

Executive Summary Report for all project partners in the StartCupAcademy Project (WP 2)

Anotation

The StartCupAcademy project aims to establish a replicable and inclusive model to foster university-based start-ups through a European-wide training mechanism—the Start Cup Model—and the implementation of Start Cup Academies. These academies will serve as incubators for innovative student ideas by combining expertise from higher education (HE), vocational education and training (VET) providers, start-up accelerators, and incubators. This executive summary synthesizes findings from six national reports and one EU-level analysis to guide the design of training content and structures in WP3.

1.Executive Summary for Bulgaria

The Bulgarian country report for the StartSupAcademy Erasmus project provides an in-depth analysis of the national landscape for entrepreneurship education and training, outlining key strengths, persistent challenges, and future priorities for skill development among students and aspiring entrepreneurs.

Key Findings

Bulgaria has made notable progress in integrating entrepreneurship across educational levels through national reforms, EU-funded initiatives, and enhanced collaboration among universities, government, and private sector stakeholders. The 2021–2030 Strategic Framework for Education and Training and related policies place entrepreneurship at the heart of curricula modernization, with growing attention to digital and transversal skills. Universities such as Sofia University and Burgas Free University offer dedicated programs in entrepreneurship and innovation, and vocational institutions increasingly include practical business modules.

The national entrepreneurship ecosystem is anchored by Bulgaria’s strong STEM tradition, strategic location, and dynamic startup support infrastructure centered in Sofia. Government incentives, accelerator programs, and initiatives like the “Best Youth Startup in Bulgaria” competition provide mentorship, training, and exposure for youth-led ventures.

Skills Gaps & Challenges

Despite this positive momentum, the report identifies substantial challenges:

- **Regional Disparities:** Entrepreneurial resources and educational opportunities are concentrated in Sofia and major cities, while rural and peripheral regions remain underserved.
- **Curricular Shortcomings:** Although reforms target digital and entrepreneurial skills, implementation is uneven. Many programs lack hands-on, interdisciplinary content and do not adequately foster creativity, critical thinking, or problem-solving.
- **Support Services:** Access to career guidance, special education, and psychological counseling is limited—especially outside urban centers and for marginalized groups.
- **Institutional Mindset:** A traditional, exam-oriented approach is still prevalent, hindering holistic, learner-centered education and innovation at the faculty level.

- **Practical Experience:** Many educational initiatives remain theoretical, with insufficient opportunities for real-world business engagement, mentorship, and startup experience.

Skills to Prioritize

Based on the current state of the ecosystem and the report's recommendations, the following skills should be a primary focus for development:

- **Digital and Technological Competencies:** Digital literacy, data literacy, practical use of online tools for business.
- **Entrepreneurial and Business Skills:** Business planning, financial literacy, opportunity recognition, project management, and innovation.
- **Transversal and Soft Skills:** Critical thinking, creativity, collaboration, communication, self-leadership, and adaptability.
- **Practical Experience:** Exposure to real-world startup cases, mentorship, internships, and entrepreneurial project-based learning.
- **Inclusive Skills Development:** Strategies to foster diversity, social inclusion, and outreach to rural and marginalized communities.

Recommendations

To address these gaps, we suggest deeper curriculum integration of entrepreneurial and digital skills, an expanded focus on experiential learning, increased investment in support services, and the fostering of an open, innovative institutional culture. Partnerships between academia, government, and business—leveraging EU initiatives—are central to driving sustainable progress. Making entrepreneurship education accessible, practical, and inclusive is essential for equipping Bulgaria's next generation with the competencies needed to drive innovation and enterprise.

2. Executive Summary: Skills Development for Entrepreneurship Training in Croatia

The Croatian country report for the StartSupAcademy Erasmus project maps out the national context for developing entrepreneurship education, particularly targeting students at the idea stage in higher education institutions (HEIs). Drawing on desk-based analysis, national statistics, policy reviews, and a synthesis of successful case studies, the report reveals both strengths and persistent challenges in Croatia's entrepreneurial ecosystem—and points the way toward necessary skills development for the next generation of Croatian entrepreneurs.

