

Entrepreneurship Education in China: A Policy Perspective

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ASEM Forum on Lifelong Learning 2016: 21st Century Skills

Copenhagen, Denmark

October 3-5, 2016

Overview

- Context of EE in China
- Review of EE in China
- Relevant Policy Initiatives
- Assessment: Achievements and Challenges
- A Case in Focus: EE in Tsinghua University

Context of EE in China

- International Context

- EE as a component of new economic strategies for fostering job creation
- EE advocated by regional and international organizations
 - UNESCO, World Labor Organization, European Union, etc.

- Political Context

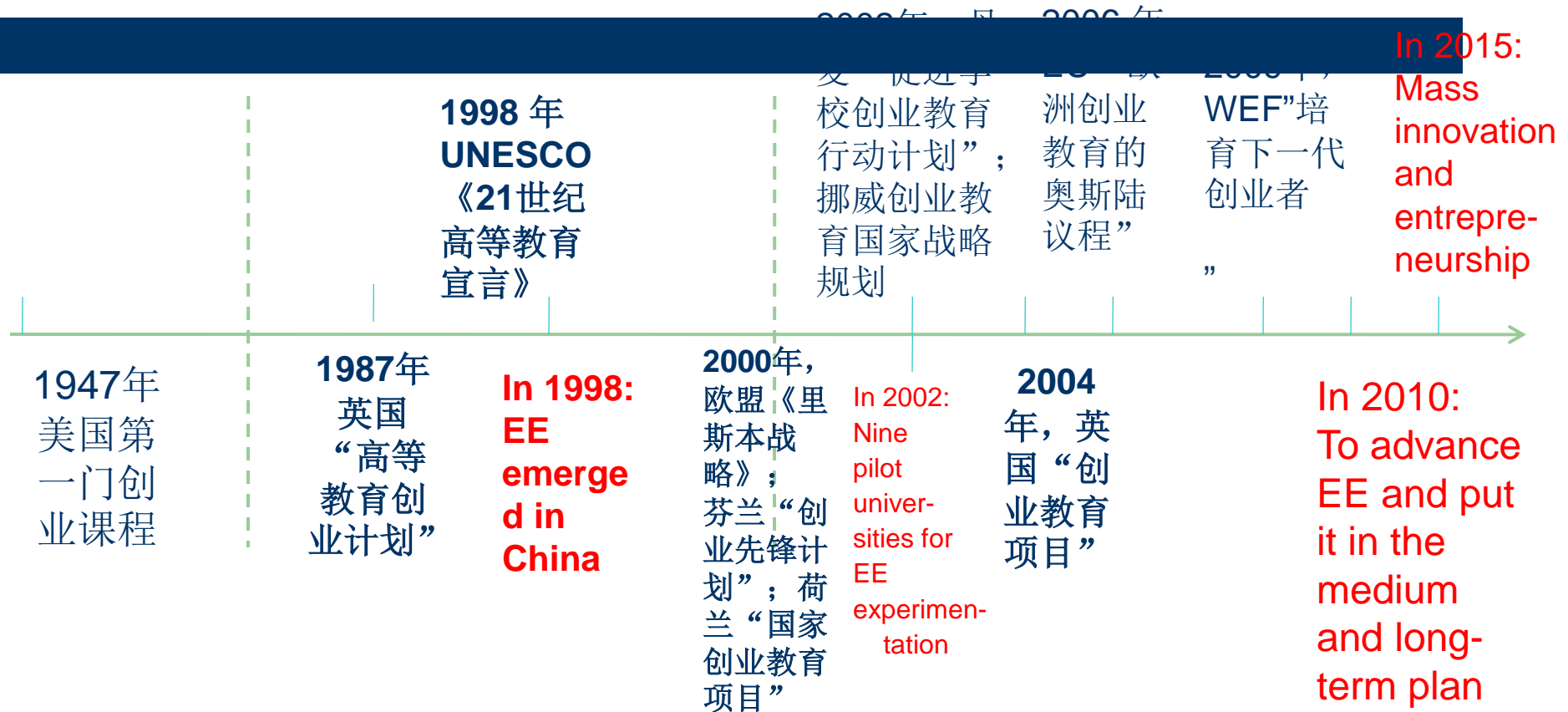
- The Innovation-driven Development Strategy as an instrument of Building an Innovative Nation
- Higher Education
 - Structural unemployment as a result of higher education massification
 - Entrepreneurship as a critical competency for the 21st century



