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University-Level Entrepreneurship Education as a Modern Approach to Developing an Entrepreneurial Culture among Students: A Review of Leading Global Experiences

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Abstract:

This research paper examines university-level entrepreneurship education as one of the key factors contributing to the promotion of an entrepreneurial culture among students, highlighting the most prominent successful international experiences in this field. The study begins by outlining the conceptual framework of entrepreneurship, entrepreneurship education, and entrepreneurial culture. It then explores the role of university entrepreneurship education in cultivating an entrepreneurial mindset among students and discusses the impact of media campaigns in fostering entrepreneurial culture within university communities. Finally, the paper reviews the most successful international experiences in this field, supported by selected statistics from the Global Entrepreneurship Monitor (GEM) for the 2025–2026 period on entrepreneurial activity in different countries. The study concludes by presenting the main results that can be drawn from these experiences.

Keywords: Entrepreneurship; University-Level Entrepreneurship Education; entrepreneurial culture.

Introduction:

Today, entrepreneurship as a multidimensional phenomenon, represents one of the most significant challenges and opportunities for the economic development of both developed and developing countries. Contemporary studies, research, and practical experiences consistently confirm that entrepreneurial activity serves as a fundamental pillar and a major driver of development, owing to its capacity to stimulate economic recovery, boost economic activity and growth, create jobs, and facilitate adaptation to the demands of competition and economic change through the establishment of projects based on creativity, innovation, and the introduction of new ideas and products. However, the success of entrepreneurship requires a set of enabling factors that encourage its development and dissemination as a culture, allowing it to gradually evolve into a lifestyle through which individuals aspire to self-actualization, improved living standards, and value creation. This enables them to become genuine contributors to economic and social development. University entrepreneurial education is considered one of the most important strategic approaches to investing in human capital and promoting an entrepreneurial culture within the academic community. It seeks to guide university students and equips them with the necessary experience, knowledge, and training necessary to translate their business ideas into practical projects through integrated strategies and methodologies, as well as extensive media campaigns aimed at raising students' awareness of the significance of entrepreneurial activity.

In this context, many countries have incorporated entrepreneurial education into their curricula as an educational and pedagogical approach at various levels and stages of education. This is because it constitutes a fundamental pillar for developing students' entrepreneurial spirit and instilling in them the attributes and behavioural characteristics associated with entrepreneurship. This study seeks to examine the most prominent successful international experiences in employing university entrepreneurial education as an approach to fostering an entrepreneurial culture among university students. This analysis is supported by selected statistics from the

Global Entrepreneurship Monitor (GEM) for the 2022–2023 period concerning entrepreneurial activity in different countries. Based on the foregoing, the research problem can be defined by addressing the following central question: **How does university-level entrepreneurship education contribute to fostering an entrepreneurial culture among students, and what are the most prominent successful international experiences in this field?**

Sub-questions: To address this research problem, the following questions were raised:

- What is meant by entrepreneurship, and what are its key approaches?
- What is meant by university-level entrepreneurship education and entrepreneurial culture?
- What role does university-level entrepreneurship education play in fostering an entrepreneurial culture among students?
- What role do media campaigns play in fostering an entrepreneurial culture among students?
- What are the most notable successful global experiences in utilizing university-level entrepreneurship education as an approach to foster an entrepreneurial culture among students?

I. Entrepreneurship: Definition and Key Approaches

1. Definition of Entrepreneurship

The term *entrepreneurship* is of English origin and is derived from the French word *entrepreneur*. The term *"entrepreneuriat"* was subsequently adopted in French, particularly in Canadian usage. Beranger et al. define *" entrepreneuriat"*, derived from the English term *entrepreneurship*, as a concept centered on the creation and development of business activities (Boutarfa, 2020, p. 197).

Thus, entrepreneurship can be defined from two perspectives:

- **As an activity:** A set of activities and processes involving the creation and development of an enterprise or, more broadly, the establishment of a business venture.
- **As an academic discipline:** A field of study that examines the environment and processes involved in wealth creation and social formation through individual initiatives that entail risk-taking (Boutarfa, 2020, p. 197).

According to Hisrich and Peters, entrepreneurship is a form of behavior characterized by the pursuit of innovation; the organization and reorganization of economic and social mechanisms to exploit specific resources and opportunities; and a willingness to take risks and accept failure. It is also a process of creating something new and generating value through the investment of the necessary time and effort, while assuming the associated financial, psychological, and social risks, in order to achieve outcomes in the form of financial and personal satisfaction (Boutoura, Kramtia, & Saudi, 2020, p. 12).

According to Verstraete, entrepreneurship involves an interaction between an entrepreneur and the organization they establish and lead. He distinguishes three dimensions of this interaction: cognitive, coordinative, and structural (Bahoussi, Aris, & Bouzerb, 2018, p. 12).

- **The cognitive dimension:** This stems from the entrepreneur's entrepreneurial vision and is characterized by strategic thinking.
- **The coordination dimension:** This arises from entrepreneurial action, leading the entrepreneur to position themselves vis-à-vis various stakeholders from diverse social strata and to manage the organizational form in collaboration with them.
- **The structural dimension:** This focuses on entrepreneurial integration and the interplay between tangible (objective) and intangible (subjective) aspects; this dynamic establishes a strong link between the entrepreneur

and their organization, determining the extent to which this relationship significantly impacts both the organization and its founder.

