path.
- A three-tier model for entrepreneurship and innovation activities was built for doctoral students over three years, with services divided from a pedagogical perspective: 1) information, 2) innovation, 3) integration.
- The main idea is to promote a culture of experimentation and commercialization of one's research, helping to see support services and where various scientific communication, funding, or entrepreneurship courses or information sessions could fit into one's path.
- The European Commission's Research Competence Framework (2024) was used as background
- Collaboration is done with entities such as Yritystehdas, Jyväskylä University of Applied Sciences, Jyväskylä Educational Consortium Gradia, Crazy Town, Digi & Game Center, and other entrepreneurship and innovation actors in Jyväskylä.

Initial Impetus

- The foundation for building the entrepreneurship and innovation activities model has been developed during a decade in different projects including implementation in practice.
- JYU participated in the EIT-HEI project called UNITeD https://eit-hei.eu/projects/united/ during the academic year 2024-2025, where the significance and state of entrepreneurship and innovation activities were closely considered also in partner universities.
- Various pilots were implemented during the project, for example, for doctoral researchers aiming to better identify the commercial potential of their research and articulate their research understandably outside the scientific community.
- Similar pilots have also been implemented in the FORTHEM alliance Forthem | Forthem Alliance (forthem-alliance.eu) and its extended FIT FORTHEM project focused on researchers and entrepreneurship.

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Definition of Terms

Entrepreneurship

"Entrepreneurship can be described as a process of action that an entrepreneur undertakes to establish an enterprise. Entrepreneurship is a creative activity. It is the ability to create and build something from practically nothing. It is an ability to see an opportunity where others see chaos, contradiction and confusion. Entrepreneurship is an attitude of mind to seek opportunities, take calculated risks and derive benefits by setting up a venture." (Trott 2021, 69)

Innovation

- *“Innovation is the use of new ideas, products or methods where they have not been used before.” (European Union, Eurostat 2023)*
- The term ‘innovation’ can mean both an activity and the outcome of the activity. The general definition of an innovation is: *“An innovation is a new or improved product or process (or combination thereof) that differs significantly from the unit’s previous products or processes and that has been made available to potential users (product) or brought into use by the unit (process).”* (OECD, Oslo manual 2018)
- Trott (2021, 15) considers innovation as theoretical conception + technical invention + commercial exploitation.

Entrepreneurship education

1. narrow definition of entrepreneurship education

"…In the narrower definition, entrepreneurship education is focused on business activities, with specific teaching methods aimed at teaching students how to start a company" (Dahlstedt & Fejes 2017, 2)

2. broad definition of entrepreneurship education

"The broader definition promotes an idea that students should learn a set of 'entrepreneurial skills' such as independence, creativity, problem-solving and diligence" (Dahlstedt & Fejes 2017, 2)

Career Entrepreneurship

”Career entrepreneurship involves taking an entrepreneurial approach to managing our careers. It means doing things that seem “illegitimate” to other people and contradict socially recognized and accepted sequences of work experiences in terms of age, education, or socio-economic progression. This kind of behaviour challenges established norms about typical career development.” (Korotov, Khapova & Arthur 2009, 2)

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RDI Doctoral Pilot EI Model Construction

3-year PhD RDI EI Program Overview

1. **Year 1 – Information:**
    1. Aimed at informing and opening up the horizon of possibilities.
    2. Information sessions for new students as part of the orientation for new doctoral students.
    3. Opening up opportunities in entrepreneurship and innovation activities. Contents from idea to innovation.
2. **Year 2 – Innovation:**
    1. Aimed at inspiring and presenting one's research practically.
    2. The concept of the usability of research results from the UNITeD project.
    3. Considering the commercialization of one's research idea and creating a "rough version," pitching in plain language.
3. **Year 3 – Integration:**
    1. Aimed at selling one's dissertation or expertise to a company/media.
    2. Training on pitching one's dissertation.
    3. Aiming to popularize one's research topic. Also, the possibility to sell one's dissertation and expertise to companies and media.

The 3-year plan integrates both courses and events as well as business cooperation and matchmaking between different fields and research topics.

ENTREPRENEURSHIP PATHS FOR RESEARCHERS AND STAFF IN JYVÄSKYLÄ

eduJyväskylä®

Growth Entrepreneurship

- StartUp -incubator (Yritystehdas)
- Unifund (JYU)
- Venture Capital -networks
- Turbine -fund investments (Jamk)
- Business Jyväskylä -services
- Kasvu Open -services
- ELY Centres -services

Support for my business or business idea

- Idea to Business -coaching (Startup Factory)
- Business coaching (Startup Factory)
- Turbine Microfunding (Jamk)
- Support for Student Entrepreneurship (Jamk)
- Commercialization research results (JYU)
- Central Finland Enterprise Acency (KS Yritysidea)

Developing Business Ideas

- Product development funding (Startup Factory)
- JA Company Achievement -program (EduFutura)

Infrastructure
- Labs
- Market Research
- Running pilots

Funding opportunities
- Proof of concept
- EAKR
- ESR
- Business Finland

Entrepreneurial opportunity recognition and -creation

Support for the ideas
- (Preliminary) novelty search
- Freedom to Operate (FTO)
- IP-rights
- Invention Disclosure

Events
- Startup Cocktail (Startup Factory)
- FORTHEM Startup Day (JYU)
- Bio-Paavo hackathons (JAMK)
- Sweatnesday (JES)

Networking
- Finding collaboration, funding and partners

Courses
- Creating Careers (JYU)
- Dreams+Inspirations! -course (EduFutura)
- Project courses (Team&Client JYU, Future Factory Jamk)

Support for developing entrepreneurial skills and mindset

GRADIA jamk JYVÄSKYLÄN YLIOPISTO Yritystehdas The Startup Factory K-S YRITYSIDEA JES

Annual Calendar for Entrepreneurship, Innovation, and Business Cooperation - topics

Information

-Information sessions for different target groups.

- Information desks and stands at events where support for entrepreneurship and innovation activities is discussed.

Events

-Events where one can present their research or research idea to companies.

- Events where one can apply for jobs or discuss the applicability of their research and expertise to the needs of employers.

Courses

-Courses to develop work-life and entrepreneurial skills.

-Collaboration with companies.

-Developing one’s business idea.