- Promoting mass entrepreneurship and innovation;
- Boosting entrepreneurship and employment;
- Prioritizing employment over entrepreneurship;
- Entrepreneurship as an instrument of driving employment.

--Premier LI Keqiang in his Annual Address on
March 5, 2015

Review of EE in China



Four Phases of EE in China

Phase I

HEI's Self-exploration (1998-2001)

1. Entrepreneurship Plan Contest
2. EE courses
3. EE projects
4. Science parks

Phase II

Piloting EE (2002-2009)

1. In 2002 nine universities selected as the sites for piloting EE
(清华大学、北京航空航天大学、中国人民大学、上海交通大学、西安交通大学、武汉大学、黑龙江大学、南京财经大学、西北工业大学)
2. In 2005: KAB introduced to HEIs

Phase III

Advancing EE (2010-2015)

1. MOE issued policies guiding EE (《教育部关于大力推进高等学校创新创业教育和大学生自主创业工作的意见》)
2. EE included in the medium and long-term outline for education (《国家中长期教育改革与发展规划纲要》)
3. Advisory Committee for Innovation and Entrepreneurship Education

EE between 1998 and 2015

Phase 4 (2015-): Deepening the Reform

- In 2015, the State Council issued the policy document on deepening the reform of innovation and entrepreneurship education in HEIs
- Rationale: deepening the reform of innovation and entrepreneurship education is
 - in urgent need to speed up the innovation-driven development strategy,
 - an impetus for advancing the holistic reform of higher education,
 - an important measure to better promote college graduates' entrepreneurship and placement.

Phase 4 (2015-): Deepening the Reform

- Issues to address:
 - Inadequate attention to EE, concept behind the times, lack of integration with academic programs, isolation from the practice, etc.;
 - Dissatisfying mindset and ability of the faculty in EE, monotonous teaching method;
 - Lack of platforms for EE practice, lack of targeted support , and unsophisticated support system.

Phase 4 (2015-): Deepening the Reform Goals

By 2015: Deepening the EE reform in a holistic way



By 2017: Making remarkable progress, updating the concept, universalizing EE, etc.



By 2020: Establishing a sophisticated EE system; dramatically enhancing the quality of student fostering (entrepreneurship spirit, awareness and ability); Significantly increasing students engaged in EE.

Phase 4 (2015-): Deepening the Reform

Missions and Measures

- 1. Improve the quality standard for talent development**
 - Formulate the national standard for undergraduate education in each field of study, and revise the teaching standard at all level of postsecondary education;
 - Each HEIs is to formulate its quality standard for teaching in each field of study and to revise its plan for talent development accordingly.

Phase 4 (2015-): Deepening the Reform

Missions and Measures

2. Innovate the talent development mechanism

- Put in place an academic program structure that is demand-oriented and a talent development mechanism that is entrepreneurship and employment-oriented;
- Establish a coordinated talent development mechanism that consists of inter-institution cooperation, school-enterprise partnership, school-community partnership, school-institute partnership, and international cooperation;
- Create a new mechanism that is cross-college/department/major and multidisciplinary.

Phase 4 (2015-): Deepening the Reform

Missions and Measures

3. Improve the EE curriculum

- Promote the integration between academic programs and entrepreneurship education, and create and incorporate EE resources into the curriculum;
- Advance the development of EE credit-bearing courses for all students;
- Urge all HEIs to speed up the opening up of its online courses on EE, and to recognize credits earned in the format of MOOCs.

