

# 2<sup>nd</sup> International Danube Cup

## Conference on Entrepreneurship Education

**IDC<sup>2</sup> E<sup>2</sup> 2023**

## **Reasons, Content, Methods, Impact – How to Create a HEI Led Entrepreneurial Ecosystem?**

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**Date:** 24<sup>th</sup>-25<sup>th</sup> November 2023

**Venue:** Belgrade, Serbia

Entrepreneurship has become central to business education. At the same time, companies have transformed their HR policies to hire the most creative and innovative graduates and improve their understanding of start-up ecosystems (Bureau 2018). The growing number of entrepreneurship courses in higher education clearly indicates the need for additional and solid intellectual foundations at both methodological and theoretical levels (Valerio et al. 2014; Fayolle 2019). Innovative teaching methods are quasi-by-products of the quantitative growth of entrepreneurship in higher education institutions in a positive sense.

The significant growth of entrepreneurship education throughout Europe in recent decades has played an important role in the development of academic infrastructure within the discipline. The support of government institutions is crucial, and not only in terms of funding. One example is the 'HEInnovative' platform, co-financed by the European Union and the Organisation for Economic Co-operation and Development (OECD), where institutions can monitor their level in offering entrepreneurial programmes ([www.heinnovative.eu](http://www.heinnovative.eu)). In 2021, the European Commission published a guide to fostering entrepreneurship education (Lilischkis et al. 2021).

The effects of entrepreneurship education are also hotly debated in the entrepreneurship literature. Several years of debate on the relevance of theory and practice in management education is based on Mintzberg's argument, whereby 'management is a practice that has to blend a good deal of craft (experience) with a certain amount of art (insights) and some science (analysis)' (Mintzberg 2004, 1).

One of the key points of a research agenda for entrepreneurship education is that many important questions of entrepreneurship education are still open and require further research. Those involved in entrepreneurship education should teach with established knowledge, validated methods and tools to achieve their desired learning outcomes. Europe-based scholars have also contributed significantly to research on entrepreneurship education (Landström 2010).

Yet from both theoretical and practical points of view, a lack of literature and research on the trans-regional phenomenon of starting a business is also evident. Specifically, we have identified two key issues in entrepreneurship education: 1) What current evidence-based practices exist in entrepreneurship education? 2) What are the results of recent research activities with a focus on regional entrepreneurial activities?

## Call for Papers

Distinguished colleagues, it is a pleasure to invite you to Belgrade, Serbia for the 2nd International Danube Cup Conference on Entrepreneurship Education (IDC2 E2 2023). The conference will take place on the premises of the [Faculty of Organisational Sciences, University of Belgrade](#), a leading Serbian faculty in management and information systems and technologies.

The [Danube Cup](#) is an international network of universities along the course of the river Danube with an aim to enhance entrepreneurship education and support student start-ups in the region. The [Previous conference, held at Corvinus University, Budapest](#) had more than 120 guests online or offline from 9 countries and 21 universities/research institutes, plus many accelerators and companies which also joined the event. This year's conference is to take place on 24th-25th November 2023.

Please send a short summary of 100-200 words (in the case of a non-academic presentation) OR an abstract of 500 words to be sent to: [conference@danubecup.eu](mailto:conference@danubecup.eu) by September 1st, 2023. We kindly ask that you indicate which section you would like to participate in. The conference is set to highlight trends in entrepreneurship/start-up education, to share experiences and knowledge and point out applied measures which can be implemented at other HE institutions.

On this basis, we aim to support the dissemination of best practices and quality research and provide a memorable experience through our hospitality and conference facilities in Belgrade, Serbia. The conference committee welcomes academic and practitioner community contributions on a wide range of topics using a range of scholarly approaches that showcase the latest innovations and achievements that outline reasons, content, methods and the impact of active entrepreneurship/start-up education. Submitted contributions showcasing empirical research, methodological advances and real case studies will be especially welcome. All contributions will be peer-reviewed, and the acceptance of contributions will be based on originality, their relevance to the conference theme and their overall levels of quality.

## Important Deadlines:

- Application with an Abstract/short summary: **1 September 2023**
- Notification of Acceptance: **30 September 2023**
- Camera Ready poster/presentation: **15 October 2023**
- Full Paper Submission Deadline – **depending on the selected Journal**

Please, feel free to share this invitation with the colleagues in your academic circles of trust.

## Sections

The Danube Cup 2023 is an interactive conference for professionals representing universities, corporations and start-ups coming together to share their knowledge and tools for facilitating entrepreneurship. Acceptable topics are all from the entire range of entrepreneurship education research, with proposed sections of:

**1. Reasons:** Motivation behind entrepreneurship education at HEIs, the WHYs: motivating, inspiring, and making students become professional entrepreneurs or co-entrepreneurs, or entrepreneurship supporters in the entrepreneurship ecosystem, and increasing the number of spinoffs etc. Top-down analysis of global, regional, local, individual needs and challenges is also welcome.

**2. Content and methods:** This focuses on teaching entrepreneurship at different levels with different content: theory vs practice, about what vs how, traditional vs innovative ventures, etc. Should we prepare our students for different roles or functions or just give general entrepreneurship education? How should we teach entrepreneurship: learning from lectures, from case studies, from entrepreneurs' inspirational talks, from action in creating new ventures, cooperating with and working for external businesses, from teamwork, using incubators, accelerators, or from part-time jobs in the start-up ecosystem? What are the accepted best practices to develop entrepreneurial ecosystem brokered by the universities? How can we develop self-sustainable platforms and nourish start-up creation in University incubators / accelerators? Which are the best content and methods to educate the educators?

**3. Impact:** Analysis should be used to gain a deeper understanding of the impact of entrepreneurship education in the motivation and professionalism of the new generation, to learn how much our students utilize entrepreneurship education and what they have missed. Such research should primarily fill a research gap on the performance of entrepreneurship education. Longitudinal research is especially welcome, but also a multiple case-study approach based on feedback of how much previous students have utilized knowledge from their studies. Papers on approaches to expert support may be used, focusing on how for example start-up law clinics, accountancy, sales and product management experience may provide good impact.

## Publications

We will organize a special paper development workshop and "Meet the editor" session during the conference. Selected papers are to be offered consideration and preferably a fast-track double-blind review in the following journals:

- [Journal of East European Management Studies](#) (JEEMS) published by NOMOS Publishing in Germany, metrics [Web of Science Impact Factor 2020 JIF: 0.821 \(2019: 0,679; 2018: 0,571; 2017: 0,794\)](#) Scopus Cite Score 2019: 0,9 (2018: 0,66; 2017: 0,62), Scimago H-index: 19
- [Society and Economy](#), metrics: Scimago Quartile Score: Economics Q3, Scopus Cite Score: 1,2, Scimago H-index: 13
- [Management: Journal of Sustainable Business and Management Solutions in Emerging Economies](#), published by University of Belgrade, metrics [ERIH+](#)

- [Information Society](#) (in Hungarian: Információs Társadalom, abbreviated as InfTars), metrics: Scimago Quartile Score: Communication Q3, Scimago H-index: 5
- [Review of Economic Theory and Policy](#) (in Hungarian: Köz-gazdaság), metrics: category "C" according to Hungarian Academy of Sciences, class IX. (Economics and Management)

## References

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Mintzberg, Henry. *Managers Not MBAs: A Hard Look at the Soft Practice of Managing and Management Development*. San Francisco, CA: Berrett-Koehler, 2004. <https://mintzberg.org/books/managers-not-mbas>

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