

Entrepreneurship education in Spanish Universities

Garazi Azanza & José Antonio Campos
University of Deusto

Entrepreneurship education

- Entrepreneurial activities are considered crucial to the economic development.
- **Higher education** is perceived as an instrument for entrepreneurship promotion (Potter, 2008).
- Universities are important in the education of entrepreneurship for the development of the **motivation** and **skills** of their graduates to develop innovative and entrepreneurial activities (Rasmussen & Sorheim, 2006).



Entrepreneurship education

- Increasing interest of European and national policy agendas:
 - Governments in Europe are supporting the integration of entrepreneurship skills in educational institutions and society (Rizza and Amorim, 2011).
 - The number and diversity of courses offered in/about/for entrepreneurship have increased over the past two decades (Fuchs, Werner & Wallau, 2008; Matlay, 2008; Solomon, 2007).



Entrepreneurship education

Significant role in promoting entrepreneurship among students:

- More and better entrepreneurship education may result in **more and better entrepreneurs** (Matlay, 2008).
- The promotion of entrepreneurship within higher education institutions may increase entrepreneurial **self-efficacy, self-employment** and **risk-taking** (Segal et al, 2005).
- Entrepreneurship education, especially in scientific and technological universities is crucial to enhance entrepreneurs' **innovation skills** (Menzies & Paradi, 2003).



Entrepreneurship education

Recent studies

- Relationship between **entrepreneurship education** in higher education and the **creation of start-ups** by those attending the programmes (EC, 2012).
- Those who attended entrepreneurship courses were **more likely to start their own business** than other students (Chaney & Libecap, 2000; Packham et al., 2010).
- Students who took entrepreneurship courses increased their **entrepreneurial intention** (Lee, Chang and Lim, 2005; Weber, Graevenitz and Harhoff, 2010).
- GEM Special Report: Entrepreneurship training & education (38 countries): **Entrepreneurs** are more likely to have received **entrepreneurship training** (30%) than the rest of the working age population (20%) (Coduras, Levie, Kelley, Sæmundsson and Schøtt, 2010).

Entrepreneurship education

Current situation of entrepreneurship education

USA

- Many business and technology schools offer “concentrations” or “majors” in entrepreneurship (Twaalfhoven & Prats, 2000).
- Many universities have academic entrepreneurship departments and a large percentage of schools offer entrepreneurship courses (Wilson, 2008).

Europe

- Activities have increased across Europe but efforts are fragmented and often driven by external actors instead of the education system itself (European Commission, 2002; Wilson, 2008).

Purpose

The purpose of this study is to contribute to the research in this field by mapping the current situation of **entrepreneurship education** in **higher education** institutions in Spain.



Method



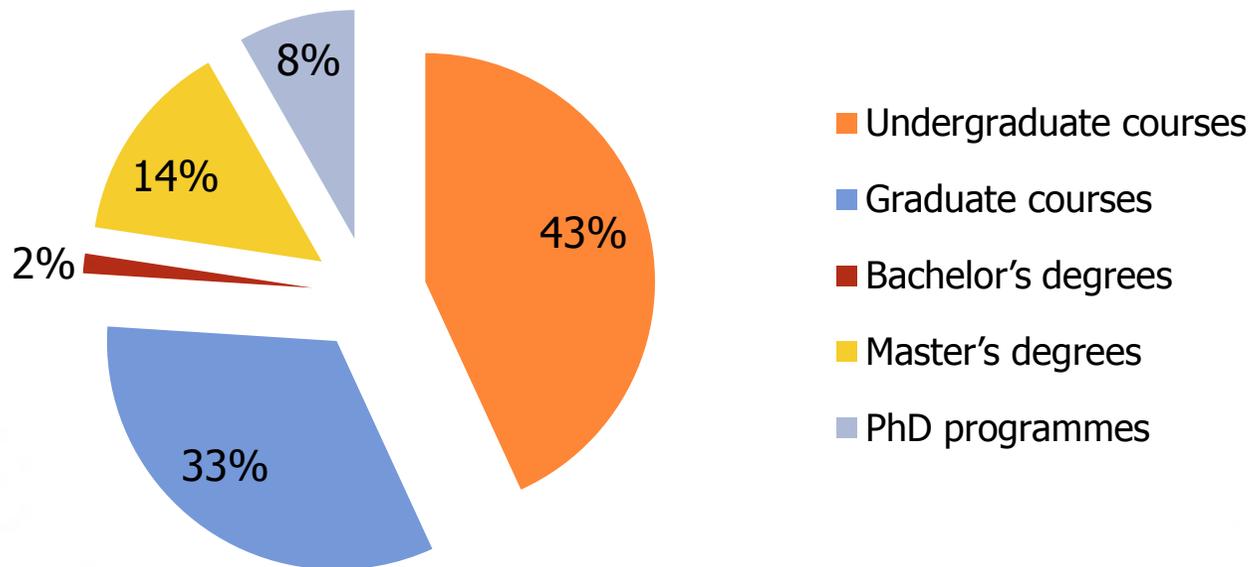
Websites of the undergraduate and graduate courses of **78 Spanish public and private universities** were examined from March to June 2014.



