

Workpackage number: WP 2.2		Start date or starting event: month 2					
Workpackage title: <i>Public Science and Industry Link - Entrepreneurial Education</i>							
Participant id:	NIFU-STEP	GEA	IWH				
Person-months per participant:	8	12	2				

Objectives:

The overall objective is to explore to which extent the higher educations sector is responsive to the labour marked demand with a particular focus on the provision of and needs for entrepreneurial education:

- 1 The first objective is to map and analyse the provision of entrepreneurial education and other specific skills in higher education institutions in selected European countries.
- 2 The second objective is to assess the needs of industry with respect to entrepreneurial skills in selected European countries.
- 3 The third objective is to analyse policy implications with respect to the provision of entrepreneurial education.

Description of work:

The further development of European competitiveness depends on the availability of competencies - especially in entrepreneurship, technology and natural sciences. This workpackage pays particular attention to the responsiveness of higher education institutions to labour market demands with respect to entrepreneurial skills.

- 1 The supply side conditions are scrutinised with help of three different methods. First, the team will study to what extent entrepreneurship is included in university studies, either as part of other courses or as separate studies, as these may serve as an indicator for university responsiveness to industry needs. An innovative study of entrepreneurship education programs at Nordic universities (commissioned by the Nordic Innovation Centre) will serve as a blueprint for complementary research on a representative sample of universities and specialised university colleges in other selected European countries (including a representative of Western Europe as well as Central and Eastern Europe). Additionally, the above research scrutinises to what degree higher education institutions (i) provide continuing education and (ii) form regional or local consortia to co-ordinate and deliver education services to the industry, and (iii) which importance is given to technology and natural sciences in the curricula. This enables the U-KNOW team to map national and institutional policies in this area, and differences between various institutions, disciplines and departments. Second, this analysis will be supplemented with the evidence from interviews with deans of selected universities focused on the attitudes towards entrepreneurial education (input from WP2.1). Third, data from the FD-Trygd database (1992 – 2003/2004) is utilised to analyse the competence structure in the Norwegian work force. FD-Trygd is an excellent and not yet fully exploited register database with event histories for the whole population in Norway (data on education, labour market, unemployment, employment, demographic change etc.) (serves also as input for WP 3.1).
- 2 This evidence is contrasted with two studies assessing the demand side of skill needs in industry. The first is a comparative approach by scrutinising the perceived industry needs with regard to skills (also in a wider sense apart from entrepreneurial skills) and the actual provision (differentiated by universities, schools, firms etc.) by means of guided interviews with experts in business and industry specific stakeholder organisations and trade associations (such as Chambers of Commerce and Industry) in selected European countries such as Norway, Germany, Romania. In second step, the indications resulting from the survey with regard to skill deficits are included in a subsequent analysis of existing firm-level data in order to get a more comprehensive view on the skill demand side conditions in the respective countries subject to research (serves also as input for WP 3.1).

Deliverables:

D16 *Report on aspects of Entrepreneurial Education in Europe*. Responsible: O. Spilling (NIFU-STEP) (month 20)

- NIFU-STEP: Summary on State-of-the-Art in researching Entrepreneurial Education (month 20)
- NIFU-STEP: Assessing the responsiveness of the Norwegian higher education system to labour market demands (also as input for WP 3.1) (months 16)
- NIFU-STEP: Attitudes in universities to entrepreneurial education (also input WP 3.1 and 3.3) (month 18)
- NIFU-STEP, GEA: On the attitudes to and policies as well as actual provision of entrepreneurial and other specific skills by different higher education institutions across Europe (also as input for WP 3.1) (month 20)
- NIFU-STEP, IWH, GEA: National and institutional policies and cross-countries survey evidence on the demand for skills in the industry in a selected sample of European economies (month 20)

D17 *Paper on policy implications from evidence on demand for entrepreneurial skills*. Responsible: GEA, NIFU-STEP (month 20)

D18 *Policy-briefing/open workshop on demand for entrepreneurial skills*. Responsible: GEA, NIFU-STEP (also input for WP 3.1) (month 24)

Milestones and expected results:

8 The supply of entrepreneurial education and other specific skills in selected European higher education institutions and the demand for entrepreneurial skills in the industry of selected European countries

