Index

academic and private sector, links between 26
Action Plan for Education Revitalization in 21st Century 123
“adjunct faculty” 46
Advisors, spheres of influence 82–3, 84–6
AMD processor xiii, 9, 19, 21
American entrepreneurship conference Purdue University (1970) 96
AMR office 201, 203
program and academic standards 205
students present their midpoint findings to 204
APS (Adult Population Survey) 42, 56
Argentina 56, 64
ASEAN 174–5
CEE programs 171, 181
ASEAN universities, COBLAS program 164
“Ashoka Table” 183
Asia Science and Education for Economic Development institute (AsiaSEED) 173
Association of South East nations see ASEAN
Australia 47, 49, 52, 168
average level of training in starting a business 57–8
average national expert ratings on state of no-school entrepreneurship (2005–2008) 55
average ratings by national experts in three economic groups 53
Babson College Entrepreneurship Research Conference (1981) 151–2
Bayh–Dole Act (1999) 151, 166
Beihang University 97
Beijing (2002) symposium, pilot work for entrepreneurship 123
migrants 200
Beijing Institute of Technology see BIT
Beijing University of Aeronautics and Astronautics (Beihang) 112, 117
Belgium 58, 62, 65, 81
BIT xvi, 123
anti-terrorism, anti-riot robot 129
computer science and engineering entrepreneurship in 130
“I” talents focused on recruiting third and fourth year students into experimental classes 131
lectures at 131–2
Bolivia 63–4
brainstorming 141, 163, 173
Brazil 82, 83, 86
business associations 63
beneficial 36
community 30
competitions 96–7, 99–100, 123
concepts 175, 179, 220
courses in US family 147, 150
government 185
mind 157
new 169
registering 59
self-selection and 58
skills 218
starting 71, 88
business plan competition 99–103, 114, 124, 144, 218–19
business plans 13, 17, 77, 102, 142, 169, 175, 191, 224
businesses, local 171
Entrepreneurship education in Asia

“Call for Action” 5, 6
Cambodia xviii, 191–2, 196
CEE 171, 172
Canada 47, 168
Caribbean countries 81
Carnegie Mellon University (CMU) 113, 118
CEE 81, 168, 171–5, 181
comparison of programs 170
program schedule 176–8
programs conducted in English 180
SWOT analysis and brainstorming 173
Central South University (CSU) 112, 117
Challenge Cup Competition of Science Achievement in China, the “Big Challenge” 100
Chile 55, 58, 59, 62, 64–5
China xv, 50, 96–146, 199–226
Action Plan for Education Revitalization in 21st Century 122
cross-platforms only virtual 130–31
educational modules disconnected from SIP investment decision-making 223
energy and water security 212
‘enterprise institutes’ 217
entrepreneurship courses, elective without structure 124
entrepreneurship education not formal first-level discipline 132
undergraduate management and MBA programs 111
Entrepreneurship Interest Groups established (1974) 96
entrepreneurship started 1990s 97
feed-in Tariffs 215, 225
first entrepreneurship plan competition (1998) 123
generalist background of MBA students 218
government policies 215
independent enrollment, students admitted by comprehensive evaluation 134
innovation centers 142
investment in cleantech (2008) $8.4 billion 215
Ministry of Education of People’s Republic of 111
most courses relate to “career planning” or “employment guidance” 125
move up value chain 212–13
nine colleges and universities as pilot institutions 97, 111
no uniform teaching materials for entrepreneurship 124
photovoltaic manufacturing sector 216
pollution xix, 215
practical entrepreneurship education is insufficient 125
rapid college expansion xv, 122
School of Education 134
School of Management and Economics 134
SIEPT 128–9
start-up capital is a problem 104
State Council of 122
students afraid of failure 104–5
universities employ entrepreneurs to give lectures 124
University of Science and Technology of 215
value chain, construction of science and technology parks 213
