

# The Comparative Study of Entrepreneurship Education Collaborative Model in United States, Britain, Japan and India

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## Abstract

The process of entrepreneurship education is complex and its connotation is rich. The characteristics of entrepreneurial education determines the entrepreneurship education must be a process of collaborative education of multiple education body. The practice of foreign entrepreneurship education provides a sufficient proof that high degree of collaborative can promote entrepreneurship education better. Based on the theory of collaborative education, this paper constructs the collaborative model of entrepreneurship education, selected and analysis the different collaborative education model the United States, Britain, Japan, India.

**Keywords:** Entrepreneurship education; collaborative model; comparative study

## 1. Introduction

Entrepreneurship education has expanded rapidly in higher education institutions around the world[1]. This expansion has been driven by entrepreneurship's promise as a vehicle for promoting economic renewal and growth [2]. With innovation and entrepreneurship becoming a national strategy of china, Chinese government pay more attention to innovation and entrepreneurship education, and universities in various regions are responding. Entrepreneurship education is developing rapidly across the country. But current entrepreneurship education in china is mainly dominated by colleges and universities, in the process of education merely focus on entrepreneurship knowledge, lack of the combination of education activity and entrepreneurial. At the same time, the education activity was limited in the class, which led to the lack of practice of entrepreneurship education, and the effect of education was not ideal.

The process of entrepreneurship education is complex and its connotation is rich. The characteristics of entrepreneurial education determines the entrepreneurship education must be a process of collaborative education of multiple education body. This paper constructs the collaborative model of entrepreneurship education, and selected the United States, Britain, Japan, India, analysis the different collaborative education model of each country.

## 2. System construction and research object selection

### 2.1 indicator system

Based on Collaborative education theory, there are three basic elements (school, home, society) play important role in the process of education [3]. They play different roles in the education process, but they complement each other. Therefore entrepreneurship education also involves the three systems.

The three systems play a different role in the process of entrepreneurship education. Depending on the strength of the three systems, entrepreneurship education can be divided into different model. In order to effectively deconstruct the cooperative model of education, this paper is based on the literature, including the authoritative publication of global entrepreneurship observation and the selection of key indicators in each system. Specific indicators are listed below:

Table 1 index

Compared item	indicator		
School	curriculum	practices	cooperation
Government	policy	funds	management
Social	participate	support	Value identity

### 2.2 Research object selection

This paper selects us, UK, Japan and India as research objects. The United States is the first country to launch the entrepreneurship education, and has experienced the embryonic stage, stage of development and mature stage. So far, it has formed the completely entrepreneurship education ecosystem. As a traditional capitalist countries, the UK has a distinct national characteristics, the government attaches great importance to and leading the

development of entrepreneurship education, but at the same time, history and traditional culture factors also restrict the development of entrepreneurship education. Japan and our country are in a strip of water, the cultural tradition is similar, and the launch of education in Japan has yielded fruitful results. India began to launch the start-up education in 1966, and India and China belong to developing countries and have similar national conditions.

The above four countries in the process of entrepreneurship education, implement the multi-party cooperative schools, government and society, but in the process of coordination, the main body participation way exists obvious difference, and formed the different styles of entrepreneurship education cooperative mode, national entrepreneurship education and is not the same, the result of the business-pioneering education of our country have very important significance.

### **3. School level**

#### *3.1 curriculum*

The education curriculum system in the United States is very complete, and it runs through the students' entire learning career in the longitudinal direction, covering all majors in the horizontal. The entrepreneurship education curriculum system is based on clear talent training target system [4], the course system throughout much of the students the entire learning career, from youth to professional integrity education stage. American universities have also formed a perfect curriculum system.

British entrepreneurship education is mainly focused on the stage of education, covering a wide range of content and rich content. Universities in the UK have built a curriculum system of "entrepreneurial awareness", "entrepreneurial knowledge" and "entrepreneurial career"[5].

The entrepreneurship education course in Japanese is highly pertinence. The education courses offered by Japanese universities mainly consist of four kinds: entrepreneur training which cultivating practical management experience; Operational skills comprehensive training which developing the knowledge and skills of entrepreneurship; Entrepreneurial skills training which teaching entrepreneurial skills; Entrepreneurial spirit training which cultivating entrepreneurship awareness and entrepreneurship spirit.

