



MAGAZINE

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WIDE & NARROW UNDERSTANDING OF
ENTREPRENEURSHIP EDUCATION

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Welcome to EICAA



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Florian Bratzke,
Project Coordinator
Univations GmbH –
Lead Partner of EICAA

“Without good information on entrepreneurial competence levels of learners, it is difficult to match actual entrepreneurial learning needs to adequate education and training offers. Our project EICAA has been designed to tackle this ‘blackbox-like’ phenomenon.”

FLORIAN BRATZKE

To think outside the box and act in an entrepreneurial way is crucial in today’s business world. Entrepreneurship Education (EE) serves as the basis for creative and innovative ideas and offers soon-to-be-entrepreneurs the skills and knowledge to invest in themselves and their work. However, entrepreneurship is not only limited to economic activities, but rather combines a bundle of different abilities, for which classical business skills but also a large variety of soft and transversal skills are needed. To foster different entrepreneurial competences, it is essential to know which elements are already there and which ones need to be strengthened or even learned.

The project “Entrepreneurial and Intrapreneurial Competences Assessment Alliance” (EICAA), is an Erasmus+ Knowledge Alliance funded for three years. It aims to develop a digital platform for the assessment and development of entrepreneurial competences. This will enable universities, companies and other organisations to carry out profiling and monitoring of entrepreneurial competences. An essential conceptual starting point for our work is the European Entrepreneurship Competence Framework (established by the Joint Research Centre of the European Commission in 2016) which will be enhanced within EICAA.

By assessing entrepreneurial competence profiles for groups of learners on the EICAA digital platform, teaching activities and training offers can be designed more targeted to strengthen entrepreneurial thinking and acting. Suitable teaching and training materials that facilitate entrepreneurial competence development are also being developed by the EICAA consortium. A selection of these materials – depending on the respective assessment result – will be automatically suggested to the users of the digital platform to improve upon specific entrepreneurial competence areas.

The EICAA consortium consists of 9 organisations (5 universities, 4 companies) from a total of 5 EU countries:

- Univations GmbH (EICAA Coordinator, Germany)
- Adsata (Germany)
- University of Hohenheim (Germany)
- TecnoCampus (Spain)
- Antwerp Management School (Belgium)
- Management Center Innsbruck - MCI (Austria)
- ProMedia Kommunikation GmbH (Austria)
- Evista Ltd. (Hungary)
- University of Szeged (Hungary)

In addition to the core team, the project is also supported by a prominent and growing network of associated partners across Europe. EICAA is subject to the supervision of the Education, Audiovisual and Culture Executive Agency of the European Commission (EACEA) from which it has been selected as one of 30 projects from 217 applications across all of Europe in the course of the Erasmus+ 2020 Knowledge Alliance application cycle.

We invite you to read the first issue of our electronic magazine, which highlights entrepreneurial education within our partner universities, as well as the project's developments. Enjoy your reading!

VISION

“EICAA seeks to assess, analyse, and develop entrepreneurial competences among university students and staff as well as among employees of the corporate sector.”

MISSION

“By building a digital platform, university and industry stakeholders will be enabled to assess and analyse the level of entrepreneurial competence within their organisation. Furthermore, suitable education and training interventions will be provided to accurately address specific entrepreneurial competence development needs.”



Establishing a conceptual basis for EICAA – Work Package 2

The main goal of Working Package 2 (WP2) is the design of a competence framework, which includes mainly establishing a methodology, reviewing previous conceptual frameworks for Entrepreneurship Education, testing existing tools to assess entrepreneurial competences, and reviewing and analysing scientific literature about intrapreneurial and entrepreneurial competences. This work will lead us to an updated new framework of intrapreneurial and entrepreneurial competences that will serve as a basis for the further development of the digital platform, a tool to assess, analyse and improve entrepreneurial and intrapreneurial competences.



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STATUS QUO

We started working on WP2 by researching theories on entrepreneurship and existing competence frameworks. Since our departing framework is the Entrepreneurship Competence Framework (EntreComp), the aim of this research is to analyse the structure and competences of EntreComp and identify whether new competences arise from different entrepreneurship methods such as lean startup, design thinking, or effectuation. We have performed a systematic literature review on entrepreneurship competences and how they relate to those competences included in EntreComp.

Currently, our analysis confirms EntreComp as a wide framework that contains most of the competences that researchers and practitioners recommend for successfully providing value for others, as it was the intent of EntreComp, but we also found that there are different interpretations and approaches to this set of competences. Thus, we are now ready to synthesize these findings and define the EICAA Conceptual Framework.

OUTPUTS

The main result of WP2 is the definition of the EICAA Conceptual Framework, which defines and structures a set of competences for a wider understanding of entrepreneurship.

There are three main deliverables of WP2:

- a) The systematic literature review that we have conducted on entrepreneurial competences.
- b) A review of existing instruments for assessment of competences.
- c) A document with the definition and justification of the EICAA Conceptual Framework.

Challenges:

When we started studying entrepreneurial competences, we realised that there are many different frameworks with some similarities between them but also some differences. Thus, we needed to start our analysis by posing two research questions: “What does an entrepreneur or an intrapreneur do?” “What are the factors or dimensions that lead to successful entrepreneurship?” By addressing these questions, we dwelled into a vast literature. What we found is that there are different theories to entrepreneurship (such as those coming from business planning, and others coming from agile approaches), and also different types of factors analysed coming from different approaches (such as psychological versus behavioural approaches), which lead to different sets of competences. Additionally, the right competences might be contextual, domain and time-dependent. For example, opportunity detection and creativity might be required at the early stage of the new venture, while later stages in the entrepreneurial process may require less creativity and more business planning and management. Furthermore, there is not sufficient evidence to ascertain the importance of a given competence, given the interrelated nature of them and also the fact that entrepreneurial success depends on many other external factors beyond the competences of the entrepreneurial individual or team.

To navigate throughout all this complexity, we needed to set constraints to our analysis, and be focused on the identification of a set of basic entrepreneurial competences. In the end, we understand that our competence framework should include the competence of learning, which is crucial to deal with the uncertainties that the entrepreneur faces. With this, we assume that this might compensate for the lack of a potential missing competence in our framework. Secondly, we believe that conceptual frameworks are alive and that new developments may arise according to the new advances of the field.

At TecnoCampus we work with students and would-be entrepreneurs to turn their project and business ideas into reality.