Content analysis of the websites: courses covering terms and topics related to entrepreneurship in their name (Keywords: entrepreneurship, business, creation, enterprise, company , self-employment).

- Graduate and undergraduate studies were examined, as well as universities accredited master's degrees.
- The offered courses that were not announced in faculty web sites were not included in this study.

Results

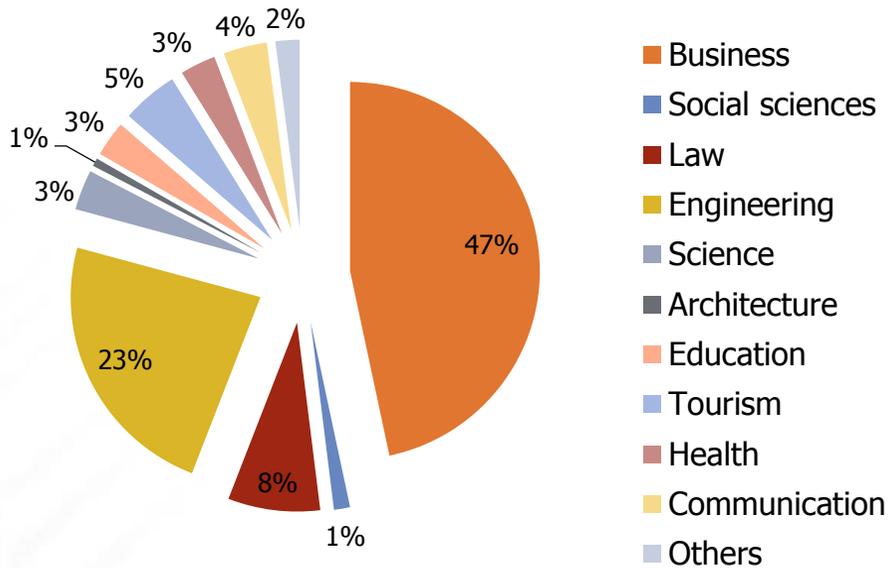


Level/Type	% of universities	Number of courses/ degrees
Undergraduate course	80,8%	292
Graduate course	61,5%	200
Bachelor's degree	2,6%	11
Master's degree	26,9%	25
PhD programme	15,4%	13

