



UNIVERSITIES, INNOVATION AND ENTREPRENEURSHIP CRITERIA AND EXAMPLES OF GOOD PRACTICE

Cover picture

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CRITERIA AND EXAMPLES OF GOOD PRACTICE**

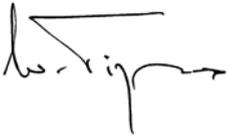
UNIVERSITY, CREATIVITY AND INNOVATION: LEADING THE WAY TO ENTREPRENEURSHIP

Eastern Germany is well on its way to becoming a modern economy and developing its high growth potential. Start-ups and young businesses have become key contributors to the region's growth due to their dynamism and their capacity to renew the local knowledge base. In the context of a global economic crisis, we need to reflect upon the role of start-ups and their capacity to contribute to local economic development. Over the last years, the entrepreneurship activity gap between western and eastern Germany has been significantly reduced, leading to almost equal levels in both parts of the country. The total business start-up rate in Germany, amongst the age group 18 to 64 years, was 1.7 percent in 2007. The entrepreneurial potential however, especially amongst the highly qualified, is far from being exhausted.

Studies show that in addition to the entrepreneurial culture within regions, education also plays a considerable role in developing entrepreneurial activity. In order to further explore the link between education and entrepreneurship, we requested the OECD to carry out a study on the three east-German university cities of Halle, Rostock and Berlin. The results of this project are very encouraging and the presentation of good practice initiatives in eastern Germany helps us understand how science can support the business-creation process: How many men and women can be identified as potential entrepreneurs? What contributions can be made by universities? What are the links between business creation, university activities and urban and regional economic development policies?

Individual capacities, including personality traits, are often considered to be the key drivers of success for business start-ups. These capacities often refer to the entrepreneur's creativity, motivation and persuasion capacities. However, as shown by the initiatives presented in this handbook, providing the necessary start-up support infrastructure is also a key element to creating successful businesses. The Federal Government contributes to this field by improving the policy framework, for example through the EXIST support programme which promotes the creation of university spin-offs. The Kreditanstalt für Wiederaufbau KfW (Reconstruction Loan Corporation) also provides valuable support by offering financial assistance to young entrepreneurs and by supporting the integration of entrepreneurship education into study programmes at three German universities.

I would like to thank the OECD for its support and I hope this booklet will spark your interest on the value of education for entrepreneurship.



Wolfgang Tiefensee
Federal Minister of Transport, Building and Urban Affairs
Commissioner for the New Federal States

UNIVERSITIES: ENGINES FOR ECONOMIC DEVELOPMENT

University graduates have enormous potential for innovation and economic development. Mobilising them for entrepreneurial careers, enhancing their entrepreneurial skills, and providing support for business start-up are important, and often new, tasks for higher education institutions that are only now being fully recognised. In OECD countries public policy has an important role in stimulating innovative and good practice approaches by universities and supporting the exchange of lessons learned.

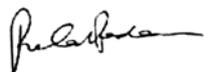
Universities in eastern Germany are actively engaged in supporting entrepreneurship. Many have established entrepreneurship professorships, departments and institutes for entrepreneurship that already feature as integral parts of the internal support structure. Dedicated start-up support services by Entrepreneurship Centres and technology transfer units offer would-be entrepreneurs and those already in the start-up process, consultation and access to networks and premises. Much can be learned from an international exchange of information on what works and what are the likely pitfalls.

That's where this joint project policy development project comes in, from the Local Economic and Employment Development (LEED) Programme of the OECD and the German Federal Ministry of Transport, Building and Urban Affairs. Since 2005, the aim of the project has been to analyse policy challenges and options in enhancing entrepreneurship and to offer inspiration for new approaches through local capacity building and international exchanges of policy experiences. Several universities have participated in this exercise up to date.

The case study work conducted by the LEED Programme so far has contributed to an assessment of graduate entrepreneurship support in the participating higher education institutions. This has led to the development of a criteria list of what constitutes good practice, which is presented in this booklet. The criteria list can be read as a "tool", which allows universities in eastern Germany, but also elsewhere, to self-assess and re-orient (i) their strategy in supporting entrepreneurship, (ii) their pool of financial and human resources, (iii) the support structures they have established, (iv) their current approaches in entrepreneurship education and start-up support, and (v) their evaluation practices.

A selection of 20 entrepreneurship education and start-up support initiatives developed by universities or their core partners in eastern Germany, Finland, the UK, Poland, South Africa, and the US are presented in this booklet. They provide useful guidance and inspiration to those in universities that are seeking to support entrepreneurship and the policy makers that are behind them.

I am confident that the policy development partnership between the OECD LEED Programme and the German Federal Ministry of Transport, Building and Urban Affairs, and the New Federal States, which dates back to 2005, is fulfilling its mission, that is, to enhance the role of universities, and to stimulate the inception of new, effective initiatives in getting those with a viable business idea "into business".



Pier Carlo Padoan

Deputy Secretary-General of the Organisation for Economic Co-operation and Development, OECD

ACKNOWLEDGEMENTS

Andrea-Rosalinde Hofer and Dr Jonathan Potter of the OECD LEED Programme undertook this project and edited this booklet. Very helpful support was provided by Enikő Soujon, Anna De Stefano, Carlos Hinojosa, and Roberto Chizzali of the OECD LEED Trento Centre for Local Development, and Manuela Wehrle of region+projekt, who has been supporting the project from its beginning.

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We would like to thank all participating universities, ministries, local governments – and the people, who provided information on their behalf – as well as all of our many other interlocutors for their openness and support.

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HOW TO USE THE BOOKLET

For many years the Local Economic and Employment Development (LEED) Programme of the Organisation of Economic Development and Co-operation (OECD) has provided policy development support to enhance the local impact of entrepreneurship and innovation. Universities have become key actors in local innovation systems and important partners for national and local governments. Throughout the OECD, the number of universities providing entrepreneurship support for their students, graduates, researchers and professors is growing. Different strategies have been advanced, various forms of support have been established, both within and outside universities, and tailored practices have emerged in educating future entrepreneurs and in helping them take their first steps towards entrepreneurship.

Turning university graduates into entrepreneurs can be a successful strategy to stimulate innovation and economic growth, especially in places undergoing economic changes, such as eastern Germany. The LEED Programme was invited by the German Federal Ministry of Transport, Building and Urban Affairs in 2005 to collaborate with the six New Federal States in identifying and disseminating good practice in local entrepreneurship development and small business growth. In addition to an assessment of several local economic systems (www.oecd.org/cfe/leed/entrepreneurship/compendium), this collaboration included a review of entrepreneurship support provided by eastern German universities. The following universities have participated in the exercise to date: Freie University Berlin (November 2008–February 2009); Martin Luther University in Halle (April–June 2006); Technical

University Berlin (November 2008–February 2009); Beuth Technical University of Applied Science Berlin (November 2008–February 2009); University of Rostock (September 2008–December 2008); and additional universities whose initiatives are presented in this booklet.

The results of LEED work and the eastern German case studies have led to the development of a criteria list of good practice, which shall help those designing and those in charge of entrepreneurship support in universities to self-assess and re-orient their work. It is important for practitioners and policy makers to gain insights on how academic entrepreneurship support works elsewhere as inspiration for the further development of their approaches. This booklet seeks to contribute by providing short descriptions of 20 good practice initiatives from universities in eastern Germany and other countries. It was prepared to accompany the Good Practice Exchange Workshop in Halle on 12 June 2009.

The booklet seeks to provide a gateway for further exchange amongst universities and policy makers on this topic.

