



Designing an Entrepreneurial University: How HOGENT Combined HEInnovate with a Design Science Approach

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Abstract

This case study examines how HOGENT, one of the largest Universities of Applied Sciences and Arts in Flanders (Belgium), built entrepreneurial capacity across the whole institution. The work drew on two things, used side by side. HEInnovate helped HOGENT read where it stood on entrepreneurship and provided a shared frame of reference for it. Design Science Research, a method for designing practical solutions and improving them in cycles, gave the institution a disciplined way to turn that assessment into concrete change. Between 2019 and 2024 the two shaped the redesign of the Centre for Entrepreneurship, known today as the HOGENT E-Lab. This case study follows that redesign, sets out the six design principles it produced and the EntreDesign Canvas that grew from the same way of working, and draws out what the experience suggests for other institutions.



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HEInnovate dimensions:



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Institutional Context

[HOGENT](#) (Hogeschool Gent) is one of the largest Universities of Applied Sciences and Arts in Flanders, the Dutch-speaking part of Belgium. It offers professional bachelor's and master's programmes together with a School of Arts, which comprises the Royal Academy of Fine Arts (KASK) and the Royal Conservatory.

Alongside education, it is active in applied research, artistic practice, and services for society, working closely with businesses, public authorities, and civil society in its region. HOGENT belongs to the [Ghent University Association](#) and, through the [UIREKA European University](#) (Urban Research and Education Knowledge Alliance), collaborates with other applied-sciences universities on the transition to climate-neutral cities.

Entrepreneurship and the development of an entrepreneurial mindset are embedded in HOGENT's education and research and are coordinated centrally through the [HOGENT E-Lab](#) – its Centre for Entrepreneurship. Table 1 summarises the university's institutional profile.

TABLE 1. INSTITUTIONAL PROFILE OF HOGENT (2026)

Indicator	Latest available information
Country / region	Belgium (Flanders)
Campuses	Ghent, Aalst, Melle, Lokeren and Bottelare
Year established	1995 (through mergers of earlier institutions)
Type	University of Applied Sciences and Arts
Total students	approx. 20,000
Staff	approx. 2,400

SOURCE: [HOGENT \(2026\)](#)

Origins of the Centre for Entrepreneurship

Established in 2007, [the Centre for Entrepreneurship](#) initially focused on **supporting student entrepreneurship** while also bringing **real business questions** into projects, internships, and bachelor's theses. Over the following decade, HOGENT built on this foundation with initiatives that fostered an entrepreneurial mindset and guided students in launching their own ventures. Much of this support was organised beyond the university itself.

In particular, it fed into **two regional ecosystems** supported by [VLAIO](#), the Flemish government agency for innovation and entrepreneurship: [Gentpreneur](#), the city-wide platform through which Ghent's higher education institutions pool their support for student-entrepreneurs, and [Broeikas](#), the equivalent ecosystem in Aalst. Working across institutions builds a shared support capacity, and it lets student-entrepreneurs meet and connect beyond a single university.

The reach now extends to European level. Within U!REKA, HOGENT is helping to design a **joint incubator** focused on evidence-based solutions to the challenges of climate-neutral and smart cities, including new start-ups. HOGENT is also a partner in the [U!Innovate](#) project of the [European Institute of Innovation and Technology \(EIT\)](#), which is developing that joint incubator into a hybrid interregional one. Student entrepreneurship and incubation therefore operate at **three levels** at once: within the university, across the city, and across Europe.

Rationale: A Broader Ambition for Entrepreneurship

HOGENT's entrepreneurship work did not begin with the E-Lab. An **institution-wide elective course on entrepreneurship** for students from non-business programmes had been running for some years, introduced under a previous president. What changed in 2019 was the scale of intent. The arrival of a newly appointed president catalysed a **renewed business plan** for the Centre, setting a wider goal: to become an **entrepreneurial university in the broad sense**. That meant more than supporting student-entrepreneurs and research spin-offs. It meant developing entrepreneurial capability in every student and serving society more widely.

For HOGENT, an entrepreneurial mindset rests on four ideas: **spotting or creating opportunities**, generating **broad value** (financial and non-financial), **taking action** rather than only reflecting, and **learning from experience**, including from failure. In practice, this ranges from a lecturer trying a new teaching approach to improve learning, to a student who sees a better way of doing something and acts on it.

