



### Entrepreneurship Education and Training

**5. Entrepreneurship education shall be based on a concept for personal growth.**

Entrepreneurship is interaction and does not exist in a vacuum. As an entrepreneur one would integrate others' expectations and outside developments into own ideas and activities. Thus, reflection and interaction are core dimensions of entrepreneurial competence. Learning which aims at improving reflection and interaction contributes to personal growth. If we base entrepreneurship training and education on a principle and learning goal of personal growth we enable entrepreneurship pedagogy, and can support entrepreneurial activity.

**6. Methods in entrepreneurship education need to support initiative and creativity, the acquisition of structured experience within learning, and provide laboratory conditions.**

Entrepreneurship education and training must turn to methods which support experiments, creativity, alertness, critical thinking, interaction and similar activity. Teaching methods should turn away from traditional lecture-style teaching. Entrepreneurial teaching and learning methods already imply entrepreneurial competence and talent which one aims to strengthen. We call this 'action learning approach'.

**7. The development of curricula for entrepreneurship goes beyond business studies.**

Entrepreneurship addresses competences which can be utilized in all fields of work and life. Curricula should not be limited to business studies. They shall give the opportunity to develop projects, business models or related sustainable concepts to be exposed, tested and developed on markets or under similar conditions of competition.

**8. Entrepreneurship education and promotion will be more successful if facilitators and teachers can make use of adequate training programmes (Training of Trainers).**

Opportunities to professionalize will have a positive impact on entrepreneurship training and promotion. A training of trainers (ToT) can offer such opportunity for teachers, lecturers, consultants, incubator managers and even advanced students. It should be also open for entrepreneurship promoters in politics and administration. The BEPART approach is the development of an international ToT programme based on a broad concept of entrepreneurship and on an 'action learning approach'. It aims at learning from and with each other, as well as at an international exchange and dialogue in the field of entrepreneurship education and promotion.

### Towards the Entrepreneurial University

**9. Universities as catalysers for entrepreneurship need to develop and embrace own concepts of entrepreneurship.**

An entrepreneurial university aims at being competitive in its academic and service fields, and encourages entrepreneurship initiative and competence building throughout research and teaching. An entrepreneurial university creates space and conditions for the unknown, and links teaching to research. From the BEPART perspective also commitment to regional entrepreneurship promotion and its regional impact belongs to the concept of entrepreneurial universities. Part of the concept is a commitment to work towards building regional innovation systems together with business and government.

### Intensifying Triple Helix Interaction

**10. In order to build regional systems for entrepreneurship and innovation we need to learn new modes of triple helix interaction of university – business – government.**

Organizing regional systems and environments for dynamic entrepreneurship and innovation is a knowledge-intensive and complex challenge. The so called "triple helix" model addresses interaction between university, business and government. The model recognizes that universities can and shall play an important role in regional innovation processes. It emphasizes the need for a collaborative and hybrid modus of cooperation, and concedes that control cannot be stable and synchronized beforehand but is dynamic by nature. BEPART regards this as a learning process which can only progress by a corporate work towards building such systems.

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