

Case Study on Chinese Governments' Approach to Foster Youth Entrepreneurship Through Its Entrepreneurship Education

Wendi Dai, Zhongwei Hua, Yunlong Chen, Liqin Shi

Suzhou Sci-Tech Enterprise Equity Services Co, Ltd. Suzhou 215000, China.

Abstract: Entrepreneurship education becomes a prevalent focus in China these years. This happens for the reason that youngsters are having consciousness on doing business, especially young researchers whom have technological achievements want to transfer them into products through beginning a business. The government supporting this status by stated quite a few documents to encourage young people to do entrepreneurship. Chinese universities respond the policies by cooperating with companies as internship in order to foster youth entrepreneurship. This research will emphasize how China foster youth entrepreneurship, what approaches will the China government use, and what are the results of implementing entrepreneurship education. At the discussion, the research will discuss some samples from developed countries to suggest which orientations could be beneficial to China to make its entrepreneurship education more better.

Keywords: Entrepreneurship Education; Governments' Supporting

Introduction

There is a phenomenon happens commonly in China, Chinese young researchers who work in the universities or institutes are considering to do business through their research achievements. It has required and supported from the Chinese government as a major goal in order to secure further economic growth in recent years. China finished 20th CPC National Congress and proposed the goal of 14th Five-Year Plan within Version 2035, which was based on the paper of "Made in China 2025" (O'Connor, 2019). Industry became the core part for China to develop and level up its economic growth, besides, for solving industrial problems, innovation was a keyword to the Papers. Therefore, China government put their eyes on entrepreneurship, and turned it into a vital factor for China's enormous economic growth.

Based the MIC 2025, China had published "Chinese Youth Drive New-Era Innovation, Entrepreneurship: White Paper", showed a consensus that young people take a lead in innovation which corresponds around the world. However, doing a business is not an easy thing, it always accompanied with challenges, so many of young researchers may give up if the problems are hard to solve. For this factor, it is necessary to investigate entrepreneurship education in China caught up according to today's economic conditions, and how it is compared with international competitors. Furthermore, discussing how the government to foster many youth entrepreneurship to lead innovation for future goals is the main part of this research.

Literature Review

China started entrepreneurship and innovative courses after held International Seminar on Education for the 21st Century in Beijing in 1989, whereas the concept of entrepreneurship education was put forward for the first time. Currently, it can be explained as to help folks who are in the universities want to develop the skills and attributes required to realize opportunity.

In the 1990s, with the rapid development of market economy, college students with new scientific and technological knowledge resources and enthusiasm for innovation are eager to realize their entrepreneurial dreams. Against such a social background, the Ministry of Education proposed in the Action Plan for Revitalizing Education for the 21st Century in 1998 to strengthen

entrepreneurship education for teachers and students and encourage students to start their own businesses. Chinese entrepreneurship education has entered the stage of development.

Lacking in the entrepreneurship and innovation education, China has a low entrepreneurial capacity, and the numbers of entrepreneurs were fewer than originally initiated (Xu, 2011). China decided to focus on entrepreneurship education in 2002 in order to benefit young entrepreneurs for establishing commercial ideology. Nine universities were selected as the first group to implement, which well known as Tsinghua Universities, Renmin Universities, Beihang University etc.,

In fact, Nikolas Hasse (2017) quoted that the delay on establishing entrepreneurship education in Chinese universities leading an issue, which was sufficient quantity and theoretical depth in their curriculum. Additionally, within the reasons of separate and incoherent entrepreneurship courses, and lacking of entrepreneurial experience from teachers, the high quality of practical knowledge in entrepreneurship education seems to be unsystematic (Ding, 2017). By contrast, a view from Zhu, Zhang, and Ogbodo (2017) in Nikolas Hasse' Paper argued that Chinese government had published "Chinese Medium and Long Term Youth Development Program" in 2017, which showed significant progress in improving the quality of entrepreneurship education. This has been focusing on teaching staff and curriculum on updating the entrepreneurship theory.

To showing the reason why we need to establish entrepreneurship education in colleges and universities, A document named as "Opinions on Vigorously Promoting Innovation and Entrepreneurship Education in Institutions of Higher Learning and College Students' Self-Employment" from The Ministry of Education claimed that to carry out innovation and entrepreneurship education in colleges and universities is an important way to serve the construction of an innovative country.