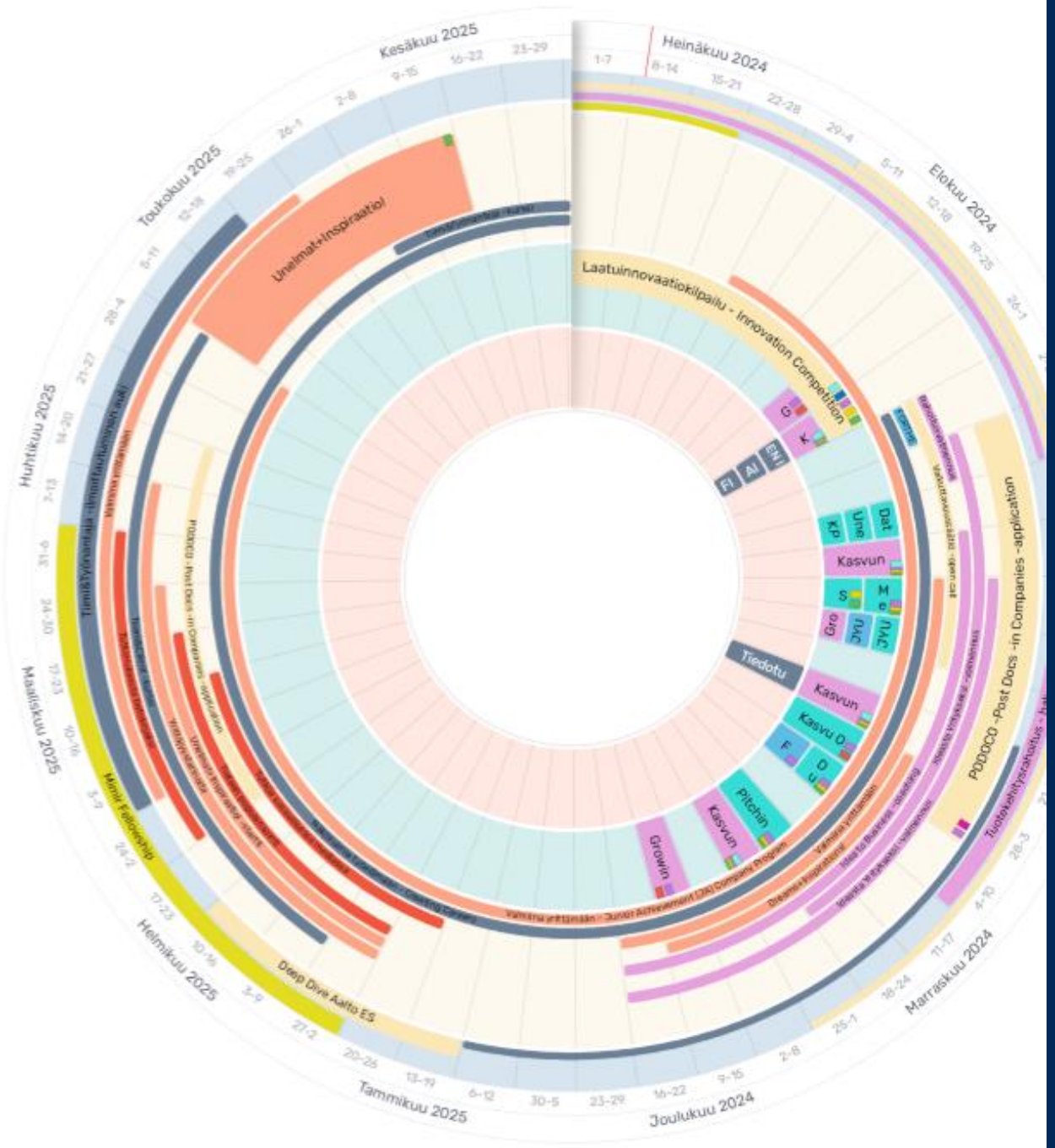
- Developing one’s company.

Business Cooperation

-Funding applications in cooperation with companies.

- Funding applications for developing one’s business idea.
- R2B funding applications (from research to business).

- POC funding applications.



Annual Calendar of Entrepreneurship and Innovation

- You may see the annual wheel in JYU website: https://www.jyu.fi/fi/yhteistyo/yritysyhteistyo-ja-kumppanuudet/yrittajyys/yrittajyyden-mahdollisuuksia-jyvaskylan-yliopistossa

Monitoring Success

- In Jyväskylä’s model, the aim is to utilize the entire ecosystem in entrepreneurship and innovation education and offer researchers the best opportunities to advance their ideas.
- Collaboration requires a lot of interaction and coordination.
- It is good to monitor successes and hear the perspectives of both ecosystem actors and researchers.
- When “blind spots” are found, new ways to cover them are sought.

Sources

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Kiitos – Thank You!

Reija Häkkinen, reija.hakkinen@jyu.fi

University of Jyväskylä, Työelämäasiantuntija

DO YOU HAVE ANY QUESTIONS?

Bart Derre

HOGENT University of Applied Sciences and Arts,
Belgium

Intervention 3

Effective Entrepreneurial Education Design

- Director of the **Center for Entrepreneurship** at HOGENT University of Applied Sciences and Arts.
- Holder of the Research Chair on Entrepreneurial Learning at Vrije Universiteit Brussel (VUB)
- PhD Eindhoven University of Technology focused on data-driven and design science approach to fostering entrepreneurial behaviour in higher education.

Designing effective entrepreneurial educaction.

prof.dr. Bart Derre
Director E-Lab, HOGENT University of Applied Sciences and Arts
Holder of the Research Chair on Entrepreneurial Learning, Vrije Universiteit Brussel

<u>Paradigm shift:</u>

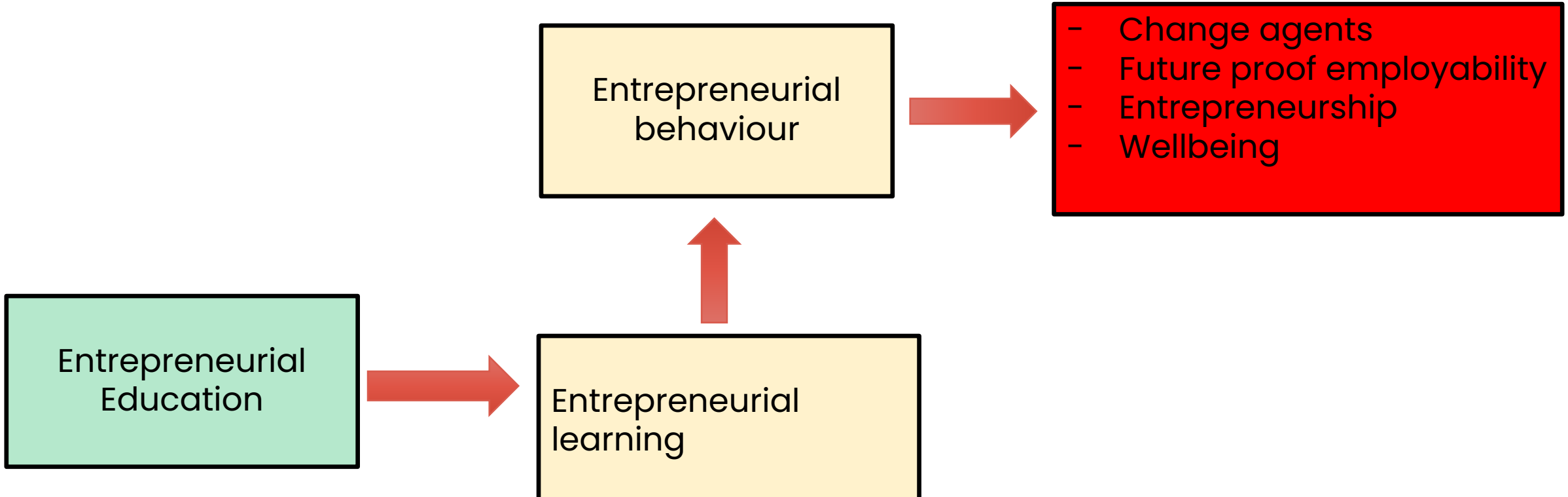
From a focus on
student-entrepreneurship