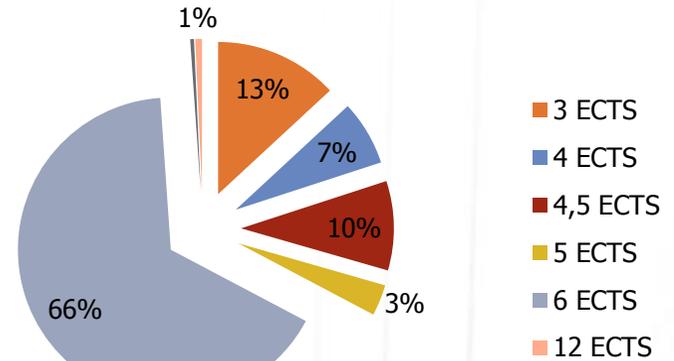
Results

Undergraduate courses

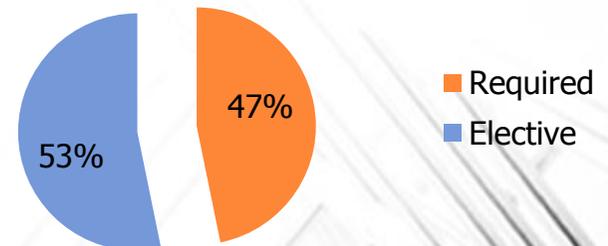
Academic unit/area



ECTS



Type



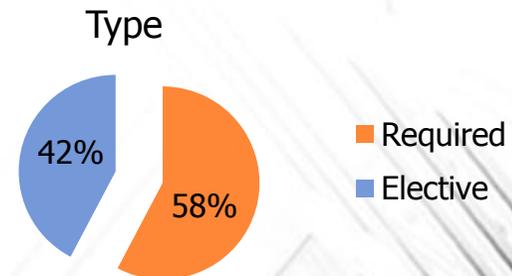
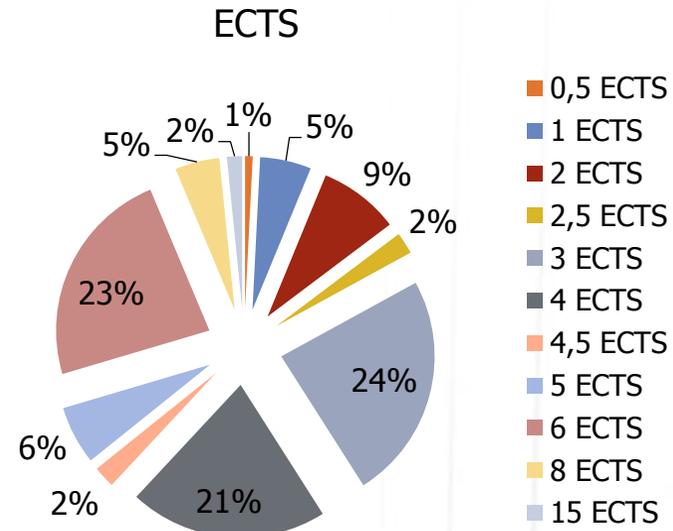
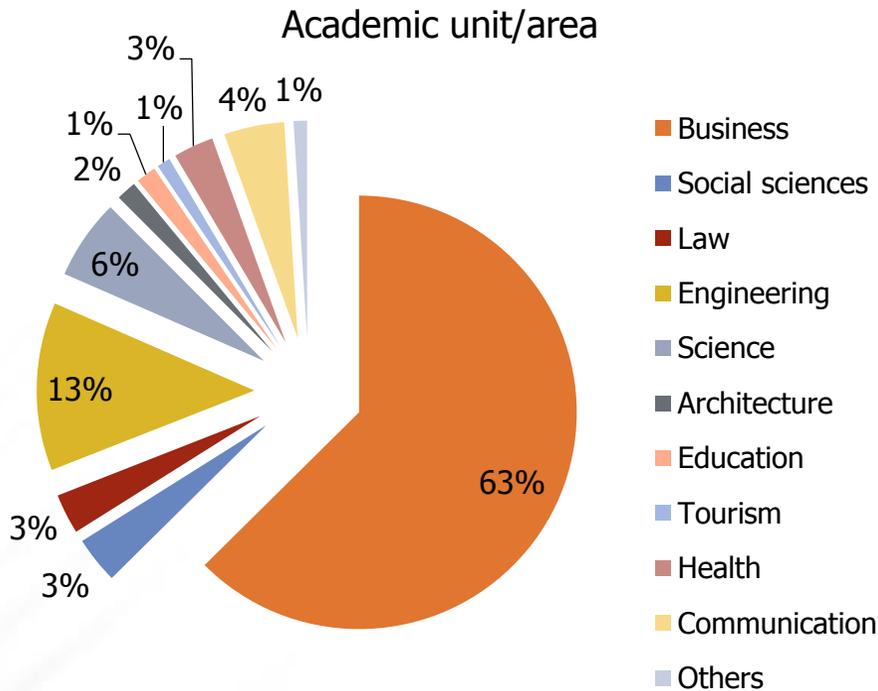
Results

+ 2 Specific programmes for undergraduate students

- Study load: 30 ECTS.
- Content:
 - **Entrepreneurial skill development** (e.g., self-knowledge, personal development, leadership, risk-taking, communication and negotiation) and **idea generation**, and the development of an **intrapreneurship or entrepreneurship project**.
 - One of the degrees also offers specific **business knowledge related courses** (e.g., marketing, business models, customer management).