Research methods

Learning from Chinese government's documents, entrepreneurship education has been emphasized than before. But, there two questions need to be answered: what are the appraises of entrepreneurship education in students? How do they think about entrepreneurship education? Universities and institutes will choose as samples, the questionnaires and interviews could be appropriate to use to find the result.

Tsinghua University and Renmin University of China are two representative universities to be choose to analysis the set of entrepreneurship education in China. For the reasons, 1) both of them were the first group to start entrepreneurship education; 2) Tsinghua University was the first to implement before Chinese government launched some guidelines to support; 3) different from other universities, Renmin University of China is power of speech in the field of humanities and social sciences.

Table 1 The differences and similarities between Tsinghua University and Renmin University on Entrepreneurship Programme settings

Cases	Programme Setting	Content	Participants
Tsinghua University	The First Chinese MBA Training Programme, now collaboration with MIT Sloan Business school as an international programme.	Offers a wide range of entrepreneurship courses and practical projects.	International Students
Renmin University	The First Chinese Administration Business Programme	Offers over 500 extensive courses based on school's extensive resources in the humanities and social sciences.	More on Chinese students

For the similarities, Tsinghua University and Renmin University provide their _ education under the guide from The Chinese Ministry of Education, both of them prefer to set their programmes in MBA programme, in order to foster youth entrepreneurship more focusing on business.

For the characteristics, Tsinghua University more prefers to establish a worldwide version on business, so the content of entrepreneurship courses aims at foster youth entrepreneurship become more international, offers a wide range of entrepreneurship courses and practical projects. This university had collaboration with MIT Sloan Business since 2013 and widespread its programme in two choices, Full-Time Programme on Chinese teaching and International Programme. While Renmin University as a famous

university in the field of humanities and social sciences, more focusing on to foster young people become a member to provide important input to government policy-making. This can be found from their introduction that they were the Chinese first administration business programme, which offers over 500 extensive courses based on school's extensive resources in the humanities and social sciences. So the required participants of programme are more on Chinese students.

Results

The entrepreneurship courses in most colleges and universities showed as "Entrepreneurial Management", for content of "Business Plan", "Entrepreneurship" and "Technological entrepreneurship" is relatively simple, with poor selectivity. Most students are unable to adapt to social needs and meet the needs of their own entrepreneurial ability. Also, the theories were disconnected from the market economy. In terms of practical activities, the entrepreneurial practice activities of Chinese colleges and universities are mainly embodied in the holding of entrepreneurial knowledge lectures, entrepreneurship open courses, innovation and entrepreneurship competitions, and entrepreneurial social practice activities, such as the establishment of pioneering parks on campus and school-enterprise cooperation projects. These courses are not targeted, and students do not have high participation, just for gaining academic credits.

Discussion

There were four aspects to discuss implementations of entrepreneurship education.

Firstly, practical courses should be equal to theoretical knowledge. For the teaching staff, some teachers who are lacking practicals on entrepreneurship, more focusing on theoretical framework rather than practicals. Examples from MIT's innovation and entrepreneurship teaching team, some of the full-time teachers are entrepreneurship scholars, founders or CEOs of companies. For the students, how to gradually cultivates students' entrepreneurial thinking is necessary to discuss.

Secondly, practical activities are really important. MIT has been holding the \$100K Innovation and Entrepreneurship Competition since 1989, which is a cutting-edge platform for students and teachers of MIT to carry out entrepreneurial practice. This also the same opinion as Tsinghua University held that students in this programme need to practice their ideas whether they are right or wrong. The more practices they do, the depth conceptions they will have.

Finally, resource supporting should be widespread, not only support from government, but also from the companies. There is an example from Technical University of Munich, which has established extensive cooperation with many famous European enterprises, such as BMW and Volkswagen, to provide financial support for innovation and entrepreneurship education of the university.

For a long time, some universities tend to only pay attention to whether students succeed in entrepreneurship, but ignore the cultivation of students' innovation ability, and simply put entrepreneurship education as entrepreneurial skills and policies. Colleges and universities should change the idea of innovation and entrepreneurship education to cultivate students' innovative spirit as the goal.

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