2.Entrepreneurship approaches: Approaches to entrepreneurship vary according to the perspective adopted.The main approaches include the following (Bouhassi, Aris, & Bouzerb, 2018, p. 7).

2-1 The Business Opportunity Approach: This approach is based on the concept of the entrepreneurial opportunity and views entrepreneurship as the seizing, or rather, the exploitation, of opportunities that the entrepreneur must discover, evaluate, and ultimately pursue.

2-2 The Organization Creation Approach: This approach stems from the idea that entrepreneurship involves the creation of new organizations. Within this framework, the modern view of entrepreneurship has moved beyond the mere establishment of new firms to encompass the concept of "organizational emergence" that is, the development of new organizational forms arising from an existing enterprise.

2-3 The Value Creation Approach: This approach views entrepreneurship as a means of creating new value for the individual or society as a whole; Bruyat defined entrepreneurship as a scientific subject of inquiry focused on the duality of the individual and value creation.

2-4 The Innovation Approach: Entrepreneurship is closely linked to innovation. The origins of this approach trace back to the economist Schumpeter, who identified five types of innovation: new consumer goods or services; new methods of utilizing raw material sources; new production methods; new transportation methods; new markets; and, finally, new forms of industrial organization. Through innovation in these areas, the entrepreneur introduces something new that no one else has achieved.

II. University-Level Entrepreneurship Education and Entrepreneurial Culture:

1. University-Level Entrepreneurship Education:

Entrepreneurial education is generally regarded as an educational approach aimed at fostering self-esteem and self-confidence by nurturing individual talents and creativity. At the same time, it seeks to instill relevant values and develop skills that enable students broaden their horizons concerning their studies and future opportunities, while equipping the necessary methods to utilize personal and behavioral activities for career path planning (Shannouf & Bourzeq, 2022, p. 189). According to Hisrich and Peters, as an educational approach, the content of university entrepreneurial education should encompass the following dimensions: (Hisrich & Peters, 2002, p. 320)

- **Technical Skills:** These include writing skills, analyzing the external environment and its variables, utilizing various technological tools, networking and training, teamwork, and others.
- **Managerial Skills:** These include goal setting and planning, decision-making, managing interpersonal relations, marketing and sales, financial and accounting skills, control and performance evaluation, effective negotiation, and managing project growth.
- **Personal Skills:** These include a strong sense of internal control and risk management, creativity and innovation, adaptability to change, perseverance and hard work, and leadership vision. These skills must be emphasized and developed in learners or trainees within any entrepreneurship training program, as they constitute the core of the comprehensive skills required to foster entrepreneurial behavior.

2. Entrepreneurial Culture:

Entrepreneurial culture can be defined as "a set of values, symbols, ideals, beliefs, and assumptions that guide and shape perception, assessment, and behavior, and facilitate engagement with various phenomena and variables. It embodies the entrepreneurial spirit and serves as the primary driver and catalyst for the creation of ventures." In a study on the impact of culture on entrepreneurship, (Tounes and Assla) identified two research streams: (Boutarfa & Saghir, 2020, pp. 204-205).

- The first intellectual current is the "traits approach," which examines the relationship between culture and the characteristics of the entrepreneur. It argues that the motivations and goals of business founders vary systematically according to cultural specificities. These differences reflect shared characteristics distinguishing entrepreneurs from non-entrepreneurs. To explain the relationship between organizational and economic factors and the development of entrepreneurship, this approach identifies the role of cultural dimensions, including beliefs, needs, incentives, knowledge, and behaviors, which convey the organizational context in a way that influences entrepreneurial activity.
- The second intellectual stream focuses on the relationship between national culture and entrepreneurial activity, particularly business creation and innovation rates. This approach centers on value creation and creativity. Various studies indicate that the level and rate of business formation vary across countries and regions. Research suggests that entrepreneurial diversity is associated with specific cultural characteristics, measured via a standardized frameworks, showing a positive correlation with dimensions such as individualism, uncertainty avoidance, and power distance.

III. The Role of Entrepreneurial Education and Media Campaigns in Fostering an Entrepreneurial Culture Among Students:

1.The Role of University-Level Entrepreneurship Education in Fostering Entrepreneurial Culture:

University-level entrepreneurship education is expected to fulfill several roles aimed at fostering and promoting an entrepreneurial culture, ultimately contributing to economic and social development. The min roles include the following (Masikh, 2019, pp. 20-21):

- Entrepreneurial education is a fundamental step toward instilling a spirit of initiative, increasing the likelihood of business success, and cultivating future leaders capable of shouldering the responsibilities of national economic growth in alignment with global trends.
- Entrepreneurship education fosters creativity and innovation, empowering individuals to drive a transformative shift toward a knowledge-based economy through fresh ideas that contribute to the development of a knowledge society. It contributes to expanding knowledge assets and maximizing individual wealth, thereby boosting national knowledge-based wealth and capital accumulation, which in turn impacts the construction of a knowledge society.
- Entrepreneurship education equips employees in existing organizations with rare, innovative skills that enable them to achieve sales growth rates significantly higher than their peers. It also increases the likelihood of developing new products, as these individuals become more creative.
- Entrepreneurship education increases the likelihood that graduates will develop high-tech business ideas that support the transition toward a knowledge-based society and contribute to reduce unemployment.
- Entrepreneurship education helps reshapes the distribution of wealth within nations, fostering economic stability and shifting the economy from a reliance on a limited number of capital owners toward broader wealth distribution across the population. This, in turn, contributes to greater economic stability and diversification of employment opportunities across sectors.