Youth League Committee 134
China Academic Journals Database 98
China National Entrepreneurship Competition 96, 123
Chinese culture “a good scholar becomes an official” 103
Chinese educational system, not designed for entrepreneurship teaching 108
Chinese entrepreneurship education 98
academic research on 98
research fields 98
research funding from Natural Science Foundation of China 98–9
APPENDIX, academic research on entrepreneurship (1990 to 2010) 107
background 96–8
business plan competitions 99–100
strengths of the little challenge 100
stimulating applied research 101
stimulating creativity 100–101
stimulating start-up activity 101
weaknesses of the little challenge 101
most business plans disappear after the competition 102
only high-tech plans can win 102–3
risks undermining its entrepreneurial spirit 101–2
empirical study of Chinese students' attitude towards entrepreneurship 103
fear of failure is critical factor limiting start-ups 104
lack of social resources 104–5
lack of support from families, partners and investors 104
most students view entrepreneurship as last resort 103
Chinese Entrepreneurship Education Institute 132
Chinese National Natural Science Foundation see NNSF
Chinese Social Sciences Citation Index (CSSCI) 98
Chinese start-ups focused on growth and scalability 211
CIBER 199–200, 201
Cisco xiii, 19, 21
clash room 140
run as interdisciplinary seminar 141
clean technologies strategic priority to combat global warming 211
“Cleantech Venture Assessment” leverages MBA background 217
COBLAS program 164
CoCoNatch Technological Entrepreneurship Workshop 164
Columbia 48, 58–9, 63
Columbia University 189
combining separate modules on a cross-platform 122
the cross-platform 130–32
curriculum design 127–8
design ideas of entrepreneurship education mode 126
existing problems of entrepreneurship education 124
content shallow 124
curriculums not established 124–5
qualified teachers rare 124
history of entrepreneurship education's development 122–3
modular design 126
curriculum design 127–8
practice 128–30
Communist Youth League 97
with others launched the KAB program (2005) 123
sponsors the Little Challenge 100
community involvement 30, 33, 35
links with local 25
organizations 30
community-based learning 188, 192, 195
companies actions for 36–7
formation 110
founded by alumni 131
comparison between China and the US 108–9
data and methods 112
sampling 112–13
survey method 113
literature review 110–12
reflections and suggestions 116–19
culture and institution-building 119
entrepreneurship centers and engineering professors 119
resource integration 119–20
systematic education 119
results 113–14
barriers 116
course type 114–15
location within the university 114
resources 115–16
competitions 27, 36, 47, 102
cleantech business plan 99–100, 218–19
US and 217
competitive strategy 222
compulsory training 57–60, 71, 75, 79, 87
Entrepreneurship education in Asia

compulsory versus voluntary training 60
computers and mobile phones impact
of 9, 33, 35, 46
consulting-based entrepreneurship
education see CEE
continuous learning 28
Cornell University 215
course materials 34
course structure from opportunity to
technology 221
course structures 11, 14, 15
Croatia 63–4
cross-border
activities 28
partnerships 224
cross-disciplinary approach 23, 45, 116,
128, 132, 153, 175, 183–97
clash room and 141
talent and 137–8
cross-platform 134
constructing requires “first-level
disciplines from different fields” 132
curriculum setting and practice
126–32
involves cultivating “I” talents 131
separate models, integrating
resources 134
system of entrepreneurship
education 133
curriculum focus on learning
“for” rather then “about”
talents 25
Daiwa Institute of Research survey
(2008) 155
Daiwa Securities Group 163
Deloitte report 216, 225
Denmark 55, 60, 64, 82–6
developing an interdisciplinary