ENTREPRENEURSHIP SUPPORT IN UNIVERSITIES: GOOD PRACTICE CRITERIA

This criteria list for good practice in entrepreneurship support in universities is directed to those who are designing strategies and infrastructure for academic entrepreneurship support, and to those who are active in entrepreneurship education and start-up support at universities and their partner organisations.

It can be read as a tool to self-assess and re-orient the following six dimensions of academic entrepreneurship support:

- Strategy 
- Financial and human resources 
- Support infrastructure 
- Entrepreneurship education 
- Start-up support 
- Evaluation approach 

STRATEGY

01 |

A broad understanding of entrepreneurship is a strategic objective of the university, and there is top-down support for it.

02 |

Objectives of entrepreneurship education and start-up support include generating entrepreneurial attitudes, behaviour and skills, as well as enhancing growth entrepreneurship (both high-tech and low-tech).

03 |

There are clear incentives and rewards for entrepreneurship educators, professors and researchers, who actively support graduate entrepreneurship (mentoring, sharing of research results, etc.).

04 |

Recruitment and career development of academic staff take into account entrepreneurial attitudes, behaviour and experience as well as entrepreneurship support activities.

RESOURCES

01 |

A minimum long-term financing of staff costs and overheads for graduate entrepreneurship is agreed as part of the university's budget.

02 |

Self-sufficiency of university internal entrepreneurship support is a goal.

03 |

Human resource development for entrepreneurship educators and staff involved in entrepreneurship start-up support is in place.

SUPPORT INFRASTRUCTURE

01 |

An entrepreneurship dedicated structure within the university (chair, department, support centre) is in place, which closely collaborates, co-ordinates and integrates faculty-internal entrepreneurship support and ensures viable cross-faculty collaboration.

02 |

Facilities for business incubation either exist on the campus or assistance is offered to gain access to external facilities.

03 |

There is close co-operation and referral between university-internal and external business start-up and entrepreneurship support organisations; roles are clearly defined.

ENTREPRENEURSHIP EDUCATION

01 |

Entrepreneurship education is progressively integrated into curricula and the use of entrepreneurial pedagogies is advocated across faculties.

02 |

The entrepreneurship education offer is widely communicated, and measures are undertaken to increase the rate and capacity of take-up.

03 |

A suite of courses exists, which uses creative teaching methods and is tailored to the needs of undergraduate, graduate and post-graduate students.

04 |

The suite of courses has a differentiated offer that covers the pre-start-up phase, the start-up phase and the growth phase. For certain courses active recruitment is practiced.

05 |

Out-reach to Alumni, business support organisations and firms is a key component of entrepreneurship education.

06 |

Results of entrepreneurship research are integrated into entrepreneurship education messages.

START-UP SUPPORT

01 |

Entrepreneurship education activities and start-up support are closely integrated.

02 |

Team building is actively facilitated by university staff.

03 |

Access to private financing is facilitated through networking and dedicated events.

04 |

Mentoring by professors and entrepreneurs is offered.

05 |

Entrepreneurship support in universities is closely integrated into external business support partnerships and networks, and maintains close relationships with firms and Alumni.

EVALUATION

01 |

Regular stock-taking and performance checking of entrepreneurship activities is undertaken.

02 |

Evaluation of entrepreneurship activities is formalised and includes immediate (post-course), mid-term (graduation), and long-term (Alumni and post-start-up) monitoring of the impact.

GOOD PRACTICE INITIATIVES IN UNIVERSITY ENTREPRENEURSHIP SUPPORT

The following section presents the strategies, structures and practices to support entrepreneurship set in place by 20 universities and university partner organisations in the six eastern German Länder (Berlin, Brandenburg, Mecklenburg-Vorpommern, Sachsen, Sachsen-Anhalt and Thüringen), England, Finland, France, Poland, South Africa and the United States. All of these initiatives demonstrate good practice across a wide range of the criteria that have been established. For each dimension some initiatives were chosen that illustrate very well how they met the criteria on that dimension.

The table below shows the colours used for the assignment of the initiatives to the different dimensions.

Strategy

- Supporting business succession: Business Succession Schools in Finnish universities of applied sciences
- The Entrepreneurial University of Wismar
- The “Entrepreneurial Vehicle” initiative at the Technical University of Gdańsk

Resources

- Humboldt-Innovation GmbH: The science industry interface and one-stop-shop for entrepreneurship at the Humboldt University, Berlin
- Concept2Venture: The Business Plan Competition at the University Illinois, Chicago

Support infrastructure

- UNIVATIONS and Scidea: Entrepreneurship support at the Martin-Luther-University Halle-Wittenberg
- MEDIA EXIST: Start-up incubation and business support for media firms at the “Konrad Wolf” Film & Television Academy, Potsdam-Babelsberg
- BIEM CEIP: The University of Potsdam’s Center for Entrepreneurship and Innovation
- Neudeli: The Bauhaus University’s entrepreneurship centre
- Gründerbüro: The University of Rostock’s Centre for Entrepreneurship

Entrepreneurship education

- The Center of Entrepreneurship at the University of Applied Sciences Jena
- “Educating Entrepreneurs for the World”: Entrepreneurship Education at the EM Lyon Business School
- Creative Women’s Entrepreneurship at the University of Essex
- Entrepreneurship Stream: Entrepreneurship education at the University of the Western Cape

Start-up support

- Gründerwerkstatt: Start-up support and business incubation at the Beuth University of Applied Sciences Berlin
- SMILE: Entrepreneurship support at the University of Leipzig
- ROXI: Enhancing creative entrepreneurship in Rostock SPiNOFF: A regional one-stop-shop for academic entrepreneurship support in northern Mecklenburg-Vorpommern
- BIEM: Brandenburg public universities’ and the regional development agency’s entrepreneurship centre

Evaluation

- Gründungsservice: The Technical University of Berlin’s Entrepreneurship Centre

Finland

SUPPORTING BUSINESS SUCCESSION: BUSINESS SUCCESSION SCHOOLS IN FINNISH UNIVERSITIES OF APPLIED SCIENCES

Rationale and general information. The Business Succession School (BSS) was established in 2005, by the Lahti University of Applied Sciences and FINPIN. FINPIN was founded in 2002 at the initiative of the Rectors Association. Its mission is to promote knowledge and innovation-based entrepreneurship in Finnish higher education institutions. The goals of FINPIN are to develop interesting teaching opportunities horizontally amongst the Finnish universities of applied sciences, and to increase awareness on the importance of entrepreneurship education and its impact on the Finnish economy, in particular with regard to business succession. 26 out of 28 universities of applied sciences partner in the FINPIN initiative.

The initiative was started in recognition of the national need for business successors. In 2004, it was believed that 60 000 to 70 000 firms out of the 240 000 firms making up the total business stock in Finland, would close their doors by 2014 due to succession uncertainties. The number of retiring entrepreneurs in western EU countries is estimated at 675 000 over the same period. Business ownership in Finland is estimated to last an average of 25 years, which is twice the Swedish average (12–14 years) and more than 3 times the US average (7 years).

The BSS trains business successors and assists retiring companies in organising the hand-over process. After a one-year research period on the role of universities of applied sciences (UAS) in the business succession process, the first BSS was established at the Lahti University of Applied Sciences. A questionnaire was completed by 600 students out of which 112 were selected for a test and 60 passed a detailed interview. 32 students were then selected to participate in the pilot programme. During the

2006–2008 period, 7 other universities of applied sciences implemented their own business succession support programmes. Graduates are awarded a nationally recognised certificate issued by FINPIN, the respective university and the Finnish Ministry of Employment and Economics (15 ECTS).

The pilot programme was carried out from October 2005 to April 2008. Since then, BSS activities have been integrated into curricula. An evaluation of the programme was carried out for the 2006-2009 period under the request of the Ministry of Labour and Economics.