India's education curriculum revolves around the needs of the educated, relatively dispersed. India's business schools are mainly engaged in entrepreneurship education, , the Indian institute of technology is mainly engaged in entrepreneurial support and project incubation, and the Indian institute of development is mainly engaged in training.

#### *3.2 practices*

American entrepreneurship practice education is rich in content and complete in form. The United States is the birthplace of many entrepreneurship competition with international influence, almost all colleges and universities with the club, student organization, related to the campus lectures is very rich in business related activities such as entrepreneurship, competition, etc. At the same time, the university's internal entrepreneurship center, incubator and start-up related platform are sound and complete.

British entrepreneurship practice education depends on the science and technology park. Most universities in the UK are building university science and technology parks, incubation centers, employment guidance centers, entrepreneurship centers and various entrepreneurial clubs, entrepreneurial associations, etc.

Japanese colleges and universities conduct research by organizing students into the market to increase students' awareness of entrepreneurship. In addition, according to industrial demand and regional development demand, Japan will promote the combination of education and industry.

Indian university entrepreneurship practice education has high degree of integration and pertinence. In the process of launching the entrepreneurship education, India has incorporated practical activities into the curriculum education. The students' independent student entrepreneurship association and the entrepreneurial innovation club are very active in the universities of India and carry out relevant activities independently. The school and the government have given great support to them.

#### *3.3 cooperation*

American universities independently carry out external cooperation. Colleges and universities establish a network of startups through cooperation, and form the joint activities and resources sharing of entrepreneurship education.

The UK has a very well-organized body to support the interconnectedness of universities and colleges. For example, national entrepreneurship education center, national college students' entrepreneurship committee, national college entrepreneurs' association, Education College, British start-up educator, etc.

The external cooperation in Japanese universities under the control of government. In 2009, the Japanese government set up the education promotion network of University College. The network includes academics, entrepreneurs and entrepreneurs education.

Indian universities are actively integrated into the regional entrepreneurship system. The I2I- creative implementation competition, Asia's largest business plan competition organized by Indian universities, usually attracts more than 200 universities. In addition, the institute of entrepreneurship and development in India has become a member of the United Nations Asia and Pacific Asia Pacific.

Based on the above analysis, we rated the entrepreneurship education of school level in American, British, Japanese and Indian

Table 2 comparison of school level

nation	curriculum	practices	cooperation
US	5.3	5.1	5
UK	3.8	4.8	4.8
Japan	3.6	3.8	4.6
India	1.4	2.4	4.4

#### 4. Government level

##### 4.1 policy

The U.S. government is leading a very loose and supportive system of entrepreneurial policies to create a good social atmosphere for entrepreneurship education [6]. There are three main types of entrepreneurial policies in the United States. One is to offer corresponding policy preferential treatment to students and university science and technology personnel; the third type is to create a social atmosphere.

The British government has given priority to entrepreneurship in the area of education, and has introduced policies to guide and regulate it. The British government attaches great importance to entrepreneurship guidance, vigorously improves the national entrepreneurship policy environment, and provides convenient start-up conditions for college students to start their own business.

The Japanese government has also tried hard to create a relaxed entrepreneurial environment. The Japanese government promulgated the "technology promotion law", which promoted the system reform of education scientific research system. The Japanese government provides more preferential treatment and convenience for college students in law and regulation.

India's policy environment is very tolerant and very conducive to entrepreneurial activity. In 1996, the enterprise investment fund management ordinance was promulgated. In 2000, foreign venture capital fund management was promulgated, allowing foreign venture capital institutions and individual investors to register and enjoy relevant rights.

##### 4.2 Funds

American venture fund sources are diverse. The government will provide a certain amount of fund as "seed" funds for the commercialized college students' entrepreneurship programs, and schools and enterprises will also invest some funds to help outstanding entrepreneurial projects. But more importantly, the open and convenient financial markets of the United States provide a very favorable financing environment for entrepreneurial projects, which can be financed by themselves.

