

Vanna Boffo<sup>1</sup>  
University of Florence, Italy

Letizia Gamberi<sup>2</sup>  
University of Florence, Italy

Hyejeen Lim<sup>3</sup>  
Seoul National University, Korea (South)

Noor Aisha<sup>4</sup>  
Indira Gandhi National Open University, India

## Entrepreneurship Education Around the World: A Possible Comparison

**Abstract:** Technological changes and innovation trends are quickly transforming jobs and professions. What is the added value of humans in a technological world? Many studies highlight the relevance of creativity and an entrepreneurial mindset for an individual to be able to seize opportunities and generate new ideas and values for the society, community, and economy. The main aim of this article is to illustrate the policies and programs of entrepreneurship education in Italy, South Korea and India. Starting from a review of definitions and based on the comparative method, our findings indicate that entrepreneurship education is emerging as an educational concept that could support students' growth to face new challenges today and in the future.

**Key Words:** entrepreneurship, adult education, educational policy, higher education

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<sup>1</sup> Vanna Boffo PhD, full professor in Adult Education, Department of Education, Languages, Intercultures, Literature and Psychology, University of Florence, Italy (vanna.boffo@unifi.it).

<sup>2</sup> Letizia Gamberi, PhD student, Department of Education, Languages, Intercultures, Literature and Psychology, University of Florence, Italy (letizia.gamberi@unifi.it).

<sup>3</sup> Hyejeen Lim, PhD student in Lifelong education, Department of Education, Seoul National University, Korea, South (hyejeen.lim@snu.ac.kr).

<sup>4</sup> Noor Aisha, PhD student from Staff Training & Research Institute of Distance Education (STRIDE), Indira Gandhi National Open University (IGNOU), New Delhi, India. Assistant teacher in Basic Education Department in district Moradabad (Uttar Pradesh), India (noor.aisha70@gmail.com).

## Introduction

Talking about entrepreneurship in education is always an apparently subversive act, in contrast with the highest purposes of building citizenship, continuous training, and research on the development of sustainable environments. Above all, it seems that in the field of adult education the issue of entrepreneurship education has no reason to be debated. Instead, the article supports the idea that entrepreneurship education is a research field highly connected with adult education, and it has a key innovative role for the development of specific training programs for young adults.

The first element to be considered concerns the context that defines what is meant by entrepreneurship education and why the connection with adult education is so evident. There are two conceptualizations that are proposed by scholars about the term entrepreneurship. On the one hand, the concept underlying the term is considered in relation to the building process of a business. Accordingly, entrepreneurship education can represent the training path to build the sense of business in young adults:

According to earlier research on formal education, both the ‘narrow’ and the ‘broad’ approach of entrepreneurship are ‘ultimately committed to, serving the interests of business, albeit through some intervening process of “personal development” (Pantea, 2014, p. 36).

On the other hand,

The broad meaning of entrepreneurship is not only about business: entrepreneurial education ‘is not only an economic competence, but it is a competence of citizens’ [...]. It needs to focus on development instead of business management, and thus, to create new ideas to solve social problems. Indeed, there might be nothing wrong in assisting young people to develop creativity, and be responsible. It goes without saying that the set of negative characteristics linked with entrepreneurship (individualism, opportunism, boldness, excessive interest in decreasing costs and increasing profits, risk taking,...) remain less theorized in the arguments that invariably support the ‘broad’ meaning of entrepreneurial learning (Pantea, 2014, p. 36).

According to this second conceptualization, the article will assume that the introduction of entrepreneurship paths within the contexts of formal and non-formal learning is actually a perspective that allows the combined construction of

the professional self and the personal one. Still using Pantea's words (2014), entrepreneurial learning solicits creativity, flexibility, a sense of initiative, proactivity, imagination. It is not a matter of building a business or opening a company, but of assuming a posture towards the world and towards work.

In this perspective, the sense of initiative is the focal point to look at when talking about entrepreneurship. The commercial and financial dimensions of this kind of education, the corporate forms, are not that relevant compared to the way in which entrepreneurship education and learning stimulate human development. And surely, it is not enough to say that transversal or soft skills are necessary for this kind of development. What is needed instead is to reflect on the commitment to train well-made minds and heads (Morin, 2000, 2001).

Entrepreneurship education looks at work as the founding moment of human education with everything that follows. And in this perspective, is important to reflect on the fact that important authors such as John Dewey have based their thoughts on the relationship between school, as a place of learning, and life, as a place of work and production. A production for the advancement of human beings. A production of goods and services for the benefit of evolution, with what it entails. For example, we can recall how UN sustainability goals look precisely at human well-being in the direction of an evolution for the benefit of humans and the environment they have in custody.

Without fear of being too emphatic and without fear of going back to the fundamental texts of this author, between the nineteenth and twentieth centuries, (Dewey, 1899, 1916), we can say that Dewey covered an inspired role for the scientific production in adult education. In this sense, it is relevant to note how entrepreneurship education differs from enterprising education for its focus on the subject of adult education. The culture that is built around the theme of entrepreneurship, rather than the curricula to educate entrepreneurship, should be focused. Entrepreneurship could be, in fact, a *sine qua non* condition for developing adult skills that will allow any young graduate to enter working contexts effectively, with determination, with creativity, but also with empathy and awareness. Moreover, some authors think that without entrepreneurship it is not possible to think of building a responsible autonomy which generates value for oneself and for others (Morselli, 2016).