curriculum see cross-disciplinary
approach
developing world employment,
generated by informal sector
17
differences between IEE and
traditional professional education
136–8
Dominican Republic 58, 64

Drayton, Bill 183
Dushu Lake Innovation District of
Science Technology 214–15,
223
Dutch School 52
E-term program 140
early-stage entrepreneurial activity see
TEA
Eastern Europe NES survey 81
Ecological Science Hub 223
economic crisis 6
effect on jobs 105
economic growth 50
impact of entrepreneurship 1–2
Ecuador 62, 64
Education Association of Innovation
and Enterprise (2009) 123
education distribution of those who
have and have not received start-
up training 68–70
effective IEE 138–9
potential problems in implementing
TOPIEP and suggested
solutions 143–4
role of the clash room in the
Fundamental Stage 141
role of incubators in science and
technology parks in the
advanced stage 143
role of the innovative base in the
Intensive Stage 142
TOPIEP structure 139–41
efficiency-driven countries 47, 48, 50,
60, 64–7, 69, 74, 76–7, 79
EGYPT 56, 58, 62–3, 80, 84
emerging economies, ‘frugal
innovation’ 213
enablers 8, 47, 223, 225
leveraged technology and 35, 37
social and technical 190, 212
technological 19, 33, 213
energy and water security, core of
China’s social, economic and
political development 212
engineering and entrepreneurship
education 23, 26, 108–114,
189–97, 212, 221–6
ENGR 520 217, 220
ENGR 521 217, 220, 222, 224

Hugh Thomas and Donna Kelley - 9781849809481
Downloaded from Elgar Online at 12/30/2018 10:14:48AM
via free access
Entrepreneurship Ecosystem: Study of Waseda University Incubation Center 163–4, 166–7
entrepreneurial ecosystems 6–7, 31–2, 33–5
“portfolio” approach 8
entrepreneurial employee 22
entrepreneurial framework conditions (EFC) 52–4, 56–7
recognized by GEM 52–3
entrepreneurial university core elements 15
entrepreneurship champions 23, 33, 38
entrepreneurship education, definition 44
entrepreneurship education, societal change agent 1
entrepreneurship practice module 128–9
ethics 15, 22, 159
Europe 186
European Commission university enterprise networks 26
European Commission Report 45, 92
factor-driven countries 47–8, 50, 59, 64–5, 66, 69, 74
factor-driven and efficiency-driven countries 74–5, 76–7, 79
may be poor quality training 89
faculty advisers 202–3, 209
feasibility
business 219
of IEE in China 144
meaning of 136–7
of starting a business 52
feedback 20, 102, 179
positive 180, 181
students’ 194
Finland 55–6, 58–9, 62–4
“formal” and “informal” training 61, 65, 82
formal training in participating countries 63–5
formal versus informal training 65
“foundation of new enterprises” 127
France 65, 81, 110
Frankel Commercialization Fund 221, 224
Fundamental Stage of TOPIEP 138–9
basis for next two stages in structure of IEE 144–5
funding 27, 35
China and 100
government 16, 27, 97–9, 130
internal 46
for research 37
for stability 35
of student start-ups 35, 97–8
university 140, 143
gain from training 43, 75, 79–80, 81–2, 88
GEM 2008 data and 81
in TEA rates 77
Gates, Bill 49
GEM 2008 Executive Report 41
GEM 41–94
APS survey 42–3, 72
data 72
economies participating in 2008 education and training 47–8
Japan and 150
model and innovative-driven countries 73
national teams, conduct NES in their countries 52–3
NES data 42, 91
reports, necessity-based 50
research, reported through NES, entrepreneurship training lacking 87
samples of working age population 71
GEM data, issues of timing 72
GEM theoretical model 49
EFC conditions 46–7
priority in factor-driven economies 60
generic value chain 213
German university 52, 94
German-speaking countries 49
Germany 52, 55, 57, 65, 81, 92
Ghana, Youth Employment in 200
“giving back”, funding for entrepreneurship 27, 35
Global Competitiveness Report, method of classifying economics 47
Entrepreneurship education in Asia