This reflects a wider shift in what European universities are expected to deliver: graduates increasingly need to act on opportunities under uncertain conditions. The European Commission describes enterprise as the ability to **turn ideas into action through creativity, innovation, and responsible risk-taking**, in everyday life as much as at work (European Commission, 2006). Its 2021 [Guide to Fostering Entrepreneurship Education](#) treats entrepreneurial competences as essential for a resilient society, and calls on universities to educate students as **change agents in every discipline**.

A goal of this scope raised two practical questions: where did HOGENT stand and where should it focus, and how would it change the way it worked? HOGENT answered the first question with the help of [HEInnovate](#) and the second with **Design Science Research**, a method for designing and testing change in practice.

Designing the HOGENT E-Lab

Because this ambition concerned the whole institution rather than a single faculty, HOGENT did not launch a flagship activity. Instead, it **redesigned the structure that coordinates entrepreneurship** across the university, so that the two questions above could be answered in one place. The result is the **E-Lab (Entrepreneurial Lab)**, which brings entrepreneurship education, support for student-entrepreneurs, educator development, and engagement with the regional ecosystem into one coordinating body. The 2019 renewal changed the Centre's **position** rather than its purpose: it became a **cross-institutional actor** reporting directly to the president, so that entrepreneurship could be treated as a shared strategic priority.

HEInnovate: Establishing Where the Institution Stood

The HEInnovate framework became the **strategic reference point** for the redesign from 2019 onwards. It contributed in three ways:

- the dimensions gave staff from education, research, and entrepreneurial support a **common language**, which made cross-unit conversations easier to hold;
- they indicated **which areas mattered** for a broad entrepreneurial ambition, and later became the anchor points for the six design principles;
- the self-assessment placed HOGENT on a recognised European scale of entrepreneurial development, the **entrepreneurial higher education institution (eHEI) profiles**, which range from an early-stage institution to a mature one, so that progress could be described and tracked over time.

HOGENT first tried the self-assessment tool in 2015, then used it more deliberately in 2019 and 2024 to prepare and review the renewed business plan. In 2019 and 2024 the assessment brought together **colleagues in leadership positions**, from direct supervisors to senior leaders, across different disciplines and departments; for the next round, HOGENT plans to widen participation to students and non-academic staff.

Design Science Research: Turning Priorities into Practice

HOGENT paired the HEInnovate framework with a method for acting on it: **Design Science Research (DSR)**. DSR treats the redesign of an organisation, a centre, or a course as a design problem. It works in **cycles**, with managers acting as designers of their own change and researchers supplying evidence and reflection. DSR produced both a practical artefact — the redesigned HOGENT E-Lab — and **transferable design knowledge**. After implementing and evaluating the redesign, **six design principles** were extracted from practice so that other institutions could learn from the experience.

For HOGENT, DSR provided the **methodological framework** and **discipline** this required. Broad priorities became specific interventions with indicators attached, tested over four years rather than assumed to work, with the results feeding into the next round of decisions.

Used together, HEInnovate and DSR **keep those dimensions connected** rather than treated one by one, since a change in teaching practice also reaches into leadership, staff culture, and impact. The design principles that emerged from this work do not replace the framework but work alongside it: HOGENT can apply them to a new design, then draw on HEInnovate to check whether it has moved the institution forward.

The Design Cycle in practice (2019–2030)

At HOGENT, DSR structured the renewed business plan through the Design Science cycle (Romme and Reymen, 2018), which moves through **four connected steps**: building on theory, setting design principles, creating solutions, and testing them. Table 2 shows how this unfolded.

TABLE 2. THE DESIGN PROCESS BEHIND THE HOGENT E-LAB

Period	Step	What happened
2019	Setting design principles	Focus groups with students, lecturers, researchers, and external partners, together with evidence from the research literature , established needs and informed the initial design principles.
2020	Creating the solution	The business plan was approved, defining four strategic and six operational objectives , each with actions, indicators, and a structural and financial framework.
2020–2024	Testing in practice	Continuous feedback and adjustment kept the design open to learning. COVID-19 slowed progress in 2020–2021, and momentum built again from 2022.
End of 2024	Evaluation	Focus groups and indicator results were reviewed against the original requirements, and the six design principles were drawn from what had been learned.
2025–2030	The next cycle	A new business plan guides the following phase, with certification and quality embedding among the priorities.