2. The Role of Media Campaigns in Fostering an Entrepreneurial Culture Among Students:

Observers of micro-enterprises, many of which are established by university graduates, have noted that a significant number of these business fail for various reasons. The main contributing factors include poor management, a lack of entrepreneurial spirit, and the absence of a clear communication strategy to raise awareness of entrepreneurship and foster an entrepreneurial culture among university students. Consequently, designing effective media campaigns is important for the following reasons:

- Introducing entrepreneurship and fostering an entrepreneurial culture among young people in general, and university students in particular.

- Highlighting support organizations and institutions that play a pivotal role in boosting entrepreneurial activity, and facilitating engagement between youth/students and these entities to clarify concepts and address all related inquiries.
- Reaching the widest possible audience of Algerian youth and students by utilizing various communication channels, whether interpersonal, organizational, or mass media, to effectively disseminate messages that promote an entrepreneurial culture.
- Raising students' awareness of the importance of launching their own business ventures, thereby contributing to economic development and reducing national unemployment. Such campaigns can also help address students' reluctance to pursue vocational training rather than academic studies, a hesitation that often stems from a lack of confidence in their ideas and abilities, as well as a fear of failure that prevents them from taking the initiative to turn their ideas into viable business ventures (Ghallab, 2017, p. 58).
- Guidance and the shaping of attitudes and mindsets: Guiding society toward an entrepreneurial culture and fostering creative thinking occurs directly through widespread media channels. The more media content resonates with the audience, in terms of both language and substance, the greater its impact on steering young people toward establishing their own enterprises.
- Increasing knowledge and awareness regarding the role of entrepreneurship in society: "Education" in this context refers to enhancing an individual's knowledge through media channels rather than through formal academic or educational methods. This process of becoming informed takes place within the individual's social framework and lived reality (Al-Joudi, 2016, p. 168).

IV. University-Level Entrepreneurship Education and the Promotion of Entrepreneurial Culture: Successful Global Experiences

1. The US Experience:

The United States has undertaken various initiatives to instill an entrepreneurial culture among students, most notably:

- Organizing an annual Entrepreneurship Week aimed at motivating young people in general, and students in particular; to engage in entrepreneurial activities through a wide range of events and initiatives, such as simulation exercises, online games, business plan competitions, various workshops, and local forums dedicated to entrepreneurial activities.
- Designing online educational platforms that enable the assessment of students' capabilities and facilitate interaction with specialized instructors to explore students' entrepreneurial potential and skills. In addition, entrepreneurship centers located across the United States that offer educational and training programs for the next generation of entrepreneurs, as well as support in the field of information and communication technology.
- American universities offer comprehensive educational programs in entrepreneurship through diverse curricula. Many universities worldwide have followed suit, most notably the University of Southern California, which pioneered the first modern, advanced entrepreneurship program in 1971. Subsequently, other universities both within and outside the United States adopted similar initiatives. These institutions also organize competitions to foster an entrepreneurial culture among students. For example, Yale University awards up to $50,000 for the best university-wide business plan, providing the winning student with seed funding to launch the project, alongside ongoing advice, guidance, and support.
- The US government conducts large-scale media campaigns highlighting the success stories of entrepreneurs. These initiatives aim to encourage students across various academic levels to cultivate a readiness for and a positive attitude toward entrepreneurship, while also addressing unemployment by framing it as a responsibility shared by individuals who pursue entrepreneurial ventures and create jobs for others (Belquidoum, 2021, pp. 47-48).

- The Massachusetts Institute of Technology (MIT) offers a $50,000 prize targeting both researchers and students.One of the key eligibility requirements is that at least one member of the project team must be a full-time MIT student (Qadoudou & Bouras, 2018, p. 50).

Solomon conducted a study on a sample of American universities to examine the nature of the courses and programs they offer in entrepreneurship education. He found that certain entrepreneurship courses are the most popular and widely adopted among universities and colleges; ranked by importance, they are as follows: Entrepreneurship, small business management, new venture creation, small business consulting, entrepreneurial marketing, creativity, new product development, venture capital, innovation, seminars, and franchising. The study concluded that the most popular course among the American colleges and universities surveyed was Entrepreneurship, ranking first at 53%, followed by Small Business Management (36%) and New Venture Creation (30%), with the remaining courses following in order (Belkhdar, 2022, p. 202).

The US government also implemented strategic plans and programs to support small businesses, aiming to encourage entrepreneurship and alleviate concerns regarding government regulations:

- Granting tax exemptions of up to 20% for small businesses.
- Establishing a central government agency in 1953, the "Small Business Administration", to create, develop, and protect small businesses.
- Launching programs within the Department of Commerce to encourage and increase the participation of small and medium-sized enterprises (SMEs) in e-commerce.