National Context and Strategic Priorities

Entrepreneurship has become a core strategic goal in Croatia's national policy frameworks, such as the National Development Strategy 2030 and the Smart Specialisation Strategy, aimed at driving sustainable economic growth and competitiveness. While these policies advocate embedding entrepreneurial and transversal skills in education, the practical implementation at HEI level remains uneven, with significant gaps in operationalizing the EntreComp framework and providing experience-driven learning.

Gaps in Entrepreneurship Education and Support

Entrepreneurship education in Croatia's HEIs, though expanding, largely remains theoretical and concentrated within economics and business faculties. There is a marked absence of systemic, interdisciplinary approaches or cross-faculty collaboration, and practical exposure to entrepreneurship is limited. Most student entrepreneurship support is informal, short-term, and often fails to provide sufficient continuity for ideas to mature into viable businesses. Institutional strategies for supporting innovation and entrepreneurship are inconsistent, innovation teaching is rarely rewarded, and engagement with regional startup hubs is limited.

Startup Ecosystem Insights

Croatia's startup landscape has grown, particularly in major cities like Zagreb, Split, Rijeka, and Osijek. However, for young founders, access to accelerators, mentors, and funding is patchy, with regional disparities disadvantaging those outside urban centers. Student involvement in formal startup ecosystems remains low, and few HEIs integrate entrepreneurship training with external startup communities.

Critical Skills Gaps

Entrepreneurial and Business Skills:

Students frequently lack practical competencies in opportunity recognition, business model development, financial planning, and effective pitching. Even those enrolled in entrepreneurship courses report insufficient hands-on experience, which impedes their ability to translate ideas into competitive ventures.

Digital Skills:

While general digital literacy among Croatian youth is relatively high, there are gaps in applied digital skills needed for startups, such as digital marketing, data analysis, the use of automation tools, and digital product development.

Transversal Skills:

Transversal competences—including collaboration, resilience, adaptability, initiative, and self-confidence—remain underdeveloped. These skills are critical for navigating uncertainty, building teams, and driving projects forward in real entrepreneurial environments.

Stakeholder and Ecosystem Insights

Feedback underscores that university support services, such as incubators and mentorship schemes, are often focused on research commercialization or high-potential startups, leaving student ideas and early-stage entrepreneurs underserved. Administrative rigidity, lack of cross-disciplinary curricula, and insufficient external partnerships further constrain effective entrepreneurship education.

Recommendations for Skills Development

The report advocates for a modular, competence-based training approach that is practical, interdisciplinary, and closely linked to real-world startup challenges. Key recommendations include:

- Expanding experiential learning through project-based modules, startup simulations, and direct engagement with the entrepreneurial ecosystem.
- Fostering collaboration and interdisciplinarity across faculties and with industry and startup mentors.

- Strengthening both entrepreneurial and digital skills through targeted modules and hands-on tools.
- Embedding transversal skill development (resilience, initiative, teamwork) across the curriculum.
- Building flexible training models that can be integrated into formal study or offered as extracurricular opportunities.

Conclusion

Croatia's national policies increasingly recognize the value of entrepreneurship, but HEIs must make significant strides to translate these goals into effective, experience-driven skills development. The StartSupAcademy Erasmus project can play a pivotal role by delivering competence-based, practice-oriented training that builds entrepreneurial capacity and opens inclusive, sustainable pathways for Croatian students from ideation to startup launch.

3. Executive Summary for EU-Level

The EU-Level report presents a comprehensive overview of the European entrepreneurship and startup ecosystem, emphasizing the critical role of entrepreneurial education in equipping future founders with the skills needed for innovation and competitiveness. While the EU startup landscape is increasingly dynamic and recognized as a driver of growth and high-skilled employment, the report highlights persistent disparities in funding, skills availability, and innovation performance across Member States.

Strengths and Opportunities

Europe has leveraged significant investments through programs such as the Digital Europe Programme, Horizon Europe, and the European Innovation Council (EIC), which collectively channel billions toward the development of talent, supporting deep-tech startups, and facilitating the green and digital transitions. Innovative academic incubators and public-private partnerships, such as those exemplified by the Polihub initiative at Politecnico di Milano and the European Venture Programme, demonstrate the value of university-industry collaboration as a catalyst for entrepreneurial skills development, project-based learning, and startup creation.