Timeframe. No time limit

Budget and financing sources. Total expenses during the pilot programme added up to approximately EUR 264 000. The budget was financed by the European Social Fund, the Finnish Ministry of Trade and Industry (Ministry of Ministry of Labour and Economics as of 2008), and participating UASs.

Human resources. During the pilot programme, 1 project manager, 2 private consultant companies, over 30 teachers from 8 UASs, experts from business support organisations, and entrepreneurs were involved.

Activities. Activities are organised around 3 themes: educating business successors (project work, business succession plan as thesis project), practical experience (working in enterprises, entry/take-over strategy), and assistance with business succession (ownership transfer process, competences transfer process, management transfer process).

The programme for business succession mentors conducted at the University of Applied Sciences of Satakunta has certified 8 mentors so far.

National meetings amongst BSS educators are organised every 2 years. Networking meetings for students are also organised on a regular basis.

Partners. Main partners are the 8 involved UASs, the FINPIN, regional representations of the Ministry of Labour and Economics, entrepreneurs/business associations at the national, regional and municipal levels, business incubation centres, business support organisations, and individual entrepreneurs and firms.

Success factors.

- Multidisciplinary background of students
- Co-operation and networking
- Involvement of representatives of the private and public sectors
- Need for business successors in Finland

Achievements.

- At Lahti UAS: 3rd BSS cycle
- At Turku UAS: 2nd BSS cycle
- At Häme UAS: 2 BSS cycles completed
- At Jyväskylä UAS: 1 BSS cycle completed
- At Laurea UAS: 1st BSS cycle started
- At Satakunta UAS business succession is part of the Business Accelerator Programme
- Vaasa and Tampere UASs are in the preparation for BSS cycles

In Lappland a consortium of 1 university, 2 UASs and 2 vocational schools will soon start a Business Succession School.

There is increasing interest in business succession and the amount of BSS graduates taking over businesses is growing.

Website.

www.jatkajakoulu.fi

www.finpin.fi

Contact.

Sakari Kuvaja

sakari.kuvaja@lamk.fi

Notes.

Germany

THE ENTREPRENEURIAL UNIVERSITY OF WISMAR

Rationale and general information. Building upon the 2000 initiative and supported by the 2007 change in strategy, the University of Wismar started the “Entrepreneurial University” in 2009. Its main objectives are to gather all entrepreneurship initiatives on the campus within one centre, and to spread an entrepreneurial mindset across the faculties. The “Entrepreneurial University” approach aims to spread an entrepreneurial spirit and to integrate the right set of skills into study programmes allowing to impact students, including those who might have not considered an entrepreneurial career path. The champions behind the approach want to demonstrate opinion leaders and policy makers that an entrepreneurial university is central to economic development and a wider culture. The approach is set up as a dynamic pilot project, which is expected to grow over the oncoming years.

Timeframe. Ongoing until 2010

Budget and financing sources. The annual budget of approximately EUR 250 000 is financed by the Mecklenburg-Vorpommern ministries of Economics, Labour and Tourism; and Education and Science, and the European Social Fund. Additional financing and non-material support is offered by companies, public authorities and associations.

Human resources. 4 employees

Activities.

- Integration of entrepreneurship education into all study programmes and existing courses
- Coaching and mentoring
- Involving professors (e.g. Start-Up Night)
- “Idea Camp” event
- Hosting the Global Entrepreneurship Week 2009
- Assisting in R&D teambuilding and organising scouting events
- Supporting gender-specific entrepreneurial projects

These activities are organised around in 4 strategic pillars:

- 01 | Sensibilisation: Curricula integration of entrepreneurial thinking development
- 02 | Entrepreneurship support: Training/coaching, mentoring premises for free
- 03 | Institutional development: Entrepreneurship friendly administration and a comprehensive support infrastructure
- 04 | Research: Research and entrepreneurship education

Poland

THE “ENTREPRENEURIAL VEHICLE” INITIATIVE AT THE TECHNICAL UNIVERSITY OF GDAŃSK

Rationale and general information. Entrepreneurship support activities at the Gdańsk University of Technology date back to 1993. The Faculty of Management and Economics played a leading role promoting this field of activity. Recent faculty efforts to gather individual activities have led to the creation of the “Entrepreneurial Vehicle” initiative, which seeks to increase the number of students interested in entrepreneurship as a career option; to enhance entrepreneurial, innovative and creative ways of thinking amongst students, professors and researchers; and to develop entrepreneurial skills and know-how.

Timeframe. No time limit

Budget and financing sources. The initiative is financed by the Faculty of Management and Economics, the Pomerania Development Agency Co. and local authorities.

Human resources. Academic staff from the Faculty of Management and Economics, Polish and international entrepreneurs.

Activities. There are 4 main groups of activities:

- 01 | Let’s Talk Business: A series of meetings with entrepreneurs, business owners or business practitioners are organised each semester to foster students’ entrepreneurial spirit.
- 02 | Karole Competition: This is one of the most prestigious events at the Faculty and the University. It is named after Professor Karol Adamiecki, a pioneer in organisation and management studies. Students can participate in the following 4 categories: (i)

organisation of production; (ii) business plan, (iii) marketing plan/strategies, and (iv) project management. Usually small teams of 2 to 3 students participate. In a pre-selection process the best projects are nominated for the award and are evaluated by a commission who is also in charge of selecting winners in all categories. The awards ceremony a high-profile event. Awards increasingly are made up of free participation in professional training courses, on-the-job training and payed internships in top companies.

- 03 | SBE&M: the new Small Business, Economics and Management (SBE&M) programme focuses on SME management and operation within the EU in order to benefit from its support schemes. The course has a strong international profile: it is held in English and it is open to international students.
- 04 | PEO: the Pomeranian Economic Observatory (PEO) is the research pillar of the “Entrepreneurial Vehicle”. It is a joint project of the Pomeranian Development Agency and the Gdansk University, which is financed by the European Social Funds and the Integrated Operational and Regional Development Programme. In addition to monitoring the development of SMEs in Pomerania, the observatory enhances and expands the science industry base. Furthermore the PEO is a very useful tool that allows gathering first-hand information that feeds into entrepreneurship education and start-up support activities.

Germany

HUMBOLDT-INNOVATION GMBH: THE SCIENCE INDUSTRY INTERFACE AND ONE-STOP-SHOP FOR ENTREPRENEURSHIP AT THE HUMBOLDT UNIVERSITY, BERLIN

Rationale and general information. Humboldt-Innovation (HI) was established in 2005 as the knowledge and technology transfer office of the Humboldt University Berlin (HUB). It functions as a comprehensive science and industry interface that links knowledge/technology transfer, contract research and entrepreneurship and seeks to maximise synergies. It is a one-stop-shop for technology transfer and entrepreneurship support for HUB students and faculty, as well as for externals interested in commercialising HUB research results. Being a company (GmbH), HI can operate in a more flexible, interdependent, and quicker way than an internal university structure. Its management reports directly to a supervisory board (with private sector representatives), and the Vice President for Research of the HUB.

Timeframe. No time limit

Budget and financing sources. HI is financially self-sustainable, and receives no public funds (neither from the university nor governmental sources). Its annual turnover in 2008 was approx. EUR 4.5 Million. Sources of revenues are contract research, coaching fees, merchandising, licensing of audio files with animal sounds, and custom-made software. Patents and licensing processes are all (except for those mentioned above) processed by the land patent agency (IPAL) as established by the university and municipal education guidelines. Revenues are partly re-invested in spin-off creation, which is not yet generating substantial revenues.

Human resources. 13 employees which include 11 HI and 2 HUB employees.