The article, therefore, will focus the reflection precisely on identifying elements of entrepreneurship education in the adult training programs in the countries considered in order to evaluate the level of diffusion of the notion as a competence for the future.

In a historical moment in which the change in work questions us, considering the uncertainty we face worldwide, we must anticipate the dramatic change

in work considering the emergency and urgency of equipping children, adolescents and adults with alternative transversal skills. We have a great responsibility in facing the Covid-Sars-2 pandemic. It's not about providing tools to open a business, it's about considering our ability to overcome it in a context of rapid and dizzying change. A transformation that is well-suited to adult education. As Mezirow taught us, in fact, education serves transformation and it is transformation itself. A transformation that passes through practice and experience (Kolb, 1984) and interprets entrepreneurship education as a way to innovate teaching and learning experiences.

Universities have the duty to create transversal programs of professional self-construction which aim to deliver the best tools to learn transformative skills. Using methods such as design thinking, creating curricula to teach entrepreneurship, overturning traditional teaching methods, working in small groups, financing programs to transform research ideas into ideas that are potentially useful for start-ups, bridging labor market needs and university ones, applying research ideas for the development of innovative products are just some of the pathways that may be taken.

Entrepreneurship education cannot exclude enterprising paths, none of the greatest ideas of innovation have been detached from a business concept, however, the interest is not on business models.

Indeed, the main purpose is to reflect on some educational key factors that emerge from the analysis of entrepreneurship education policies and programs in Italy, South Korea and India.

The analysis work was started in the comparative group "Entrepreneurship in Higher Education for the Development of Innovation and Creative Thinking" that took place during the 2020 International Winter School program of INTALL project.

The following comparative research questions guided this discussion:

- What are the policies for entrepreneurship education that influence strategies in higher education?
- Which programs have been implemented for entrepreneurship education in higher education?

The discussion presented in the article is based on document analysis (Bowen, 2009), and was conducted using the comparative method.

Egetenmeyer (2020) identifies a three-step model to develop the comparative method in adult education. The model "starts at descriptive juxtaposition, moves on to analytical juxtaposition, and ends at analytical interpretation" (p. 26).

According to this model, the article presents the three national contexts and then discusses the similarities and differences between comparative categories observed in all three countries: the perspective of entrepreneurship education, the level of development in higher education of entrepreneurship education and the entrepreneurial programs featured at universities, developed or partially developed, to bolster innovation and creativity. Finally, it provides an interpretation of the comparative categories identified.

Given the above arguments, the article reflects on the importance of innovative learning as the foundation of the development of every country, because without innovative development, there is no future, without future there is no education.

### **Entrepreneurship Education in Italy**

In recent years, the debate on entrepreneurship education was included within the educational sphere (Fayolle, Benoît & Lassas-Clerc, 2007; Gibb, 2005; Lack-éus, 2015). What is entrepreneurship education? Why is it so important that higher education deals with this subject?

Entrepreneurship education is defined as “content, methods, and activities supporting the creation of knowledge, competencies, and experiences that make it possible for students to initiate and participate in entrepreneurial value-creating processes” (Moberg, Stenberg & Vestergaard, 2012, p. 14) and it “provides a mix of experiential learning, skills building and, most importantly, mindset shift” (Wilson, 2008, p. 2). Entrepreneurship education is recognized as the most promising activity to foster an entrepreneurial mindset (Costa, Santos, Wach & Caetano, 2018) and to keep pace in a rapidly evolving and changing world, with the introduction of increasingly complex and high-tech elements (European Commission, 2020). Nowadays we live in a knowledge-based economy where “creative tasks and innovation have become more prominent” (Fyen et al., 2019, p. 3).

In this context, it is becoming increasingly essential that universities promote programs to foster the development of entrepreneurial skills. Entrepreneurship education is fundamental for the citizens of the knowledge-based society helping them become architects of their destiny (Strano, 2016).

In 2006, the European Commission recognized the considerable importance of entrepreneurial skills and their character of life skills, including entrepreneurship and the spirit of initiative among the key skills for lifelong learning for full personal development, fulfilment and effective insertion and progress in the world of work (European Commission, 2006). In this direction, the Euro-

pean Commission, starting from 2006, has placed this theme at the center of numerous actions, communications, calls to action and more recently, the European Skills Agenda for sustainable competitiveness, social fairness, and resilience (2020). The European Skills Agenda underlines the European Commission's attention on this topic and the constant commitment to develop and promote an entrepreneurial culture within education and labor contexts. Entrepreneurial skills allow students, and citizens in general—considered as lifelong learners—to act and transform ideas and opportunities into shared value and keep the future in their own hands (McCallum, Weicht, McMullan & Price, 2018). To promote and raise awareness of entrepreneurship education at all levels of education, the European Commission developed the EntreComp model (Bacigalupo, Kampylis, Punie & Van den Brande, 2016) for the definition of a shared European framework, in which the actors involved in entrepreneurship can recognize themselves through a common language.