TecnóCampus

Mataró, Spain



3,688

enrolled
students

119

partner universities
in 34 countries

113

hosted businesses
in the park

88

businesses
created

Entrepreneurship is in the DNA of TecnoCampus



ENTREPRENEURSHIP ECOSYSTEM

The uniqueness of TecnoCampus is given by the union of the university campus, structured in three faculties, School of Business and Social Science, School of Engineering and Technology, and School of Health Sciences, all together with over 3,500 students and belonging to Universitat Pompeu Fabra (UPF), with a Technology and Business Park sharing the same location, in Mataró city (Barcelona). The Business Park houses over 100 companies, with 694 people, 19 startups incubated, and 4 hosted institutions (Barcelona Chamber of Commerce, business associations as Fagem and Gentic and small and medium business associations, as Pimec). This enables synergies in the field of entrepreneurship and joint projects.

ENTREPRENEURSHIP EDUCATION EMBEDDED IN ALL PROGRAMMES

In TecnoCampus, all programmes have curricular courses on entrepreneurship. A common methodology is learning by doing and project based learning, in which the students are fostered to identify needs and opportunities in their domain of knowledge (such as in engineering, health, tourism, marketing and logistics) and develop their ideas into a prototype. The aim is to raise awareness on entrepreneurship among students while acquiring entrepreneurial skills and knowledge. Students can also enrol in an elective course “Entrepreneurial Journey” in which they can configure their own journey on Entrepreneurship Education, by participating in several activities, such as idea contests, networking events, or hackathons. A tutor supervises their journey and helps them gain the skills required in these activities. TecnoCampus also offers a Master’s program on entrepreneurship and innovation, which has an interdisciplinary teaching staff.

THE ROLE OF TECNOCAMPUS IN EICAA

TecnoCampus is responsible for the EICAA Conceptual Framework, which defines the framework of competences that will be assessed and developed in the project. The departing point is EntreComp, which categorises fifteen entrepreneurship competences in three main areas, namely “ideas and opportunities”, “resources” and “into action”. EntreComp will be analysed by systematically reviewing existing literature on factors of successful entrepreneurship and intrapreneurship. Our findings will be synthesized into the EICAA conceptual framework which will be operationalised to set the foundation for EICAA-CM (Competence Monitor) and the EICAA-IR (Intervention Repository TecnoCampus is also co-leading the sustainability efforts of the project, together with the University of Hohenheim and Adsata.

SUPPORTING STUDENT ENTREPRENEURS

The university and the park work together in the design and development of different programmes to raise awareness and support entrepreneurship for university students and would-be entrepreneurs. All students in TecnoCampus have access to mentoring and support to startup.



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“Succeeding in a new startup is about a complex mix of entrepreneurial competences that we aim to decode to help nascent entrepreneurs.”

ORIOLE RIBERA, MSC
EICAA core staff of TecnoCampus

The point of entry to such services is usually the program named **InnoEmpren**, which is an extra-curricular training program tailored to students that provides training on entrepreneurship, with methodologies such as design thinking and lean startup, and guide the students to mature their ideas along the program. Students also receive mentoring from the business incubators experts and other entrepreneurs.

TecnoCampus also offers **pre-incubation** services, to host nascent entrepreneurs while they are maturing their ideas. It is located in a co-working office in the same space as the business incubator, so that we can bring the business world closer to these nascent entrepreneurs while fostering relationships with the business park’s entrepreneurs. Services include mentoring and training on entrepreneurship and entrepreneurial competences. Networking is also facilitated throughout different activities in the business park.

Another way of fostering the entrepreneurial culture among TecnoCampus’ students is the program **Weekend Challenge**. This program runs during an intense weekend. Students that participate are guided through a series of engaging activities to share ideas and form multidisciplinary teams to create solutions to problems and/or needs identified in society. At the end of the

TecnoCampus business park houses over 100 companies, 20 businesses in the incubator, offers pre-incubation services, and has 4 hosted institutions (Barcelona Chamber of Commerce, business associations as Fagem and Gentic and Small and medium business association, as Pimec). This enables synergies in the field of entrepreneurship and joint projects.



© TCM

3 questions for



© TCM

Ester Bernadó, PhD

Director of the School of Engineering and Technology at TecnoCampus

What does your university want to accomplish when providing Entrepreneurship Education to students? TecnoCampus' mission is to act as the territory's main driving force for creating, capturing, strengthening and retaining the talent necessary for the social and economic development of its area of influence. To achieve this, it fosters an entrepreneurial culture at all educational and training levels with business project incubation and pre-incubation programmes. The aim is to become a focus of attraction for business investment with a view to developing a science and innovation park that will make its mark in the university sphere.

Students can finish their studies with the necessary knowledge and skills to be able to start a business and understand the needs and opportunities inside an organisation or company.

What are the most important benefits of Entrepreneurship Education for students at your university? Entrepreneurship Education provide students with entrepreneurial competences that enable them to start up new businesses, contributing to economic and societal growth. And moreover, these students, who will become the future employees or employers, will have the abilities and competences to identify the needs of our society, and will be able to provide effective solutions. Thus, teaching entrepreneurship to our students provide them with

both the capability and knowledge to startup or to become innovators and leaders of change in their organisations. We believe entrepreneurial competences are crucial for our future.

Please name three entrepreneurial competences that you consider crucial for your students. If we have to name only three entrepreneurial competences, we would highlight:

- **Learning:** We all need to learn continuously due to the constant changes that we need to face. Additionally, an entrepreneur faces lots of uncertainty and thus, learning is a crucial competence. Here learning refers to learning about oneself, learning about others, learning about the environment, and also learning technical contents.
- **Flexibility:** We need to adapt constantly to changes. Since entrepreneurs face more uncertainty, they will probably find unexpected results or events that require them to adapt. In some cases, this competence has been referred as redirection power, which means the ability to change the business orientation while you learn about the customer and the market needs.
- **Working with others,** that is, with customers, colleagues and other stakeholders. This allows for a greater understanding of society needs, and also for a greater capability to respond to these needs and provide value.



FACTS & FIGURES

3

faculties

13

bachelor
programmes

4

double
degrees

7

master's and
postgraduate
programmes

8

research
groups

309

teaching
staff

weekend, the teams pitch their ideas to a panel of judges that select the most promising initiatives.

Finally, the **Creatic Awards** recognise and reward the best business initiatives in the field of technology and innovation. Students with ideas derived from bachelor's and master's theses can also participate in a specific track for student entrepreneurs.

SUPPORTING ENTREPRENEURS AND NASCENT ENTREPRENEURS

The Business and Technology Park in TecnoCampus offers several services to entrepreneurs that already started up. There is incubation space, co-working space for nascent entrepreneurs, or office space in the business centre. Services include training, mentoring and support for venture growth, networking, and access to funding, among others. Some programmes are targeted at supporting entrepreneurship on given specialisations. For example, the program "Reimagine Textile" fosters innovation in the textile industry, building upon the tradition and experience of Mataró's textile industry.