Activities. HI's activities are research (scientific services, contract research, research co-operations), spin-off support (scouting, hatching, coaching) and merchandising (Humboldt-Store, Humboldt-Excursions, Berlin Natural Museum's store).

For HUB entrepreneurs, founders, inventors and innovators it is both a help desk and a coaching centre. It also facilitates access to premises (science park).

HI works with strong university internal and external networks. Inside HUB, several professors act as "entrepreneurship ambassadors" in their respective faculties and departments and help to create entrepreneurial mindsets. They also act as multipliers, scouts, mentors, while facilitating team building and participating as members in start-up teams. HI's external network includes business support and advisory service providers, firms, financiers, and alumni.

Partners. Main partners are the Adlershof Science Park (WISTA), the IHK Berlin, the Technologiestiftung Berlin, the Forschungszentrum Jülich, the Berlin Public Development Bank (IBB), the Technologie Coaching Centre (TCC), Business Angels, the Berlin-based B!GRÜNDET Start-up Network, the Gründernetzwerk Berlin, the First London, the London School of Economics, the Imperial College, the TTB Siemens Berkeley.

United States

CONCEPT2VENTURE: THE BUSINESS PLAN COMPETITION AT THE UNIVERSITY ILLINOIS, CHICAGO

Rationale and general information. Concept2Venture (C2V) was established in 2005, by Prof. Rod Shrader of the University of Illinois-Chicago (UIC) as an annual event to identify student-created business start-ups with high potential for success. This allows the university to strategically invest resources to assist students who are likely to succeed as entrepreneurs, to solicit resources from the business community, and to showcase the best work of top students. The focus is on student-created businesses. However, students often work with professor-inventors to create companies that commercialise the inventions of professors. This had led to a special focus on biotechnology firms.

Timeframe. No time limit

Budget and financing sources. The annual budget of USD 100 000 is covered primarily by corporate sponsors, with the university contributing about US 30 000 each year.

Human resources. Prof. Shrader serves as director of C2V. He is assisted part time by a graduate student and a professional event planner.

Activities. A one-day business plan competition is organised annually. Winners of morning semi-finals advance to afternoon finals. A formal luncheon featuring a key note address and a fast pitch contest take place between semi-finals and finals. The day ends with a reception and an awards ceremony. The event gives students an opportunity to compete for awards exceeding USD 55 000 for their business ideas (cash plus in-kind services). A series of workshops help students prepare for the day of the event.

Partners. Venture capital firms, angel investment groups, law firms, consulting firms, and industrial groups.

Germany

UNIVATIONS AND SCIDEA: ENTREPRENEURSHIP SUPPORT AT THE MARTIN-LUTHER-UNIVERSITY HALLE-WITTENBERG

Rationale and general information. UNIVATIONS started in 2004 as a network of the 4 public higher education institutions in southern Saxony-Anhalt with the goal of spreading an entrepreneurial culture amongst students, researchers, professors, and the university administration, and to accompany students, graduates and researchers during the business start-up process. Project duration: on-going (until June 2010).

Scidea started in 2007 with the help of a grant by the Federal Ministry of Economics and Technology. The aim is to enhance knowledge and technology transfer activities in the region and the science industry collaboration in general, involving different stakeholders from industry and science organisations, the finance sector business support and science networks.

Both UNIVATIONS and Scidea are integral parts of a broader approach in Sachsen-Anhalt to promote entrepreneurship and innovation throughout education, even at its earliest stages. Both initiatives are open to students, graduates, professors and researchers from all faculties. The Institute of Innovation and Entrepreneurship, affiliated to the University of Halle, coordinates UNIVATIONS, Scidea and other related projects. UNIVATIONS and Scidea are located within the Halle technology park "Weinberg Campus", which also hosts important research institutes such as Max Planck, Fraunhofer, Leibniz and Helmholtz as well as young technology firms.

The focus is on the region's innovation fields of life sciences, chemistry/new material, renewable energy, creative economy.

Timeframe. Ongoing until 2010

Budget and financing sources. The 30-month budget of UNIVATIONS is EUR 741 000 and is financed by the Ministry of Economics and Labour Saxony-Anhalt. The 38-month budget of Scidea is EUR 766 000 and is financed by the Federal German Ministry of Economics and Technology.

Human resources. UNIVATIONS: 4 consultants, 1 assistant, 3 student assistants.
Scidea: 4 consultants, 1 part-time assistant (50%), 3 student assistants.

Activities. UNIVATIONS and Scidea run several entrepreneurship support activities and events:

UNIVATIONS:

- Development of entrepreneurial skills through lectures, focus workshops and special seminars, all needs-tailored
- Mentoring by 40-odd professors, entrepreneurs (business idea development, business plan, financing)
- Networking with patent agents, researchers, financing institutions

Germany

MEDIA EXIST: START-UP INCUBATION AND BUSINESS SUPPORT FOR MEDIA FIRMS AT THE “KONRAD WOLF” FILM & TELEVISION ACADEMY, POTSDAM-BABELSBERG

Rationale and general information. MEDIA EXIST started in 2007 at the “Konrad Wolf” Film & Television Academy in Potsdam-Babelsberg (HFF) as an entrepreneurial support project for creative individuals in the media industry. It is the only start-up incubation centre hosted by a German film school. The main goal is to set up a sustainable framework for transforming innovative ideas into entrepreneurial activities. This also includes enhancing creative thinking amongst media professionals. Also important are activities that seek to increase international co-operation and joint-ventures.

The services of MEDIA EXIST (e.g. mentoring and coaching) are tailored to the needs of media professionals and the start-up and business development environment in the media industry. MEDIA EXIST is open to employees in the media industry in Berlin and Brandenburg, as well as to students, graduates, research assistants and professors/lecturers from media universities.

MEDIA EXIST had to overcome HFF's internal prejudices and resistance to the 'partnership' vision between creativity and business. Yet, the success of the early entrepreneurship education activities was so significant that they were soon integrated as a compulsory element into the curriculum of most HFF degree courses.

Timeframe. Ongoing until September 2010

Budget and financing sources. The annual budget of EUR 167 000 is financed by the Federal Ministry of Economics and Technology and the European Social Fund.

Human resources. 3 employees

Activities.

- MEDIA EXIST CONSULTING offers support to media professionals with a concrete business idea. Cost-free consulting to develop business models, facilitation of team building, access to finance and continued support/advice during start-up
- MEDIA EXIST FUTURE is a future-oriented research project aimed at identifying innovative and technologies in the media sector
- MEDIA EXIST MARKETING DAY and MEDIA EXIST PITCHINGS are adapted to the needs of media start-ups, entrepreneurs and freelancers
- Experienced external experts are involved in entrepreneurship education (e.g. blockbuster producer as a role model). MEDIA EXIST also produced an entertaining and educational DVD
- INVESTOR POOL: Biannually MEDIA EXIST organises an event in which innovative and growth-oriented business ideas are presented to a selected group of international investors from the media and financial sector
- www.Frames4Fame.com – the MEDIA EXIST Portal provides an exclusive internet community for students and graduates of international film schools. It is virtual networking platform for joint-working on projects, and a marketing platform for the media industry. Frames-4Fame is going to be used for the presentation of future ideas

Partners. Main partners include the BIEM, Brandenburg public universities' and the regional development agency's entrepreneurship; the Zukunftsagentur Brandenburg GmbH; the Bauhaus University Weimar; the Medienboard Berlin Brandenburg GmbH; the ICB GmbH (Internet based consulting for business start-up and development); and the Projektträger Jülich (administers "EXIST", the federal grant scheme for academic entrepreneurship).

Success factors.

- Strong network relationships
- Involvement of the business sector
- Close collaboration with potential investors

Achievements.