Therefore, this represents the reference context for Italian universities, which are called to put into practice the directives of the European Commission. Higher education has the primary task of educating the generations of the future and preparing young people to face challenges and changes, equipping them with the necessary skills. As Fyen et al. (2019) stated “universities do not need to become “entrepreneurial” themselves, but they should be aware of their role in entrepreneurial ecosystems, namely to educate students that can create value in the organizations, economy, and society they will join after graduation and that can tackle (societal) problems in an innovative way” (p. 3). Undoubtedly, the responsibility for developing education and training initiatives for entrepreneurship must fall on various actors of civil life, but higher education must feel called to the fore to help promote this paradigm shift in education and training and to the construction of an entrepreneurial culture (European Commission, 2015).

In Italy, entrepreneurship education has developed in recent years and it is still closely linked to the economic dimension and therefore to the development of a new business. The presence of entrepreneurship courses within higher education is a recent phenomenon, almost absent until 2004 (Iacobucci, Micozzi, 2010). The entrepreneurship courses are mainly present in the faculties of business and economics and engineering (Iacobucci, Micozzi, 2010).

However, contrary to this trend:

It seems reductive to think of entrepreneurship education as the exclusive prerogative of the economics departments. Rather, it should represent an integral part of all university courses [...], especially if we consider that entrepreneurship, taking initiative (to be enterpris-

ing), as an aspect of entrepreneurship education, is a training objective, closely connected to learning processes and, therefore, valid for multiple contexts (Piazza, 2015, p. 82).

According to this broader concept of entrepreneurship education, the entrepreneurial skills “are not the subject of specific lessons but are simply inserted among the key skills that students should have acquired at the end of their studies” (Strano, 2016).

However, recently, universities have increased attention towards entrepreneurship education as a part of their third mission (Fiore, Sansone, Remondino & Tamborrini, 2019). In this direction, the Italian Ministry of University and Research started to promote the diffusion of entrepreneurial culture and innovation in higher education, “aimed at facilitating the creation of value by focusing on concrete opportunities for interactions between universities, research entities, enterprises, and other societal actors” (OECD, 2019).

In particular, the National Research Program, the plan that guides research policy in Italy, in 2016 provided a strengthening of funds in the Contamination Lab (CLab) program, born in 2013 (“MIUR, Start-Up Call”—Directorial Decree of 13.03.2013 no. 436) as a pilot program in four southern regions. The CLab program is a nationally funded program that now has 22 CLabs in Italy (Fiore et al., 2019).

Contamination Labs are places of contamination between university students and PhD students of different disciplines. The Contamination Labs are places of impulse of the culture of entrepreneurship and innovation, aimed at promoting interdisciplinarity, new learning models and the development of innovation projects with an entrepreneurial and social vocation, in close connection with the territory (MIUR, 2016b, p. 2).

They are places where opportunities and ideas meet with creativity of students and entrepreneurial projects. Indeed, they are considered midway between an incubator and a university laboratory.

CLabs therefore fall within the field of application and research of entrepreneurship education, and appear to be in line with the spirit of creation of the entrepreneurial culture of the European Commission (MIUR, 2016b). This culture does not remain closed within university contexts but opens up to the territory, thanks to the connection with stakeholders.

CLab is a recent program, and for this reason, not many studies have been carried out yet. Recent researches (Fiore et al., 2019; Secundo, Mele, Sansone

& Paolucci, 2020) have examined some case studies to understand the impact of CLab on students in developing entrepreneurial skills and an entrepreneurial mindset. Those researches underline the success factors as interdisciplinarity, virtuous contamination of knowledge and experience between students and the stakeholder, soft skills development such as teamwork, communication, and networking skills.

In conclusion, it is possible to affirm that higher education in Italy is taking steps towards building an entrepreneurial culture that tends to form a mindset, rather than the creation of a new business. The CLabs are an important step, but still, there is a long way to go. In fact, “the uncertainty about the meaning to be assigned to entrepreneurship education, the lack of adequate training of university staff, the difficulties in involving entrepreneurs in training and evaluation paths, the traditional academic evaluation of knowledge rather than skills and behaviors are only some of the impediments that limit the inclusion of entrepreneurship education” (Piazza, 2015, p. 85) in higher education in Italy.

The commitment of adult education in higher education on entrepreneurship education must go in the direction of occupying a position of dialogue and comparison with different disciplines to provide their own pedagogically oriented perspective. Entrepreneurship education is one of the many paths of pedagogy, because even this type of education acts on the increase of the person’s freedom, on the strengthening of his capacity for active citizenship and the promotion of democratic learning environments (Jones, Iredale, 2010).

Therefore, looking at the models of the European Commission and the rest of the world, adult education in Italy must work to support the creation of an entrepreneurial culture, which places the student and the development of his skills at the center and provides him with the necessary mindset to face the challenges of the future.

Thus, working on entrepreneurship in adult education is an attempt to connect higher education with the value creation process to innovate the cultural, social, employment and economic context (Terzaroli, 2018).

### **Entrepreneurship Education in South Korea**

Entrepreneurship education can be a major contributor to a better life and a better world by preparing citizens for the challenges they will face as new entrepreneurs. Although many people have creative ideas, it can be difficult to turn those dreams into a solid business. However, if an entrepreneur is enabled via education, it is no longer just an unrealistic fantasy. Timmons, Spinelli, and Tan

(2004) state that through entrepreneurship education, one can cultivate confidence and the ability to launch a successful start-up by enhancing motivation and the start-up spirit.