High-growth enterprises (HGEs) in Europe, especially within tech and professional services, are disproportionately responsible for job creation and innovation diffusion. University business incubators (UBIs) and dedicated mentoring, training, and networking initiatives increasingly support young entrepreneurs, helping bridge the gap between academic research and market needs.

Ongoing Challenges

Despite progress, the report identifies notable weaknesses:

- The survival rate of startups remains closely tied to national ecosystem strength, with Southern and Central-Eastern Member States (e.g., Croatia, Poland, Bulgaria, and Romania) facing lower access to funding, reduced private investment, and lower long-term business survival.
- Skills shortages, particularly digital, entrepreneurial, and managerial, remain a major obstacle to startup growth, with one in three startups struggling to find qualified personnel.

- The fragmented and uneven EU market presents scalability challenges, further compounded by risk-averse venture capital and lower funding levels than in the US or China.

Key Skills Development Priorities

The EU-level analysis points to several critical skill gaps which future training and StartCupAcademy initiatives must address:

- Digital skills: Data management, digital marketing, and use of new technologies remain top priorities for both students and the workforce.
- Entrepreneurial competencies: Business planning, financial management, market analysis, and pitching require stronger, more practical training components.
- Transversal skills: Creativity, critical thinking, adaptability, teamwork, and resilience are essential for navigating rapidly evolving markets.
- Sustainability and green transition skills: As EU startups increasingly participate in the green economy, skills related to sustainable business models and circular economy principles are in rising demand.
- Network-building and mentorship: Access to quality support networks and experience-based mentoring is crucial for transitioning ideas into viable businesses.

Recommendations

To strengthen the European startup ecosystem, the report recommends expanding innovative, experience-driven educational models that combine entrepreneurial, digital, and transversal skills training, fostering greater inclusion and accessibility. Greater coordination across Member States, wider access to funding and mentorship, and the integration of university incubators with industry actors are recommended to boost startup success and resilience.

Conclusion

Entrepreneurial education remains a strategic lever for sustainable growth, job creation, and innovation across the EU. The *StartCupAcademy WP2 report* underscores the need for integrated, practical, and inclusive skill-building initiatives to close persistent gaps and unlock the full potential of Europe's next generation of founders.

4. Executive Summary for Spain

The Spanish entrepreneurial ecosystem exhibits significant progress in fostering start-up development, particularly through an expanding network of Start-Up Academies and support programs. However, the findings from the Work Package 2 (WP2) country report highlight critical gaps that must be addressed to enhance the effectiveness and inclusivity of entrepreneurship education and support structures in Spain. This report provides a concise synthesis of the key observations, challenges, and potential areas for strategic improvement within the current Spanish model.

While Spain benefits from a well-established support framework for budding entrepreneurs, the report identifies several areas requiring targeted interventions. Chief among these is the limited access to specialized mentorship, especially in core areas such as project management and the operational aspects of start-up execution. The lack of hands-on training and practical business experience further exacerbates the disconnect between academic preparation and real-world entrepreneurial demands.

Another prominent shortcoming lies in the integration of soft skills development within existing curricula. Essential capabilities such as leadership, team management, emotional intelligence, and decision-making remain underemphasized. Strengthening these competencies is crucial for cultivating resilient, adaptive entrepreneurs capable of navigating the inherent uncertainties of start-up ventures.

The report also underscores the importance of cross-sectoral collaboration and the growing need to embed sustainable business practices into training programs. Entrepreneurs today must be equipped not only with technical and managerial skills but also with a deep understanding of sustainability challenges and opportunities. Enhancing interdisciplinary collaboration can foster more holistic, future-ready business solutions.