- MEDIA EXIST made young professional and students more aware of the different support offers for business start-up in the media industry.
- Today, entrepreneurship education at HFF is integrated into all faculties and departments. Participation rates are increasing, now including students and alumni of other German film and media schools.
- Although the film academy has only 500 students MEDIA EXIST has been able to reach out to nearly 900 participants over the last 18 months.
- The close contact with potential investors helped young media entrepreneurs to be more competitive and successful in the market.
- 120 start-up entrepreneurs worked intensively with MEDIA EXIST CONSULTING during the 2007/2008 period.

- Amongst the projects supported by MEDIA EXIST there are traditional film-sector business start-up projects, as new media, technological trendsetters and innovative service provider projects. Several MEDIA EXIST founders have won German and international business idea awards.

Website.

www.mediaexist.com

Contact.

Jörn Krug
j.krug@ibf-medien.de

Notes.

Germany

BIEM CEIP: THE UNIVERSITY OF POTSDAM'S CENTER FOR ENTREPRENEURSHIP AND INNOVATION

Rationale and general information. The Center for Entrepreneurship and Innovation BIEM CEIP was founded by the University of Potsdam in 2004 with the objective of grouping existing university entrepreneurship initiatives and to increase their impact. BIEM CEIP is active in entrepreneurship education, start-up services, and research into entrepreneurship. Its activities go beyond University borders and include financing partners (banks, VC, Business Angels), business support organisations and local firms. It is part of the BIEM network.

Timeframe. No time limit

Budget and financing sources. The annual budget varies according to the number and nature of projects. In 2008 the budget was approximately EUR 1.7 million. The main source of financing is the Federal Ministry of Economics and Technology (EXIST).

Human resources. present BIEM 32 employees (May 2009)

Activities. Beyond initial information and counselling activities, BIEM CEIP is active in coaching and mentoring. In the "Senior Coaching Services" it collaborates with Siemens AG. In 2007, the GO:INcubator, located in the Golm Science Park, was launched as a special support infrastructure for high-tech start-up projects. The GO:INcubator is part of the Potsdam Science-Cluster that includes 3 universities (University of Potsdam, HFF Film & Television Academy, University of Applied Sciences Potsdam), 3 Max Planck Institutes (Gravitational Physics,

Colloids and Interfaces, Molecular Plant Physiology) and more than 20 additional research institutions. The incubator has broadly outreached to the scientific community in Potsdam. The BIEM CEIP acts as a broker and link between technology and management know-how in Potsdam.

The BIEM CEIP runs a particular entrepreneurship education programme (including innovation management), which is integrated into bachelor and master courses, and offers additional courses for post-graduates, natural scientists as well as a full MBA programme.

Research is the third pillar of BIEM CEIP's main activities. Research projects focus on:

Business foundation and international entrepreneurship, strategic planning, innovation process, change management and consulting, open innovation, entrepreneurship education, entrepreneurial career development (e.g. for women).

Partners. Main partners include the Brandenburg Economic Development Board GmbH (ZAB), the Berlin-Brandenburg Business Plan Competition, the BIEM network, the Mittelbrandenburgische Savings Bank in Potsdam (MBS), the Siemens AG, and project related partners.

Germany

NEUDELI: THE BAUHAUS UNIVERSITY'S ENTREPRENEURSHIP CENTRE

Rationale and general information. Neudeli started in 2001, as an initiative of Prof. Matthias Maier, to foster entrepreneurship at the Bauhaus-University Weimar. Entrepreneurship support activities offered by Neudeli include entrepreneurship education and start-up support. All students, alumni and employees of the faculties of architecture, civil engineering, media and design showing an interest in entrepreneurship are eligible to receive support. Neudeli is a one-stop-shop that offers the following types of assistance: Raising public awareness (entrepreneurship education, idea scouting, consulting service, organisation of competitions and events etc.), training/skills development (ongoing coaching, workshops, entrepreneurship academy etc.) and growth (matching with investors, exchange etc.).

Timeframe. Ongoing until March 2010

Budget and financing sources. The annual budget of approx. EUR 150 000 is financed by the German Ministry of Economics and Technology, Microsoft Deutschland GmbH and the Bauhaus-University.

Human resources. 3 employees (full time)

Activities.

- “Prototyping” entrepreneurship education: Multidisciplinary student teams (design, media, business, computer science et al.) work on real case studies from partner companies, entrepreneurs, and university projects/patents.
- Space and infrastructure for idea development: Provision of office space and free of charge utilisation of infrastructure, assistance offered by the by Neudeli team.
- Idea scouting and competitions: Annual “idea competitions” and “30 sec. Elevator Pitches”.
- Consulting service: Counselling on idea development and business models, continuous coaching for students, university staff and alumni.
- Exchange and match-making: Regular formal and informal meetings gathering students, business-founders, and entrepreneurs from different backgrounds, and in different stages of their entrepreneurial activity. Matching events with investors.

Partners. Main partners include the Friedrich-Schiller-University in Jena, the Microsoft Deutschland GmbH, the Hochschule für Film und Fernsehen Konrad Wolf Potsdam/Babelsberg, the City of Weimar, and several regional companies.

Germany

GRÜNDERBÜRO: THE UNIVERSITY OF ROSTOCK'S CENTRE FOR ENTREPRENEURSHIP

Rationale and general information. Gründerbüro, the Centre for Entrepreneurship at the University of Rostock, was established in 2005 with the aim of enhancing the entrepreneurial climate, to bundle the entrepreneurship support initiatives, to support consistent transfer of scientific knowledge into commercial output, and to increase the number and the chances of success of innovative business start-ups. To this end, the Centre for Entrepreneurship of the University of Rostock provides support to would-be entrepreneurs. This includes self-employment, entrepreneurship, corporate succession, and freelance work. It also organises events focusing on management skills and know-how. All services are free of charge. For would-be entrepreneurs' initial consultation sessions are organised, for which there are no formal requirements. These initial sessions are followed by further support, often provided by external partners.

Timeframe. Ongoing until 2010

Budget and financing sources. The annual budget of EUR 70.000 is financed by the Ministry of Education, Science and Culture of Mecklenburg Vorpommern.

Human resources. 2 part time employees (20 hours per week/each)

Activities.

- Initial consultations for students, graduates and employees of the university
- Coordination of the Rostock Entrepreneurship Network and its activities (e.g. PR, entrepreneurship awareness events, networking)
- Scouting amongst research teams and technology transfer support
- Organisation of an "Idea Competition"
- Business Start-Up Grants (application & administration)
- Seminars & workshops on entrepreneurship development
- Evaluation of entrepreneurship support activities at the University and its associated institutes

Partners. Main partners are the University Career Service, the staff member in charge of technology transfer, and members of the Rostock entrepreneurship network.

Success factors.

- Close cooperation with the Rostock Entrepreneurship Network
- Annual idea competition for business start-ups
- Business Start-Up Grants
- Counselling

Germany

THE CENTER OF ENTREPRENEURSHIP AT THE UNIVERSITY OF APPLIED SCIENCES JENA

Rationale and general information. The University of Applied Sciences Jena has approximately 5 000 students; studies are offered in engineering, business administration and social sciences.

The Center for Entrepreneurship (COE) was established in April 2004 as an interdisciplinary centre with the aim of fostering entrepreneurship and is part of the university's technology transfer office. The COE seeks to facilitate co-operation between different departments and individuals in the field of entrepreneurship.

The COE organises entrepreneurship education activities, provides start-up support and facilitates interaction between the entrepreneurial community and the university. Moreover it is involved in several research projects on entrepreneurship (International Comparative Study on Professional Intentions of University Students, 2008).