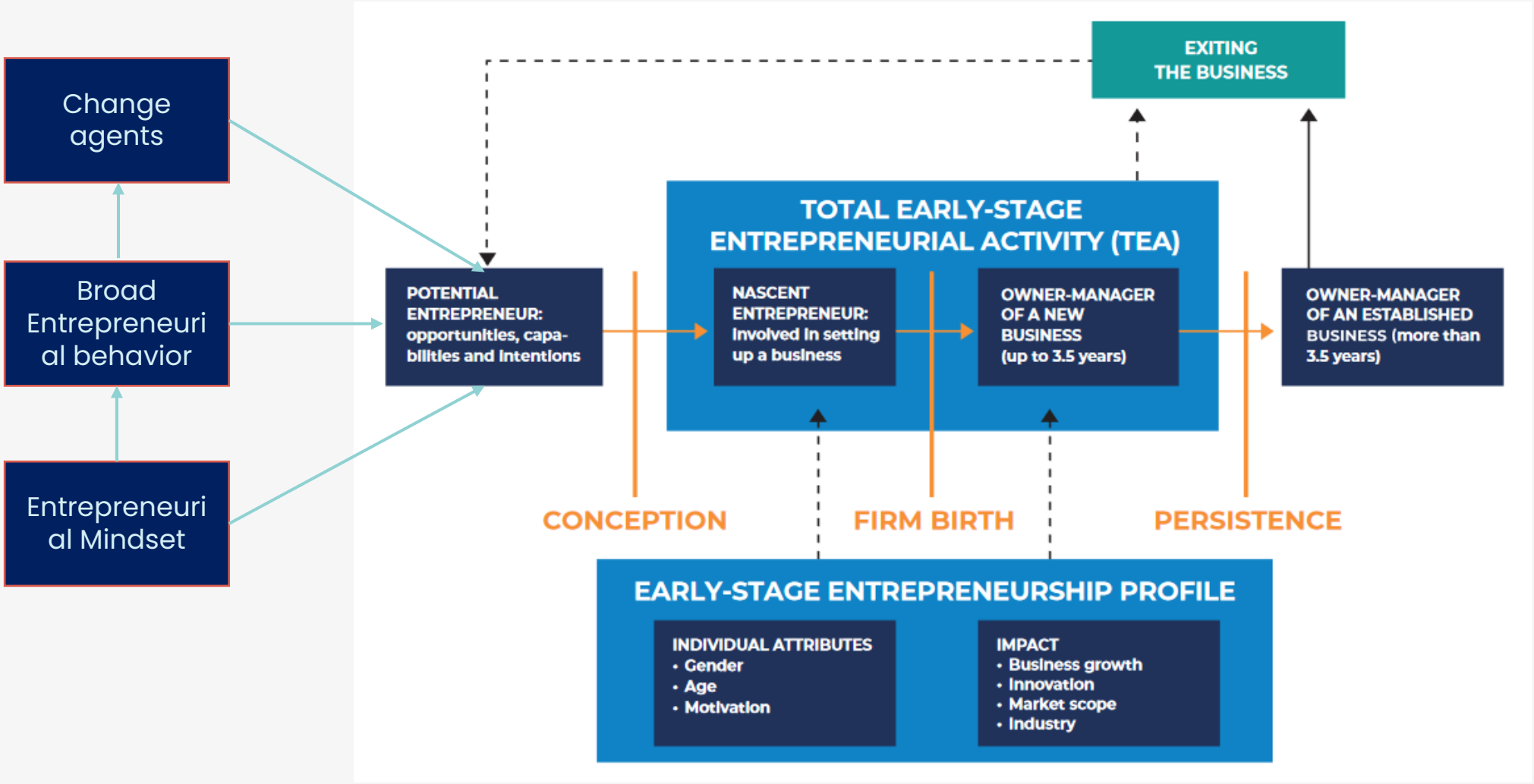
to a focus on
broad entrepreneurial education

Collaborate with relevant stakeholders to foster the change agents of the future, entrepreneurship, 'future-proof employability,' and well-being' among stakeholders...

...by designing, facilitating, and delivering high-quality, evidence-informed entrepreneurial education

...that promotes entrepreneurial learning and resulting entrepreneurial behavior among all stakeholders





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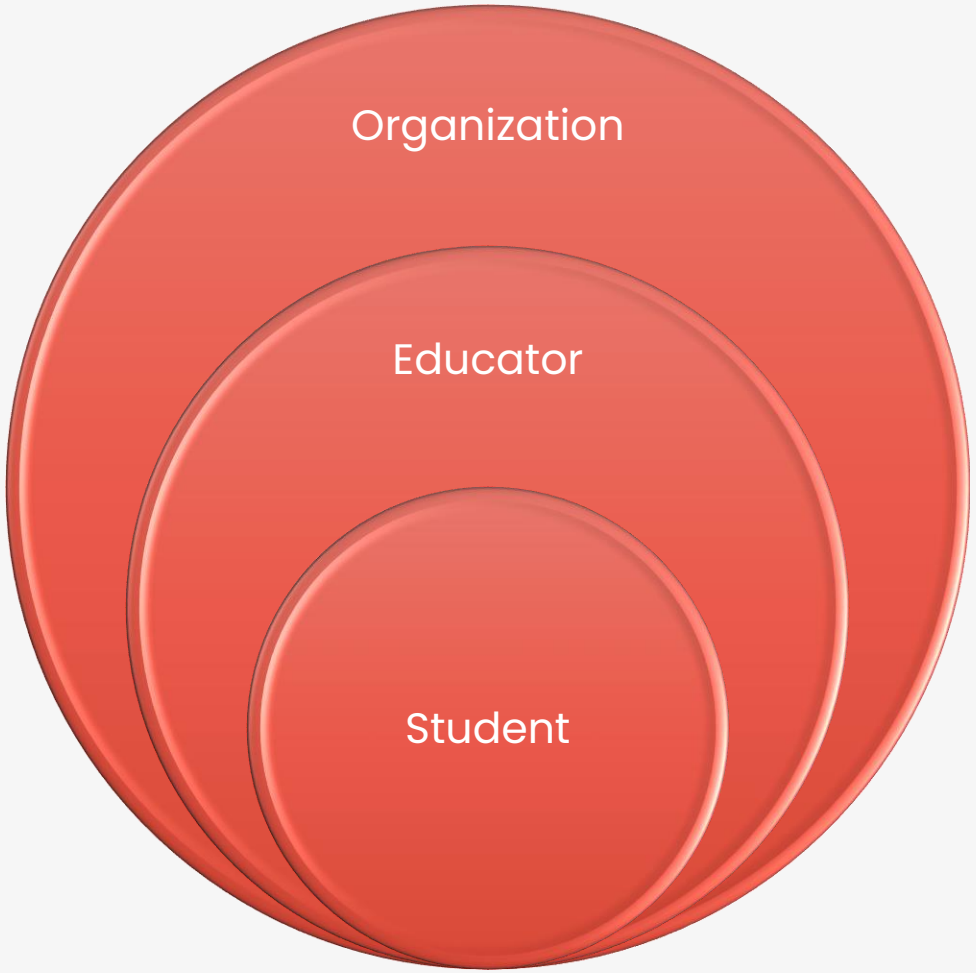