The American experience in entrepreneurship education has advanced towards a strong institutional integration of scientific research and venture creation through the National Science Foundation's Innovation Corps programme (NSF I-Corps). The programme combines practical training, specialized mentoring, and engagement with industry, enabling researchers to test their ideas with potential customers and assess their commercial viability. Its scope has extended beyond individual training to the development of a national network comprising regional hubs and higher education institutions. In fiscal year 2024, the network included ten I-Corps hubs serving 128 higher education institutions. According to the official report, 52% of teams participating in the National I-Corps programme had been associated with startup companies, while participating teams had attracted a total of USD 7.01 billion in follow-on funding since the program's inception (National Science Foundation [NSF], 2026, pp. 2-9). This model illustrates the evolution of entrepreneurship education towards an integrated system that links the acquisition of entrepreneurial skills with the commercialization of innovations and the mobilization of resources required for venture development.

The United States has emerged as a major destination for venture capital investment in artificial intelligence (AI) start-ups, accounting for approximately 75% of the global value of AI-related venture capital deals in 2025, equivalent to USD 194 billion. This investment plays an important role in accelerating AI development and commercialisation by providing start-ups with the capital needed to scale their operations and bring innovative technologies to market (OECD, 2026, p. 1).

The following figure illustrates entrepreneurial activity in the United States, based on 2025–2026 statistics provided by the Global Entrepreneurship Monitor.

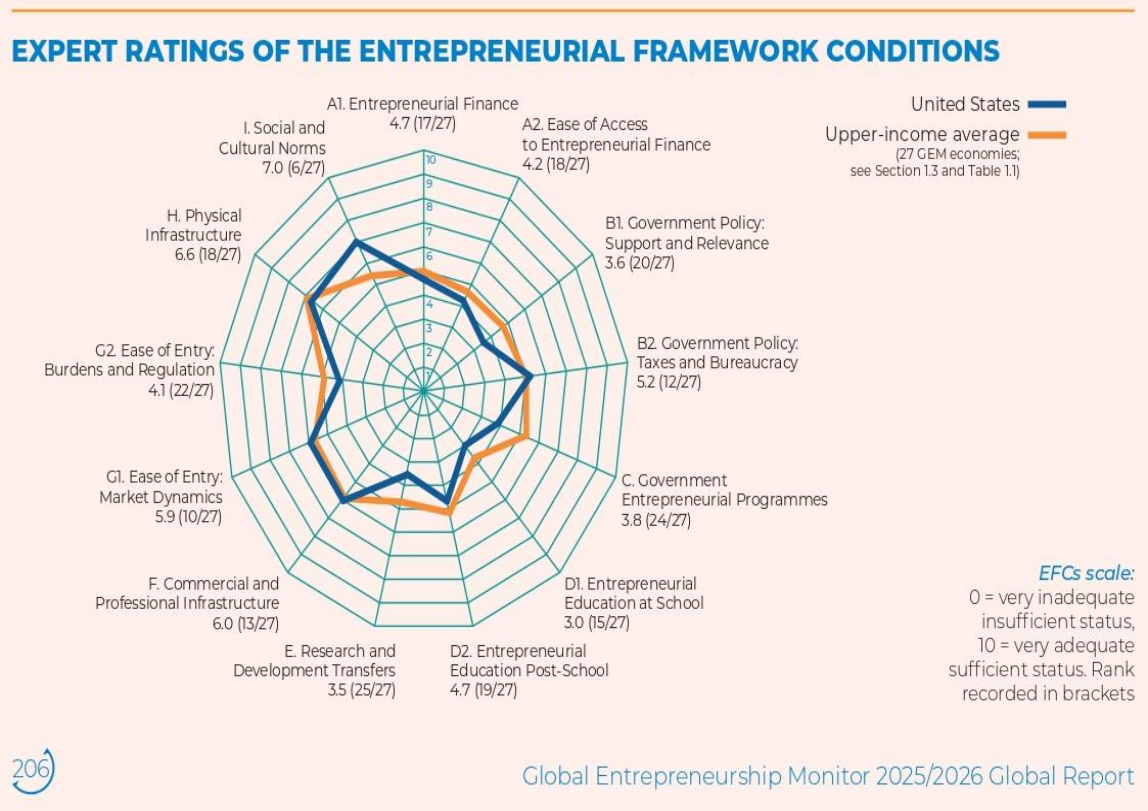


Figure 1: Represents entrepreneurial activity in the United States

(Global Entrepreneurship Monitor, 2026, p. 206)

2.The Japanese Experience:

Japan undertook several initiatives to foster an entrepreneurial culture among students to prepare them to become entrepreneurs; the most significant of these include (Belquidoum, 2021, p. 49):

- Japanese authorities implemented wide-ranging reforms within the education system, and Japanese universities established strategic alliances with one another, as well as with the business and administrative sectors.
- Universities were granted full autonomy, free from any government interference, to enhance technology, develop human resources, and bridge the gap between academic and research outputs and labor market needs. This initiative also aimed to link universities with the business sector to enable young people to launch new entrepreneurial ventures, while establishing new educational standards that foster creativity and innovation.
- Intensive use of media to cultivate an entrepreneurial mindset among students and all segments of society.
- Awarding financial prizes and certificates of appreciation to outstanding individuals in entrepreneurial projects (Ishikawa University).
- Facilitating various communication channels and organizing periodic meetings between students and entrepreneurship experts.