Timeframe. No time limit

Budget and financing sources. The COE's budget is fully financed by third parties, meaning it has no budget allocation from the FH Jena. One of its current projects, the "Ideen- und Entrepreneurship Schmiede Jena", is financially supported by EXIST III, a programme run by the Federal Ministry of Economics and Technology.

Human resources. The number of staff depends upon the number and nature of the projects. From 2007 to 2010 staff members include: 4 full-time project financed employees, 2 professors, and the director of the transfer office.

Activities. Entrepreneurship education focuses on the training of entrepreneurial skills like creativity, problem solving abilities, communication, conflict management and negotiation; lectures and business simulation games are also used. Courses and workshops are organised in modules. All activities/modules are elective and open to all students. Some activities are part of curricula, mainly those in business administration. For some in-curricula modules, inter-faculty agreements exist that allow cross faculty participation.

Start-up support and support for nascent companies is organised in co-operation with the Chamber of Industry and Commerce, who provides coaching and establishes contacts to other business support providers, firms, and financiers. Several professors are also involved in coaching and mentoring.

These activities are grouped as follows:

- Planning and organising entrepreneurship education activities (lectures and workshops)
- Awareness creation activities to promote self-employment as a viable career choice
- Providing consultation and coaching services for future entrepreneurs (interdisciplinary start-up teams), and facilitate contacts to external business support providers, financiers, firms, etc.
- Organising mentoring for future entrepreneurs (several professors act as mentors)
- Building and maintaining regional networks to stimulate science industry linkages

France

“EDUCATING ENTREPRENEURS FOR THE WORLD”: ENTREPRENEURSHIP EDUCATION AT THE EM LYON BUSINESS SCHOOL

Rationale and general information. The “Educating Entrepreneurs for the World” initiative was started by Patrick Molle, the President of the EM Lyon Business School in 2003. It is part of EM Lyon’s vision that entrepreneurship can bring economic and social wealth into societies and whole countries. The initiative is part of a broader set of activities to train and support students allowing them to act as entrepreneurs, social entrepreneurs or entrepreneur managers in different geographical and cultural contexts. The educators’ team is part of the EM Lyon’s Strategy & Organisation Pedagogy and Research Unit.

Timeframe. No time limit

Budget and financing sources. The annual budget of approximately EUR 1.5 million is covered by the EM Lyon Foundation, private companies and public funds.

Human resources. 9 full-time professors in entrepreneurship and 1 in small business management.

Activities. Activities include education and teaching (seminars, Masters degree courses and extra-curricular activities), entrepreneurship research and entrepreneurship educational research, and start-up support through provision of infrastructure (business incubator), support programmes, and access to networks. 2 entrepreneurship research centres have been established and in 2008 the World Entrepreneurship Forum was held at the EM Lyon.

Partners. Main partners include alumni, professional networks, the Rhône-Alpes Region.

Success factors.

- Strategic commitment
- Vision and leadership

Achievements. Regular evaluation confirms that the initiative has supported the development of an entrepreneurial mindset and orientation amongst students, as well as business start-up and firm growth.

United Kingdom

CREATIVE WOMEN'S ENTREPRENEURSHIP AT THE UNIVERSITY OF ESSEX

Rationale and general information. Creative Women Entrepreneurship (CWE), set up in 2007, is a postgraduate research-based initiative of the School of Entrepreneurship and Business (SEB) at the University of Essex. Established in 2005, SEB provides a unique environment for high quality, research-oriented, empirical studies on new venture creation, innovation and economic development. SEB is now part of the new Essex Business School at the University of Essex.

The increased growth of creative industries (from information technology industries, digital and new media, to creative arts) has generated a lively community of people and firms drawn from a variety of backgrounds with a common interest in creative expression and technology. A growing number of these enterprises are led by women. Their enthusiasm as members of what Richard Florida describes as the 'Creative Class', is often not accompanied by the know-how and competencies necessary for establishing sustainable business models and organisations that can help to build their innovative products and services. The gap is in the ability to create and sustain growing ventures (or entrepreneurship). The aim of this programme is to increase the interest, knowledge of and competencies in entrepreneurship and innovation amongst creative female students and early stage female entrepreneurs in the creative industries.

The CWE programme is part of a rich portfolio of undergraduate and postgraduate programmes centred around entrepreneurship and innovation. It is based on 'action-learning' and is divided into 'blocks' of studies, linked to the business agenda of participating entrepreneurs (Credits: 30/ECTS 15). The aspiring entrepreneurs learn from more

experienced entrepreneurs in a confidential environment. Participants engage with each other in projects and work towards the development of international linkages with other creative female entrepreneurs. A key feature of the programme is the development of a personal development plan centred round the intellectual and emotional responses to stimuli in the wider environment.

Timeframe. No time limit, block release and tailor made to suit participants

Budget and financing sources. The first project was co-financed by the European Social Fund. Today, it is self-sustainable; the average fee for the programme is EUR 6 000.

Human resources. The teaching staff consists of 3 academic members of the school plus industrial sector representatives. 1 administrative staff member supports the programme.

Activities. Activities include education and teaching (seminars, Masters degree courses and extra-curricular activities), entrepreneurship research and entrepreneurship educational research, and start-up support through provision of infrastructure (business incubator), support programmes, and access to networks. 2 entrepreneurship research centres have been established, and in 2008 the World Entrepreneurship Forum was held at the EM Lyon.

Typical activities include:

- Design and development of individual enterprise plans;
- Creation of group learning platforms for the establishment of group activities, including group business projects
- Development of a personal development plan (see above related to the business idea or the existing venture
- International networking through the organisation an international conference (optional extra)
- Classroom lectures and workshops led by both tutors and peers offering theoretical inputs into a learning framework
- Mentoring sessions with industry representatives
- Participants mentor student placements, who help the former to develop their enterprise plans

Partners. None so far, apart from participating firms. Plans exist to link programme with similar initiatives in China and India.

Success factors.

- Novelty and innovation in form, content and pedagogy
- Direct involvement of the business agenda
- Personal development of participants
- Participants learn and provide learning resources themselves
- International connectivity
- Customised format

Achievements.

- 10 students passed the assignments, presentations and final examinations, being awarded a Postgraduate Certificate in 2009
- 5 of above 10 students are awarded with distinction
- Creation of cresco-EAST, a consortium of successful female entrepreneurs
- Start-up of 2 new businesses (2008-2009 programme)

Website.

www.essex-seb.org/nonresearch/creative_women.asp

Contact.

Prof Jay Mitra
jmitra@essex.ac.uk or
 Sujun Zhang
zhangs@essex.ac.uk

Notes.

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South Africa

ENTREPRENEURSHIP STREAM: ENTREPRENEURSHIP EDUCATION AT THE UNIVERSITY OF THE WESTERN CAPE

Rationale and general information. Entrepreneurship education at the University of the Western Cape started in the late 1980s. The Entrepreneurship Stream initiative was started in 2001 by the Department for Management Studies at the University of Western Cape. It is a one-year intensive study programme that foresees student teams to start-up an on-campus micro business within 4 semesters. Teaching includes theory, opportunity recognition, business plan development, marketing studies and business survival and growth strategies.

Timeframe. No time limit

Activities.

The Entrepreneurship Stream runs in 4 terms of 7 weeks each over the duration of one year.

- 1st term: Introduction in theory and its practical application. The objective is to raise interest in entrepreneurship as a viable professional career and to teach first steps of business plan preparation.

- 2nd term: Teambuilding and preparation of intensive team working. Each team agrees in a “Charter” a set of regulations and distributes responsibilities amongst its members. A consensus-based evaluation allows team members to monitor the team’s performance as well as that of individual members. By the end of the semester a business plan should be ready and contacts made with potential investors.
- 3rd term: The actual business start-up can be launched. The objectives are for students to gain a first experience in running a business, that they learn to identify success factors and likely pitfalls as well as short-term development and growth goals.
- 4th term: The teams dedicate a full semester to the development of their businesses.