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In the future we hope for a greater awareness of the need to develop and establish progression models for entrepreneurial education, ***rather than continuing the quest for a 'one size fits all' approach to entrepreneurial education ...*** *In the future, teachers will hopefully have access to classifications, frameworks and other support material* ***allowing them to pick and choose from a large variety of pedagogical tools and methods allowing them to more quickly identify and hone a teaching style and progression strategy to their own students, contexts and available resources.***

(Lackéus, 2015, p. 26)

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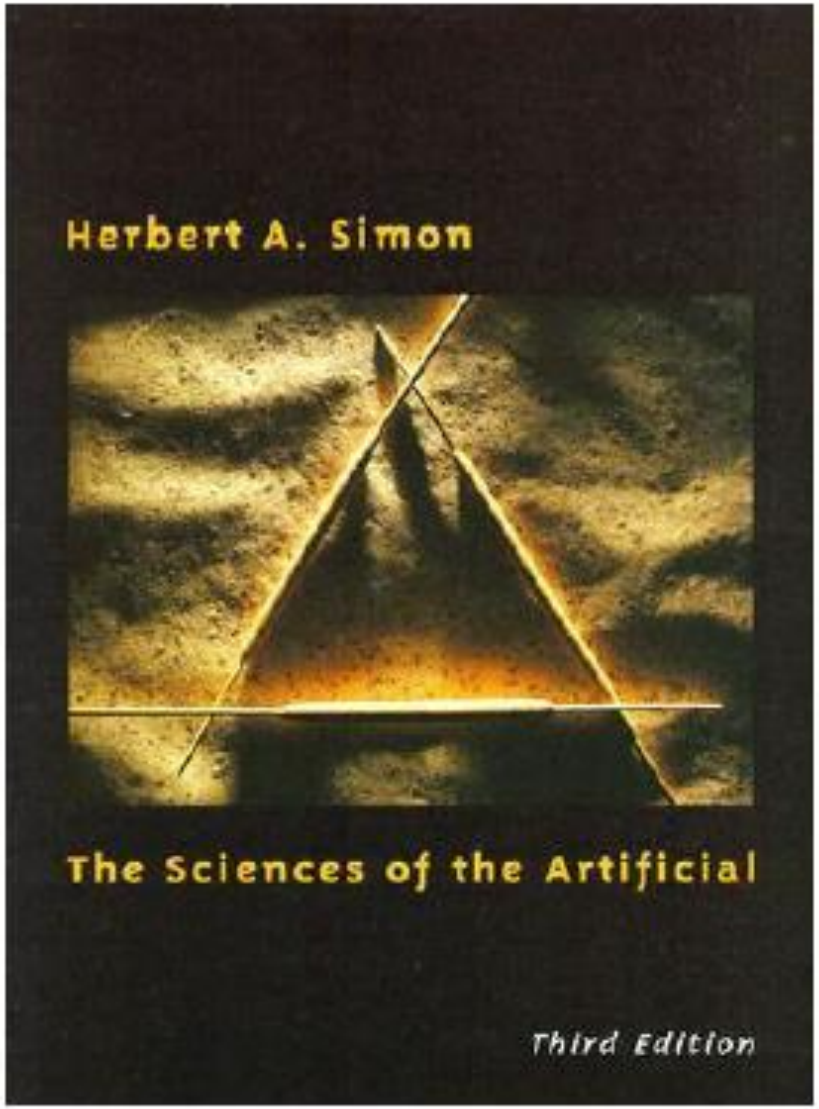

The Sciences of the Artificial

Third edition

Herbert A. Simon

The MIT Press
Cambridge, Massachusetts
London, England

title	:	The Sciences of the Artificial
author	:	Simon, Herbert Alexander.
publisher	:	MIT Press
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ebook isbn13	:	9780585360102
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subject		Science--Philosophy.
publication date	:	1996
lcc	:	Q175.S564 1996eb
ddc	:	300.1/1
subject	:	Science--Philosophy.

‘Artificial things are synthesized (though not always or usually with full forethought) by human beings.’ (Simon, 1996)

