



Entrepreneurship education to improve the world: The role of the sustainable development goals to stimulate innovation in higher education

Fernando M. Reimers¹

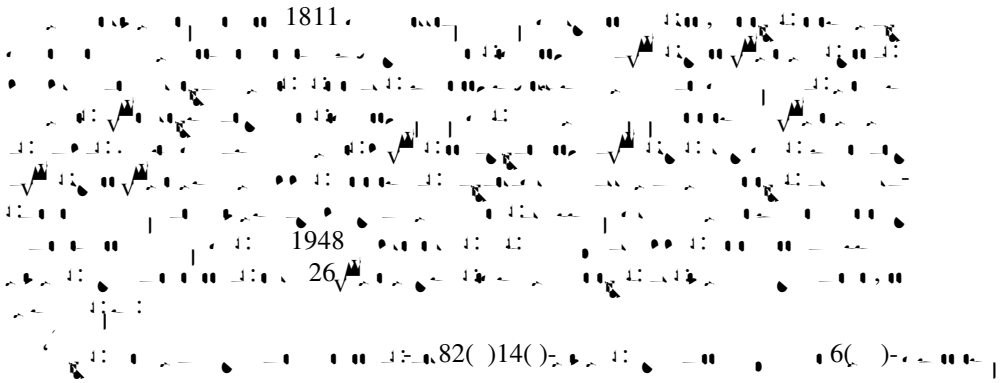
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Abstract Technological knowledge to bear in generating solutions to the challenges of climate change, poverty, violence, and those generated by artificial intelligence, and how growing calls for Universities to increase their relevancy in addressing these challenges create a context for a new higher education order guided by the purpose of becoming more socially embedded. The paper then reviews the role of entrepreneurship-based innovation in addressing these challenges and examines evidence suggesting greater effectiveness of university-based entrepreneurship education could contribute to the creation of the necessary entrepreneurship ecosystems to generate such innovation. It illustrates how comparative identification and analysis of diverse approaches to entrepreneurship education can stimulate the necessary innovation to augment the reach and effectiveness of university-wide entrepreneurship education programs. It reviews some of the efforts of entrepreneurship education in Asia and articulates how incorporating the SDGs and entrepreneurship education in university strategies, along with supporting curricular innovation and faculty development, can catalyze innovations that can help advance more sustainable and inclusive societies.

Keywords Entrepreneurship education · Sustainable development goals · Innovation · Higher education · Socially embedded



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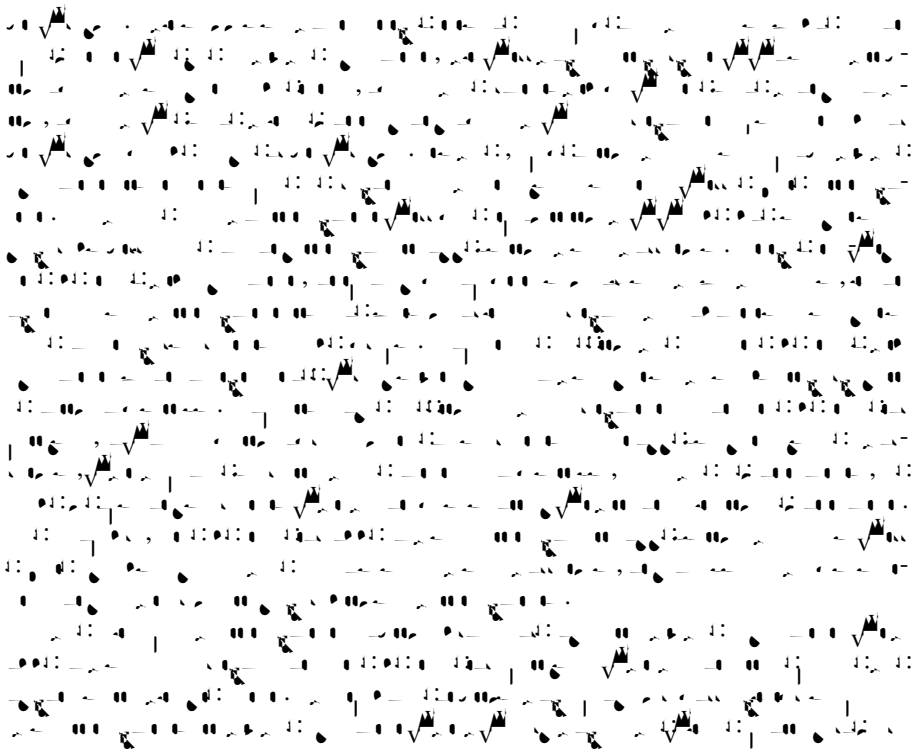
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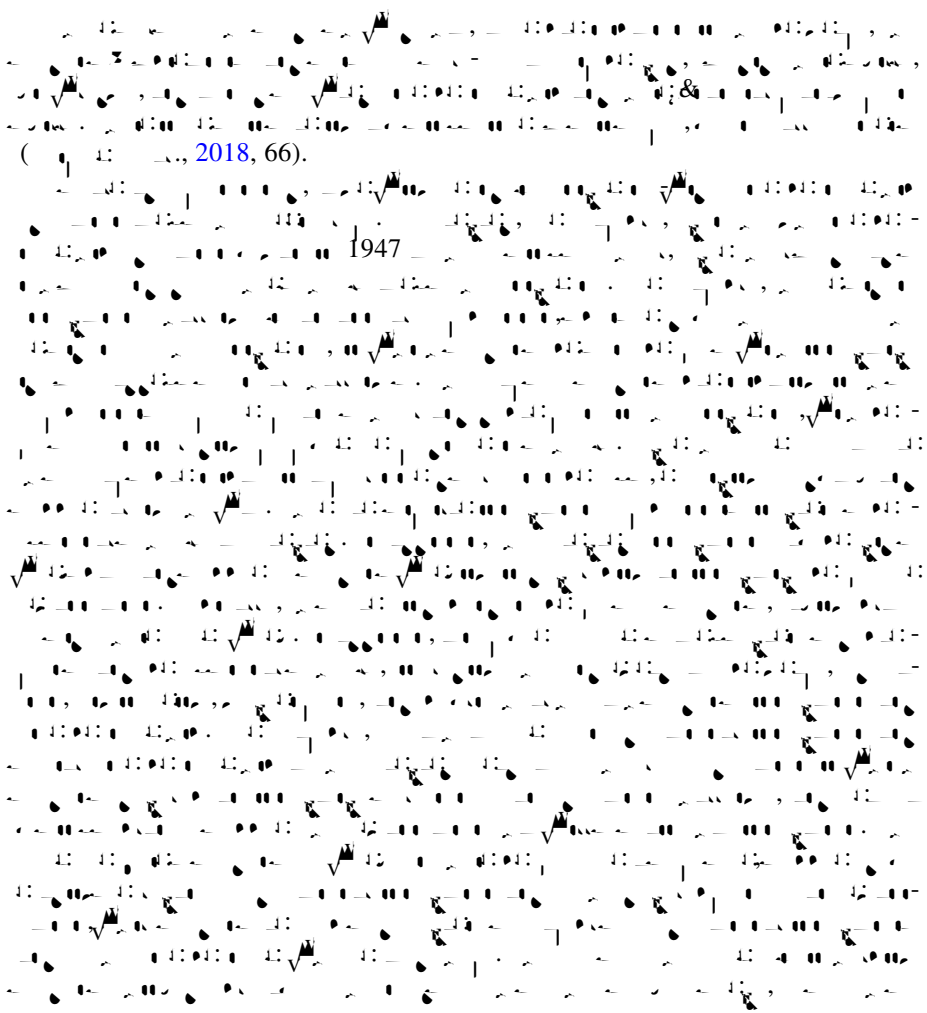
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Entrepreneurship education in Asia