The Japanese government has also implemented several measures to support small and medium-sized enterprises (SMEs) in ways that encourage students to launch their own ventures; the most significant of these include (Belkidoum, 2021, p. 49):

- Establishing regulations and legislation that incentivize small business owners, such as tax exemptions of up to 25%; and setting up financial and banking institutions that provide loans without collateral at an annual interest rate of 7%.

- Implementing a policy to protect small enterprises from bankruptcy, supported by financial and insurance institutions.
- The state and government bodies have assumed responsibility for overseeing small-scale projects through business incubators, including university-based technology incubators.
- Numerous reforms have been implemented within the educational system to align university outputs with the labor market.

Recognizing the significance of small enterprises, the Japanese government enacted the Basic Act on Small and Medium-sized Enterprises (Act No. 154) to ensure their stability and protection. The legislation, which underwent further development during the 1970s and 1990s, aims to promote the growth of small and medium-sized enterprises (SMEs), strengthen their capacity for innovation to drive technological advances, and fulfill balanced national economic growth. The Act also provides measures to encourage the development of new business fields through the integration of knowledge among SMEs. This process unfolds in three stages:

- **Exchange Phase:** This stage involves small and medium-sized enterprises (SMEs) coming together to deepen their mutual understanding of various business-related issues and to explore opportunities for developing new business ventures.
- **Development Phase:** Following the exchange, SMEs begin making and implementing decisions regarding development, whether in business or technology, such as developing new products, new technologies, or new markets.
- **The Marketing Stage:** This stage represents the "harvesting" phase, during which the associated ventures are able to market the products developed as a result of the exchange process (Boutoura, Gramtia, & Saudi, 2020, pp. 24-25).

The development of the Japanese experience in entrepreneurship education is reflected in university-based startup acceleration programmes aimed at transforming scientific research outcomes into ventures with the potential for further development and commercialization. One example is the research Studio programme, which provides research teams with specialized guidance in research and development (R&D) and business planning. The study covered 29 teams that participated in the programme between 2018 and 2022. Follow-up findings indicated progress in (R&D) activities and venture creation, while 10 of the 23 teams included in the funding analysis secured private funding. Funding acquisition was also associated with progress in venture development, intellectual property acquisition, and the demonstration of product feasibility at the preclinical stage (Matsuda et al., 2025, pp. 120- 125). This experience highlights the importance of combining specialized mentoring, innovation development, and preparation for attracting investment to support university-affiliated startups.

The following figure illustrates entrepreneurial activity in Japan, based on 2025–2026 statistics provided by the Global Entrepreneurship Monitor (GEM).

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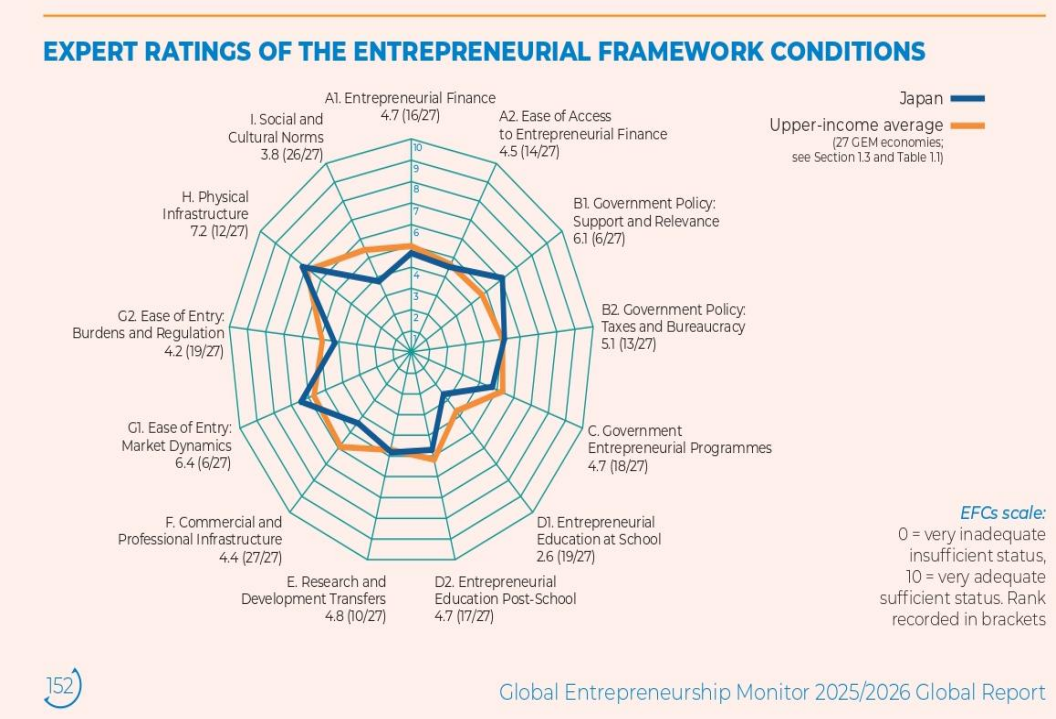


Figure 2: Entrepreneurial activity in Japan.