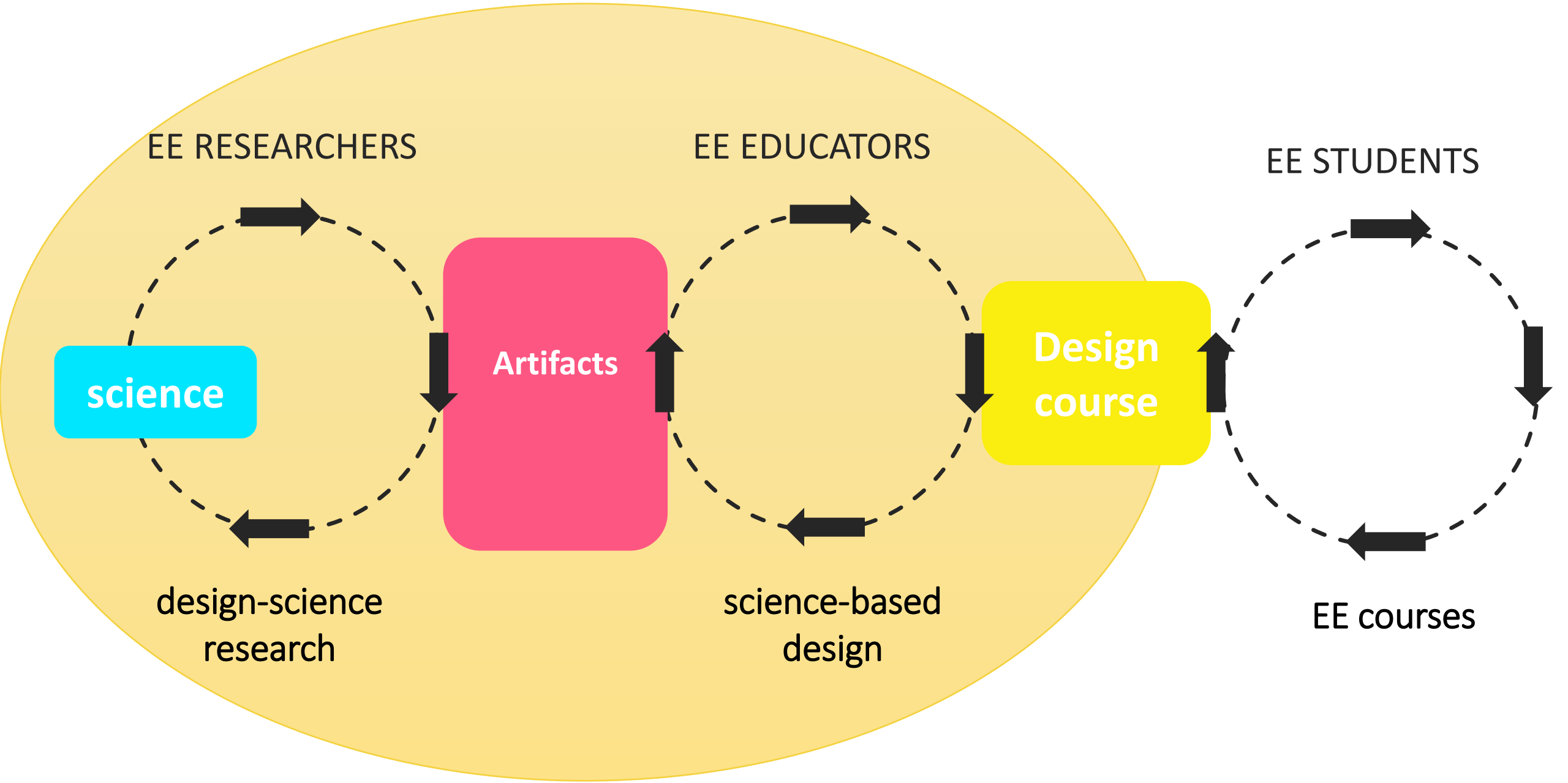
‘science of the artificial’

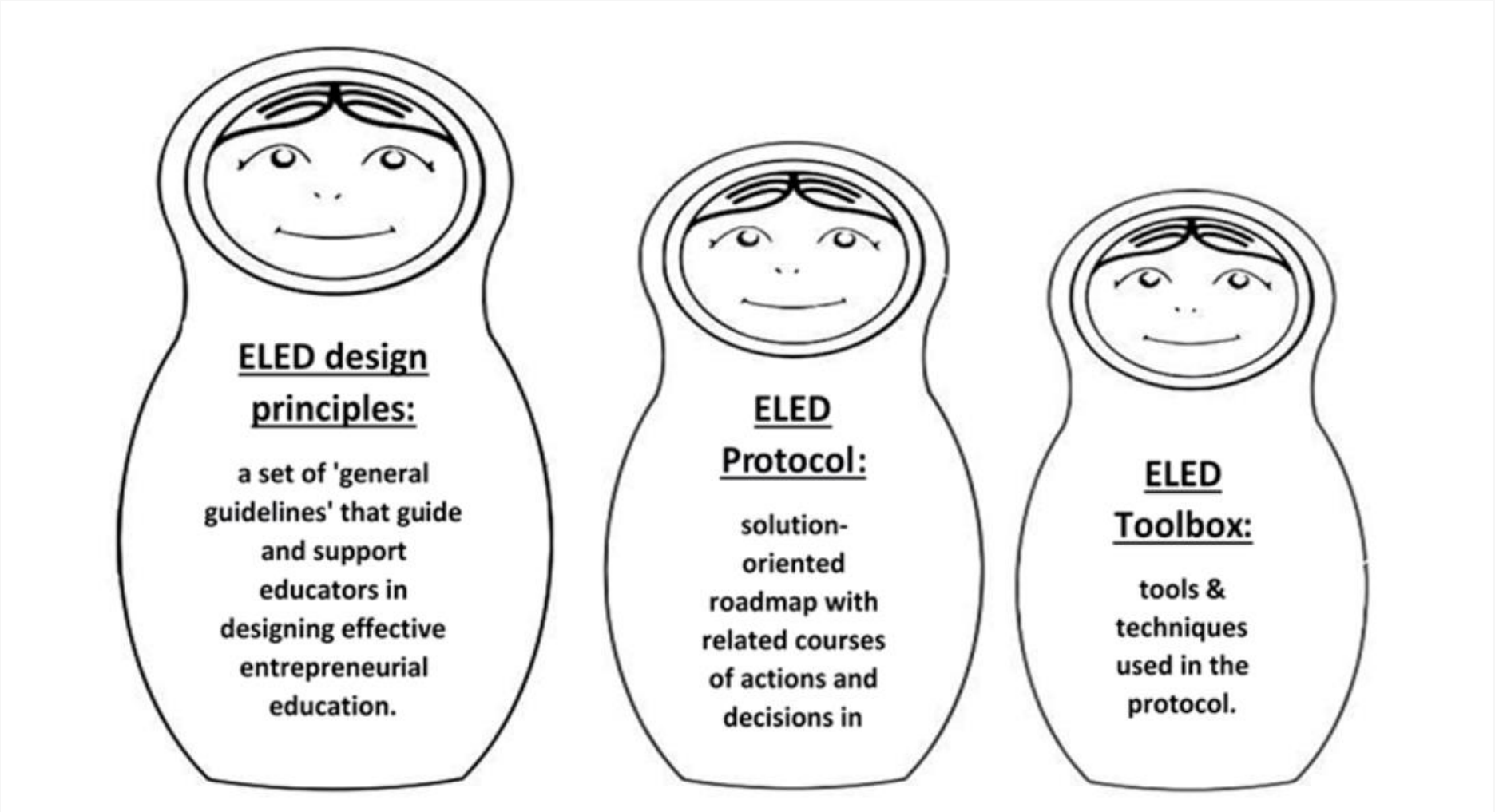
“Design is (…) the principal mark that distinguishes the professions from the sciences. Schools of engineering, as well as schools of architecture, business, education, law, and medicine, are all centrally concerned with the process of design.”

Simon (1996, p. 111)

Fulfillment of purpose or adaptation to a goal involves a relation among three terms:

- the purpose or goal,
- the character of the artifact, and the
- environment in which the artifact performs.


EE RESEARCHERS
EE EDUCATORS
EE STUDENTS
science
Artifacts
Design course
design-science research
science-based design
EE courses



Entrepreneurial Educational Method (Derre, 2023). Based on Entrepreneurial methods as vehicles of entrepreneurial action [Doctoral dissertation], by Y. Mansoori, 2017, Chalmers University of Technology.

HO GENT

The Entrepreneurial Education Method (EEM), aims to contribute to solving the field problem, namely **improving the entrepreneurial learning (EL) educational design effectiveness broadly described as "the iterative process of planning outcomes, selecting effective strategies for entrepreneurial teaching and learning, choosing relevant technologies, identifying educational media, and measuring performance**" (adaptation of Branch and Kopcha, 2014, p. 77).