South Korea faces many challenges in order to maintain economic growth in the coming years. According to a 2017 report from KISDI (Korea Information Society Development Institute), the aging population is increasing and the economically active population will have declined greatly by 2040. Furthermore, the potential growth rate is expected to decrease 3.0% by 2020 and 1.4% by 2035. Unfortunately, the youth unemployment rate increased sharply from 8.3% in 2012 to 12.5% in 2016. Thus, the Korean government must develop policies to meet these circumstances. Targeting both short-term and long-term outcomes, it must facilitate an “innovation ecosystem” to stimulate entrepreneurship with creative and innovative technology.

### **Policies in South Korea**

The Korean government has created various policies to fuel job creation through SMEs (small and medium-sized enterprises) since the Korean financial crisis of 1997. The Ministry of SMEs and Start-Ups (MSS), which was established in 2017, has systemically structured six categories of start-ups: Commercialization, Start-up R&D, Facilities and Spaces, Education, Mentoring and Consulting, and Events and Networks.

Entrepreneurship education is widely considered an important factor in a successful SME, as well as research and technology commercialization in universities. Accordingly, the government has been working on a Five-Year Plan for University Entrepreneurship Education (2018—2022) to encourage the creation of university start-ups. There are several specific reasons why the government targets specifically the promotion of university entrepreneurship education. First, university-centered technological innovation entrepreneurship would provide a solution to the youth unemployment rate. Second, laboratory start-ups based on advanced technology can generate higher economic ripple effects compared to general technology start-ups. Third, universities often play a role in local innovation ecosystems as they can create new opportunities using fresh technology.

In South Korea, the age distribution of entrepreneurs in 2019 was as follows: 32.4% were people in their 40s, 29.3% were in their 50s, 21.7% were in their 30s, 13.3% were in their 60s and older, and 3.4% were in their 20s and younger. The percentage of founders in their 40s and 50s accounted for 61.7% of the total (2019, Start-up Statistics, the Ministry of SMEs & Start-ups: MESS).

As far as business education, 17.2% of entrepreneurs reported they had experience in education related to start-ups before starting their own businesses, while 82.8% reported they had no prior education. In terms of the level of education, more than 50% entrepreneurs held at least an associate degree. Based on this statistical analysis, many entrepreneurs are lacking business education. Since start-up education improves the ability to develop creative qualities such as the spirit of challenge, initiative, and innovation, specific business training can assist individuals as they embark upon a new career owning and operating a start-up.

Recently, the number of start-ups by college students has been increasing as the number of students who have completed start-up educational programs has also continued to increase (Joe, Shin, 2020). Yet, the number of student start-ups is still relatively small which signals they encounter several hurdles to overcome, including the high risk of failure. Social norms in Korea tend not to tolerate failure, making young people more risk-averse. In addition, since there are few social safety nets to assist business owners, it is not easy to find support if your business faces unexpected financial issues (Joe, Shin, 2020).

With these circumstances in mind, local governments are making efforts to support youth start-ups and thus, the economy. Support for those whose start-ups have failed was established in 2010, in the hopes of increasing tolerance for failure. Furthermore, Moon Jae-in's government is actively pursuing business innovation as part of the national agenda by creating policies and expanding budgets. With these efforts, quantitative indicators such as the number of new corporations and venture companies are on the rise. Yet, Korean start-ups are still underperforming (Ko, 2019). This is because many are focused on quantitative performance and have failed to manage qualitative performance. In order to combat this, the government must continue to invest in start-up education.

The Korean start-up ecosystem has been mainly spearheaded by the Korean government. KISED is steering the government's policies toward action (see Appendix, Table A). The main structure of Korea's start-up ecosystem can be summarized as below:

Universities, research institutes, and technology parks offer their own professional services, and business angels and venture capital investment evaluate start-up performance. The structure of the start-up ecosystem is similar worldwide because it is based on the triple helix model. Nonetheless, in the Korean start-up ecosystem, government policies and budget support are crucial, and KISED is characterized by its role as a gateway between the start-up and the government (Ministry of Economy and Finance of the Republic of Korea, 2018/2019, p. 109).

## Status of University Start-up Support in South Korea

Entrepreneurship activities and entrepreneurship education create an environment conducive to productive start-ups. The Korean government has made the decision to support entrepreneurial universities by establishing policies to support these institutions such as K-startup (since 2011), Leaders in Industry University cooperation (LINC+, since 2012), The Entrepreneurial University Education 5-year Plan (since 2013), and I-Corps (since 2016). By the end of 2017, local and central governments had funded over 800 start-up support programs including 76 projects, entrepreneurship education programs and facilities, mentorships, and R&D consultancy (Shin et al., 2018, as cited in Ko & An, 2019, p. 97).

Support for start-ups in universities can be given to students, teachers, graduates, and local communities (Lee, Lee, Lee & Chang, 2020). Start-up support for students mainly consists of building infrastructure, offering financial support, opening courses related to start-ups, and operating educational programs. Generally, infrastructure construction is undertaken to provide space for start-ups. Support for faculty staff can extend to the evaluation of teachers' performance or the implementation of the start-up sabbatical year system. Universities also support self-disciplined graduates and communities. They value the connections they have built with local governments which can help them provide assistance to those looking to start a business. Universities make efforts to collaborate with businesses within local governments, circulate start-ups and manpower in the region, and share experiences and know-how.