Phase 4 (2015-): Deepening the Reform

Missions and Measures

4. Reform the methods of teaching and assessment

- Introduce participatory teaching and small classes, and encourage critical and creative thinking, inspiring EE;
- Use big-data technology to provide more and various education resources for students' self-directed learning;
- Reform the content and method of testing and assessment, and explore non-standardized testing.

Phase 4 (2015-): Deepening the Reform

Missions and Measures

5. Reinforce EE practice

- Urge the platform sharing for experimentation teaching;
- Make S&T innovation resources available to college students;
- Make full use of all resources and establish EE practice platforms and internship bases;
- Further the college students EE training program and hold college students EE contest, vocational schools skills contest, and other field-specific competitions;
- Support college students to form societies to practice EE.

Phase 4 (2015-): Deepening the Reform

Missions and Measures

6. Reform instruction and enrollment administration

- Allow for reasonable credits for EE courses and establish EE Credit accumulation and transfer system;
- Formulate EE ability fostering program for interested students and create EE portfolio and transcript;
- Give preferential treatments to students engaged in EE in changing majors;
- Allow for suspension for enrolled students to start up business;
- Establish EE scholarship.

Phase 4 (2015-): Deepening the Reform

Missions and Measures

7. Reinforce faculty in EE

- Make it explicit that all faculty members are responsible for EE;
- Attract elites from all lines of work to form the talent pool that can advise students in EE;
- Improve the disposal and revenue-allocation system for S&T outcome in HEIs.

Phase 4 (2015-): Deepening the Reform

Missions and Measures

8. Improve advising for student entrepreneurship

- Urge all HEIs to establish a special unit to advise student entrepreneurship;
- Improving sustained information support system;
- Implement the policies of college student entrepreneurship training;
- Make public the guidebook for entrepreneurship projects.

Phase 4 (2015-): Deepening the Reform

Missions and Measures

9. Improve the financial support and policy assurance for EE

- Promote all sectors and HEIs to integrate fiscal funding and external funding to support entrepreneurship activities and projects of all college students;
- Launch funds to reward college students engaged in entrepreneurship education;
- Encourage the launching of college student entrepreneurship risk funds;
- Substantiate all support and service measures, and give priority to students in emerging industries;
- Formulate policies that help students to start up business in internet sector.

Assessment of EE in China

Achievements: The largest EE movement in the world

- A policy support system
 - In 2010: policy document by the Ministry
 - In 2015: policy document by the State Council
 - In 2016: identified as top 10 priorities of the Ministry
- Entrepreneurship competition in each line of work
 - National challenge Cup, etc.
- Research on entrepreneurship education

Assessment of EE in China

Challenges

- Low Entrepreneurship rate
 - **2.86%** in 2015 (3.56% for male and 2.15% for female)
- Low survival rate
 - Less than 1%



Assessment of EE in China

Challenges: Low Entrepreneurship Rate

A Comparison of Entrepreneurship among college students (2015 data)

- Entrepreneurs (**18-24** age group, with Bachelor degrees): **53%** (world average); **24%** (China, up from 20% in 2006)
- Entrepreneurs (**25-34 age** group, with Bachelor degrees): **46%** (world average); **34%** (China).

Assessment of EE in China

- Challenges: a low percentage of young entrepreneurs with entrepreneurship education in school
 - Of all young entrepreneurs, Chinese entrepreneurs are the least likely to receive entrepreneurship education in school.
 - In terms of young entrepreneurs who never received entrepreneurship education in school, China ranks first.

Assessment of EE in China

Paradox

- Society versus the faculty, or Classroom versus beyond
- External pressure versus internal motive, or Political value versus education value
- Policy planning versus implementation, or Entrepreneurship activities versus concept



**A Case in Focus:
Entrepreneurship Education in
Tsinghua University**

| 清华大学创新创业教育体系

Innovation and Entrepreneurship Education System





Thank You!

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