The plan set these out at two levels. The **four strategic objectives** defined the direction: to raise well-being among students and staff through entrepreneurial behaviour, to make HOGENT itself an entrepreneurial organisation, and to see entrepreneurial behaviour in both its lecturers and its graduating students.

The **operational objectives** turned these into measurable targets by the end of 2024. Among them:

- at least **half of lecturers competent** to design entrepreneurship education;
- **entrepreneurial learning outcomes** embedded in every study programme;
- at least **four new cross-departmental course units** or postgraduate programmes;
- a **50% increase** in the number of student-entrepreneurs;
- the Going for Growth Lab, a **community of established small and medium-sized enterprises (SMEs)**, built up to at least 200 members and 10 activities a year;
- certification as an **ACEEU Entrepreneurial and Engaged University** — the first Flemish university of applied sciences to gain it.

Six Design Principles: Transferable Design Knowledge

The **four-year design process** produced more than a business plan. Its most lasting result is a set of **six design principles** that now guide the E-Lab. These were not set in advance. They were drawn from four years of designing, running, and adjusting the Centre, including from **what did not work at first**. Each principle ties a concrete choice, about how a Centre for Entrepreneurship should be **positioned, staffed, and run**, to one or more **HEInnovate dimensions**, though every principle draws several dimensions together at once.

Grouped by purpose, they answer three practical questions about how to build such a Centre (see Table 3) — where it should sit (Principles 1 and 4), what environment it needs (Principles 2 and 5), and what it actually does (Principles 3 and 6).

TABLE 3. THE SIX DESIGN PRINCIPLES AND THEIR HEINNOVATE ANCHORS

Design principle	What it means in practice	HEInnovate dimension
1. An iterative process, embedded in the ecosystem and anchored in institutional ambition	The Centre works inside several entrepreneurial networks at once .	Leadership and Governance
	Institutional direction and the wider ecosystem develop together.	Impact of the Entrepreneurial HEI
2. A safe space for experimentation, where productive failure drives renewal	Learning by doing is normalised.	Organisational Capacity: People, Resources, Incentives and Rewards
	Psychological safety lets staff and students test ideas and question assumptions. Well-designed experiments that do not succeed count as strategic learning.	Impact of the Entrepreneurial HEI
3. A central place for entrepreneurial learning that adds broad societal value	Entrepreneurial learning builds judgement under uncertainty . It runs through the curriculum and	Entrepreneurial Teaching and Learning;
	extracurricular support, and depends on educators equipped to design it.	Preparing and Supporting Entrepreneurs;

		Organisational Capacity: People, Resources, Incentives and Rewards
4. Structural alignment that supports a cross-institutional mandate	Because its work spans education, research, and venture support, the Centre sits high in the organisation . At HOGENT the E-Lab reports directly to the president.	Leadership and Governance
5. Entrepreneurial leadership that sets direction and models behaviour	Academic and entrepreneurial experience are combined. Leadership mobilises teams and organises resources, partnerships, and priorities around new opportunities.	Leadership and Governance
6. An evidence-informed basis for design and decision-making	Experimentation is intentional and informed by research and data . Practice and research are connected structurally, which strengthens both effectiveness and academic legitimacy.	Runs across all dimensions

The principles at work

The principles are not abstract statements; they surface in the E-Lab's everyday decisions. **Entrepreneurial leadership** (Principle 5) is one example, and the one HOGENT treats as most important, because leadership is what opens space for entrepreneurial initiative. That is exactly what happened with Entrepreneurial Teams: launching it as an honours programme without ECTS credits took direct backing from the president and the board, since a strict return-on-investment logic would not have favoured it.

Productive failure (Principle 2) is a second example: the practice of failing, not giving up, and trying again. HOGENT's pursuit of the **ACEEU certification**, noted earlier among the operational objectives, shows this at work – it is now trying again with its quality department, whose experience in accreditation strengthens the effort. What makes this possible is **psychological safety**. That same conviction leads the E-Lab to weigh what people do as heavily as the numbers, so that measurement supports good work rather than distorting it.

Underpinning both is HOGENT's approach to **balancing central coordination with bottom-up initiative**. The E-Lab sets a clear strategic direction while giving departmental and student initiatives real room to grow, guiding them back towards the strategy where that

helps. When an initiative sits some way from that direction, the response is to discuss it openly, learn from it, and adjust.