Global Education Initiative meeting (Davos 2007) 5
Global Education Initiative Steering Board members 20–21
Global Entrepreneurship Monitor see GEM
Global Entrepreneurship Week (November 2008) 3
Goldman Sachs Foundation xiii, 18, 18–19, 21
government role 16, 30, 32, 98–9, 130, 140, 143, 213
funding mechanisms and 16, 130, 140, 143
recommended actions for 31–2
research actions for 98–9
Grameen Bank micro-credit system, to eradicate poverty and help women in Bangladesh 183, 200
Greece 50, 63–4, 79, 110
Guatemala 200
guest lecturers and teachers see outside speakers
Hamano Manufacturing 171
Harbin Institute of Technology Shenzhen Graduate School (HITSGS) 103
Harvard Business School 48, 93
Harvard University 183
Heilongjiang University 97
Hi-ICT project 192
higher education xiv, 14–19, 128
Hiroshima Commercial High School 154
Hong Kong University 215
Horizon Research Consultancy Group and Mycos Company, lectures at BIT 131–2
“Human Beings and Industrial Society” 154
human capital, entrepreneurship and 5–6
Hungary 60, 63–4, 79
Iceland 60, 61, 64
ICTs 9, 24, 33
IEE 136–7
develops capabilities to be intellectual entrepreneurs 137
feasible in China 144
four values at the heart of 138, 145
part of the Triple Helix 137, 145
IEE and traditional professional education, main differences between 137
“in-school” and “non-school” training 61–2, 65
Inclusion, social 9, 16–19, 24, 38
Incubation Center at Waseda 160–65
incubators 36, 143, 160, 161, 163
for innovation 25
role of 162
society and 143
university and 112, 115–16, 119
US and 140
India 64, 80
interdisciplinary seminar 141
Indonesia
started a business 180
CEE 168–9, 171–4, 180–81
Munich Re and crop insurance for
informal training programs, outside mainstream education 44
informal training, self-study xiv, 63
informal training sources, in participating countries 63, 66–7
information and communication technologies see ICTs
initial public offering (IPO) 163, 216
innovation centers 142
innovation-driven countries 47, 48, 64–7, 69, 74–5, 76–7, 79
ratio increases as training becomes widespread 73
training and 50
Institute of Science and Technology 134
Intel xiii, 19, 21
intellectual entrepreneurship education see IEE
intellectual property rights technology transfers and 27, 32
Intensive Stage of TOPIEP 138–9
involves engineering and technical projects 142
interactive pedagogies 23–4, 32
interactive programs 18, 31, 33, 180, 217
interdisciplinary approaches 14
curriculum 195
programs 33
talent 137
International Conference on Entrepreneurship Toronto, Canada (1973) 96
International Labor Organization, Know Your Business or KAB program 112
internet 9, 20
internet-based learning 46
internships (Malaysia) 169
Iran 56–7, 64, 80, 82, 83, 85, 86
Ireland 55, 60, 61, 65
Israel 64, 80
Jamaica 60, 62, 64
Japan 62–3, 63–4, 81, 147–67
Academic Society for Ventures and Entrepreneurships (1997) 151
CEE program 169, 171
chronology of entrepreneurship education 152–3
did not consider entrepreneurship education till (1991) 151–3
education role of Incubation Center 163
entrepreneurial experience in 148
established family businesses 147
facilitator for CEE 172
incubation center at Waseda 160–65
influences on career decision 149–50
Junior Achievement Program, created various initiatives 153
Kiz City Japan K.K. 154
Learning Brain K.K. 154
National Commission on Education Reform (1996) 153
research role of Incubation Center 163–5
TEA rates 150–51
teaching incubation center 161
“University Venture 1000” (2001) 151
V-kids Program based on pseudo-business experience 153, 156–60, 166
vending machines in 150, 166
young people, job experience 154
Jilin University 101
Job Sense project 163
Jobs, Steve 49
Johns Hopkins University 113, 118
Jousai Kokusai University 155
K-6 developed in Mexico 155
KAB 112, 121, 123, 125
KABU ROBO computerized portfolio management program 162