Improved EL instructional design effectiveness **will improve and decrease the variability of the students' entrepreneurial learning gains improving the capacity of practicing entrepreneurial behavior for every HEI student and contribute to stimulating change maker behaviour, intrapreneurship, entrepreneurship, and wellbeing in entrepreneurial conducive environments**.

With the EEM organizing framework, it is possible that future researchers will design other artefacts that educators can use.

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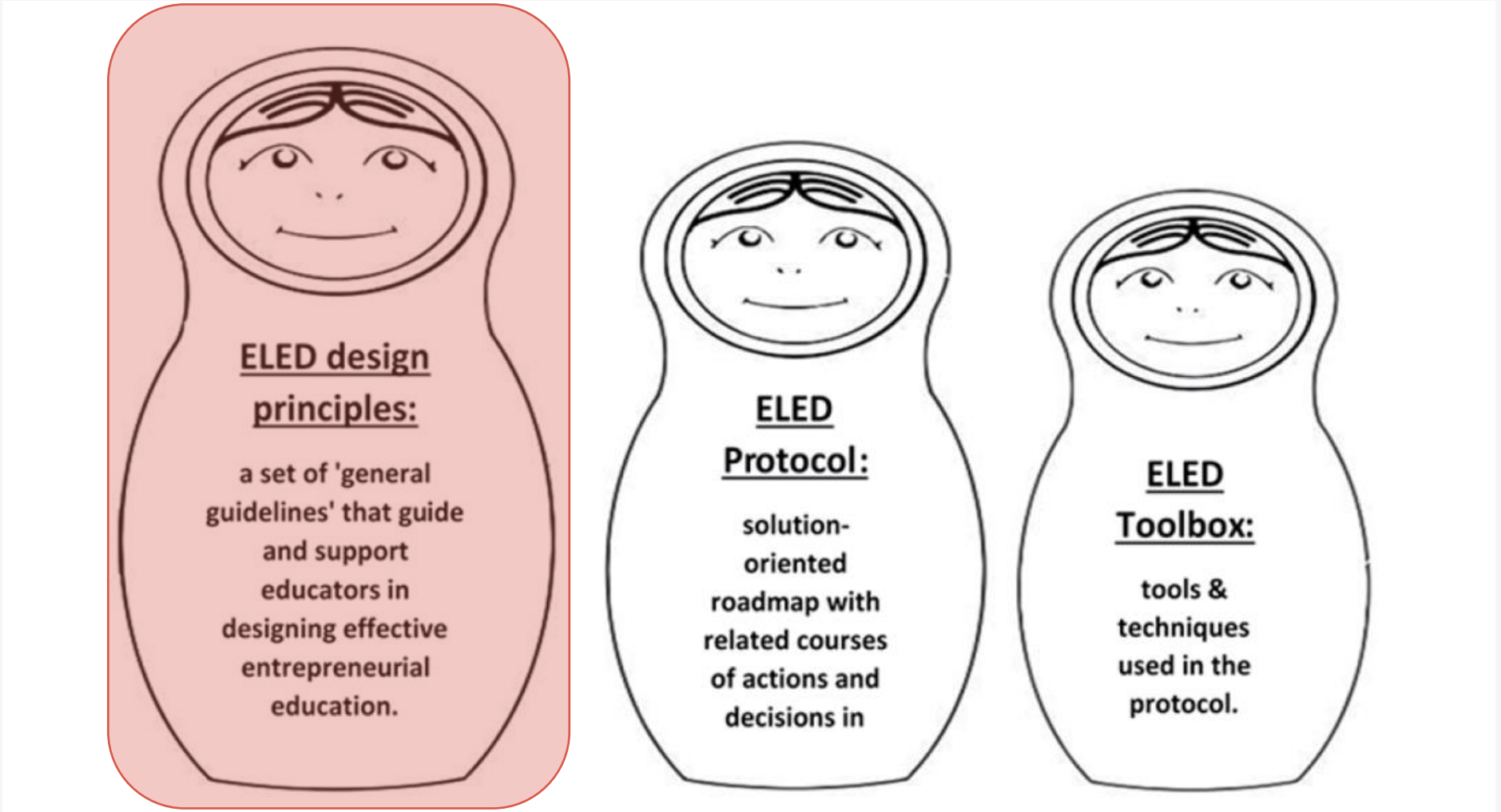

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Design principles
1. Stimulate situated ‘social-emotional and cognitive’ entrepreneurial learning.
2. Design EE as an entrepreneurial journey from novice to expert entrepreneurial behavior and entrepreneurial citizenship.
3. Focus on entrepreneurial behavioral learning outcomes.
4. Design ‘activity-based’ learning tasks embedded in an authentic entrepreneurial learning practice and environment.
5. Focus on situated self-regulated entrepreneurial learning and deep reflection.

Design principles
6. Use the guiding principle: ‘It’s all in the timing’ when choosing the didactical and supporting learning strategies.
7. Embed entrepreneurial education in domain-specific knowledge learning paths and/or curricula.
8. Use an impact data-driven entrepreneurial educational design approach.
9. Design and use of multi-dimensional student entrepreneurial learning gains assessment tools.
10. Design entrepreneurial education within a community of practice and stimulate educational professional development from novice to expert.