“Success is about making a positive impact. It is about improving the lives of others and contributing to build a better world. This is, in my opinion, the cause that moves the true entrepreneur. Recognition, in the form of money or prestige, is only a consequence, which in some cases happens. Entrepreneurship is also about learning both from success and failure. Working hard from the core values of effort, commitment, humility and empathy, is the path worth traversing. This is my approach to teaching entrepreneurship.”

JAUME TEODORO, PHD
EICAA core staff of TecnoCampus

WIDER UNDERSTANDING OF ENTREPRENEURSHIP AND ENTREPRENEURSHIP EDUCATION

TecnoCampus offers multiple opportunities for students to traverse the path from raising awareness (entrepreneurial mindset) to developing entrepreneurial capabilities (acquiring skills and knowledge), and to entrepreneurship effectiveness (providing value and venture creation). Curricular courses provide opportunities for students to raise awareness, within an entrepreneurial culture, by setting role-playing or simulated scenarios for startup. Extra-curricular activities are aimed at further developing entrepreneurial competences and fostering the entrepreneurial intention. Thus, they bridge the gap between the classroom, i.e., the educational context, and the incubation and mentoring services, which are aimed at supporting entrepreneurship effectiveness.

Our holistic aim is to provide students with the required competences to succeed personally and professionally, and face the challenges that the future will bring, while potentially leading change in their respective organisations and in society. In this sense, entrepreneurial competences are crucial for the development of the generations of individuals and are the seed for their contribution to the region development and to the society development in a broad sense.



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“When we think about developing entrepreneurial competences in our University, we target our students and would-be entrepreneurs, but also our teachers and staff.”

MARTA CARCELLER, MSC
EICAA core staff of TecnoCampus



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TecnoCampus offers undergraduate and postgraduate studies in the fields of engineering, business and health in an entrepreneurial environment, using learning by doing and project based learning methodologies.



UNIVERSITY OF
HOHENHEIM

University of Hohenheim

Stuttgart, Germany



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48

study
programmes

143

partner universities
in 43 countries

8,965

total number
of students

1,892

average graduates
per year

Research, Teaching and Transfer – University of Hohenheim

As the University of Hohenheim has been founded in 1818 after devastating famines the structure and portfolio of it still reflects this founding mission. In addition to its excellence in basic research it has traditionally also been and is still committed to developing innovative solutions for some of society's pressing problems. To do so, the University of Hohenheim engages in a unique combination of scientific disciplines in agricultural sciences, in natural sciences and in business, economics, and social sciences.

Today, the University's mission statement focuses on the three main areas of the University of Hohenheim: research, teaching, and transfer. Teaching lays the foundation for lifelong learning. Students are supported during their studies and research to promote the ethics of scientific work and the development of competencies. Feedback is important to further improve our teaching and student support. We encourage students to actively participate in university committees and initiate the changes they want to see. Political and social challenges are the content of our courses, as we aim to strengthen students' individual judgment. To foster entrepreneurial thinking in a holistic way, the Innovation Greenhouse, the entrepreneurship hub at the university, was established. The overall goal of the InnoGreenhouse is to strengthen the entrepreneurial mindset of students, scientists, and the entire University of Hohenheim in order to build an ecosystem that promotes entrepreneurial activity, sustainable innovation, personal growth, and impactful thinking.

ENTREPRENEURSHIP EDUCATION INTEGRATION IN STUDY PROGRAMMES

The University offers several entrepreneurship courses and extra-curricular modules across the academic degrees. During their bachelor studies, students can elect 'Corporate Entrepreneurship' – a course focused on the importance of corporate entrepreneurship for the competitiveness of established firms. Master students can elect the courses 'Entrepreneurial Marketing' and 'Entrepreneurship'. The courses teach the fundamentals of entrepreneurship, the motives for entrepreneurial action and the competencies over the entire life cycle of a company. In the "Humboldt reloaded seminars" students deal with start-up ideas



UNIVERSITY OF
HOHENHEIM

THE ROLE OF UNIVERSITY OF HOHENHEIM IN EICAA

In the EICAA project, the team of University of Hohenheim will coordinate the pilot application round of the EICAA digital platform among business partners and exploit the data thereof for a deeper (scientific) analysis. With its expertise, it contributes to all other work packages. In particular, with the experience in innovation and entrepreneurship, teaching the University of Hohenheim will provide support to the establishment of the intervention repository, and test the interventions within its Bachelor and Master programmes.

The university was founded in 1818 after two bad harvests. The royal couple of Wilhelm the First and Katharina Pavlovna had to act immediately because famine and poverty reigned in Württemberg.

Since 1816, the year without summer, the University of Hohenheim has strived to use its scientific knowledge to promote sustainable production and feed future generations.



© UNIVERSITÄT HOHENHEIM / MAXIMILIAN PIRCHER

“We should not only talk about what we need to learn, but also what we need to unlearn (and unteach) in Entrepreneurship Education in the face of our current crises. ‘Learn fast, fail fast’ is a good example. Learning takes time and positive impact takes time. We have to unlearn that everything always has to be fast.”

DR. KRISTINA BOGNER
EICAA core staff of University of Hohenheim

and technology. Competencies such as “recognizing opportunities” and “collaborating with others” are the focus of these project seminars. As entrepreneurship also is a way of technology transfer with the goal of developing innovative solutions, other entrepreneurship courses and workshops are open for all members of the university and shall foster entrepreneurial thinking (such as the Startup Garage Hohenheim, the Bootcamp4Scientists, SEA: start courses, Hackathons, ...). In addition, the University of Hohenheim aims to position itself as a hotspot for startups from the bioeconomy.

POSSIBILITIES OF PRACTICE-ORIENTED CASE OR FIELD STUDIES

The University of Hohenheim embraces start-up culture and tries to support its students and employees as much as possible. As part of the study program ‘International Business and Innovation’, students take part in an Innovation challenge in cooperation with STIHL and Agorize. Students learn to pitch ideas, work together as a team, and generate innovative ideas based on company guidelines.

As part of the project ‘Entrepreneurin’, (female) participants interested in starting their own business receive model innovative measures to test and acquire skills and abilities in an active exchange of experience that enable them to follow their own career path that can lead to a self-managed company. Mentors from small and medium-sized regional companies coach the participants to strengthen their abilities as part of a trainee program. Participants learn how to develop a business idea and train their personality.