Success factors.

- Broad approach supporting all entrepreneurial phases
- Willingness to change entrepreneurial orientations, specially innovation, achievement orientation, locus of control, self esteem

Germany

GRÜNDERWERKSTATT: START-UP SUPPORT AND BUSINESS INCUBATION AT THE BEUTH UNIVERSITY OF APPLIED SCIENCES BERLIN

Rationale and general information. The Gründerwerkstatt was established by the Beuth-Hochschule in 2002. The main aims of the initiative are to provide proximity business incubation to the university, and to assist team building. The Gründerwerkstatt can host up to 20 single founders or teams, who can stay up for a period of up to 18 months. It is open to university graduates from all over Germany. The support provided includes a monthly scholarship (EUR 2 000), free use of office space and laboratories as well as a limited provision of technical material.

Budget and financing sources. Half of the annual budget of approximately EUR 1 Mio. is financed by the Beuth University. The other half is covered with funds provided by the Berlin Senate Administration for Economics, Technology and Women's Issues, and the European Social Fund.

Timeframe. Ongoing until 2014

Human resources. 3–4 staff members are engaged depending upon the number of incubatees/teams.

Activities. Every 6 months a sophisticated, two-step selection process is organised, in which individual would-be entrepreneurs and teams are reviewed in terms of quality of their business idea and its market potentials. For incubatees, seminars and in-house one-on-one coaching sessions are organised. If needed, they are referred to external business support providers. Financial support is available for participation in international fairs.

Partners. Main partners include the Technologie Coaching Centre (TCC), the Public Development Bank Berlin (IBB), the Business Angels Berlin Brandenburg e.V., the Berlin Chamber of Industry and Commerce (IHK), the Network of Berlin universities, Berlin incubators, the DeGut, and the Germany wide Working Group on University Business Incubators.

Success factors.

- Good collaboration between “Gründerwerkstatt” and Beuth professors
- Relationships with Business Angels
- Selection process

Achievements.

- Up to now 30 teams successfully passed the Gründerwerkstatt
- Other projects have been started and synergies exist: Exzellentandem, Forschungsassistenz, TechnologieScout, GoON

Germany

SMILE: ENTREPRENEURSHIP SUPPORT AT THE UNIVERSITY OF LEIPZIG

Rationale and general information. SMILE started 2006 as a joint initiative by the University of Leipzig and the Leipzig Graduate School of Management with the goal of promoting an entrepreneurial spirit amongst students and staff of the universities in Leipzig.

SMILE is active in the promotion of an entrepreneurial spirit, start-up support, innovation management and knowledge and technology transfer. SMILE is closely cooperating with further partners throughout Saxony and Germany to help young entrepreneurs, start-ups and existing companies to succeed. In 2008 the project SMILE medibiz was launched. It focuses on start-ups and spin-offs in the area of biotechnology and medicine.

Timeframe. Ongoing until 2011

Budget and financing sources. The annual budget of SMILE is approx. EUR 500 000 (2009), with an additional EUR 260 000 (209) for SMILE medibiz. Both initiatives are financed by the European Social Fund, the Federal Ministry for Economy and Technology, the Ministry for Economy, Technology and Traffic in Saxony, and the Ministry for Science and Culture in Saxony.

Human resources. An interdisciplinary team of 13 employees.

Activities.

- Entrepreneurship education
- Coaching
- LIFE Business Idea Competition

Partners. Main partners are the International Sept Programme of the University of Leipzig, the Institute for Service and Relationship and Management of the University of Leipzig, the Leipzig Graduate School of Management, the Academy for Engineering, Economy and Culture Leipzig, and the Helmholtz Centre for Environmental Research (UFZ Leipzig).

Success factors. The SMILE team combines people with diverse entrepreneurial backgrounds, skills and experiences, who operate in a highly professional and flexible manner to bring the best ideas to the market.

Achievements.

- More than 3 000 participants
- Close to 250 business start-ups supported.

Germany

ROXI: ENHANCING CREATIVE ENTREPRENEURSHIP IN ROSTOCK

Rationale and general information. ROXI was established in 1998 by the Hanseatic Institute for Entrepreneurship & Regional Development (HIE-RO), an institute affiliated to the University of Rostock. The main goal is to enhance and support entrepreneurship in the universities of Rostock and Greifswald, with a focus on creative industries and creative service delivery.

Timeframe. Ongoing until March 2011

Budget and financing sources. The annual budget of EUR 100 000 is financed by the European Social Fund and the Ministry for Economics, Labour and Tourism of Mecklenburg Vorpommern.

Human resources. 4 freelance collaborators.

Activities. The activities include training, 1-1 consulting, team building and coaching.

Partners. The most important partners are the Entrepreneurship Centre at the University of Rostock (Gründerflair), the Research Partnership Mecklenburg-Vorpommern, the PVAi (regional patent agency), and the Rostock Entrepreneurship Network.

Success factors.

- “Action learning” based training/coaching
- 1-1 support
- Networking

Achievements.

- 130 start-ups supported
- Increased entrepreneurship education activities
- Numerous publications on entrepreneurship development and entrepreneurship education

Germany

SPiNOFF: A REGIONAL ONE-STOP-SHOP FOR ACADEMIC ENTREPRENEURSHIP SUPPORT IN NORTHERN MECKLENBURG-VORPOMMERN

Rationale and general information. SPiNOFF started in 1996 as an initiative of the Forschungsverbund MV e.V., FMV (Research Partnership Mecklenburg-Vorpommern) project in recognition of the need to develop interdisciplinary competencies (soft skills) that would enable researchers to successfully start-up their own business and to co-operate with the industrial sector. SPiNOFF acts as a external university one-stop-shop for technology transfer, and technology oriented business start-ups by researchers and graduates in the fields of medical technology, biotechnology, ICTs, mechanical and electrical engineering.

The FMV was founded in 1995 as an association by a group of university professors from universities in Mecklenburg-Vorpommern. FMV closely with scientific researchers of universities and research institutes of Mecklenburg-Vorpommern to support the transfer of research results into innovative products and applications.

Timeframe. Ongoing until end 2011

Budget and financing sources. The annual budget of EUR 220 000 is financed by the Ministry for Economy, Labour and Tourism, Mecklenburg- Western Pomerania and the European Social Fund.

Human resources. 3 full-time employees, plus an affiliated network of 30 external consultants/professionals.

Activities.

- Seminars, training events, workshops
- Coaching by professionals experienced in technology transfer and start-up support
- Facilitation of team building (e.g. researchers and entrepreneurs)
- Provide contacts to business support and advisory service providers and participation in networks
- Facilitation of access to financing (e.g. 1-1 contacts, events)

Partners. The most important partners are the Hanseatic Institute of Entrepreneurship & Regional Development (HIERO), the Rostock Entrepreneur Initiative (ROXI), the patent agency of the University of Rostock, the start-up support office (Gründerbüro) of the University of Rostock, the Ernst Moritz Arndt University of Greifswald, and the Baltic College.

Germany

BIEM: BRANDENBURG PUBLIC UNIVERSITIES' AND THE REGIONAL DEVELOPMENT AGENCY'S ENTREPRENEURSHIP CENTRE

Rationale and general information. The Brandenburg Institute for Entrepreneurship and SMEs (BIEM) is the entrepreneurship institute of Brandenburg's 9 public universities and the regional development agency. It was founded in 2006 as a registered non-profit organisation. One of its main objectives is to reinforce, complement and co-ordinate the entrepreneurship support activities offered by Brandenburg's universities by pooling resources and enhancing collaboration and exchange. BIEM's work aims. In this way, BIEM achieves the "critical mass" needed to realise projects with wide ranging impact.