Government input is the main source of British start-up funds. The British government directly invests or dominates a series of funds. Such as "prince fund", education innovation fund, scientific start-up challenge fund and regional development fund.

Japan has a wide range of sources of entrepreneurship fund. Japan has also set up a science and technology grant, a start-up fund, and a competitive financial assistance fund for venture funds to support start-ups. On the other hand, the Japanese entrepreneurship education is highly integrated with the industry, and industrial investment has become an important source of funds.

India's entrepreneurship education is dominated by self-employment and its funding is fragmented. India's entrepreneurship education is often conducted by independent agencies according to the actual demand, the government is not too much to participate in, to encourage entrepreneurship, of course, the government will also provide a certain amount of financial support, but was more agencies to anticipate or proprietary.

##### 4.3 management

American start-up education has higher autonomy. The entrepreneurship education alliance is the entrepreneurial education coordination mechanism, which was founded in 1982, gradually developed into a very broad education alliance, members include foundation, the enterprise of education system, with all kinds of social organizations. Become an important coordinating body for American startup education, and promote the sharing of resources and information among members.

The British government led the launch of education, a strict management system from top to bottom. The British government established a special university entrepreneurship management committee to manage and implement the education.

The Japanese government has set up a multi-organization cooperation to lead the launch of education. The Japanese government actively promoted the reform of the education system.

In India, the government rarely participates in management. Organizations such as financial institutions, education and training schools, industry associations, ngos and consultants are all providing training services related to entrepreneurship.

Based on the above analysis, we rated the entrepreneurship education of school level in American, British, Japanese and Indian

Table 3 comparison of government level

nation	policy	funds	management
US	4.9	3.7	3.4
UK	4.8	5.2	5.1
Japan	4.5	4.3	4.4
India	4.3	2	1

## 5. Social level

### 5.1 participation

American companies are highly involved in entrepreneurship education. Enterprises actively cooperate with the government to establish incubation business incubators, to provide direct resources input for good entrepreneurial projects and to help the transformation of entrepreneurial projects. At the same time, many enterprises and universities jointly build a laboratory or entrepreneurship center, set up entrepreneurship scholarships, and provide students with internship opportunities and other ways to support entrepreneurship.

British companies and universities have teamed up to offer entrepreneurship education. Many new entrepreneurs provides entrepreneurship training for student. Drive the regional development, and improving the influence of entrepreneurship education and its contribution to regional economy.

In Japan, companies work closely with schools. The company provides talents demand advice to colleges and universities, input external teachers, jointly develop courses, compile education teaching materials, and design entrepreneurial talent training programs.

The economic pattern of small and medium-sized enterprises in India, enterprises provide a lot of practice opportunities for students. Relying on the industrial park, especially the software base, India's high-tech enterprises have been active in the start-up of education.

### 5.2 Support

In American various organizations actively carry out various forms of entrepreneurship competition to attract students to participate and enrich the form of education.

Britain supports entrepreneurship by working with social forces through the development authority. Districts also actively promote college students' entrepreneurial activities and encourage college students to start their own businesses. Local governments provide special funds and intellectual support for entrepreneurial projects in the region.

Because of Japan's overall social environment on the entrepreneurship is not very support, active into education and also support the entrepreneurship education of social activities and no special market.

India's social entrepreneurship education and training are very well-developed. High industrial clusters, especially the software industry, provide a good platform for technology-based entrepreneurial projects.

### 5.3 Value identity

American society has high social acceptance of entrepreneurial activity. The American culture of personal supremacy has made entrepreneurs and entrepreneurs widely accepted. The highly developed economic environment provides fertile soil for entrepreneurship and promotes the development of education.

In Britain, with the impact of the industrial revolution, the commercial culture that accompanied the industrial revolution finally became the soil for the culture of entrepreneurship. The entrepreneurial spirit of business culture has an unprecedented impact on college campuses, forcing universities to interact with businesses and break through the boundaries of traditional disciplines.

Japanese society's social acceptance of self-employment is not high. In particular, after 20 years of lost, Japanese society continues to lose confidence in economic development, and lacks the value recognition and tolerance of youth entrepreneurship.