Taken together, student start-ups are in their relative infancy and continue to face many challenges. Entrepreneurship has not yet entered mainstream culture at universities, despite the government's efforts. Most importantly, there is a lack of entrepreneurship competency in universities, and motivated talents capable of engaging in entrepreneurship (Ko & An, 2019). An entrepreneur's competence plays a pivotal role in entrepreneurial decisions for product roadmap and strategies (Masurel, Lentink, 2003), which is the critical determinant of the level of success, sustainable growth and performance. Thus, competences for entrepreneurship are the determinants of creative and innovative entrepreneurship, and need to be developed through entrepreneurship education, which will support a generation as they embark on the creation of an innovation ecosystem.

## Entrepreneurship Education in India

Entrepreneurship is an important element for any country to be competitive and developed in today's knowledge-based global economy. Entrepreneurship education has a crucial and significant role in developing entrepreneurial attitudes, aspirations and activities. It includes creativity, innovation and risk-taking. The multidimensional nature of entrepreneurial skills in education involves a combination of critical, creative and empathetic thinking that fosters job creation, encourages innovation, and improves global competitiveness (Ilayaraja, Ganesh, 2016). To inculcate a culture of entrepreneurship, linkages between academia, industry and research and development institutes are fostered; and for this, imparting such skills starts from school. The critical aspects of entrepreneurship in the context of higher education includes professional and vocational education and training and skill development (National Knowledge Commission, 2008).

India is a budding center for entrepreneurship. According to the *Global Entrepreneurship Monitor* (GEM) India Report for the 2019/2020 period, only 15 percent of India's adult population is engaged in "total early-stage entrepreneurial activity (TEA)", and only five percent of the country's population goes to establish their business (Statista, 2019). India has witnessed a transition from an agrarian into a mixed economy (Rehman, Elahi, 2012). From the time of its independence, entrepreneurship education in India has been focused on various measures designed to encourage self-employment. For three consecutive decades, entrepreneurship education remained distributed exclusively in the form of training programs, offered by various institutions. However, from 1980s onwards and a further push from liberalization, entrepreneurship education entered technology, management, and financial institutions under the aegis of state and central governments.

## Policies

The *Government of India* (GOI) recognizes the importance of entrepreneurship education, and the relation of education, innovation, and entrepreneurship in the development of an entrepreneur, which depends on the quality of education in institutions, innovative qualities (National Knowledge Commission, 2008). In India Central, state and local governments play an important role in the implementation of education policies and in the diversion of funds required for the development of educational research centers, teacher training institutes, entrepreneurship devel-

opment cells. Various initiatives like *Make in India*<sup>5</sup>, *Start-up India*<sup>6</sup> and *Skill India*<sup>7</sup> aim to transform the Indian economy from “entrepreneurial” to “managerial”. The GOI’s *Start-up India* campaign focuses on job creation, and has launched 50+ start-up schemes in the past few years, which is missioned towards promoting the Indian start-up ecosystem. It also offers various workshops, events, trainings, etc. including incubators and accelerator programs. The *Ministry of Skill Development and Entrepreneurship* (2015)<sup>8</sup> provided a new shape to the already existing *National Policy on Skill Development (NPSD) 2009* as *National Policy for Skill Development and Entrepreneurship 2015*, which is focused on integrating entrepreneurship education into formal education (p. 13). And, to bring uniformity in Indian Higher Education Institutions (HEIs) in terms of intellectual property, ownership management, technology licensing and institutional policy, the *Ministry of Human Resource Development* (2019) (MHRD) through *National Innovation and Start-up Policy 2019* is focusing on creating a strong innovation and start-up ecosystem in HEIs. *Atal Innovation Mission* (AIM) by *NITI Aayog*<sup>9</sup> is promoting innovation and entrepreneurship which focus on setting up *Atal Tinkering Labs* (ATL) in schools in all districts across the country to create innovative solutions using technologies. *All India Council of Technical Education*<sup>10</sup> (AICTE) is also partnering with AIM to ensure that the nearest universities of a school can also refer to the students of ATL. To promote entrepreneurship education at the levels of universities, NGO, SMEs and corporate industry, there are *Atal Incubators* (AICS) enabling the successful development of sustainable start-ups in every state of India for a mentoring network in India called *Mentor India* from the professional and industry community that can help mentor students in *Atal Tinkering Labs* and *AIC incubators/start-ups*. Women-led incubators, active collaboration between government, education, industry, individuals, society-focused NGOs, and grants are focused on enabling a vibrant ecosystem of innovation.