Entrepreneurship education in Asia has seen significant growth and evolution over the past few decades. In the early 2000s, entrepreneurship education was primarily focused on providing students with basic knowledge and skills related to business and management. However, in recent years, there has been a shift towards more practical and experiential learning approaches, such as case studies, role-playing, and business plan competitions. This shift reflects a growing emphasis on developing students' entrepreneurial mindset and problem-solving abilities, rather than just providing them with theoretical knowledge.

Several factors have contributed to the rapid growth of entrepreneurship education in Asia. One major factor is the increasing awareness of the importance of entrepreneurship in driving economic growth and job creation. Governments and educational institutions alike have recognized the need to equip students with the skills and knowledge necessary to start and manage successful businesses. Additionally, the rise of successful entrepreneurs in the region has inspired a new generation of students to pursue entrepreneurial careers, further driving the demand for entrepreneurship education.

Another key factor is the increasing integration of entrepreneurship education into the mainstream curriculum of universities and colleges. In the past, entrepreneurship education was often offered as a separate, elective course. However, in recent years, many institutions have begun to offer entrepreneurship education as a required component of their business and management programs. This integration has helped to ensure that all students receive a basic understanding of entrepreneurship and its role in the economy.

Furthermore, the growing emphasis on innovation and research and development (R&D) in Asia has also led to an increase in entrepreneurship education. As governments and private industry alike invest heavily in R&D, there is a growing need for a workforce that is capable of identifying and commercializing new ideas. Entrepreneurship education provides students with the skills and knowledge necessary to do this, making it an essential component of higher education in the region.

Despite these positive trends, there are still several challenges facing entrepreneurship education in Asia. One major challenge is the lack of qualified faculty members to teach entrepreneurship courses. Many universities and colleges do not have dedicated entrepreneurship departments, and as a result, entrepreneurship courses are often taught by faculty members who lack specialized training in the field. This can lead to a less effective learning experience for students.

Another challenge is the limited availability of resources for entrepreneurship education. Many institutions, particularly in developing countries, lack the infrastructure and funding necessary to support entrepreneurship education. This can limit the quality and scope of the programs offered, making it difficult for students to gain the practical experience they need to succeed in the entrepreneurial world.

Finally, there is a need for greater collaboration between educational institutions, governments, and private industry. By working together, these stakeholders can create a more supportive environment for entrepreneurship education in Asia. This could include providing funding for entrepreneurship education programs, offering internships and mentorship opportunities for students, and promoting a culture of innovation and entrepreneurship in the region.

In conclusion, entrepreneurship education in Asia has come a long way in the past few decades. While there are still challenges to be addressed, the overall trend is positive. As the region continues to grow and develop, entrepreneurship education will play an increasingly important role in preparing the workforce for the future. By focusing on practical and experiential learning approaches, and by fostering a culture of innovation and entrepreneurship, we can ensure that the next generation of students is well-equipped to succeed in the entrepreneurial world.



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Concluding thoughts



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