Despite these gaps, the Spanish ecosystem shows positive trends, particularly its increasing emphasis on practical, student-centered entrepreneurship training. This shift is well-aligned with the core objectives of the Startcup Academy model, which aims to create dynamic, experiential learning environments that empower students to develop, test, and refine their innovative ideas. *Key Skills Development Priorities* have emerged from the analysis, which are crucial to equipping future entrepreneurs for success. These include:

- **Project and Start-Up Management:** Training in planning, execution, and scaling operations remains underdeveloped and in high demand.
- **Soft Skills Enhancement:** A significant gap exists in leadership, team management, communication, emotional intelligence, resilience, and decision-making. These skills are critical for navigating uncertainty and leading dynamic teams.
- **Cross-Sectoral and Interdisciplinary Competencies:** Entrepreneurs must be trained to work across industries and disciplines, fostering collaboration and innovation.
- **Sustainable Business Practices:** There is a pressing need for education in environmentally and socially responsible entrepreneurship, reflecting global market trends and policy directions.
- **Finance, Marketing, and Investor Relations:** Practical training in these areas remains insufficient but is vital for sustainable start-up growth and securing early-stage investment.

Challenges

Nonetheless, structural and systemic challenges persist. The report identifies early-stage funding limitations, geographical disparities in program availability, and a notable gender gap in start-up participation as enduring barriers. While training programs continue to evolve, many still lack sufficient depth in key business areas such as finance, marketing, and investor engagement—domains critical to sustaining start-up success beyond the launch phase.

Conclusion

Spain's start-up training landscape demonstrates a strong foundational alignment with the vision of the Startcup Academy. Its shift toward interdisciplinary, experience-based learning holds promise for creating a more inclusive and effective entrepreneurial pipeline. However, realizing this potential will require strategic refinements, including the development of sector-specific curricula, enhanced access to mentors and practical learning, and integrated technical-soft skill frameworks. With these improvements, Spain's model could serve as a replicable benchmark for entrepreneurial development both nationally and across Europe.

5.Executive Summary for Latvia

Executive Summary: Entrepreneurial Skills and Challenges in Latvia

The Latvian entrepreneurial landscape is marked by significant gaps between current competencies and the evolving demands of the market. Despite recent efforts to foster entrepreneurship through policy and educational reform, business leaders and studies consistently highlight persistent weaknesses across foundational and advanced entrepreneurial skills. These challenges threaten the competitiveness of Latvian startups, creative industries, social enterprises, and academic talent pipelines.

Key Challenges

- **Misalignment of Education and Market Needs:** Curricula in universities and support programs often do not reflect the practical requirements of a dynamic enterprise sector, especially in digital, creative, and social domains.
- **Underdeveloped Practical Training:** Theoretical instruction outweighs hands-on experience, leaving graduates and young entrepreneurs ill-equipped for real-world business scenarios.
- **Regional Disparities:** Entrepreneurial resources and support infrastructure are concentrated in urban centers like Riga, widening the skills and opportunity gap for rural and smaller communities.
- **Insufficient Ecosystem Coordination:** Fragmentation among incubators, mentorship networks, and financial service providers hampers comprehensive skills development and sustained entrepreneurial growth.
- **Limited Inclusion:** Women, minority groups, and early-stage social entrepreneurs face additional barriers to accessing high-quality training, mentorship, and funding.

Current Competency Gaps

- **Business Management:** Strategic planning, organization, and practical decision-making remain only moderate, despite expert consensus on their centrality to business success.
- **Financial Literacy:** Proficiency in accounting, financial planning, and economic management is low to moderate, impacting both the sustainability and credibility of new ventures.
- **Soft Skills:** Communication, networking, leadership, and problem-solving fall short of expectations, limiting entrepreneurs' ability to effectively lead teams and scale businesses.
- **Ethical and Sustainable Thinking:** Social responsibility, ethical decision-making, and the capacity to identify and act on emerging opportunities remain underemphasized, especially within creative and social entrepreneurship.
- **Curricular and Support Gaps:** There is a disconnect between educational outcomes and the actual skills demanded in the workplace, particularly in non-traditional and high-growth sectors.

Core Skills Needing Development

Going forward, Latvian entrepreneurship education and training must prioritize the following:

- **Advanced Business Management:** Intensive focus on strategic thinking, adaptability, and operational excellence.