India's private sector is a fertile ground for entrepreneurship. India, which is dominated by private enterprises, has a very favorable social and cultural environment for self-employment. The tolerance of social environment in turn promotes the identity and development of entrepreneurship education.

Based on the above analysis, we rated the entrepreneurship education of social level in American, British, Japanese and Indian

Table 4 comparison of social level

nation	participation	support	Value identity
US	4.9	4.6	5.3
UK	4.5	3.9	3.9
Japan	4.3	2	1.6
India	3.4	4.4	4.4

### 6. Comparative study

Combined with the above analysis, this paper will draw the comparison results. And summing up the education model of the four countries.

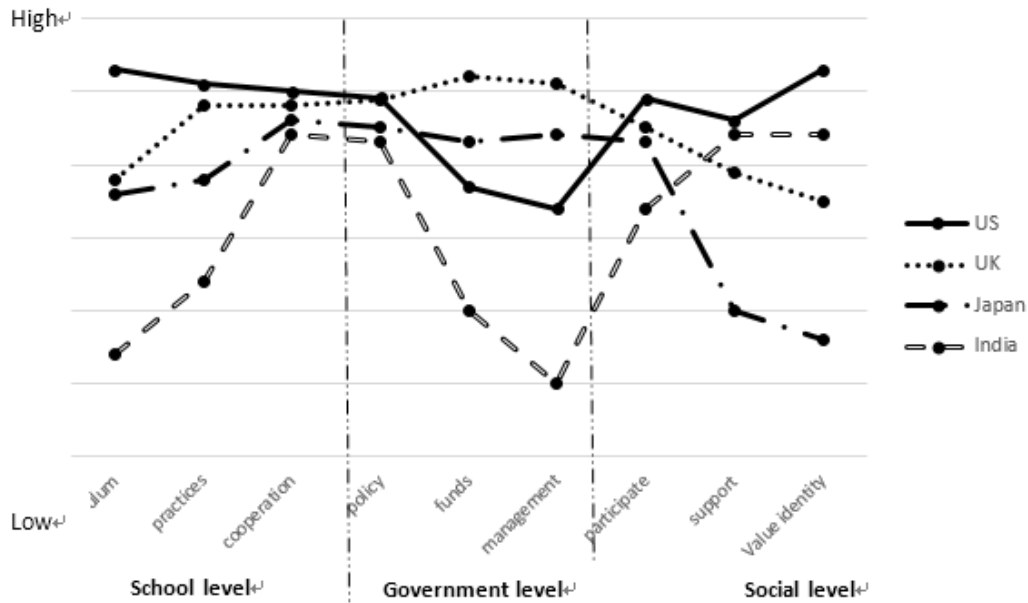


Figure1. Comparison of the entrepreneurship education model in us, UK, India and Japan

The American entrepreneurship education collaborative system basically realizes the coordinated and coordinated ecosystem of each level. The American entrepreneurship education system is perfect, the curriculum system, practice education and the cooperation between the school and the outside are very systematic. The government is mainly committed to creating an entrepreneurial atmosphere, and through the legal and regulatory system to guarantee the implementation of education. In the process management, the organization has the characteristics of strong self-management. At the social level, American society has high value recognition and positive social atmosphere for entrepreneurship.

Britain's education is a typical government-leading. The British government has established a top-down management system. The education activities are organized by universities, and various social forces have formed synergy with the mobilization and promotion of government. Although influenced by the industrial revolution, Britain's entrepreneurial social environment continued to improve, but influenced by historical and cultural factors, the overall social atmosphere was relatively conservative.

Japanese entrepreneurship education is highly synergistic and forms a multi-center model. Schools, governments and businesses have been highly integrated. As can be seen in the picture, the university education system is improved, the government input and policy influence is huge, and the enterprises are actively involved. However, the Japanese society has a disapproving attitude towards entrepreneurship and lacks the value recognition of entrepreneurship.

The Indian entrepreneurship education has its own characteristics. India's economic structure is very conducive to entrepreneurial activities, so it is in the process of promoting entrepreneurship education. The government voluntarily withdrew, forming a weak government, the education pattern. The good entrepreneurial environment has promoted education, which is independent of all kinds of education subjects in India according to their own needs.

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