In cooperation with the Innovation Greenhouse and fintogether, students can participate in a funding program to get pre-seed and early-stage start-up funding. With co-working spaces, financial advice, and workshops – participants are eager to learn from and with others to create an innovative environment.



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The Hohenheimer palace is the former summer residence of Duke Carl Eugen von Württemberg and was built on the model of Versailles. Today, it houses lecture halls, parts of the university library and state rooms for public events.

3 questions for

Prof. Dr. Bernd Ebersberger

Head of the Department for Innovation Management at the University of Hohenheim, Stuttgart, Germany, where he coordinates the research network Innovation, Entrepreneurship & Finance (INEF) and leads the Innovation Greenhouse at the University of Hohenheim



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What does your university want to accomplish when providing Entrepreneurship Education to students? I have already said that we firmly believe that entrepreneurship skills are not given traits that some have and others don't. Our experience is that one can learn entrepreneurship skills. These skills help our students to contribute to the future they choose in a broad sense. For themselves, for society, now, and for the next generations. Our Entrepreneurship Education wants to support those who want to do something not despite the challenges ahead of us but because of them.

What are the most important benefits of Entrepreneurship Education for students at your university? An essential part of our Entrepreneurship Education is the opportunity for students to experience entrepreneurship beyond the classroom:

The Innovation Greenhouse is a 1,5 Mio Euro initiative supported by the German Federal Ministry of Economic Affairs and Energy and

the University of Hohenheim. The Innovation Greenhouse supports the development of the University of Hohenheim into a strong entrepreneurial university.

We offer courses, workshops, keynotes, discussions, and other extra-curricular educational offerings. We support nascent entrepreneurs to master early challenges in their journey to start-up. Our seasoned coaches at the Innovation Greenhouse answer the fundamental questions that nascent entrepreneurs might have. We provide resources for developing ideas and for fostering their growth. And we connect nascent entrepreneurs with like-minded peers, more experienced mentors, or consultants.

What do you want to achieve with your Entrepreneurship Education? Our Entrepreneurship Education is part of a broader entrepreneurship ecosystem at the University of Hohenheim to promote sustainable innovation, help people grow, and empower impactful thinking.



FACTS & FIGURES

3

faculties

Agricultural sciences
(25,3 %)

Business, Economics
and Social Sciences
(22,2 %)

Natural Sciences
(52,5 %)

15

bachelor
programmes

30

master
programmes

3

doctorate
programmes

6

double-degree
programmes



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MAXIMILIAN PIRCHER

“We need to teach skills that help address real world problems — while the future may be uncertain, problem-solving skills, collaboration, creativity, and innovation will always be needed.”

LOUISA MACH, BSC
EICAA core staff of University of Hohenheim

FURTHER ENTREPRENEURIAL TRAINING FOR STAFF, EDUCATORS, ETC. (INTERNAL)

The University of Hohenheim offers ‘train-the-trainer’ workshops as part of the Social Entrepreneurship Academy (SEA). The SEA speakers teach interactive and exciting methods and tools that participants can use to support the brainstorming and implementation of social start-up models. At the same time, they become part of SEA’s international university network and teach ‘train-the-trainer’ courses at their universities. The goal is to establish a broad and impact-oriented higher education network for early-stage social entrepreneurship ideas.

In our **Bootcamp4Scientists**, researcher at the university get hands-on support and coaching for turning their research results into innovations.

SUPPORT OF AND EXCHANGE WITH START-UPS & INNOVATION ACTIVITIES

The Innovation Greenhouse not only offers its service to students, but also to start-ups that need help getting a foothold in the market. They equip entrepreneurs with resources, material, and like-minded people to foster their growth and help them develop ideas. Through its connections to experienced mentors, the Innovation Greenhouse helps to find the right expert for your start-up, or organize a mentoring session. Workshops such as confidence training or the possibility to use the Greenhouse

as co-working space support nascent entrepreneurs become part of the entrepreneurial ecosystem. By serving on the jury of various innovation competitions and hosting events, the Innovation Greenhouse promotes the entrepreneurial culture at the University of Hohenheim.

WIDER ROLE WITHIN ECONOMIC ECO-SYSTEM

The University of Hohenheim and the Innovation Greenhouse support Entrepreneurship Education in schools, Entrepreneurship Education for teachers, and business consulting. Through their initiatives, students should become interested in entrepreneurship and learn important skills. Teachers of business and economics are particularly concerned with intercultural and vocational education, inquiry-based learning in internships, and the history and theory of vocational education. In addition, there is a further focus on the didactics of economics with regard to new theory and practice concepts and teaching of entrepreneurial skills.



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“We strongly believe that entrepreneurship skills are not given traits that some have and others don’t. We strongly believe that one can learn entrepreneurship skills. These skills help our students to contribute to the future they choose in a broad sense. For themselves and the next generations.”

PROF. DR. BERND EBERSBERGER
EICAA core staff of University of Hohenheim



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The Hohenheimer Gardens are home to over 8,000 plant species and cover an area of over 30 hectares

The University of Hohenheim is home to three museums. The German Agricultural Museum displays a part of the German agricultural history on more than 5,700 square meters of exhibition space. The Museum of Zoology and Veterinary Medicine with the Hohenheim Xylothek houses over 189 species of animals and artifacts that are over 200 years old. The History of Hohenheim Museum covers over 900 years of Hohenheim history – from the first documented mention of Hohenheim to today’s university.

Management Center Innsbruck

Innsbruck, Austria



29

study
programmes

306

partner universities
around the world

3,731

total number
of students

1,130

average graduates
per year

Wider and narrow understanding of Entrepreneurship Education in practice at MCI

MCI | The Entrepreneurial School® was founded in 1995/96 as a spin-off of the University of Innsbruck and links together the best out of science, economy and consulting to the unique concept of bridging university and business. MCI stands for internationality, academic quality, practice orientation, innovation, close cooperation with industry, solution-oriented research and development, international recognition, and has been accredited and ranked by various institutions for its outstanding quality. MCI is a fully accredited member of AACSB International, an internationally valued partner for research, teaching and management training.

MCI successfully combines academic teaching and training, solution-oriented research and development, impactful knowledge transfer and innovative start-ups.

With its 287 internal faculty (research and teaching staff), 53 administration staff, 8 executive education staff, almost 1,000 external lecturers, and 306 partner universities around the world, MCI has consistently achieved top class scores in national and international polls and rankings. Embedded in a broad network of patrons, partners and sponsors, MCI is an important hub for academic and international encounters. As Entrepreneurial School®, applied research and development play an important role in fostering the innovative power of local businesses and in ensuring quality in teaching. The 3,731 students benefit from MCI's interdisciplinary approach, practical focus, solution-oriented research and development, international orientation, and close collaboration with the business world.