## Entrepreneurship Education in Indian HEIs

The University Grants Commission (UGC) developed an under-graduate curriculum way back in 2000 and circulated it to all the universities and colleges

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<sup>5</sup> More information: <[www.makeinindia.com/home](http://www.makeinindia.com/home)> (09/2020)

<sup>6</sup> More information: <[www.startupindia.gov.in](http://www.startupindia.gov.in)> (09/2020)

<sup>7</sup> More information: <[www.skillindia.nsdcindia.org](http://www.skillindia.nsdcindia.org)> (09/2020)

<sup>8</sup> More information: <[www.msde.gov.in/pmkvy.html](http://www.msde.gov.in/pmkvy.html)> (09/2020)

<sup>9</sup> More information: <[www.niti.gov.in](http://www.niti.gov.in)>(09/2020)

<sup>10</sup> More information: <<https://www.aicte-india.org>>(09/2020)

for their consideration for basic entrepreneurship teaching (Ilyaraja, Ganesha, 2016). Subsequently, the idea of developing entrepreneurship in the higher education pathway has led to many different PG programs (Agrawal, Agrawal & Bhasin, 2020). There are premier technical and management institutions called *Indian Institutes of Management* (IIMs) and *Indian Institutes Technology* (IITs) in various parts of the country. At present, 23 IITs and 20 IIMs across India have recently launched *Innovation-Venturing and Entrepreneurship in India Network* (iVEIN), which is a new consortium to support entrepreneurship ecosystem through high quality research in innovation, venturing and entrepreneurship. The Indian School of Business, Indian Institute of Management, Bangalore also offer courses through the International MOOC. An online education module on Entrepreneurship is also offered by *Swayam*<sup>11</sup>. In India, entrepreneurship education is offered as a core compulsory course or an open elective course (Ranjan, Gautam, 2019). Presently, almost every university is imparting entrepreneurship education. *Indira Gandhi National Open University* (IGNOU) provides 20+ certificate/diploma programs on entrepreneurial skills in the form of distance learning. Some universities have an entrepreneurship cell that organizes business planning competitions and interacts with entrepreneurs. In India, some institutes have introduced entrepreneurship courses that use a blended approach to aid adult learners, using faculty facilitation in HEIs. The *National Innovation and Start-up Policy 2019* leans on education and learning interventions for entrepreneurship development and aims to adopt diverse approaches to produce desirable learning outcomes, including mentor, laboratory, case studies, disciplinary teaching using games, etc. in place of traditional lecture-based delivery. Furthermore, there is a focus on pedagogical processes (Roy, Mukherjee, 2017) imparting entrepreneurship education at the curriculum/co-curricular/extra-curricular level through optional/short term or long-term courses on innovation, entrepreneurship and enterprise development (Basu, 2014). According to Dana (2001), NGOs in India are involved with Small Business Management (SBM). Moreover, the *Entrepreneurship Development Institute* (EDII) promotes it through training and other activities (Hulugappa, 2013). The industry can make alliances with educational institutions to provide entrepreneurial activities and monitor the required curriculum in institutions for the development of entrepreneurial skills among students (Gautam, 2015). In this way, the private sector plays an important role (Panigrahi, Joshi, 2015). Thus, various stakeholders, institutions, industry, society in general and knowledge masters put their efforts in building an entrepreneurial education from the grassroots level.

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<sup>11</sup> More information: <[www.swayam.gov.in](http://www.swayam.gov.in)> (09/2020)

## Skills and Competences in India

The entrepreneurship education system in India is mainly aimed to enhance the entrepreneurial potential (Mukesh, Rao & Rajasekharan, 2018) of the self-reliant unemployed persons and impoverished persons in rural surroundings through technical courses, vocational courses by various District Industries Centre (DIC), Rural Development and Self Employment Training Institute. Current entrepreneurship education in India focuses on related courses; existing entrepreneurship courses comprise general business courses, technical and managerial courses. Through various entrepreneurship education programs soft skills are strongly supported, as well as technical skills and a holistic understanding of the social and business environment. The emphasis is also on managing risks in an appropriate manner, making quick decisions and thereby building competences (Modi, 2014). In many educational institutions in India, student leadership and faculty supported activities have been able to create awareness about entrepreneurship and create the necessary mindset. Consequently, more than 60 percent of Indian youth consider entrepreneurship as a good possibility to earn a livelihood. Students in various institutes have set up various entrepreneurship cells which provide a platform for expert consultancy, conduct business planning/idea competitions as well as interact with the respective incubation cells. Through the Public Private Partnership (PPP) mode, many educational institutions, student leadership and faculty supported activities have been able to create awareness about entrepreneurship and create the necessary mindset. Currently, incubation centers provide support to selected start-ups. Enterprise centers at major educational and research institutions provide institutional support for entrepreneurship. Various efforts in skill and employment development include *National Vocational Education Qualification Framework*<sup>12</sup>; *Public Private Partnership (PPP) to promote vocational education, Admission to Polytechnic under coordinated action for skill development*. The GOI has also approved 20 new IITs based on PPP which is targeted to be completed in nine years, i.e. from 2011—2012 to 2019—2020. Education and training as well as government policies are focused on the innovation capabilities of budding entrepreneurs in order to support innovation, ensure high success ratio, and to develop and strengthen the entrepreneurial ecosystem (Sharma, 2019) in India.

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<sup>12</sup> More information: <[www.mhrd.gov.in/nveqf](http://www.mhrd.gov.in/nveqf)> (09/2020)

## Comparison and Interpretation

This article provides a comparative analysis in terms of policies and programs from the Italian, Indian and South Korean perspective. The choice of these countries was informed by in-depth knowledge of the higher education system in the three countries, where the authors practice as researchers. Indeed, as mentioned, the authors shared their perspectives during the International Winter School that took place in Würzburg in February 2020.

Starting from the comparative research questions and aiming at answering them, authors identified, “in an inductive way”, three comparative categories: the perspective of entrepreneurship education, the development of entrepreneurship education in higher education and entrepreneurial programs (Egetenmeyer, 2020, p. 23).