Kaufman Foundation Global Entrepreneurship Week 163
Keio University 155
Kiz City Japan K.K. 154
Know About Business see KAB
Kobe University in Japan (1938) 48
Korea Republic of 82, 83, 86, 156
Korea Advanced Institute of Science and Technology, enterprise management courses 189
Korean students
feedback from 194
prefer practical educational methods 194–5
team-based projects 192–3
Kouchi Kouka University 155
Kyoto University 160
Laos CEE 171
Latin America 81
Latvia 60, 64, 82, 83, 85–6, 86
Learning Brain K.K. 154
learning-by-doing 24, 33, 181
more effective than lectures 45
leveraging technology digital tools 13
lifelong learning process, entrepreneurship as xiii, 3–4, 10
“Little Challenge” xvi, 99
game for talented students 102, 105
limits of 102–3
location 101
need to train innovative students 100
popularizing knowledge about entrepreneurship 123
Livesense Co., Ltd, Mr Taichi Murakami 163
longitudinal studies, impact of entrepreneurship education 8, 32
Entrepreneurship education in Asia

Malaysia 156
CEE 168–9, 171–4, 179, 181
CEE program schedule 175–8
CEE programs 170
SMEs and 179
Malaysian universities, comparison of programs 170
Maryland University Venture Accelerator Program 140
Massachusetts Institute of Technology (MIT) 96, 113, 118
Mayigi University 155
media 9, 26, 30, 37
Merry-Year Foundation 192
Microfinance, field objective of 199
microfinance field study projects in Asia 199–201
lending in Shaanxi province 201, 207–8
Vietnam 201, 205–7
field study process at UCLA 201–5
Microsoft xiii, 19, 21, 29
Millennium Development Goals reducing poverty 2, 17
mindset shift xv, 11, 45
Ministry of Economy, Trade and Industry of Japan (METI) 151, 153
Ministry of Education of the People’s Republic of China (MEPRC) 142–3, 146
Misawa Commercial High School 154
modules 219–20
MONEX K.K. 162
multidimensional benefits 4
multidisciplinary backgrounds 175, 179
content 45–6
courses 127
education process 23
nature of entrepreneurship 45
multifaced nature of entrepreneurship 28
Multimedia University (Malaysia) 169
multinational initiatives 42
multistakeholder partnerships 3, 8, 20, 38
“My Favorite Top-Ten Projects” exhibition 129
Namibia factor-driven training 50
Nanjing University of Finance and Economics (NUFE) 112, 117
National Entrepreneurship Plan Competition for University Students see little challenge
National Expert Surveys see NES
National Student’s Innovative Pilot Scheme (SIEPT) 128–9
National Technical University in Greece 110
National University of Malaysia (UKM) 164, 173
National University of Management (Cambodia) 173
National University of Singapore 215
NES (surveys) 52–7
New Zealand 47
NGOs xx, 17, 20, 30, 36, 37, 42
Vietnam 205
NNSF 96, 98–9
peasant-worker start-ups and 105
non-governmental organizations see NGOs
non-school training, widely available 90
North Korean, migrants in South Korea window shade factory 193
Northeastern University (NEU) 112, 117, 164
Northern Ireland, post-secondary education 52, 92
Northwestern Polytechnic University (NWPU) 97, 112, 117
Oman 49
online training materials 35
“opportunity” 185
Osaka University 160
outcomes 35
outside speakers 13, 24, 26, 36, 124, 132, 163, 192–3
Paraguay 200
patents 102–3, 129, 142
Pew Environment Group 212, 224
Plug and Play concept 162, 166
PLUS, entrepreneurship skills and values in students 169
pollution xix, 215
Princeton Review, Top Colleges of Entrepreneurship in US 140, 146
Program Latihan Usahawan Siswa Swastaniga see PLUS
project-oriented learning 188
projects xix, 17, 129, 142, 160, 163, 192, 192–3, 199–209
consulting 169
design 189
joint 141
practical 170–71
practical entrepreneurship 128
student 207, 209
study 199
team-based 163, 192
Purdue University 113, 117
American entrepreneurship conference (1970) 96
Purme Foundation 192–3
Pyramid, bottom of 16
R&D transfer see technology transfer
“rebooting” educational process 6, 30