MCI offers 29 full-time and part-time study programmes (13 of them offered in English) in the fields of Management & Society as well as in Technology & Life Sciences. Furthermore, MCI offers 6 Executive Master Degree programmes (MBA and MSc).

All study programmes offered by MCI provide high quality education and training. The contents target all levels of personal development and include state-of-the-art knowledge relevant to



THE ROLE OF MCI IN EICAA

MCI is responsible for the EICAA – Intervention Repository (EICAA-IR), which is aligned to the EICAA Theoretical Framework and complements the development of rubric system methodology & monitoring instrument for competence assessment. It foresees the establishment of a catalogue of entrepreneurial learning resources for use in HEI teaching & business employees training (in-house or external).

MCI is well known for its big number of foreign students: Students from 66 nations study at MCI. 39,8% of the students come from Europe, 2,5% come from around the world (19,4% of the students come from Austria, and 38,3% come from Tyrol).



© CHRISTIAN KASPER

both business and society. The international outreach is shown in the number of 822 exchange students, 306 partner universities around the globe, 17 Double Degree Partnerships, 8 Summer & Winter Schools, 1 Joint Degree Programme and 1 Executive PhD programme, jointly offered by the University of Antwerp, Antwerp Management School and MCI | The Entrepreneurial School®.



© MCI

“Education is the clearest path to individual opportunity and societal growth, and Entrepreneurship Education is especially vital to fueling a more robust global economy. Entrepreneurs bring new ideas to life through innovation, creativity and the desire to build something of lasting value. Therefore, we must continually foster educational cultures within our companies, governments and communities to keep the entrepreneurship pipeline filled for generations to come.” (quoting Dirk Meyer, former President and CEO of Advanced Micro Devices Inc. AMD)

MAG. CHRISTINE PIRHOFER
EICAA core staff of MCI

MCI is an internationally valued partner for research, teaching and management training. Applied research and development have top priority in fostering the innovative power of local businesses and in ensuring quality in teaching. As Entrepreneurial School®, MCI is committed to fostering entrepreneurial education and supports faculty, students, partner organisations and graduates in their entrepreneurial activities. MCI offers a row of curricular, but also extra-curricular seminars, workshops, courses, etc. in Entrepreneurship Education. MCI also actively engages in fostering the regional entrepreneurship ecosystem and is shareholder of the Startup.Tirol GmbH, which has been founded in 2016. Startup.Tirol bundles existing start-up initiative in the Tirol with the aim to support entrepreneurs and start-uppers, and to establish the Tirol as an attractive location for start-ups. In cooperation with Startup.Tirol, MCI organizes a number of programmes, events and projects.

MCI'S COMPETENCE IN ENTREPRENEURSHIP AND ITS SERVICES AND OFFERS:

MCI aims to provide comprehensive teaching of entrepreneurial skills. Accordingly, curricula are supplemented with practical projects, international study trips, company excursions, symposia, workshops and boot camps. In addition, MCI offers a range of cross-study services, such as numerous lecture and discussion events that facilitate entrepreneurship topics and sensitise students to specific issues. Furthermore, MCI offers individual consulting and coaching in the field of start-up and spin-off.

3 questions for



© MCI

FH-Prof. PD MMag. Habil. Anita Zehrer

Head Research & Development Unit Management & Society,
Head Family Business Center

What does your university want to accomplish when providing Entrepreneurship Education to students? Entrepreneurship Education is important because “Entrepreneurship” as a competence is key for lifelong learning and continuous professional development. At our university, we encourage and inspire students to think outside the box, to explore and experiment with their skills and thus enhance their entrepreneurial mindset and spirit.

What are the most important benefits of Entrepreneurship Education for students at your university? The most important benefit definitely is the entrepreneurial mind-set of our region, which is well set and the provision of numerous opportunities for entrepreneurial behavior at our university to develop new ideas

in a creative way. Among others, project-based learning, company visits, applying entrepreneurial skills via business plan competitions, starting up and attracting funds to boost own business ideas or launching start-ups help encourage students to shape their entrepreneurial future.

What do you want to achieve with your Entrepreneurship Education? Following the EntreComp framework, for me, the most important competences are idea-seeking competences, which refer to creativity, vision, as well as to sustainable thinking; resource-based competencies, which include aspects such as motivation, mobilizing resources, financial and economic literacy; and action-based competencies, which means planning and managing, working with others, and coping with uncertainty.



FACTS & FIGURES

15

bachelor programmes

7

master programmes

7

summer and winter schools

6

executive master programmes

1

executive PhD program

As The Entrepreneurial School®, MCI develops continuing education programmes, focuses on networking in the regional entrepreneurship ecosystem, and conducts and participates in research projects in the field of entrepreneurship.

Start-ups and spin-offs:

MCI offers individual consulting and coaching in the field of start-up and spin-off and serves as the first point of contact for questions concerning starting up. As The Entrepreneurial School®, MCI supports start-ups and encourages the development of spin-offs. Together with our experts and network, young start-ups are guided through the start-up process.

MCI Creativity Award (business plan competition for MCI's students):

Every year, MCI hosts the MCI Creativity Award, where students from all study programmes (including incoming students) are invited to submit their entrepreneurial ideas. A jury of independent experts from various fields evaluates all ideas. The best ideas are awarded with prizes.

Digital Badges:

The MCI awards digital certificates, so-called digital badges for entrepreneurial skills that are acquired in parallel to regular studies. These digital certificates can be shared via social media and make competencies more visible to potential employers, project partners and clients.



“Entrepreneurship Education aims to enhance an entrepreneurial mind-set among students through innovative, multidisciplinary, learner-centered, as well as problem-based learning with the aim to empower skills such as creative thinking, opportunity recognition, risk taking and problem solving to drive innovation, development and change.”

FH-PROF. PD MMAG. DR. HABIL. ANITA ZEHRER
EICAA core staff of MCI

The MCI offers two badges in the field of entrepreneurship:

- The **Digital Badge in Entrepreneurship**, which includes a series of seminars and activities that help to gain a sound understanding of entrepreneurship, developing business ideas, and creating a solid business plan.
- The **Digital Badge Start-up Management**, which includes theoretical and practical experience in the field of start-up management. It prepares students for a further career in the field of start-up, as founders and/or employees. More information about the badges can be found [here](#).