(Global Entrepreneurship Monitor, 2026, p. 152)

3.The British Experience:

The British government demonstrated a strong commitment to entrepreneurship education by establishing programs at numerous British universities, with a particular focus on knowledge and technology transfer, and by founding the National Council for Graduate Entrepreneurship. The Council's mandate was to foster an entrepreneurial culture in Britain, strengthen partnerships between academia and the business sector, and integrate entrepreneurship into formal education. Moreover, the government launched national awareness campaigns to encourage entrepreneurship among young Britons and cultivate a new generation inspired by entrepreneurship and innovation. It also engaged entrepreneurial advisors to work in schools, thus fostering an entrepreneurial mindset among students and drawing on their expertise within the educational system (Belkhdar, 2022, p. 202). Entrepreneurship has been taught across a wide variety of university programs and specializations in the UK, including sports sciences, agricultural sciences, tourism, event and conference management, nutrition, various branches of engineering, early childhood studies, media, cultural studies, management information systems, accounting and finance, marketing, and business management. The Entrepreneurship Research Centre has remained abreast of current research in the field of entrepreneurship education and continues its efforts to develop, enhance, and expand opportunities for research and study within these programs. The main challenge facing entrepreneurship education lies in transforming the prevailing culture and mindset of young people by enriching students' learning experiences across all scientific and engineering disciplines and strengthening universities' capacity to generate wealth for society. Changing the culture and mindset of university students is a key objective for universities throughout the United Kingdom, although achieving this transformation is a complex process with long-term strategic implications. Significant progress in fostering and disseminating an entrepreneurial culture can be achieved by orienting scientific research towards practical applications and placing greater emphasis on knowledge acquisition and production within the educational process (Al-Joudi, 2009, pp. 101- 103).

The initial attempts to incorporate entrepreneurship education into the university curriculum in Britain took place in Scotland, with the aim of increasing the number of commercial enterprises there. In the early 1990s, the

National Council for Enterprise supported five universities in establishing undergraduate entrepreneurship education centers. The Council collaborates with universities to encourage and develop entrepreneurship education and to foster an entrepreneurial business culture, one primarily grounded in technological support and development. To this end, £28.9 million was allocated in 2000 to support 12 entrepreneurship centers across Britain. One of the program's key objectives was to establish world-class entrepreneurship centers to commercialize research, foster scientific entrepreneurship, and integrate an entrepreneurial culture into scientific curricula such as engineering. In 2001, an additional £15 million was allocated to build upon the successes achieved the previous year. Furthermore, the UK's Department for Education, in collaboration with the Department of Trade and Industry and the Treasury, has allocated grants for entrepreneurship. These grants aim to enable disadvantaged young people to develop managerial and entrepreneurial skills, turn their entrepreneurial ideas into reality, and enhance their chances of practical success (Boutarfa & Saghir, 2020, pp. 211-212).

The British experience in developing entrepreneurship education has relied on a range of institutional mechanisms that have positioned universities as key drivers of entrepreneurial activity. These mechanisms include integrating entrepreneurship into the design of university courses and programmes, extending its teaching across a wide range of disciplines rather than restricting it to business schools, and encouraging universities to support the establishment of new ventures by students, graduates, and academic staff. The government also established the National Council for Graduate Entrepreneurship (NCGE), which later evolved into the National Centre for Entrepreneurship in Education (NCEE), with the aim of fostering an entrepreneurial culture within higher education. At a later stage, the Quality Assurance Agency for Higher Education (QAA) developed national guidance on enterprise and entrepreneurship education, contributing to the clarification of its concepts, the identification of its practices, and its integration across university curricula. The British framework has also been characterized by granting higher education institutions a degree of autonomy in designing their programmes and adapting them to students' needs, while orienting entrepreneurship education towards developing the behaviours, skills, and capabilities applicable to venture creation and value creation (Bell & Bell, 2026, pp. 57-74).

The following figure illustrates key sub-indicators of entrepreneurial activity in the UK, based on the latest statistics (2025–2026) provided by the Global Entrepreneurship Monitor.

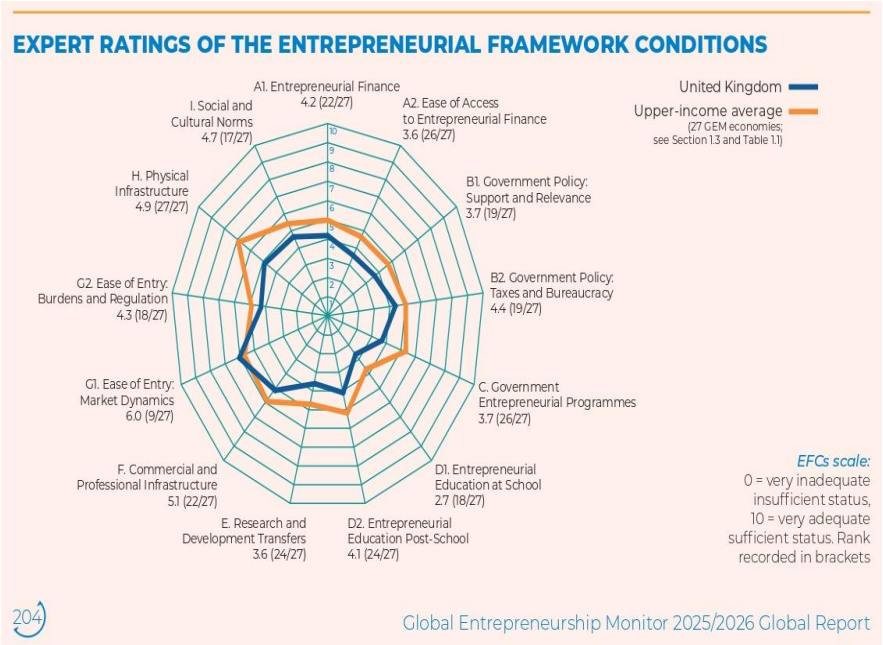


Figure 3: Represents entrepreneurial activity in the United Kingdom.