Renmin University 97
Rensselaer Polytechnic Institute 113, 118
Republic of Korea 55, 65, 81, 82–3, 85–6, 197
Advanced Institute of Science and Technology 189
age distribution of social entrepreneurs 187
careers of social entrepreneurs 187
community-based learning 192–3, 196
research on 81
social entrepreneurs and enterprises 186
resource use should be integrated 119
responsibilities, students and 180
responsible leaders 22
Ritsumeikan University 155
Romania 58, 63, 110
Ross School of Business 221
Roundtable on Entrepreneurship Education (REE) xiii
Saudi Arabia factor-driven 47
School of Business at Yonsei University 190
School of Economics (Nanjing) 97
science and technology parks 112, 116, 119, 140, 143, 213
Scotland
primary school pupils “enterprise education” 44
Profit through Knowledge Programme 172, 182
SEFY 196
self-selection 71
self-study xiv, 63, 65, 90
Selfwing Corporation teachers’ manual 156
Serbia 62, 64
Shaanxi province 207–8
Shandong University 101
Shanghai Jiao Tong University (SJTU) 97, 101, 112, 117
SIETP 128–9
Silicon Valley 213
Singapore 45
SIP 223
Business Development Director (Dr Xijun Zhang) 216
business model of investment through syndication 223
Ecological Science Hub 214–15
SISU 216–17, 222
cleantech business development workshops 224
MBA courses and start-up companies 217
‘real-life’ cases developed from SIP experience 223
Slovenia 55, 58, 60, 62, 65, 79
Small Business Administration Office of Advocacy 51
“small business management” 127
Small and Medium Enterprise Agency 156, 166
small and medium-sized enterprises see SMEs
SMEs 175, 179, 180
CEE and 171
consulting with 169, 172
failure rates, training and 51
Entrepreneurship education in Asia

improved after CEE intervention
80–81
invited to participate in CEE 173, 179
in Japan 162
others interested in CEE 175
Shaanxi province 207–8
students applied business concepts to 175
Social Enterprise Frontier at Yonsei (SEFY), practice-focused curriculum 195–6
social entrepreneurship educators, practical education methodologies 197
important for graduate students 191
patterns of changes: convergence and emergence 185
for profit and not-for-profit sectors 184
support programs for underdeveloped or undeserved groups 128
variety of meanings 183–4
social entrepreneurship education framework of four themes 187–8, 192
plans for developing 196
result of a question 194
social inclusion 16
social and technical enablers of entrepreneurship 1, 8, 12, 19, 33, 35, 37, 212–13
Social Venture Competition Korea (2007) 190
South Africa 56–7, 64–5, 80
South Korea see Republic of
Spain 55, 65
spin-outs 3, 16, 27, 34, 161, 164
stakeholder actions 15–16, 30
Stanford model 134–5
Stanford Technology Ventures Program xiii
Stanford University 113, 118
start-ups 3, 8, 31, 90, 101
capital and 104
Chinese 211
companies and 220–21
fear of failure and 104
involve high risk 104
peasant-worker 99, 99–100, 105
student 97, 97–8
US 211
immigrants and 213
strengths, opportunities and threats see SWOT analysis
“studies of technological innovation” 127
sustainability, concern for every company xviii, 188–9
sustainable programs 19
Suzhou Industry Park see SIP
Suzhou Institute of Sichuan University see SISU
Sweden 45, 49–50, 168
CEE 168
SWOT analysis 173, 179
synergy, between science, engineering and entrepreneurship 108
Syracuse University 113, 118
TEA rates 72, 77–8, 79, 81
Japan and low rates 150–51
Teaching Quality and Educational Reform Project (Beijing Higher School 2007) 130
teaching sustainability, virtuous-value cycles and 189
team formation 205–7
student 201–2
technology transfer 19, 26–7, 35, 52–3, 109, 143, 145
intellectual property rights 27, 32
Thailand 156
CEE 171
Three-Stage Open Process Intellectual Entrepreneurship Program see TOPIEP
Tianjin University (TJU) 112
Timmons, Jeffry see Clash room
Tohoku University 155