MCI'S PARTICIPATION IN THE EICAA PROJECT WILL ADD VALUE TO THE CONSORTIUM BY PROVIDING EXPERTISE IN THE FOLLOWING FIELDS:

Entrepreneurship:

MCI's strong focus on Entrepreneurship is realised by a portfolio of activities such as strong links to regional stakeholders and industries and by integrating them in strategy and curricula development, admission policies, teaching, student projects, applied research as well as by supporting start-up activities and fostering Entrepreneurship Education in MCI's curricula.

Internationalisation/EU projects:

Internationalisation and a strong international network are a strategic priority of MCI. Among other initiatives, MCI has developed a network of 306 partner universities worldwide, runs an Erasmus Mundus Joint Master Programme (together with 3 European universities) as well as several double degree programmes. Furthermore, MCI holds a Jean Monnet Chair focusing on 'EU Values & Digitalization for our Community', and participates in numerous European and international research projects.

Innovative teaching approaches and online/digital learning:

MCI is open for innovative teaching methods and concepts and offers numerous online/digital learning modules as well as study programmes in blended or online format using and implementing new media and technologies. MCI is exploring future e-learning scenarios and is closely monitoring current developments in the area of teaching and learning in the international higher education sector.



© MCI

“Entrepreneurship Education might be seen as an opportunity to increase the chances of success when it comes to transforming an emerging idea into a running business by supporting the development of entrepreneurial competencies.”

MAG. GUNDULA GLOWKA
EICAA core staff of MCI

University of Szeged

Szeged, Hungary



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427
study
programmes

510
partner universities
around the world

21,805
total number
of students

5,062
average graduates
per year

Wider and narrow understanding of Entrepreneurship Education in practice at SZTE

Entrepreneurship Education and entrepreneurial competence development have a long history at the Faculty of Economics and Business Administration at University of Szeged. The Master's Program in Entrepreneurship Development has been running successfully for almost 20 years now, and several doctoral dissertations have been written on this topic.

It is important to note that in Hungary, as a former socialist country, there was no tradition of entrepreneurship training. Entrepreneurship also has a history of only 30 years. The situation is further complicated by the fact that the entrepreneurs of the 1990s were rather "mavericks" in the eyes of society, i.e. they were mainly associated with non-positive adjectives. In this environment, it is a challenge to present the concept of entrepreneurship in a positive light at all. At the University of Szeged, we are working with a number of training courses to dispel old negative misconceptions about entrepreneurs, both inside and outside the university, and to present entrepreneurship in a positive light.

However, it must be recognized that the narrow understanding of entrepreneurial competence is still dominant in the program. Entrepreneurship Education focuses on business skills in management, marketing and finance.



© UNIVERSITY OF SZEGED

“Nothing great comes from your comfort zone.”

ÁBEL GARAMHEGYI, PHD, ASSOCIATE PROFESSOR
EICAA core staff of Szeged



THE ROLE OF SZTE IN EICAA

The University of Szeged will be responsible for managing and implementing the EICAA pilot round for the higher education side and also take a major part in analysing the results of the latter. To add, The University of Szeged will also take charge for the evaluation routines within EICAA.



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Every year approximately 5,062 students graduate from the University of Szeged.

ESTABLISHED SINCE 1581/1921

1581

The University of Szeged traces its origins back to 1581 with the foundation of the Academia in Cluj (Kolozsvár). István Báthory, Prince of Transylvania, King of Poland (1571-1586), Grand Duke of Lithuania took measures to establish a Catholic university consisting of two faculties, Arts and Theology.

1872

Magyar Királyi Ferenc József Tudományegyetem (Royal Hungarian Franz Joseph University) is established in Cluj and operates there until 1921 when it is relocated to Szeged.

1921

The first academic year of the University is ceremoniously opened in Szeged by Rector Gáspár Menyhárt, and the construction of the university buildings starts a few years later.



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“You cannot discover new oceans unless you have the courage to lose sight of the shore.” (quoting André Gide)

SZABOLCS PRÓNAY, PHD
EICAA core staff of Szeged

The situation has changed somewhat in the last five years, as in 2016, within the framework of an Erasmus+ project, colleagues from University of Szeged gained a deeper insight into the Entrecomp Framework concept. Since then, the University of Szeged has participated in several international projects on entrepreneurial competence development. Thanks to these projects, the broader understanding has been more emphasized recently. In several courses, soft skill type competences such as concept creation, vision creation, teamwork have been introduced. A new course was introduced for non-business students (called Embedding Entrepreneurship Education – EEE) to foster their entrepreneurial skills.

As a result of all these efforts, the number of applicants to the MSc in Entrepreneurship programme is increasing year on year, and we can proudly say that alumni has grown into one of the region’s leading networking hub. Graduates often come back as invited speakers to courses, adding cutting-edge practical knowledge to the training.



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“When something is important enough, you do it even if the odds are not in your favor.” (quoting Elon Musk)

EDIT LIPPAI-MAKRA, MA
EICAA core staff of Szeged



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The University was ranked the best Hungarian higher education institution on the Quacquarelli Symonds (QS) World University list in 2020. SZTE is among the top 9% universities of Emerging Europe and Central Asia and is among the best universities of the world on the World University Ranking by subject.

3 questions for

Szabolcs Prónay, PhD

Associate Professor, Institute of Business Studies, Division of Marketing & Management



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What does your university want to accomplish when providing Entrepreneurship Education to students? The Entrepreneurship master's program is a key element in the education of entrepreneurial competences. The course has involved a number of practitioners. The same is true for the above mentioned EEE course, which is open to non-business students as well. In these courses a wide range of business professionals are involved as lectures: successful start-uppers, CEOs and even venture capitalists. These external lecturers support the development of entrepreneurial competences in a broader sense by

their own example and practical experience.

What are the most important benefits of Entrepreneurship Education for students at your university? Opening their eyes on the opportunity that they can choose their own way instead of simply integrating to a large institution.

Please name three entrepreneurial competences that you consider crucial for your students. Coping with ambiguity, uncertainty and risk; Planning & management, financial & economic literacy

Antwerp Management School

Antwerp, Belgium



© AMS

15

study
programmes

300

students
50 % foreign students

Wider and narrow understanding of Entrepreneurship Education in practice at Antwerp Management School

For the past 60 years Antwerp Management School has been at the forefront of innovation, transformation, entrepreneurship and ecosystems, always in the best interest of people and society. In all these years our ambition has remained unchanged. Our baseline perfectly captures what we stand for: “Opening minds to impact the world”.