(Global Entrepreneurship Monitor, 2026, p. 204)

4**. The Saudi Experience:**

Despite its relatively recent inception, the Saudi Arabia's experience has been characterized by the creation of an environment conducive to the growth of small and medium-sized enterprises (Belqidoum, 2021, pp. 47-48). The experience of university-level entrepreneurship education in the Kingdom of Saudi Arabia can be examined by taking Taibah University as a case study, with particular emphasison the strategic direction adopted by the College of Business Administration and the university as a whole. This approach is reflected in the following achievements: (Masikh, 2019, pp. 22- 25).

4-1 Establishment of a University-Wide Entrepreneurship Center:

Established in 2011 following a recommendation by the Taibah University Council to the Council of Higher Education, the Center aims to ensure that Taibah University graduates are distinguished by creativity and an entrepreneurial spirit, possessing innovation skills and leadership qualities. A key achievement of the Center since its inception is the "Mobile Buffet" initiative, a pioneering and unique project that practically fosters a culture of self-employment and entrepreneurial thinking. Launched in conjunction with the process of regularizing the status of expatriate workers, this initiative sees the University, through the Entrepreneurship Center, supporting the student-led Mobile Buffet project to enable students to launch their own entrepreneurial ventures within the university campus.

4-2 University programs aimed at fostering an entrepreneurial spirit: The most notable of these include:

- **"Your Future Is in Your Hands" Program:** In line with the university's commitment to community service and its strategic plan regarding its "third mission", which entails community partnerships, the Entrepreneurship Center at Taibah University collaborates with the Small Enterprises and Initiative Development Center at the Madinah Chamber of Commerce and Industry. Together, they promote a culture of self-employment and entrepreneurship among pre-university students through the "Your Future Is in Your Hands" program. This initiative aims to spread the culture of self-employment and encourage a spirit of leadership, initiative, innovation, and development, while also introducing students to funding sources for small projects and showcasing successful entrepreneurial role models.
- **"My Craft, My Identity" Forum:** The University participated in this forum through the Business Incubators Unit, the Entrepreneurship Center, and student clubs, all operating under the University Vice-Presidency for Business and Knowledge Innovation. The forum aimed to reinforce the role of micro-enterprises and productive families in national economic development, instill a culture of self-employment among women in the community, and showcase successful, real-world examples of entrepreneurial projects supported and mentored by the incubator. The event featured the participation of over 51 craftswomen and 18 enterprises from Madinah.
- **"Freelancing Culture: Your Path to Becoming a Successful Entrepreneur" Workshop:** Organized by the university's Entrepreneurship Center in collaboration with the Centennial Fund and the Human Resources Development Fund, this workshop is held regularly on Saturdays and Tuesdays and is open to students from all university faculties. At the beginning of the workshop, the Center's representative, Dr. Mustafa Abu Bakr, outlined the objectives of these courses, lectures, and meetings. These objectives include nurturing a generation of successful young entrepreneurs and equipping students with the knowledge, creativity, innovative thinking, and practical skillsnecessary for entrepreneurial success.

The Saudi experience in entrepreneurship education is reflected in the diverse opportunities provided by the university environment, which combine formal training with practical experience. This is clearly illustrated by the experience of Taibah University, where 93% of the participating female students benefited from entrepreneurship education opportunities. These opportunities included mentoring and hands-on experience, participation in entrepreneurial competitions and exhibitions, intensive entrepreneurship courses, field visits to established businesses, and business incubators. The study further showed that mentoring and hands-on experience accounted for the largest share of these learning opportunities (33%), followed by participation in competitions and exhibitions (27%), intensive entrepreneurship courses (21%), and field visits (13%) (Aljohani

& Alharbi, 2025, p. 16). These findings highlight the Saudi experience's capacity to offer diverse pathways for entrepreneurship learning that integrate knowledge with practical experience and enable students to engage directly with entrepreneurial practices and ventures.

The following figure illustrates entrepreneurial activity in the Kingdom of Saudi Arabia, based on 2025–2026 statistics provided by the Global Entrepreneurship Monitor.