Activities and Resources

Programmes and activities

These principles take concrete form in what the E-Lab offers. Its work runs on two tracks. The first supports **students who intend to become entrepreneurs**, through coaching, an incubator trajectory, access to entrepreneurial networks, and a co-working space in Ghent. It also administers the **student-entrepreneur statute**, a formal status that lets students run a business alongside their studies with flexible arrangements for classes and exams. Much of this venture support runs through [Gentpreneur](#) and [Broeikas](#), which HOGENT coordinates with partner institutions.

The second track develops an **entrepreneurial mindset in every student**. Within the curriculum, the E-Lab offers elective courses in **Entrepreneurship**, taught in Dutch and English, and in **design thinking**. The entrepreneurship elective for non-business students runs every semester and attracts **close to 100 students each time**, helped by the fact that it carries **3 ECTS credits**.

Outside the formal curriculum, the E-Lab runs hackathons and an honours programme. **Hackathons** are short, intensive team events built around a real challenge: between 2022 and 2025 the E-Lab held **four editions** on the energy crisis, healthcare, textiles, and sustainable cities, several with HOGENT departments, research centres, and universities abroad.

Entrepreneurial Teams (Ondernemende Teams) are interdisciplinary groups that work across several academic years on a societal challenge, from climate change to healthcare innovation. Run as an **honours programme**, they are recognised with a certificate rather than ECTS credits and aim to build entrepreneurial competences rather than to serve students who are already entrepreneurs.

Supporting both tracks is the development of educators, since entrepreneurial learning reaches students only when lecturers can design it. It runs through the Erasmus+ [DEGREE project](#)¹ (Designing Effective Green and Resilient Entrepreneurial Education, 2025–2028), delivered with the **HOGENT Education Learning Academy (HELA)**, HOGENT's in-house unit for continuing education and staff development.

¹ Erasmus+ Key Action 2 (KA2): Partnerships for Innovation – Alliances for Innovation, Lot 1: Alliances for Education and Enterprises, Project DEGREE, No. 101187686, ERASMUS-EDU-2024-PI-ALL-INNO

Through **Communities of Practice**, groups of educators who redesign their teaching together, staff build entrepreneurial learning activities and their own entrepreneurial mindset. Each Community runs across **three semesters** (design, implementation and measurement, and shared learning), with a new one starting each semester, and the **train-the-trainer** programme runs within it. Participation is currently **voluntary and open to all departments**.

Team and funding

The E-Lab has **7 full-time equivalents across 14 staff members**. Two of those full-time equivalents are funded structurally by HOGENT, while the rest are financed through **project grants** from programmes and agencies such as VLAIO, the EIT, and Erasmus+. Many team members are practising entrepreneurs who work with the E-Lab part-time, which keeps its teaching close to real experience. Their work spans entrepreneurial education, Entrepreneurial Teams, the two VLAIO ecosystems, and research projects such as [DEGREE](#) and [U!Innovate](#).

This structure follows from the design science approach. Because the E-Lab **tests initiatives before scaling them**, project grants act as **seed money** for controlled experiments rather than a basis for permanent activity. An initiative proven on external funding is then absorbed into the university's own budget, as with the DEGREE-funded [train-the-trainer programme](#), set to continue through HELA after the project ends in 2028.

Private partners broaden the base further. A three-year project (2021–2023) funded by [Xerius](#), a Belgian social-insurance fund and business-services provider for the self-employed and entrepreneurs, produced the [Wondernemerscan](#), a scientifically validated online tool that maps a person's entrepreneurial mindset and has since been completed by more than **5,000** people in Flanders. That success grew into a wider partnership. Together with the [Vrije Universiteit Brussel \(VUB\)](#), Xerius and HOGENT went on to establish the [Xerius–HOGENT Chair on Entrepreneurial Learning](#), an endowed academic chair at the VUB launched in February 2025 that connects research, practice, and policy on hybrid entrepreneurship.

The EntreDesign Canvas: A Planning Tool for Educators

The same design-science approach that shaped the Centre has also produced tools for the classroom. Chief among them is the [EntreDesign Canvas](#), developed with Dr. Yvette Baggen, Associate Professor at [Wageningen University](#) in the Netherlands and taken forward by VLAIO with a working group of Flemish education partners. It brings that approach down to the level of **individual courses and learning pathways**, helping teachers, programme coordinators, and coaches design entrepreneurship education in

which students **learn by engaging with real-world challenges and creating value** rather than studying it only in theory. Now an **open instrument**, it is embedded in the E-Lab's research agenda and in the DEGREE project.