Timeframe. No time limit

Budget and financing sources. The annual budget of EUR 100 000 EUR is financed by the European Structural Funds, the Ministry of Economics of Brandenburg, and other project-related revenues (e.g. fees for services).

Human resources. BIEM has 8 employees. Each partner organisation runs additional projects and employs additional personnel according to projects or the overall management of an entrepreneurship institute/centre.

Activities. BIEM's activities include entrepreneurship education, start-up support, entrepreneurship research, and networking with business support organisations and other universities.

BIEM focuses on the expansion and better integration of entrepreneurship education into curricula, including innovative teaching methods, broad communication of activities, and an expansion of co-operation beyond BIEM's core partners (e.g. by involvement of university staff and external experts, agencies and companies).

A recent project helped to establish "entrepreneurship location managers/animators" (Standortmanager), who act within partner universities as "one-stop-interlocutors" for would-be entrepreneurs. This new "structure" contributes to building stronger linkages between the university's internal and external support services and to integrate entrepreneurship education and start-up support services. Other projects developed by partner universities include "Entrepreneurship ACs" (that evaluate entrepreneurial potentials and learning needs before start-up and match them with adequate mentoring during start-up), "Team Competency Lab" (team building and coaching) at the BTU Cottbus or "GO:Incubator" at the University of Potsdam.

Partners. Its partners/members are the Brandenburg Economic Development Board GmbH (ZAB), the Brandenburg Technical University in Cottbus, the European University Viadrina, the University of Potsdam, the University of Applied Sciences Brandenburg, the University of Applied Sciences Eberswalde, the University of Applied Sciences Lausitz, the University of Applied Sciences Potsdam, the Film & Television Academy (HFF) "Konrad Wolf", Potsdam and the Technical University of Applied Sciences Wildau.

Germany

GRÜNDUNGSSERVICE: THE TECHNICAL UNIVERSITY OF BERLIN'S ENTREPRENEURSHIP CENTRE

Rationale and general information. “Gründungsservice” started in 2004 as the Entrepreneurship Centre of the Technical University of Berlin (TUB). “Gründungsservice” is a first-stop-shop on the campus targeting students, research assistants, postgraduates and professors from all faculties. The objective is to group and increase existing entrepreneurship support activities as well as to enhance opportunity recognition and the entrepreneurship rate within the Berlin-Brandenburg economy. Alumni founders are employed as role models, mentors and partners (focus on women entrepreneurs). Professors act as “entrepreneurship ambassadors” and mentors. The “Gründungsservice” organises regular meetings with professors from all faculties to assess demands and interests for entrepreneurship support activities.

Timeframe. Ongoing until September 2011

Budget and financing sources. The annual budget of approximately EUR 1 185 000 (2008) is financed by the European Social Fund, the Berlin Senate Administration for Education, Science and Research and the Federal Ministry of Economics and Technology.

Human resources. 14 employees

Activities.

- Workshops and lectures on: “soft skills”, entrepreneurial motivation and opportunity recognition (also for women only), “technology scouting” for researchers, business plan writing (with the Institute of Innovation and Technology).

- Entrepreneurship Academy (1 week) with TU-Alumni founders
- Individual assistance with writing a business plan and accessing public financing schemes (EXIST), assistance for TUB participants in the Berlin Brandenburg Businessplan competition
- Facilitation of team building and team coaching with Zentrum für Technik und Gesellschaft
- Business incubation (pre-seed) facilities offer 12 months free-of-charge office space and access to infrastructure (6 offices, 13 workstations with complete infrastructure)
- Scholarships for professors with technical and natural sciences backgrounds, European Entrepreneurship Colloquium (EEC)
- Events and conferences, such as “Alumni.Angel. Abend” a pitch and networking event
- PR campaigns to enhance women’s entrepreneurship
- Online tool to self-assess one’s own entrepreneurial profile

Partners. The main partners include the TUB Alumni, Business Angels, VC, TUB Faculties and university institutes active involved in business start-ups, external business support organisations, Berlin networks, the Technologie Coaching Centre, colleagues in the rest of Germany and abroad, and organisations fostering women’s entrepreneurship.

ABOUT THE ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT, OECD

The Organisation for Economic Co-operation and Development (OECD) is a unique forum where the governments of 30 market democracies work together to address the economic, social and governance challenges of globalisation as well as to exploit its opportunities. The OECD's way of working consists of a highly effective process that begins with data collection and analysis and moves on to collective discussion of policy, then decision-making and implementation. Mutual examination by governments, multilateral surveillance and peer pressure to conform or reform are at the heart of OECD effectiveness.

Much of the material collected and analysed at the OECD is published on paper or online; from press releases and regular compilations of data and projections to one-time publications or monographs on particular issues; from economic surveys of each member country to regular reviews of education systems, science and technology policies or environmental performance.

For more information on the OECD, please visit www.oecd.org/about.

THE OECD CENTRE FOR ENTREPRENEURSHIP, SMEs AND LOCAL DEVELOPMENT, CFE

The OECD Centre for Entrepreneurship, SMEs and Local Development (CFE) was created in 2004 in recognition of the need to take an integrated approach to development. The CFE works together with national, regional and local governments of OECD member countries and several non-Member economies in fostering the development of an entrepreneurial society, and assists governments and their civil society and business partners in designing and implementing innovative policies to promote sustainable growth, integrated development and social cohesion. Within the OECD, the CFE successfully strengthens synergies between the work of different OECD directorates on entrepreneurship, SMEs and local development.

For more information on the Centre for Entrepreneurship, SMEs and Local Development, its areas of work and current activities, please visit www.oecd.org/cfe.

THE OECD PROGRAMME ON LOCAL ECONOMIC AND EMPLOYMENT DEVELOPMENT, LEED

The Local Economic and Employment Development Programme is the “local” pillar of the CFE. It is a Co-operative Action Programme that, since 1982, has been dedicated to the identification, analysis and dissemination of innovative approaches and good practices in stimulating local economic growth, creating more and better jobs, enhancing social inclusion, and fostering good governance at local level.

It is one of few OECD bodies that is open to both Member and Non-Member economies as well as international organisations.

To increase collaboration with initiatives local, the LEED Programme established a Partners Network in 1990. It's LEED's worldwide network of regional and local governments, development agencies, business and non-profit organisations, private sector and foundations that work towards achieving sustainable economic and employment development. At present, 100 organisations formally partner with the Network and over 2 600 participate in the activities of its four fora (the Forum on Partnerships and Local Governance, the Forum on Entrepreneurship, the Forum on Social Innovation and the Forum on Investment Strategies and Development Agencies).

For more information on the LEED Programme, its four areas of work, and the Partners Club, please visit www.oecd.org/cfe/leed.

THE OECD LEED TRENTO CENTRE FOR LOCAL DEVELOPMENT

The OECD LEED Centre for Local Development was established in 2003 by the OECD, the Italian Government and the Autonomous Province of Trento in recognition of the need to build capacities for local development. The Centre builds on the LEED Programme's longstanding commitment to provide assistance in the design, implementation and assessment of local development strategies, and its expertise on entrepreneurship, social inclusion, evaluation and local governance.

Its three main objectives are:

- Improving dissemination of good practices in designing, implementing and evaluating local development strategies, and to stimulate and guide a “learning from each other” process between OECD Member and non-Member countries;
- Strengthening ties between those designing and those implementing policies, and academia;
- Enhancing participation in local development policy processes and action.

Since 2003 over 5 300 policy makers and practitioners have benefited from the Trento Centre's capacity building activities. For more information on the Trento Centre and its activities and events, please visit www.trento.oecd.org.