In presenting the juxtaposition of situations in the three countries some similarities and differences emerge.

The perspective of entrepreneurship education within higher education is considered as a standpoint for the comparison reflection.

South Korea and India’s entrepreneurship education perspective is more directed to focus on the specific context of setting up a venture and becoming self-employed.

Indeed, Indian entrepreneurship education is provided in the form of technical and managerial training within engineering or business administration courses. In South Korea the business’s focus is traceable in entrepreneurship education’s purpose, that is, business innovation nation-building as a national agenda.

In Italy, although an entrepreneurial culture is not yet widespread, the entrepreneurship education is acquiring a meaning “on personal development, mindset, skills and abilities”, embracing the European Commission definition of entrepreneurship and the focus on value creation (Lackéus, 2015, p. 7). In this sense, it is possible to speak of a “creation of value” perspective, where the meaning of value is not only economic, but also cultural and social (Lackéus, 2015).

The second comparative category observed between the three countries is the development of entrepreneurship education in higher education. Regarding this category, it is possible to detect the main difference between the three countries.

South Korean entrepreneurship education development is advanced. The Korean government is running a business to support entrepreneurial universities and has established several policies to support these institutions. The development of Indian entrepreneurship education is average, because it is still in its nascent age but over the last decades many programs have been launched. In Italy, the development is still low because entrepreneurship education programs are not spread in all Italian higher education institutions.

The category of “entrepreneurship education programs” is considered the last comparative category since they are very important from a pedagogical point of view for the study of the dynamic processes for innovation and creativity.

A similarity between the entrepreneurship education programs can be detected concerning the effort to promote an innovation ecosystem in the local dimension. This ecosystem emerges from the collaboration between government, higher education institutions, industry, individuals, and society, in order to support opportunities for young people and to create an entrepreneurial culture.

Moreover, regarding entrepreneurship education programs, the South Korean University Entrepreneurship Center (including Business Incubator, Leaders in Industry University Cooperation, and K-startup) and Indian Tinkering Labs, Incubators, iVEIN can be classified as start-up education. Of course, the successful factor of these programs consists in supporting the transformation of ideas into action and reality, thanks to a number of governmental funds.

Contamination Labs deviate from the traditional perspective of incubators and accelerators that are also present in Italian higher education institutions. Indeed, CLabs aim primarily “to build a network that allows to gather the human capital needed for highly innovative projects” (Boffo, Adebakin & Terzaroli, 2017, p. 130).

Table 1 aims at summarizing the comparative categories observed in all three countries, to give an overview of similarities and differences identified from the comparative work discussed above.

**Table 1:** Comparison between entrepreneurship education in Italy, South Korea and India [Source: authors]

Category	Italy	South Korea	India
<i>The perspective of entrepreneurship education</i>	Creation of value	Creation of start-ups	Encouraging self-employment and creation of start-ups
<i>The development of entrepreneurship education in higher education</i>	Low	Advanced	Average
<i>Entrepreneurial programs</i>	Contamination Lab	University entrepreneurship Center (Business Incubator, Leaders in Industry University Cooperation, K-startup)	Tinkering Labs, Incubators, iVEIN consortium

In conclusion, it is important to underline a common similarity between the three countries. Despite the different perspectives and programs, Italy, South Korea and India agree to affirm that entrepreneurship education is a fundamental pillar required to spread an entrepreneurial culture at the higher education level. Further-

more, entrepreneurship education within the academic context gives to students the possibility to develop their skills to face the challenges of the future. Skills such as creativity, problem solving, transdisciplinarity, critical thinking, finding opportunities and innovative attitude are at the center of the mentioned entrepreneurship education programs. This set of skills creates a link between entrepreneurship and employability, not only as a solution for youth unemployment rate; but also to make students the main actors of their professional and personal life projects.

### Conclusion: the Future and Challenges for Education

What are the policies for entrepreneurship education that influence strategies in higher education? Which programs have been implemented for entrepreneurship education in higher education? Those were the research questions that guided the comparative work. Starting from the definition of the construct of entrepreneurship education, which is the starting point of our reflection, we adopted the broader meaning (Brock & Steiner, 2009). We opted for a wider definition that is less linked to economic research, a definition that looks at the meaning of building skills for life.

The comparative method, which guided our work, allowed us to share perspectives and understandings about the construct of entrepreneurship education, as an innovative one in the field of adult education.

The choice of the categories of comparison—*the perspective of entrepreneurship education, development of entrepreneurship education in higher education, and entrepreneurial programs*—has allowed us to observe how there is still a long way to go. Indeed, this sector of study and research needs to proceed towards a sharing and reflection on an educational level. Indeed, the comparison's findings indicate that entrepreneurship education is emerging as an educational concept that could support students' growth enabling them to face new challenges today and in the future.

At the end of this article, it is possible to underline again some evidence that emerged and to draw some considerations about the future challenges of higher education and the entire academic world.