Antwerp Management School is providing high quality management training and research which has given a powerful impulse to economic and social activities in Belgium and far beyond. The AACSB and NVAO accreditations awarded to Antwerp Management School clearly demonstrate AMS permanent attention to quality education. AMS is also listed in the Financial Times Rankings and the School takes into account the principles for responsible management education as presented by PRME (Principles of Responsible Management Education).

OUR MISSION

The University is an international business school that helps its customers to create sustainable value by shaping talent into becoming Global Citizens, mastering the art of decision-making and leading people. To accomplish this mission, Antwerp Management School delivers state-of-the-art management knowledge, anchored in a business and organizational context. This is the fundamental basis on which we put three value pillars that we believe are needed to become Global Citizens:

- 1) **Self-Awareness** – Performing in a team implies an objective view on one’s own strength. All our programmes offer leadership and personal development skills.
- 2) **Global Perspective** – development of cultural diversity and a global mindset. Intensified recruitment via deals with universities abroad
- 3) **Societal Consciousness** – besides profit, values such as sustainability and societal contributions should be engrained

THE ROLE OF AMS IN EICAA

AMS will be leading of Work Package 3. The main activities in the project will therefore focus on the development and validation of the rubric and the survey. As such, we will be engaged mostly with researchers with competences in literature reviews, designing conceptual frameworks, designing surveys and validating the survey(s). Other types of involvement in the development phase of the toolkit consist of our participation to the core academic panel in all the other work packages. In the roll-out stage, AMS will assist the marketing efforts (WP7) by providing content to be disseminated and by involving our network of business partners and alumni to get them on board when we try to scale the solution.

Antwerp Management School is the University of Antwerp's autonomous management school. It boasts a rich experience of over 50 years.

1959

The school was founded as IPO (Institute for Post-graduate Education) and in those days was the most prestigious school in management training. The original mission statement of 1959 mentioned: "...Educate participants in the art of decision-making and leading people and organizations, an art that originates first and foremost from a noble attitude and lifestyle..."

mid-70s

the IPO extended its program portfolio and enjoyed a leading position in management education in Flanders.

2000

UAMS (University Antwerp Management School) was founded: an integration of IPO, the IMB (Institute for Management), the "Master in Personnel Sciences" of the University of Antwerp and the MBA program of the former UFSIA and RUCA.

2008

ENTREPRENEURSHIP EDUCATION INTEGRATION IN STUDY PROGRAMMES

AMS offers a wide range of courses focused on management and entrepreneurship. There are programmes for young potentials, for professionals and for companies. In programmes for young potentials, the key course based on entrepreneurship is "Innovation and Entrepreneurship". The core mission of this master is to educate and support students by helping them turn their ideas into successful business cases that can make a valuable difference to our society. The result, as well as the ultimate goal, is to develop a creative attitude and excellent innovation skills of an enterprising leader, whether it is your own start-up or an innovator in an existing company. The course guides you towards cutting-edge knowledge and practice with digital and disruptive business models, design thinking, innovation strategy and management, lean start-up methods and tools, and marketing and finance for new entrepreneurs and innovators. You develop creative mindsets, able to identify the right future business opportunities and able to turn an idea into a successful product or service within an existing company or your own start-up.

The design thinking part is complemented by a one-week hands-on experience at Poli Design (Consortium of Politecnico di Milano), the best school in the world in Design Thinking, where you will learn techniques that will be immediately implemented in practice. Furthermore, in the final Growth Strategy path, there is the opportunity to physically visit a upcoming highly innovative ecosystem in the world that could be a possible place to scale-up.

POSSIBILITIES OF PRACTICE-ORIENTED CASE OR FIELD STUDIES

At Antwerp Management School, we like to follow the principles of challenge based learning. This means that we provide our students with academically sound content but directly also offer the possibility to implement them in a semi-professional but safe learning environment. The Master of Innovation and Entrepreneurship has two great examples of challenge based learning running already for more than 8 years. In the beginning of the academic year we invite around different corporates to pitch their innovation challenges in front of our students. Students can form teams to solve these challenges during their master thesis trajectory of 8 months under guidance of experienced coaches. A second example is our innovation sprint where our innovation & entrepreneurship students work together with design students

of Polidesign (Milan) to come up with new innovative concepts for a corporate organization at the end of a three week sprint.

FURTHER ENTREPRENEURIAL TRAINING FOR STAFF EDUCATORS, ETC. (INTERNAL)

Antwerp Management School develops especially for companies tailor-made services to support growth ambitions, increase corporate knowledge and stimulate performance. Tailor-made solutions consist of training programmes, consultancy projects or research projects, depending on organisational needs. So, the learning models that AMS offers are fully customised and available in a variety of formats based on a clear timeline and content ideas or a brand-new design and objective.



Within EICAA, I can fully leverage and combine my interests and skills as an innovation and methodology professor at AMS, as well as a talent intelligence product developer at TalentLogiQs. As part of EICAA we will be building the competency measurement instrument to assess whether participants in higher education and in-company entrepreneurship and intrapreneurship programs have improved their entrepreneurial and innovation competencies. This will not just improve how we currently measure entrepreneurial competency attainment. It will also be an important contribution to the knowledge base around the leading entrepreneurial competency model, ENTRECOMP, which now does not (yet) differentiate between entrepreneurial contexts and life-cycle stages.

WOUTER VAN BOCKHAVEN
EICAA core staff of Szeged



Antwerp Management School and the Faculty of Applied Economics, two business entities at the University of Antwerp, obtained the most renowned and prestigious global accreditation of the Association to Advance Collegiate Schools of Business (AACSB) for their management programs.



The international orientation of the courses teaches students how to deal with different backgrounds - an important skill for the future.

the UAMS was formally recognized by the Flemish government as an autonomous academic institution with the University of Antwerp as its sponsor.

2009-2010

the School went through a time of introspection and reflection to reposition itself, which resulted in a brand name change from UAMS to Antwerp Management School.

2016

Antwerp Management School extended even further, with new research centers, a new website and a new house style. In 2018 AMS will operate from a new venue on the Mechelseplein square, which allows for an optimal operation based on our sustainability principles.

For personalised learning, AMS offers “Life Learning Workshops” geared towards completing training on topics such as business management, leadership growth, organisational transformation, strategic innovation. In second place “Co-designed Learning Paths” are offered. These are high-impact learning solutions through expert-led programmes on topics such as business development, business strategy and leadership, shared and authentic leadership, innovation governance and others.