How It Works: Three Connected Phases

The Canvas guides educators through three connected phases that rest on **three core principles**: students engage in an authentic entrepreneurial process, work on open-ended challenges with more than one solution, and create value beyond the classroom. Although the phases run in sequence, the design is **iterative**, with decisions in one phase refining the others.

The first phase, **What**, sets the foundations: educators define why the course is offered, its intended learning objectives, and the context in which students and teachers operate.

The second phase, **How**, designs the learning experience, prompting deliberate choices about value creation, the entrepreneurial process, knowledge creation, student autonomy, teaching methods, collaboration, external stakeholders, and the complexity of activities.

The third phase, **Evaluation**, assesses student learning and reviews the effectiveness of the course design, encouraging improvement over time. Rather than prescribing one model, the Canvas leaves these choices to educators, which lets entrepreneurial learning be adapted to different disciplines and levels of study.

Uptake and early findings

The Canvas is already in use across the DEGREE project in **five European countries**: Finland, Norway, the Netherlands, Belgium, and Estonia, where **7 higher education** institutions and **39 educators** have drawn on it to redesign courses for the 2026–2027 academic year. Its reach extends beyond the project as well, for instance at [Thomas More University of Applied Sciences](#) within another Erasmus+ call for proposals – CEME: Cultivating Entrepreneurial Mindset for Employment via Entrepreneurial Pedagogy in Higher Education (running from October 1, 2025, to September 30, 2027)².

Early feedback is encouraging, for much the same reason HEInnovate works at the institutional level: the Canvas **surfaces blind spots** and lets educators build a course around the competences they want to develop, then align teaching and assessment to them. A first round of analysis, drawing on lecturers' reflections before and after the training, shows a consistent pattern: beyond gains in **course-design skill**, lecturers began to **rethink**

² Erasmus+ Key Action 2 (KA2): Cooperation Partnerships – Higher Education sector (Action Type: KA220-HED), Project CEME, No. 2025-1-LT01-KA220-HED-000361857

their role and identity as designers of entrepreneurial learning, typically **moving from early uncertainty towards confidence** as the work progressed.

The same analysis yielded several practical lessons. First, students differ in how **ready and willing** they are to engage, so lecturers must gauge and design for it rather than assume it. Second, abstract ideas take hold only when **translated into concrete practice**, through clear language, worked examples, and repetition. Third, the design work **extends beyond a single course**, into the teams and wider settings in which educators operate. Ultimately, lecturers can act on these lessons only when they have **real opportunities to test their designs** in the classroom.

Outcomes and Impact

Progression in the entrepreneurial profile

After the HEInnovate self-assessment HOGENT's profile moved from **Builder** to **International Performer** profile. These are two of the [seven entrepreneurial HEI \(eHEI\) profiles](#) published with the HEInnovate Action Card Set (Sailer et al., 2023), which describe an institution's entrepreneurial development on the basis of its self-assessment scores. A Builder already offers strong practical support to would-be entrepreneurs, such as **incubation and mentoring**, with room to grow in entrepreneurial teaching. An International Performer performs strongly in **teaching, venture support, and regional and international collaboration** alike.

Results

The E-Lab's activities between 2020 and 2024 had a measurable effect. The number of registered student-entrepreneurs rose from **57 in 2020–2021 to 87 in 2023–2024, a growth of 53%**, meeting the plan's target of a **50% increase**. Alongside this, the E-Lab reached an average of **around 160 students a year** through information sessions and individual support, and the number of student-entrepreneurs settled at **around 90 a year**, in line with comparable universities of applied sciences. Students also recorded strong results in competitions such as the [Start Academy Award](#) and the [Gentpreneur Award](#). One venture supported through this funnel, the home-automation start-up [Homate](#), won the Start Academy Award in 2021 and was later acquired by an established construction company.

Around these activities the E-Lab has grown into an **open community of more than 200 members**, entrepreneurs, lecturers, and researchers, that works, in effect, as a collaborative network. Not every result shows up in the numbers, so broader measures are in development, including a validated entrepreneurial-mindset scale and a way to track students' mindset across the course of their studies.

Challenges and Lessons Learned

Four years of redesign brought real challenges alongside the progress, and each one taught the team something useful for what comes next. Some of the work also went better than expected: **European collaboration** deepened across the UIREKA alliance, and the partnership has become one of the redesign's strongest assets.

