



Entrepreneurial education: first reflections on the development of entrepreneurial competences in Higher Education in Italy

Letizia Gamberi, letizia.gamberi@unifi.it

INTRODUCTION

The research project revolves around the categories of entrepreneurship and entrepreneurial education (Moberg et al., 2012). Developing competences focused on creativity, flexibility and sense of initiative is a priority on the European Agenda, that included entrepreneurship among the key competencies for lifelong learning (EC, 2006).



Research question

What is the relationship between Higher Education and the development of entrepreneurial competences?

Aims

1. Comprehend the categories under study, their definitions, approaches, models and reference frameworks;
2. Analyzing entrepreneurial education programs and services in Higher Education and detecting good practices;
3. Analyze the relationship between entrepreneurship and employability.



LITERATURE REVIEW

Method: Narrative literature review

Data source: ERIC, Emerald Google Scholar and database of the main pedagogical Italian journals

Key words: ("entrepreneur*") AND ("pedagogy") AND ("higher education")

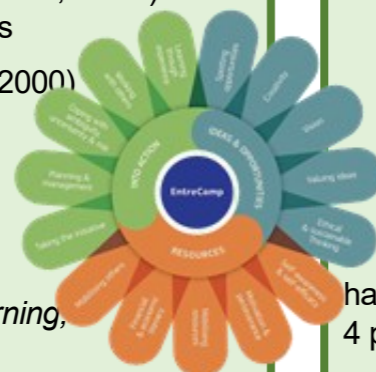
"Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social" (Moberg et al., 2012, p. 14)

ENTREPRENEURIAL EDUCATION (Lackéus, 2015) embraces two different perspectives:

1. Enterprise education (QAA, 2012; Mahieu, 2006) personal development focus
2. Entrepreneurship education (Erkkilä, 2000) business focus

PEDAGOGICAL AND ANDRAGOGICAL APPROACHES are theoretical roots for entrepreneurship in education:

learning by doing, experiential learning, problem-based learning



METHODOLOGY

The epistemological context of the research is *ecological-naturalistic*, within a methodological perspective in which observation and theoretical elaboration go hand in hand.

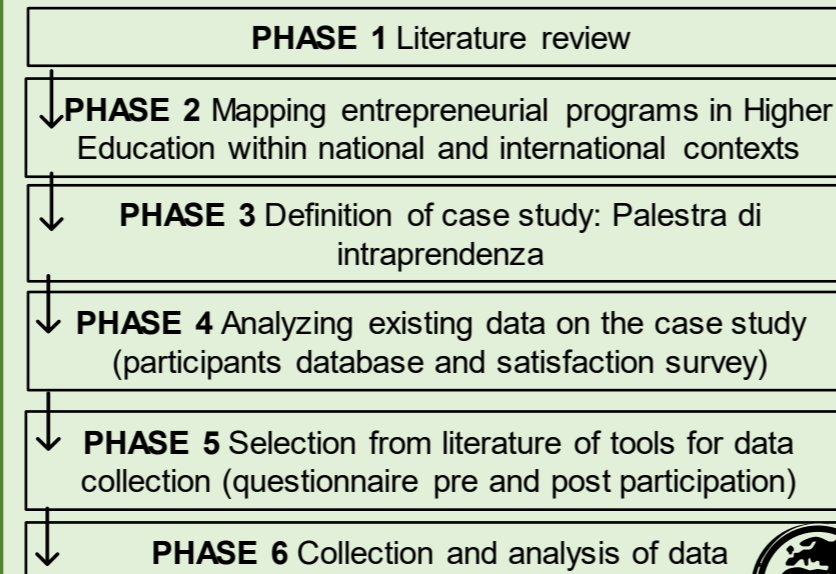
Methods: The research will be composed of qualitative and quantitative methods, thus defining a mixed method

Strategy of research: Case study

Data sources: Questionnaires and interview

Analysis tools: SPSS, ATLAS.ti

Research design



CASE STUDY

Palestra di intraprendenza is part of the Career Service activities offered by the University of Florence from 2017. It is based on an intensive two-day workshop specifically aimed at generating innovative ideas, and fostering entrepreneurial competences, within a collaborative creative process.

Methods: Design Thinking and Lego Serious Play method

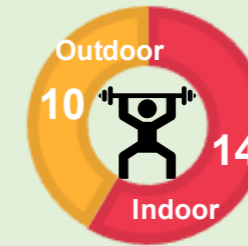
Format: Indoor and Outdoor (collab. with enterprises)

25 students from all UNIFI degree courses, divided into teams

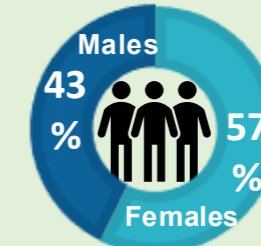
Existing questionnaire: satisfaction survey. The scale has changed over the years (likert scale 5 point/likert scale 4 point)

PRELIMINARY RESULTS

(the data provided refer to the period 2018-current)



24 EDITIONS



519 PARTICIPANTS

Bachelor	215
Master	201
PhD	52
Single...	44
Other	5

Indoor/Outdoor * Satisfaction	Test chi quadro di Pearson	, 165
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It means that there is not a significant difference between the outdoor and indoor format from the point of view of students

	Likert scale 5 indoor	Likert scale 5 outdoor	Likert scale 4 Indoor/outdoor
Responding to your needs	3,85	4,15	3,37
Usefulness for professional objectives	4,23	4,34	3,52
Critical thinking	4,11	4,19	3,50
Creativity	4,39	4,57	3,63
Leadership	4,04	4,05	3,32
Teamwork	4,37	4,58	3,49
Emotional intelligence	3,97	4,11	3,34

Students agreed on the impact of the service on the development of entrepreneurial competences. Creativity and teamwork have the highest level of satisfaction.

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