SUPPORT OF AND EXCHANGE WITH START-UPS & INNOVATION ACTIVITIES

The “foundation partners” believe in the mission and vision of the Antwerp Management School and support the school with a long-term commitment. They join the school’s strategic council and, in this way, help to build the Management School into an open network structure. The school has the potential and power to translate its vision to the business world and other organisations in society and social engagement creates the framework within which the Antwerp Management School wants to realise its mission: to link knowledge with the broad social context, personal opinions and values, and a future-oriented vision.

“Knowledge partners” join a centre of expertise or extend their commitment to sponsor a chair. The Antwerp Management School has established competence centres and knowledge networks within its research department. They provide conditions for co-creation of knowledge and expertise and unite Knowledge Partners with an academic or professional background. The open network structure of competence and knowledge centres creates the conditions for innovative thinking. “Talent partner” have the opportunity to become structural recruiters at the Antwerp Management School.

A talent partner mainly helps with a number of activities such as presenting your company at different points during the year, increasing your employer brand in our business school, as well as recruiting the right talent.

WIDER ROLE WITHIN ECONOMIC ECO-SYSTEM

As a business school, AMS places special emphasis on corporate involvement in the students’ career management service.

Education at AMS is based on two cornerstones: intensive contact with companies and personal, individual guidance for each student. Each student, in his or her own journey, is helped and stimulated to explore his or her own entrepreneurial

talents and needs in relation to what the business environment offers in terms of opportunities. This is the way to open minds to influence the world.



© AMS

At AMS, a long-standing tradition of state-of-the-art master programs for young potentials and experienced professionals is maintained. The goal is to support growth ambitions, boost corporate knowledge and stimulate performance.

3 questions for



© AMS

Robin De Cock, PhD

Academic Director Innovation & Entrepreneurship

What does your university want to accomplish when providing Entrepreneurship Education to students? In a lot of ways, the world is not running as it should be. When we look around there are a lot of things that go wrong. Entrepreneurs inherently are positive souls that want to solve problems and make the world a better place. However, besides passion and a lot of motivation, they do not always have the right competences to turn their ideas into impact and success. That is one of the key reasons why Antwerp Management School has a Master innovation and Entrepreneurship that generated 82 start-ups over the past years that are still creating value as we speak.

What are the most important benefits of

Entrepreneurship Education for students at your university? It helps the school to create tangible impact on society by supporting and educating young professionals to improve their chances of becoming successful with their ideas.

What do you want to achieve with your Entrepreneurship Education? Our mission is to support people from all over the world that want to create a positive impact on society. We see it as a very nice complementary master for young people that gained inspiration, skills and ideas in various domains and master programmes but now want to learn how to put them into practice either realizing impact as a start-up entrepreneur or within a corporate or family business context.



EICAA Partner Meetings

Transnational partner meetings are essential for the international cooperation among EICAA partners. However, due to Covid-19 the first two partner meetings had to be held online.

SUCCESSFUL KICK-OFF ONLINE MEETING IN FEBRUARY

On February 11th, 2021 the all-day kick-off meeting in the project Entrepreneurial and Intrapreneurial Competences Assessment Alliance (EICAA) took place online.

9 PARTNERS, 5 COUNTRIES

The focus of the digital kick-off was on getting to know each other and to agree on content. It started with the introduction of the organizations and people involved in the EICAA project as well as an exchange of those partners who will work more closely together in a working package.

Afterwards, agreements were made on how to work together and the next steps for developing the work packages were presented. Special attention was paid once again to the understanding of the EntreCompetence Competence Framework (EntreComp), which serves as the conceptual starting point of the project. Finally, the organizational framework conditions were presented and discussed, and project management processes were coordinated. A representative of the Education, Audiovisual and Culture Executive Agency, which EICAA oversees on behalf of the European Commission and as project supervisor, was also represented at the meeting.

SECOND PARTNER MEETING: VIRTUALLY IN SPAIN

Unfortunately also the second partner meeting, which was supposed to take place at TecnoCampus, was held online due to COVID-19 constraints.

The first milestone of the project was the identification of the key entrepreneurial competences and its modelling into the “EICAA Competence Framework”. For this purpose, the TecnoCampus team has led the research on extant literature and current initiatives on entrepreneurial competences development. The results were shared in the transnational online meeting held on September 8th and 9th. All EICAA partners participated in a workshop in which they discussed the findings with respect to the existing European Entrepreneurship Competence Framework (“EntreComp”), created in 2016 by the the Joint Research Center of the European Commission. The insights will be shared soon. Further the Meeting served to prepare the next steps: the operationalization of EICAA Competence Framework into a rubric and the development of an online tool that assesses entre/intrapreneurship competences.



9 partners, 5 countries,
1 goal: To develop a digital platform for the assessment and development of entrepreneurial competences within universities and industry stakeholders.



Entrepreneurship Education from EICAA business partners' perspective

For the four EICAA business partners – Adsata, Evista, ProMedia and Univations – Entrepreneurship Education has to focus on lifelong learning, the right mindset and attitude.



JONAS KÜHL



TAIMUR KHAN



DANIEL SCHREIBER

ALL © ADSATA

“A successful entrepreneur knows that they have to work on their ideas before the ideas work for them. Any Entrepreneurship Education should equip the entrepreneurs of tomorrow with the right mindset and skills to be able to think in this framework.”



BOTOND VOZÁR



ANDRÁS TÓTH

ALL © EVISTA

“We need to be able to identify and support young people who demonstrate interest and aptitude in entrepreneurship and business creation and give them tools to follow this path throughout their educational experience.” (quoting Stephen A. Schwarzman)

univations



FLORIAN BRATZKE



KATHARINA NORDHAUS



DANIEL WORCH

“Entrepreneurship Education is a key element of Univations GmbH. Different projects reach out to a variety of people. To rise first awareness in entrepreneurship the project futurego Sachsen-Anhalt is addressing pupils from the age of 14 already since 2005. In our latest completed EU project Partnership for Initial Entrepreneurship Teacher Education (PIETE), we rose awareness among a new generation of teachers. EICAA with its digital platform is a new step to make Entrepreneurship Education present and entrepreneurial competences of students and employees measurable for their HEI, companies and organisations.”

ProMedia //

KOMMUNIKATION



RAFAELA BODNER



JULIA ZOLLER



CHRISTIAN JOST



GABI ZILLER

“Entrepreneurship for us means the ability to embrace ambiguity and the possibility to be challenged regularly and being comfortable with it. Entrepreneurship also means the freedom of expression, to do what one wants to do and to create something. It means to find a passion and follow it, but it also means coping with failure and learning from it. Being an entrepreneur also means lifelong learning and, at the end of the day, it means remembering why you started and what keeps you going.”

GET IN TOUCH WITH US

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