Tokyo University 160
TOPIEP xvi, 136, 138–42
“training the trainers” 46
Tsinghua University xvi, 101, 112, 117
China’s first entrepreneurship plan competition (1998) 97, 111, 123
Tukuba University 160
Turkey 57–8, 62–4, 80
type “I” talents
chairmen of Horizon Consultancy Group and Mycos Company 131–2
extolled in the university in China 131

UCLA xix, 113, 118, 199, 200, 209
UK 26, 45, 49, 52, 81
CEE 168, 171–2
UM xix, 211, 217
100 engineering and 60 MBA students have taken courses at 222
Frankel Pre-Seed Fund and Wolverine Venture Fund 224
US-based start-up companies based on business plans 223–4
UM-SIP-SISU, interaction for Chinese MBAs cleantech venture enablers and 223
underdeveloped or underserved groups 37
Undergraduate Teaching Quality and Teaching Reform Project in Higher Education 128
UNICEF (United Nation’s Children’s Emergency Fund) 193
United Kingdom see UK
Universiti Kebangsaan Malaysia (UKM) xviii, 169, 173
Universiti Malaysia Kelantan 175
Universiti Malaysia Sabah 169
Universiti Pendidikan Sultan Idris 169
Universiti Tenaga Nasional 169
Universiti Utara Malaysia (UUM) 169
Universits Teknologi Malaysia 169
University of Brawijaya (Indonesia) 169–70, 173
University of California Berkeley (UCB) 113, 118
University of California, Los Angeles see UCLA
University of Colorado 113, 118
University of Gadjah Mada (UGM) entrepreneurship courses 169
University of Hasanuddin 169
University of Iowa 113, 118
University of Liverpool 215
University of Maryland 113, 118
University of Michigan see UM
University of Nevada (Reno) E-team program 140
University of North Dakota 110
University of Twente (Netherlands) 164
University Putra Malaysia 175
University of Science & Technology Beijing (USTB) 112, 117
University of Shanghai for Science & Technology (USST) 112, 117
University of Texas (Austin) 152
“University Venture 1000” (2001) 151, 153
US 29, 47, 50, 55, 57, 151, 168
and Chinese engineering and MBA students cleantech economy 211
chronology of entrepreneurship education 152
Department of Education 200
drive to ‘green the economy’ and create jobs 216
entrepreneurship and business courses 110
students taught using Skype and YouTube technology 217
US–China CleanTech Entrepreneurship workshops 211
“value” 185
“venture capital” 127
Venture capital firms, technical universities and 27
Venture Team Action-Learning Project 190
venture-backable company 222
‘venturesome consumers’, enable an entrepreneurial economy 213
Vietnam 179
CEE 168–9, 172–4, 179, 181
microinsurance 201, 205–6
virtuous-value cycles 189
voluntary and compulsory training for business xiv, 57–8
voluntary training 57–8, 61, 71
more common than compulsory 88
women and 69
Waseda University 155, 156, 160, 164, 165, 171, 173
Entrepreneurship education in Asia

Study of Waseda Incubation Center
163–4
Teaching Incubation Center Program 166
V-Kids program and 153
Washington Accord international protocol for re-engineering education certification 132, 135
WEF 2–3
Global Agenda for entrepreneurship education 3
Global Education Initiative 8, 19, 41–2
Global Education Initiative Steering Board 24
regional summits 39
Technical Advisory Group xiii, 5
Western Europe NES survey 81
“willingness” 185
Wish RPC project, poor Cambodian Farmers and 192
“Wish-Note” (UNICEF) 193
Wolverine Venture Fund 221, 224
women 9, 18, 36–7, 69, 183, 200
World Economic Forum see WEF
World Values Survey 83
Wuhan University 97
Xiamen university 101
Xi’an Jiaotong University (XJTU) 97, 112, 117
Yonsei Social Enterprise Center (YSEC) 190
Yonsei Teaching and Learning Assistance Center 196
Yonsei University xviii, 189
anonymous questionnaires, three findings 194
three social entrepreneurship courses 189
Yonsei University College of Engineering 191
young people 2, 30
entrepreneurship camps for 153
youth 4, 9, 11–16, 24
Youth League Committee 134
Zhejiang University 101