- Financial Competency: Enhanced training in comprehensive financial literacy, including digital finance tools, investment readiness, and risk management.
- 21st-Century Soft Skills: Communication, negotiation, leadership, emotional intelligence, problem-solving, and collaboration—instilled through experiential and team-based learning.
- Creative, Ethical, and Sustainable Innovation: Embedding sustainable business models, social responsibility, and ethical entrepreneurship in teaching and practice.
- Digital and Technological Fluency: Tools for e-commerce, analytics, and digital marketing should be core elements of any training program.
- Opportunity Identification & Initiative: Structured modules to foster entrepreneurial mindset, confidence, and proactive opportunity scouting.
- Inclusive and Practical Ecosystem Engagement: Broaden access to mentorship, real-world startup labs, incubators, and networking—especially for underrepresented groups.

Recommendations

- Reform curricula to align with dynamic market trends and employer expectations, especially in growing sectors like technology and sustainable business.
- Invest in experiential education: mentorship, internships, business simulations, and project-based modules.
- Foster ecosystem cooperation to streamline support services and reduce fragmentation.
- Prioritize outreach and tailored support for rural, marginalized, and socially-minded entrepreneurs.

Conclusion

Latvia's pathway to a vibrant entrepreneurial ecosystem requires closing persistent skill gaps, rethinking the balance between theory and practice, and creating inclusive, adaptive infrastructure for future innovators. By focusing on holistic, hands-on, and future-oriented skills development, Latvia can empower the next generation of resilient, competitive, and socially responsible entrepreneurs.

6.Executive Summary for Ukraine

Overview and National Context

Despite the challenges brought on by war and an unsettled economic environment, Ukraine's startup ecosystem is demonstrating remarkable resilience and growth. By 2024, Ukraine had climbed to #46 globally in the startup ecosystem rankings, with approximately 2,600 startups actively contributing to innovation—primarily in software, internet, and IT services. The value of the ecosystem has tripled since 2020, reflecting both adaptive capacity and an emerging culture of entrepreneurship.

Ukraine's Start Cup model focuses on supporting academic entrepreneurship and regional startups in close cooperation with universities and business incubators. However, relative to leading European examples (e.g., Germany's EXIST, France's La French Tech), the country's innovation and funding infrastructure remains nascent, with a legislative framework and support ecosystem still under development.

Ecosystem Strengths

- Growing Academic and Regional Engagement: Universities and local incubators play a proactive role in fostering early-stage ventures, acting as a bridge between research and applied startup innovation.
- Active International Integration: Ukraine's engagement with European models provides access to best practices, seed funding, and mentorship programs.
- Dynamic Community Participation: Regions such as Lviv demonstrate strong involvement in grant programs, training events, and community-driven entrepreneurial support.

Key Challenges

- Access to Funding: Seed and scaling capital remain limited, with fewer grants and venture funds available compared to EU counterparts, hindering MVP and early growth.
- Ecosystem Maturity: The national ecosystem—incubators, accelerators, network platforms—is fragmented and under-resourced outside major cities.
- Skill Gaps among Entrepreneurs: Many founders, especially those from STEM backgrounds, lack essential business planning, financial, marketing, and digital competencies.
- Legal and Regulatory Barriers: Poor understanding of business law, intellectual property, and regulatory requirements exposes startups to operational risks.
- Limited International Market Access: Most Ukrainian startups are locally oriented, with few initiatives to support global expansion.
- Regional Disparities: Number and quality of business incubators and startup hubs fall well below EU standards, particularly outside innovation hotspots.
- Mental Health and Well-being: High stress, uncertainty, and burnout threaten sustainability for founders and teams.
- Cultural Factors: Fear of failure and insufficient soft skills—such as networking, communication, and leadership—limit entrepreneurial initiative and resilience.

Critical Skills Needed for Future Development

- Business Planning & Financial Literacy: Advanced training in business modeling, risk assessment, cash-flow management, tax planning, and investment readiness.
- Communication & Soft Skills: Development of team-building, negotiation, pitching, networking, and relationship management capabilities.
- Legal Competencies: Knowledge of regulatory compliance, company registration, IP management, and contracts.
- Digital & Innovative Skills: Proficiency in digital marketing, cybersecurity, data analysis, and the use of collaborative tools.
- Mentorship & Networking: Structured access to experienced mentors and international partnerships.
- Practical Experience: Immersive, applied learning opportunities—including business incubators, startup projects, and competitions—to bridge the gap between concept and commercialization.
- Well-being & Psychological Support: Resilience, stress management, and mental well-being programs to safeguard founders' health.