First of all, the topic. It is already an important step having traced a reflection on the topic of entrepreneurship education as a critical field for the development of a reflective, innovative, creative vision. Having drawn these perspectives connected to the field of adult education is of even greater importance, and it can be counted among the findings of our work. The first challenge which needs to be faced is to open up to new fields of study. Embracing the reflection on

entrepreneurship does not mean studying how to create a start-up, but rather investigating how to acquire the skills of creativity, spirit of initiative, innovation. It means understanding how to act in formal education systems to introduce those life skills needed to face a completely new world (Gardner, 2007). The pandemic that we are experiencing all over the world, since March 2020, has forced us to move our work, our schools, our training, and our lives to digital platforms. How many adults, how many young adults, how many teachers feel comfortable with the use of new technologies? Looking at the digital future means increase the ability to interact with new thinking models, with new training approaches.

We still have a long way to go, but we are sure that the acceleration given by the serious times we are living has helped us to understand the urgency of the innovation of new schemes and matrices of the mind.

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## Appendix

**Table A:** Major Business of Korean KISED [Source: KISED, <[www.kised.or.kr/\\_eng/](http://www.kised.or.kr/_eng/)>]

Classification	Business program
Start-up education	<p>Youth Bizcool for elementary, middle and high school students</p> <p>Maker Culture Diffusion Program: supporting various maker activities and networking</p> <p>Online Entrepreneurship Education</p> <p>Practical Entrepreneurship Education: idea development → business model planning → lean start-ups</p> <p>University Entrepreneur Center</p> <ul style="list-style-type: none"> <li>– Functionality improvement for the organizations in charge of entrepreneurial affairs; support for the management capacity improvement</li> <li>– Start-up lecture and education programs</li> <li>– Contents development and research</li> <li>– Networking</li> </ul>
Facilities and space	<p>17 Centers for Creative Economy and Innovation (CCEI)—Startup consulting:</p> <ul style="list-style-type: none"> <li>– Support in terms of law, patents and finances, and management</li> </ul> <p>Maker Space Founding Support Program:</p> <ul style="list-style-type: none"> <li>– Public Lab/ Professional Lab</li> <li>– Start-up Park: startup facilities and networking space</li> <li>– Pangyo Start-up Zone-shared office space and conference rooms</li> <li>– One-Man Creative Company Support Center: office space, management support, commercialization, and facilities</li> <li>– Technology-Based Start-up Center for Seniors: discovery, education, providing space, supporting incubation</li> </ul>
Start-up Commercialization	<p>Providing vouchers up to KRW 100 million for commercialization</p>
Mentoring and consulting	<p>Universities and research institutions with industry-specific experts are selected as mentoring institutions</p> <p>R&amp;D, investment, and financing in support projects</p>
Events and networks	<p>K-Start-up Week ComeUp: Support for global start-up networking, IR, partnership, etc.</p> <p>Challenge K-Start-up: awards excellent items from promising start-ups and supports commercialization</p>

Vanna Boffo<sup>13</sup>

Univerzitet u Firenci, Italija

Letizia Gamberi<sup>14</sup>

Univerzitet u Firenci, Italija

Hyejeen Lim<sup>15</sup>

Nacionalni univerzitet Seula, Južna Koreja

Noor Aisha<sup>16</sup>

Nacionalni otvoreni univerzitet „Indira Gandhi“, Indija

## Preduzetničko obrazovanje u celom svetu: moguće poredenje

**Apstrakt:** Tehnološke promene i trendovi inovacija ubrzano transformišu poslove i profesije. Koja je dodata vrednost ljudi u tehnološkom svetu? Mnoge studije ističu relevantnost kreativnosti i preduzetničkog mentaliteta s ciljem da se iskoriste prilike, čime se stvaraju nove ideje i vrednosti za društvo, zajednicu i privredu. Osnovni cilj ovog rada jeste da ilustruje politike i programe preduzetničkog obrazovanja u Italiji, Južnoj Koreji i Indiji. Počev od pregleda definicija i polazeći od komparativne metode, naša saznanja ukazuju na to da preduzetničko obrazovanje privlači sve više pažnje kao obrazovni koncept koji može podupreti razvoj studenata u suočavanju sa novim izazovima danas i u budućnosti.

**Ključne reči:** preduzetništvo, obrazovanje odraslih, obrazovna politika, visoko obrazovanje

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<sup>13</sup> Dr Vanna Boffo, redovna profesorka Obrazovanja odraslih, Katedra za obrazovanje, jezike, interkulturalne studije, književnosti i psihologiju, Univerzitet u Firenci, Italija (vanna.boffo@unifi.it).

<sup>14</sup> Letizia Gamberi, student doktorskih studija, Katedra za obrazovanje, jezike, interkulturalne studije, književnost i psihologiju, Univerzitet u Firenci, Italija (letizia.gamberi@unifi.it).

<sup>15</sup> Hyejeen Lim, student doktorskih studija Celoživotnog obrazovanja, Katedra za obrazovanje, Nacionalni univerzitet Seula, Južna Koreja (hyejeen.lim@snu.ac.kr).

<sup>16</sup> Noor Aisha, student doktorskih studija, Staff Training & Research Institute of Distance Education (Institut za obuku i zaposlenih i istraživanje u sferi obrazovanja na daljinu) (STRIDE) pri Nacionalnom otvorenom univerzitetu „Indira Gandhi“ (IGNOU), Nju Delhi, Indija. Saradnik u nastavi na Katedri za osnovno obrazovanje u okrugu Moradabad (Utar Pradeš), Indija (noor.aisha70@gmail.com).