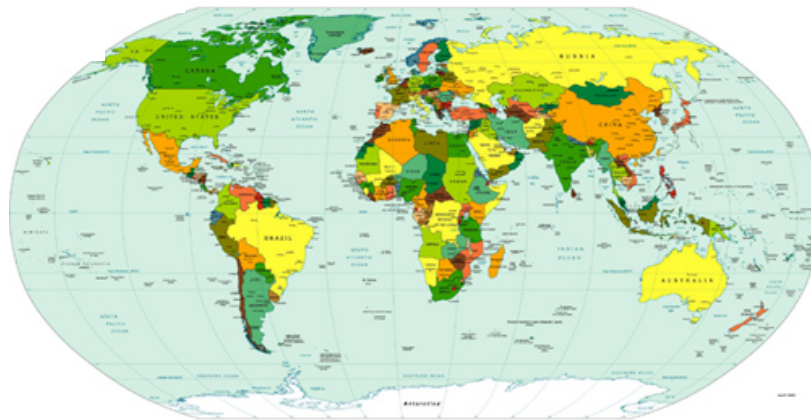


Entrepreneurship Education Around the World



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Key Issues for Entrepreneurship Education

Context... Context... Context!

Economic



Political



Historical



Cultural



Common Questions Related to Teaching & University Technology Transfer

- Who should teach entrepreneurship: practitioners or educators?
- What is the appropriate balance between scholarly and applied research within a traditional university?
- What is the best way to capture the IP that is created at the university?
- When and how should universities create incubators for new ventures?

United States

- Strong political, economic, and cultural support for new venture formation
- Very different environments in different regions. Some regions have a strong history of entrepreneurship and others do not
- In areas with high entrepreneurial activity, education is focused on enrichment, in other areas it is designed to stimulate the economy
- Many role models for entrepreneurs: Entrepreneurs are admired and emulated. Large number of entrepreneurial immigrants
- Long history of entrepreneurship and, therefore, there are many entrepreneurship educators available
- Interest in entrepreneurship education comes both from students and university leadership

Europe

- Very different cultures/environments in different countries
- Governments support the plan to embed entrepreneurship within university education with the hope of preparing students to make economic contributions to society
- Strong focus on making technology transfer legitimate/valued/credible
- Goal of building stronger university-industry links to foster more technology transfer
- Challenging to identify faculty who want to participate in this effort
- Strong desire for international collaboration
- New efforts (less than five years old) with lots of experiments

Asia

- Quickly changing economic environment across the region. It isn't always clear how entrepreneurship fits into traditions.
- In some countries the government encourages entrepreneurship education (Singapore) and in others it is limited (China and Korea).
- Significant growth in entrepreneurship education over past few years with focus on teaching venture management to MBA students
- Goal to offer programs for scientists and engineers
- Great demand from students across the university
- Strong interest in international collaboration and cooperation
- Short history of entrepreneurship and therefore a shortage of educators
- Need to accumulate knowledge and expertise

Latin America

- Entrepreneurship has a very mixed connotation in Latin America. For example, in Brazil entrepreneurs are considered “thieves”
- In Argentina there is a national mission to promote entrepreneurship to lower unemployment and stimulate economic development
- In Chile people do not feel empowered to start new ventures. Entrepreneurship education is about democracy.
- Low credibility of entrepreneurship in traditional research institutions
- Everyone is inventing the wheel regarding teaching entrepreneurship. Strong desire to learn from others and to build a global network.
- High unemployment, concentration of wealth, limited access to capital/credit, high failure rate, aversion to risk-taking, policies that stifle VC, and businesses born out of necessity not opportunity

Conclusions

- Entrepreneurship education differs around the world based upon the regional context
- In regions where there is not a long history of entrepreneurship, universities face the challenge of building support/legitimacy, finding experienced educators, and gathering needed resources
- In most regions university entrepreneurship education is viewed as a tool to stimulate economic development
- In many regions entrepreneurship education is new and, therefore, there is a lot of experimentation, including incubation.
- A global network of entrepreneurship educators provides a community where faculty can share best practices and raise the bar for everyone.

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