Recommendations

- Expand funding mechanisms for seed and pre-seed stages via grants and public-private partnerships.
- Develop comprehensive, applied training programs that include business, digital, legal, and soft skills—preferably with modular short-term courses accessible to all regions.
- Establish structured mentorship programs to transfer practical knowledge from experienced founders and professionals.
- Modernize and expand business incubators to reach EU-level density, especially in underserved regions.
- Support internationalization efforts through global networking, exhibitions, and partnership opportunities for Ukrainian startups.
- Promote a culture of learning from failure by integrating entrepreneurial mindset and risk-taking modules in education and training.
- Integrate well-being support as a core pillar of entrepreneurship programs.

Conclusion

Ukraine's startup ecosystem is on an upward trajectory but hampered by persistent challenges in funding, infrastructure, and cross-disciplinary skills. Overcoming these will require sustained investment in human capital, deliberate alignment with European models, and a balanced focus on practical, digital, business, and well-being competencies. Strengthening these foundations will help unlock the country's entrepreneurial potential and position Ukraine as a resilient, competitive player in the European innovation landscape.

Key Findings Across Countries and EU-Level Analysis

All countries (LV, BG, IT, HR, ES, UA) recognize the growing importance of entrepreneurship education in fostering economic resilience, youth employment, and innovation. Despite progress, several systemic weaknesses were consistently identified:

- Limited practical experience in entrepreneurship education. Curricula often remain overly theoretical.
- Digital, business, and transversal skills gaps persist across all regions.
- Weak links between HEIs and the broader innovation/start-up ecosystems, especially outside capital cities.
- Low inclusion and access for rural communities, women, minorities, and underrepresented groups.
- Fragmented support systems and uncoordinated stakeholder networks hinder scalability and continuity.

At the European level, reports emphasize that while initiatives like Horizon Europe, EIC, and Digital Europe provide strong policy frameworks and funding streams, there is significant disparity in entrepreneurial success, particularly in Central-Eastern and Southern Europe.

Good Practices and Success Models Identified

Several high-potential practices have emerged across countries:

- University-incubator cooperation, e.g., Sofia University in BG, Politecnico di Milano's PoliHub, and Lviv Tech Startups in UA.
- Experiential learning integration via student-run companies, business simulations, and start-up competitions (e.g., Best Youth Startup in Bulgaria).

- Interdisciplinary project-based learning, as noted in Spanish and Croatian initiatives.
- Hybrid skill models embedding both technical (finance, digital) and soft skills (leadership, communication, resilience).
- Mentorship and networking access as key differentiators in successful entrepreneurship pathways.
- Public-private-academic partnerships, central to both local ecosystems and pan-European programs.

Proposed Start Cup Model Framework

The Start Cup Model will adopt an intersectoral approach, combining HEIs, incubators, accelerators, and VET/training providers to ensure relevance, inclusivity, and practical orientation. It promotes localized adaptation while adhering to a common European pedagogical structure, which is based on:

- Challenge-based learning
- Entrepreneurial simulation labs
- Real-world mentorship
- Cross-sectoral cooperation
- Digital fluency and sustainability training

Indicative Training Modules to Be Developed in WP3

Based on the country and EU analyses, WP3 will include the following key training modules:

1. Entrepreneurial Foundations
 - Ideation, opportunity recognition, value proposition design
2. Business Modeling and Planning
 - Lean canvas, MVP development, financial literacy
3. Digital and Technology Skills for Entrepreneurs
 - Digital marketing, e-commerce, data tools, cybersecurity basics
4. Pitching, Funding, and Investor Relations
 - Fundraising strategies, pitching, crowdfunding, negotiation
5. Sustainable and Ethical Entrepreneurship
 - Circular economy, ESG principles, social enterprise
6. Soft Skills for Startups
 - Communication, leadership, networking, teamwork, resilience
7. Legal and Operational Readiness
 - IP rights, registration, contracts, compliance
8. Well-being and Entrepreneurial Mindset
 - Stress management, failure acceptance, personal development
9. Inclusive Entrepreneurship
 - Gender-aware, rural, and minority-focused modules
10. Project-based Mentorship and Incubation Labs
 - Paired with experienced entrepreneurs and real-life case studies

Conclusion

The StartCupAcademy Executive Summary consolidates valuable insights from six national contexts and the EU landscape, enabling the creation of a harmonized yet adaptable training approach. The Start Cup Model will be grounded in experiential learning and ecosystem engagement, empowering future entrepreneurs through a balanced mix of skills, support structures, and inclusive practices. These insights will directly inform the curriculum and content developed in WP3 and set the foundation for a sustainable, pan-European entrepreneurial training ecosystem.

References

1. European Commission (2020). *Entrepreneurship Competence Framework (EntreComp)*. <https://op.europa.eu/en/publication-detail/-/publication/4c2f20f4-2615-11ea-af81-01aa75ed71a1/language-en>
2. Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The impact of entrepreneurship education in higher education. *Academy of Management Learning & Education*, 16(2), 277–299. <https://doi.org/10.5465/amle.2015.0026>
3. OECD (2021). *Entrepreneurship Policies through a Gender Lens*. <https://www.oecd.org/publications/entrepreneurship-policies-through-a-gender-lens-71c8f9c9-en.htm>
4. Gibb, A. A. (2002). In pursuit of a new 'enterprise' and 'entrepreneurship' paradigm. *International Journal of Management Reviews*, 4(3), 233–269. <https://doi.org/10.1111/1468-2370.00086>
5. Rae, D. (2006). Entrepreneurial learning: A conceptual framework. *Technology Analysis & Strategic Management*, 18(1), 39–56. <https://doi.org/10.1080/09537320500520494>
6. Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education. *Journal of Small Business Management*, 53(1), 75–93. <https://doi.org/10.1111/jsbm.12065>
7. Rasmussen, E. A., & Sørheim, R. (2006). Action-based entrepreneurship education. *Technovation*, 26(2), 185–194. <https://doi.org/10.1016/j.technovation.2005.06.012>
8. Volkmann, C. et al. (2009). *Educating the Next Wave of Entrepreneurs* – World Economic Forum. https://www3.weforum.org/docs/WEF_GEI_EducatingNextEntrepreneurs_Report_2009.pdf
9. European Commission (2023). *European Innovation Scoreboard 2023*. https://research-and-innovation.ec.europa.eu/statistics/performance-indicators/european-innovation-scoreboard_en
10. Maritz, A., Jones, C., & Msurura, L. (2016). A review of entrepreneurship education research. *Education + Training*, 58(1), 17–33. <https://doi.org/10.1108/ET-02-2015-0019>
11. Rasmussen, E., Mosey, S., & Wright, M. (2014). University departments and entrepreneurial competencies. *Research Policy*, 43(1), 92–106. <https://doi.org/10.1016/j.respol.2013.08.013>
12. Kuratko, D. F. (2005). The emergence of entrepreneurship education. *Entrepreneurship Theory*

- and Practice, 29(5), 577–597.*
<https://doi.org/10.1111/j.1540-6520.2005.00099.x>
13. Wilson, K. E. (2008). *Entrepreneurship Education in Europe*. In J. Potter (Ed.), *Promoting Entrepreneurship in South East Europe*. OECD.
<https://www.oecd.org/south-eastern-europe/network/41776410.pdf>
 14. Isenberg, D. J. (2011). *The Entrepreneurship Ecosystem Strategy as a New Paradigm for Economic Policy*. Harvard Business School.
https://people.brandeis.edu/~globalgreen/docs/Isenberg_entrepreneurship%20ecosystem.pdf
 15. QAA (2018). *Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers*.
<https://www.qaa.ac.uk/docs/qaa/about-us/enterprise-and-entrepreneurship-education-2018.pdf>