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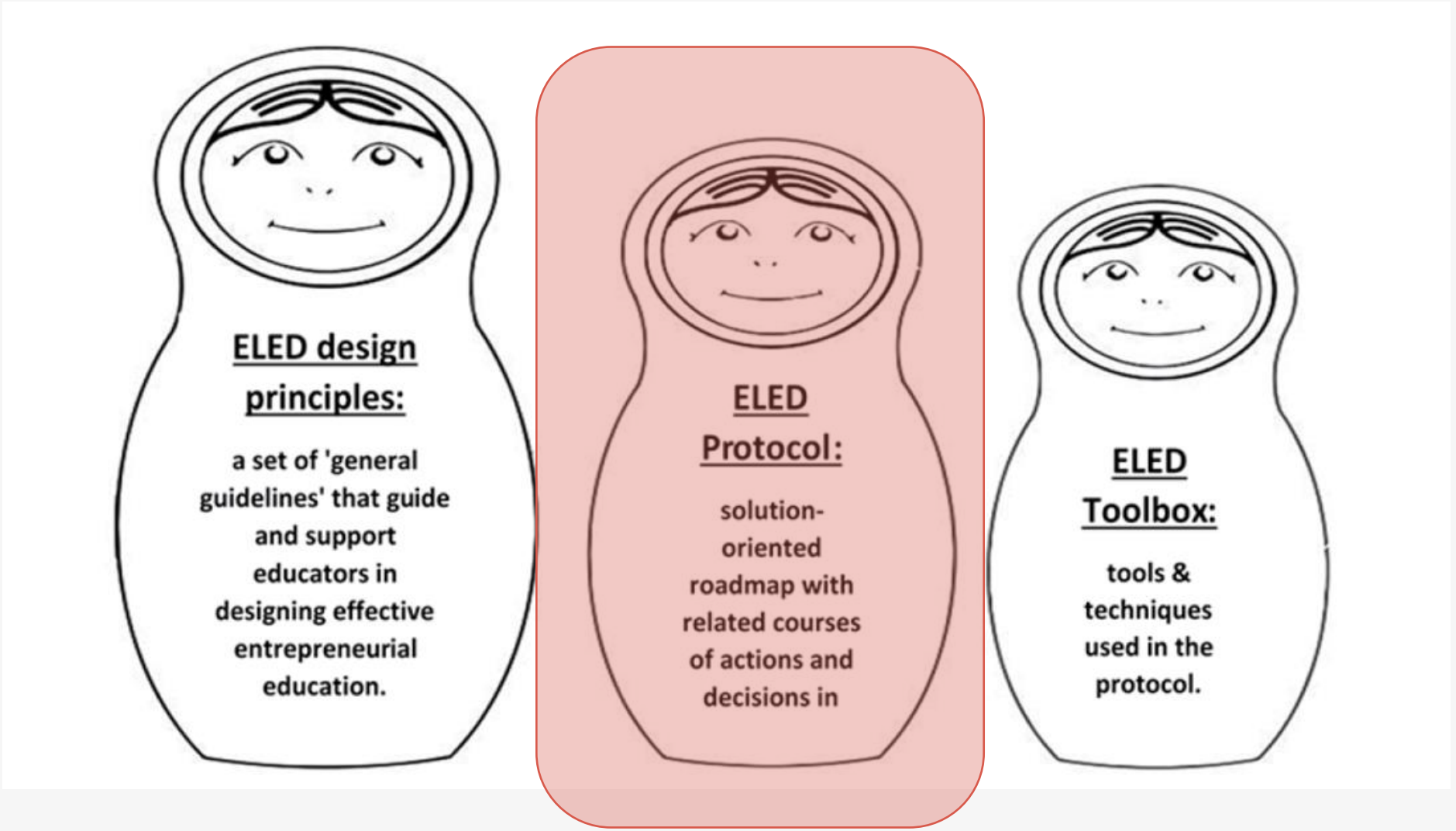

Entrepreneurial Educational Method (Derre, 2023). Based on Entrepreneurial methods as vehicles of entrepreneurial action [Doctoral dissertation], by Y. Mansoori, 2017, Chalmers University of Technology.

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Contributions to Management Science

Bart Derre · Yvette Baggen *Editors*

Empowering the Next Generation of Entrepreneurial Change Agents

A Design Science Approach to Transforming Entrepreneurial Education

In an era defined by volatility, complexity, and uncertainty, educating future-oriented change agents is essential to address pressing societal challenges such as climate change and the transition to a circular economy. These change agents play a pivotal role in driving societal transformation, requiring a mindset and skills suited to navigating complex problems and adapting to environments full of uncertainty. Entrepreneurial education emerges as a critical lever in fostering such capabilities, integrating seamlessly into higher education and lifelong learning contexts to prepare change agents for active, constructive participation in societal transitions.

This book introduces a design-science research approach to entrepreneurial education, emphasizing the design, implementation, and evaluation of educational practices tailored to diverse contexts. Real-life case studies illustrate how the design-science approach has been successfully applied, offering practical insights for educators and researchers aiming to enhance their own research and teaching practices.

By connecting theory to practice, the design-science approach offers a fresh perspective on entrepreneurial education. It not only unpacks the mechanisms behind effective program design but also fosters innovation through continuous, data-driven cycles of collecting and processing feedback. This approach ultimately enables the development of evidence-based entrepreneurial education that prepares change agents capable of driving the necessary societal transformation across contexts.

ISBN 978-3-031-82250-6

▶ springer.com

Derre · Baggen *Eds.*

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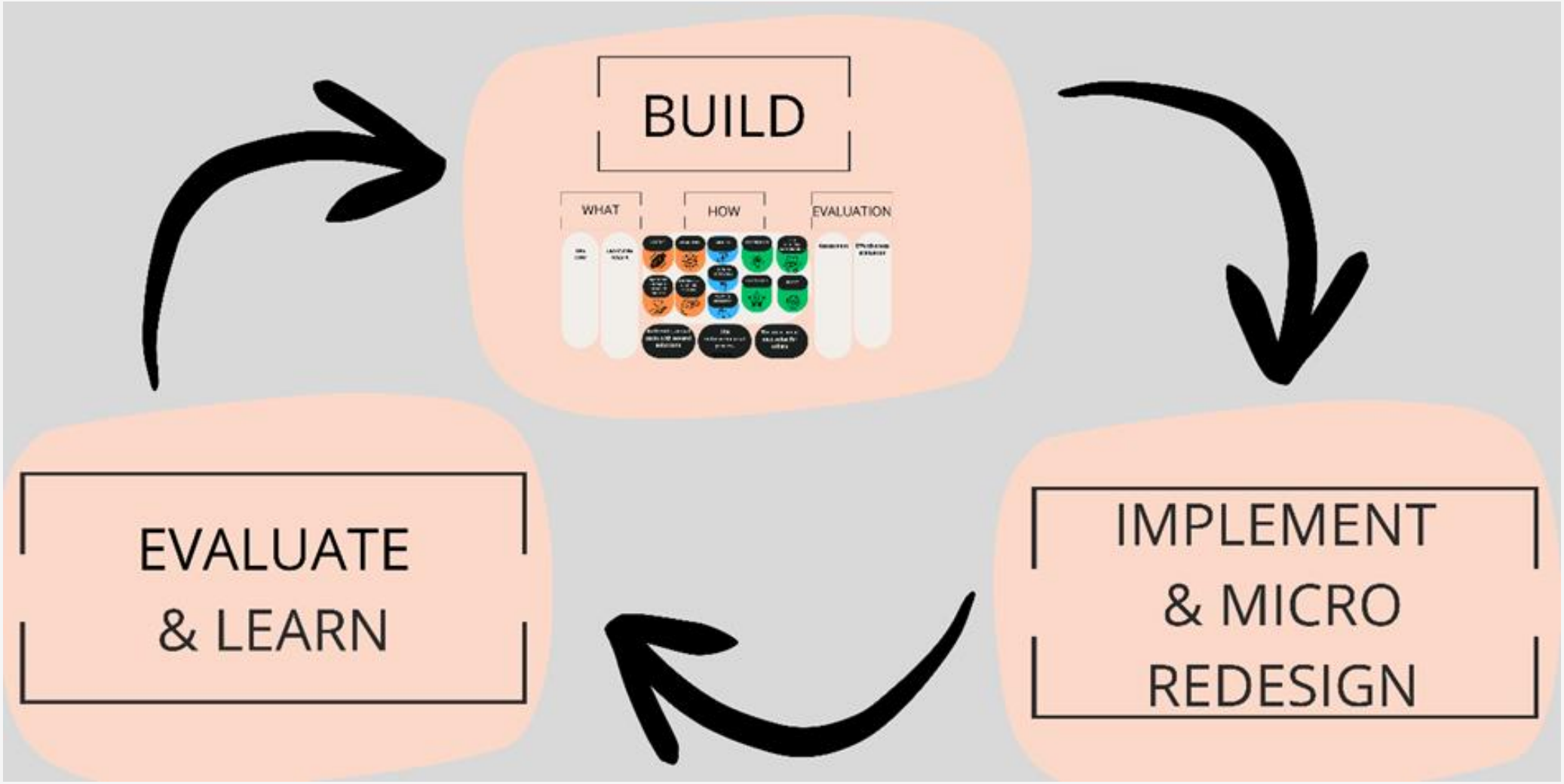
Springer

The VLAIO EntreDesign Canvas.