Results

Graduate courses

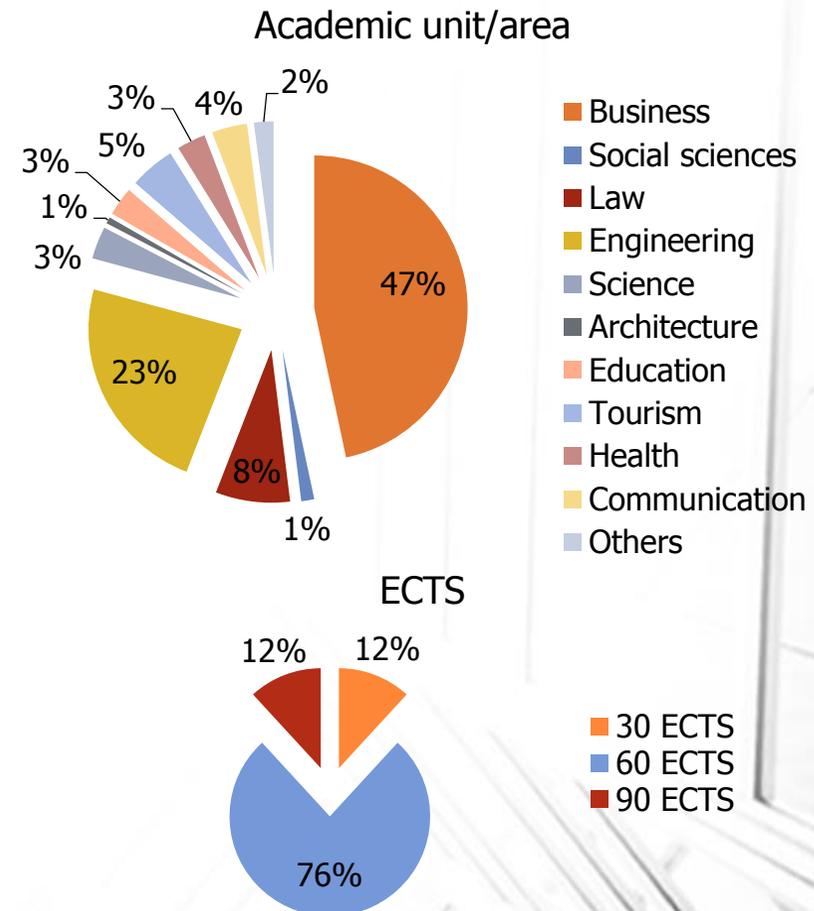


Results

Master's degrees

Content

- Lack of homogeneity
- 70% of the examined master's degrees offered extended information about the courses.
- All offered, at least, a course about entrepreneurial skills (leadership, communication, management)
- In 57% of the degrees, skills related contents constitute 25-35% of the course load, but the rest of the degrees were more focused on knowledge (e.g., finances, marketing), having only 5-10% of the hours dedicated to skills.



Results

Bachelor's degrees

- Two private universities offer a specific curriculum on entrepreneurship.
- Most of the courses of the degrees are related to business knowledge areas (e.g., finances, law, economics, statistics, customer service, sales).
- Skills-related courses are also offered (e.g., management skills, leadership, team management, communication).
- Few courses are offered about entrepreneurial awareness (e.g., economic context analysis, economic and social thinking, creativity). The information about the lecturers was not available.



Discussion

- Most of the universities offer entrepreneurship courses.
- Most of the undergraduate courses are elective and offered in business degrees.
- Only two universities offer specific entrepreneurship undergraduate degrees.
- There are few universities offering specific master's degrees in entrepreneurship.
- Variety in content.

Discussion

- Entrepreneurship education has been included in Spanish universities
- Not only related to business-related degrees but also shown as a career choice in courses in other degrees (e.g., tourism, engineering).
- The growth in entrepreneurial education and activity may come from **outside Business Schools** in the future (European Commission, 2008; Katz, 2003).
- Our findings will assist researchers, practitioners and policymakers to strengthen the discussion and initiatives on entrepreneurship education in Spanish universities and to promote entrepreneurial behavior among alumni.

Limitations and future research

- **Data collected from websites:** Some of the universities do not provide all the information about their degrees.
 - Future research should also include questionnaires or interviews with professors in order to complete the information.
- **Quantitative perspective,** future research should examine the entrepreneurship-related strategy of the universities.
- Future research should assess the relationship between education and **entrepreneurial behavior/activity**.
- Examine the **entrepreneurial education path** in a holistic way (primary, secondary, tertiary education).
- **Nature of Faculty:** Scholars, Practitioners or blended.

Thank you for your attention



garazi.azanza@deusto.es
tontxu.campos@deusto.es



Bizkaiko Foru
Aldundia
Diputación
Foral de Bizkaia