One challenge was **motivation and uptake**. Embedding entrepreneurial education broadly takes time, and it takes hold most readily where it carries a formal reward. The entrepreneurship elective course, which grants ECTS credits, draws close to 100 students each semester, while Entrepreneurial Teams, recognised with a certificate rather than credits, has grown more gradually, and lecturers engaged most fully where the work counted towards their workload. The experience points to a straightforward principle: **participation grows fastest when it carries a clear, recognised benefit**, whether credits, workload, or recognition.

A second challenge was **communication**. Because the Centre began deliberately lean, without dedicated communication capacity, its ability to make the work visible, internally and externally, developed gradually alongside the activities themselves. The lesson here is about timing. **Investing in communication early** helps more students and staff discover what is on offer, and strengthening it remains a natural next step as the E-Lab's reach grows.

Sustainability, Scalability and Transferability

Sustainability

Sustainability is built into the way the E-Lab works: its activities are anchored in the institution, not in individual projects or people. The E-Lab works to a 2025–2030 business plan. Its **director post was opened at professor level**, so the centre is led with research capacity as well as management, which strengthens the scientific basis of its work and its access to competitive research funding. It also collaborates with **heads of department, HR, and senior management** to embed entrepreneurial teaching across faculties rather than in a single unit. Finally, ACEEU certification ties the aim into the university's **quality system**, so it outlasts any one leadership team.

Scalability

Scalability comes from the E-Lab's **principle-based design**. Reaching more students depends less on running more events than on **redesigning curriculum courses and equipping educators** to teach them, which is why **staff development** is central to scaling. What counts is **breadth of reach**, how many students develop an entrepreneurial mindset, rather than the number of registered student-entrepreneurs, which rises and falls with the

economy. Wider reach is limited mainly by **people, time, budget, and workload recognition**.

Transferability

The six design principles transfer as **design knowledge**, not as a copyable model. Other institutions can adapt them to their own culture, history, and ambition rather than replicate HOGENT's. A sound starting point is to assess the context with HEInnovate, then apply the principles through a design science approach. HOGENT's strongest recommendation is structural, to **position a Centre for Entrepreneurship as high as possible**, reporting to the president or the board. This experience has **already informed institutions beyond Belgium**, from partners in the Netherlands to Canadian University Dubai, with an interest reaching to China as well.

Conclusion and Outlook

HOGENT built entrepreneurial capacity across the institution by pairing two tools that work at different levels. HEInnovate provided a common reference point, a direction, and a way to measure progress; Design Science Research supplied a disciplined way to design, test, and improve the changes that followed. Together they produced a **redesigned Centre for Entrepreneurship**, six transferable design principles, and a planning tool now used well beyond HOGENT. The clearest result is a **shift in mindset**: entrepreneurship is increasingly seen as **broad value creation**, not only as founding a company. That shift will last only if the culture sustains it, since entrepreneurial behaviour grows where people have the leadership, autonomy, and room to experiment.

The next phase runs on the 2025–2030 business plan, with the DEGREE project to 2028 and the E-Lab anchored in its regional ecosystem and the U!REKA alliance. Measured against HOGENT's own aim, success is counted not in start-ups created, but in the people equipped to turn ideas into meaningful action.

Contact Details and Resources

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Links

- **Awards:** [Start Academy](#) and the [Gentrepreneur Award](#)
- **ERASMUS+ Call for Proposals** [CEME: Cultivating Entrepreneurial Mindset for Employment via Entrepreneurial Pedagogy in Higher Education](#)
- **European networks:** [U!REKA](#), [U!Innovate \(EIT HEI\)](#) and the [EIT](#)
- **Frameworks and accreditation:** [HEInnovate](#), the [VLAIO EntreDesign Canvas](#) and [ACEEU](#)
- **Ghent networks:** [Gentrepreneur](#), [Broeikas](#) and the [Ghent University Association](#)
- [HOGENT](#), the [HOGENT E-Lab](#) and [student entrepreneurship at HOGENT](#)
- **Private sector and ventures:** [Xerius](#), the [Wondernemerscan](#) and [Homate](#)
- **Projects and partner institutions:** [Erasmus+ DEGREE](#), [VLAIO](#), [Wageningen University](#), [Thomas More](#) and [Vrije Universiteit Brussel](#)