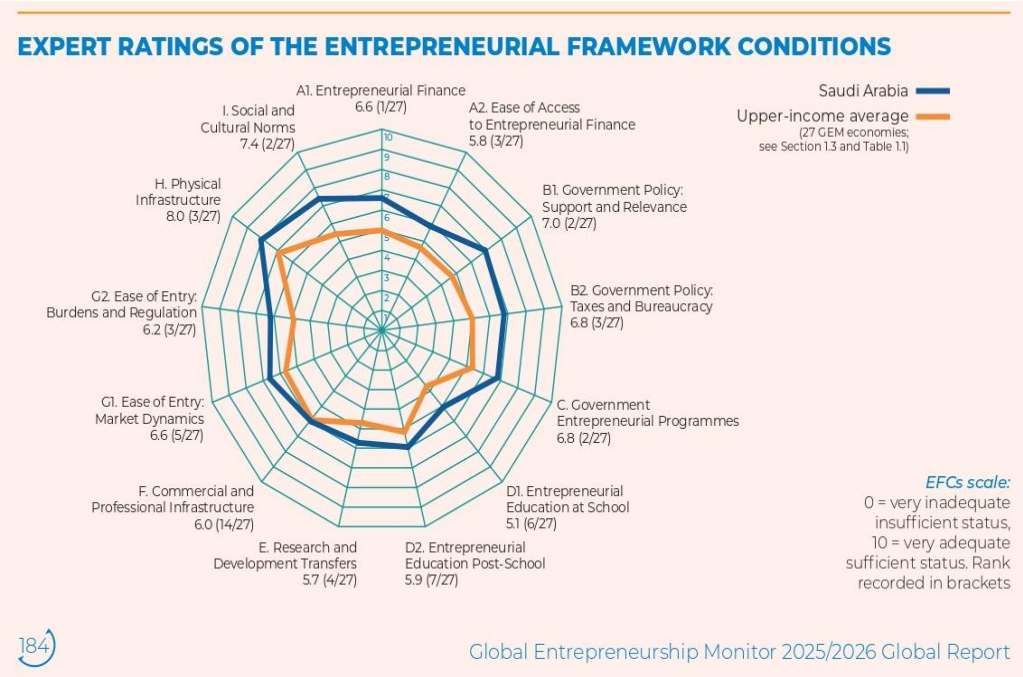


Figure 4: Represents entrepreneurial activity in Saudi Arabia.

(Global Entrepreneurship Monitor, 2026, p. 184)

Conclusion:

This study addressed the subject of university-level entrepreneurship education as a strategic imperative for fostering an entrepreneurial culture among students. It focused on prominent, successful global experiences in this field, yielding the following key findings:

- University-level entrepreneurship education is an educational philosophy that requires, first and foremost, state support and guidance through the integration of entrepreneurship curricula into academic programs and the provision of the necessary financial, material, and human resources for its success.
- University-level entrepreneurship education is a key driver in fostering an entrepreneurial culture within the academic community. It equips students with the necessary knowledge and skills, while preparing and motivating them to become future entrepreneurs who establish their own businesses. Furthermore, the university serves as a beacon radiating influence across all sectors, acting as a cradle for the entrepreneurial ideas and projects that contribute to economic and social development.
- University-level entrepreneurial learning focuses on students in the early stages of their studies through awareness-raising campaigns designed to familiarize them with the realities of the business world and the challenges they may encounter, as well as to motivate them to participate in creating economic activities.
- University-level entrepreneurship education is considered an integrated curriculum and an educational approach grounded in a forward-looking, strategic vision. It has been adopted by most developed nations to invest in educated university students by fostering an entrepreneurial culture, thereby enabling them to become, in the near future, business owners who contribute to the country's economic revitalization.

- Entrepreneurship education at the university level necessitates the establishment of research centers and business incubators to attract students and encourage them to develop entrepreneurial project concepts and generate creative ideas that open up opportunities for their integration into the labor market.
- The experiences examined in the study represent some of the most significant global models to be emulated in the field of university-level entrepreneurship education.
- Successful university-level entrepreneurship education requires the adoption of integrated curricula, combining theory and practice, for its delivery and implementation; furthermore, these curricula must align with the specific economic, social, and cultural context of the country.

Recommendations:

Based on the foregoing, the following recommendations are proposed:

- It is essential to establish a policy for university-level entrepreneurial education that is grounded in the state's broader education policy and strategies. The success of this type of education relies on recognizing it as a driver of entrepreneurial activity, which, in turn, contributes to national economic revitalization, thus necessitating the integration of specific entrepreneurial curricula into academic programs and the provision of the necessary financial, material, and human resources.
- University entrepreneurial education curricula must be continuously updated to align with the requirements of the business environment and the labor market.
- It is essential to draw upon the experiences of leading nations in university-level entrepreneurship education and adapt them to the country's specific economic, social, and cultural context. To strengthen and operationalize this approach, partnership and cooperation agreements could be established between universities, alongside the provision of training grants for entrepreneurship instructors and student entrepreneurs, enabling them to benefit from the expertise of countries at the forefront of entrepreneurship.
- The need to focus on media campaigns grounded in short-, medium-, and long-term communication strategies designed to raise student awareness and foster interest in entrepreneurial activity, while simultaneously highlighting sectors that offer fertile ground for such ventures, such as digital entrepreneurship.
- Establishing research centers and business incubators to attract students and encourage them to generate creative investment ideas aligned with the requirements of the country's economic environment.
- It is essential to adopt integrated educational curricula (combining theory and practice) to deliver and implement university-level entrepreneurship education. Furthermore, these curricula must align with the specific economic, social, and cultural context of the country.
- Encouraging student-led start-ups to invest in emerging technologies, with a particular focus on artificial intelligence and the application of AI technologies to develop their activities and strengthen their innovative capabilities.

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