Flanders Innovation & Entrepreneurship - VLAIO for short - is the point of contact of the Flemish Government for all entrepreneurs in Flanders. VLAIO stimulates and supports innovation and entrepreneurship and contributes to a positive business climate that strengthens sustainable economic growth and job creation. VLAIO aims to design and implement a portal site to support educational professionals in delivering effective, high-quality entrepreneurial education. The portal site will provide clarity on what entrepreneurial education entails and its importance, serving as both a knowledge and learning platform.



Baggen, Y., & Derre, B.(in press). Moving design science research and practice in entrepreneurial education forward. In B. Derre & Y. Baggen (Eds.), *Empowering the next generation of entrepreneurial change agents: A design science approach to transforming entrepreneurial education* (Contributions in Management Science). Springer.

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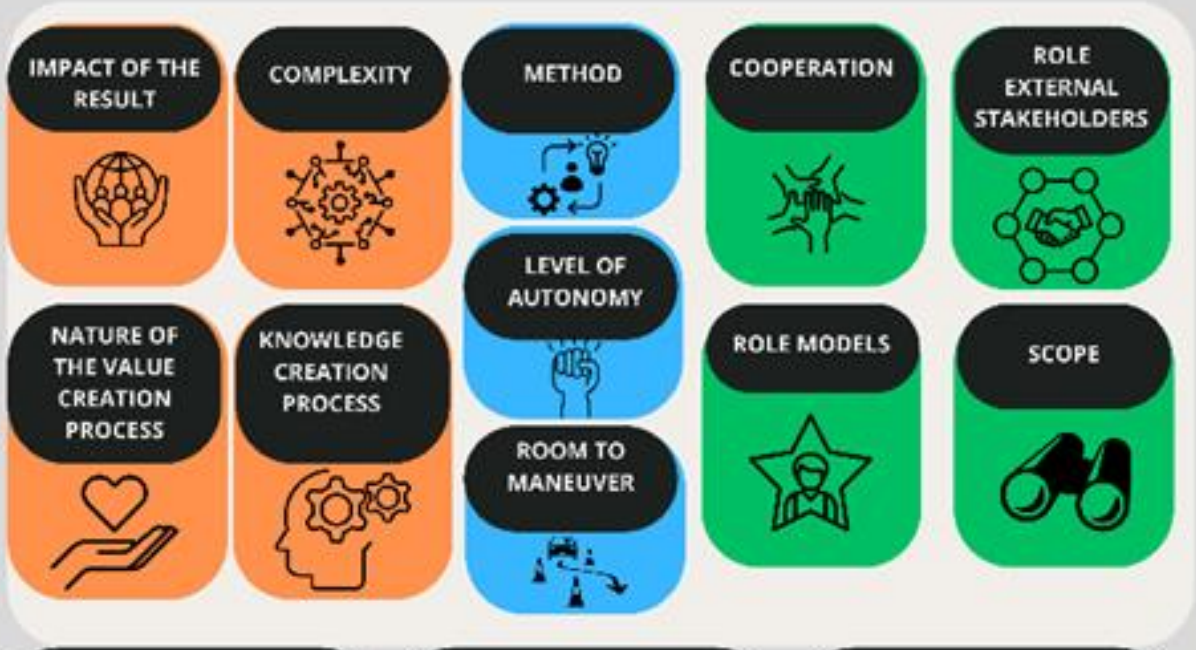
WHAT

HOW

EVALUATION

THE WHY

LEARNING GOALS



Assessment

Effectiveness evaluation

Authentic, actual tasks with several solutions

The entrepreneurial process

The creation of new value for others

EntreAct

Joins us in the discussion .

- **3E 2025 conference in Munich: 21-23/05/2025**: PDW Designing Entrepreneurial Education: A Design-Science Approach for Empowering Change Agents. (Yvette Baggen & Bart Derre). https://3e2025.org/

- **Book launch: 13/06/2025: TU/e innovation Space (Eindhoven).** We warmly invited to this launch event, where our keynote speaker Rianne Poot, the Director of the Utrecht University Centre for Entrepreneurship & Playground, will provide an interactive reflection on the book. https://forms.office.com/pages/responsepage.aspx?id=R_J9zM5gD0qddXBM9g78ZGZWdZ_ykEVOkcjFANIvyBtURjROVlFFSFZVTUNDWk45QTlHNU8xR0RDTi4u&route=shorturl

More research on the way...

- DEGREE, an Erasmus+ Alliances for Innovation Project that brings together education and businesses. The goal? To **D**esign **E**ffective **G**reen and **R**esilient **E**ntrepreneurial **E**ducation.

- Artevelde University of Applied Sciences, Belgium (coordinator).
- HOGENT University of Applied Sciences and Arts, Belgium.
- Amsterdam University of Applied Sciences, Netherlands
- Kristinia University of Applied Sciences, Norway.
- Oulu University of Applied Sciences, Finland.
- Talinn School of Economics, Estonia.
- Prowork, Netherlands.
- Unizo, Belgium.
- Syntra Midden-Vlaanderen, Belgium.

DO YOU HAVE ANY QUESTIONS?

WE WANT TO HEAR ABOUT YOUR GOOD PRACTICES!

- **Share your practices** on ‘integrating entrepreneurial competences in higher education curricula’
- **A short insight** into innovative practices
- To be presented in the **CEI report about the activities from Thematic Strand 1**

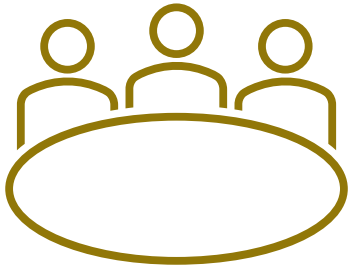
https://ec.europa.eu/eusurvey/runner/CEIGoodPracticesW1-1

Upcoming events

WEBINAR

Support services for student entrepreneurship in higher education

May 19, 15:30-17:00



STUDY VISIT

Thematic Strand 1 - Entrepreneurial skills and mindsets in education

June 2025

Thank you!

CEI

cei@ppmi.lt

European Commission