

# Let the entrepreneurial genie out of the bottle?

ICA-EDU colloquium

Setting the scene



# Short story about a bottle...



**Tasting Dates:** Wageningen - 27th September, Amsterdam - 6th October, Berlin - 12th October, Paris - 20th October, Nantes - 22nd October, Cologne - 27th October, Brussels/ Ghent - 3/4th November.

\* To host a tasting event in your city let us know on [info@zzinga.com](mailto:info@zzinga.com)

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STUDENT - APRIL 4, 2019

## Modern-day mead - Fabian Lindner goes to world cup for student entrepreneurs

Text: Luuk Zegers

Student life

The world cup for student entrepreneurs will be held this month in Macau, China. WUR student Fabian Lindner is representing the Netherlands with Zzinga, a start-up that produces a honey beverage and invests in biodiversity.



# Open with care, or maybe keep the cap/cork on?

- *"Education for entrepreneurship, which focuses on content and cognitive entrepreneurial skills, has a positive influence on pupils' entrepreneurial intentions but a negative influence on their level of school engagement" (Kare Moberg, 2014)*
- *"Teaching for individual self-interest to excel in entrepreneurship can be contrasted with more collective/societal aspirations needed for sustainable development"(Lans & colleagues 2014)*



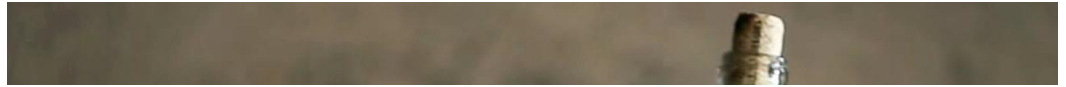
## **SESSION 1** What entrepreneurial learning outcomes do I want to achieve?

Chair: Thomas Lans, Education and Learning Sciences, Wageningen University, NL



# How to open it?

- *"The low effect-sizes of entrepreneurship education on entrepreneurial knowledge and skills suggest that entrepreneurship education and training is simply not developed enough at this point (Bruce Martin and colleagues, 2013)"*



## SESSION 2 **What are cutting edge entrepreneurial learning activities and how do I assess them?**

Chair: Renata Bazok, Vice-Chair ICA-Edu & University of Zagreb Faculty of Agriculture, HR



# In which context to open your bottle?

*"The training teachers have received in entrepreneurship seems to be the main factor determining **observable** entrepreneurship education provided by the teachers" (Elena Ruskovaara, 2015)*



## SESSION 3 Supporting academic staff to incorporate entrepreneurship education in their teaching and their students learning - university-wide challenge

Chair: Barbara Hinterstoisser, Chair ICA-Edu and University of Natural Resources and Life Sciences, Vienna (BOKU), AT





# What can you as participant expect?

## Expected Colloquium Outcomes

- Increased awareness about the relevance and cutting-edge learning practices in entrepreneurship education
- Overview of exemplary learning outcomes that can be achieved by life sciences students through entrepreneurship education
- Inspiring and concrete examples for integrating entrepreneurship education into new or existing courses and curricula, curricular and extra-curricular;
- Overview of existing challenges in current design of entrepreneurship education in Life Sciences Universities.

# How do we provide follow-up for your university?



## Challenge for Life Science Universities to deliver impact in addressing the Sustainable Development Goals (SDGs)

In October 2017, the 7<sup>th</sup> ICA Rectors and Deans Forum discussed how life science universities should respond to the global drivers for change exemplified by the United Nations Sustainable Development Goals.

In September 2015 the General Assembly of the United Nations adopted an ambitious 15-year agenda "Transforming our World: The 2030 Agenda for Sustainable Development". The document contains 17 Sustainable Development Goals (SDGs) and 169 targets that are intended to build peace, just and inclusive societies. It represents a major turning point in the global effort to tackle development challenges. The ambition is to have a world where livelihoods are free of poverty and hunger in sound and safe environments, where global threats like climate change are successfully combated. It envisages sustainable production patterns and inclusive, effective economies and institutions. The Agenda 2030 is ambitious, broad, and as the UN puts it, "indivisible". It is a truly transformative plan for people, planet, prosperity, partnership and peace.

The SDGs are open and grand challenges that require systemic change. Life sciences universities have the challenge to strongly respond to the SDGs through education programs and the application of sciences in agriculture, food and non-food value chains as well as in environmental protection. The Forum considered these challenges under three headings and, following expert presentations (see [www.ica-europe.info](http://www.ica-europe.info) for the presentations), panel and round table discussions, the following was concluded.

1. How should Life Science Universities address the challenge of the Sustainable Development Goals?

The SDGs state an ambition for humanity. but

universities need to address the issues with intent, and to recognise that the global challenges call for transformation beyond tokenism.