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The Effectiveness of Global Start-up Education Program Experience

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글로벌 Start-up 교육 프로그램 체험의 효과성 분석

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Abstract This study aimed to analyze the effectiveness of the experiences of the global start-up education program. With 10 study subjects selected from 'Eklya Global Entrepreneurship Camp' among global education programs in K University, pre- and post-survey and FGI were conducted. The collected surveys were analyzed by SPSS (24.0) and FGI. The results of this study are as follows: First, According to a comparison of the average score of the global start-up education program experience pre-post, 3.1 points showed that the program affected students' start-ups. Second, in the interviews conducted after the program participation, it was shown that detailed planning for their global start-ups, systematic education on finance, improved self-confidence for start-ups, and discussion-based education influenced their start-ups. Finally, this study expects that the comparative analysis of the college students participating in entrepreneurship education would lay the basis for more effective global entrepreneurship education in the future.

Key Words : Global start-up, Global start-up education, Global start-up program, The effectiveness of global entrepreneurship education, University student start-up education

요 약 본 연구는 글로벌 start-up 교육 프로그램 체험의 효과성을 분석하기 위한 목적으로, K대학교 글로벌 교육 프로그램 중 프랑스 'Eklya Global Entrepreneurship Camp'에 선발된 10명을 대상으로 사전-사후 질문지 그리고 FGI 인터뷰를 실시하였다. 학생들은 프랑스 현지 교육 프로그램에 3주간 참여하였으며, 본 연구를 위해 회수된 설문은 SPSS(24.0)와 FGI를 통해 분석되었다. 분석결과, 첫째, 글로벌 start-up 교육 프로그램 체험 사전-사후 평균점수를 비교한 결과, 3.1점의 차이는 프로그램이 학생들의 창업에 영향을 미친 것으로 나타났다. 둘째, 프로그램 참여 후 실시한 FGI인터뷰에서 자신의 글로벌 창업에 대해 구체적 계획 수립, Finance 체계적 교육, 창업에 대한 자신감 향상, 토론형 교육 등이 참여 학생들의 창업에 영향을 미친 것으로 그 효과성이 나타났다. 향후 창업교육을 시행하고 있는 타대학교의 참여 대학생들을 대상으로 한 비교분석을 위한 기초자료가 되기를 바란다.

주제어 : 글로벌 스타트업, 글로벌 스타트업 교육, 글로벌 스타트업 프로그램, 글로벌 창업교육의 효과성, 대학생 창업교육

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1. Introduction

In recent years, youth unemployment in Korea has become a serious social issue. The youth should find a job and participate in the growth of the nation's economy after graduating from university, but low economic growth, long-term recession and growth without employment has changed the economic structure where job creation has become difficult. According to the national statistics service in 2018, youth unemployment was 11.8% in 2016 which dropped to 11.3% in 2017, but increased again by 0.3% to 11.6% in March, 2018. According to employment trends announced by National Statistics Service on May 11, 2016, the unemployed with a university degree or higher has been on a continuous rise for four consecutive years since 2012. Unemployment of university graduates or higher was 3.6% las year, a 13 year high since 2002(3.7%). As such, startups are being emphasized as a new breakthrough for youth unemployment. According to [1], efforts to mitigate youth employment and promote their startups are discussed by not only educational institutions and private organizations supporting startups, but also by the government led by the Ministry of Science and Technology.

Youth startups have been chosen by the government as a means to achieve 70% employment and promote youth employment. Budgets for this purpose have been set by the Ministry of Labor, Ministry of Science and Technology and Small & Medium Business Administration for education and commercialization programs. The government has presented youth startups as a government initiative and have expanded support policies [2,3]. With these developments, Korean universities recognize the importance of youth startup education and have made efforts to adjust the curricula accordingly. According to [4], department of entrepreneurship, a master's program in entrepreneurship, a Ph.D. program on entrepreneurship and majors that converge subjects related to startups have been newly established through structural reform at such universities. Despite such efforts, Korean youth have a strongly negative mindset that startups are for those who weren't able to find a job. Startup education plays an important role in improving this negative perception Diffley[5].

Startup education centers at universities implement overseas startup camps and offer support for acquisition of overseas patents to promote global startups[6]. 'Born Global Startup Korea Project', a project to promote international startups, is a follow-up measure to the plan for a creative economy. It promotes cooperation between private associations, law firms in Korea, accounting and patent-related law firms to overcome the challenges in the Korean economy where the market is small and mostly run by conglomerates. This helps promote private sector-led growth of startups[7].

In order to promote a culture of global entrepreneurship and start-ups by university students, not only specialized education that reinforces entrepreneurial competency but also a more comprehensive and specific support program for entrepreneurs needs to be established. These programs would not be limited to approaching the topic of entrepreneurship from a theoretical perspective. A varied range of more practical educational programs that can improve the willingness of students to act on their new global start-up ideas needs to be provided. But the reality is that there is a severe lack of such variety in programs for global entrepreneurship that can help students hone their international mindset and skills. In particular, a legal environment conducive to such programs has not been established, nor have the initiatives implemented so far been satisfactory in terms of content.

As such, this study seeks to review the effectiveness of a global start-up educational program on university students' willingness to start companies after they take the program. In particular, the study seeks to verify the educational effects of global start-up education and provide basic data for in-depth studi

es. Analyzing how effective the three week program in France that focuses on real-life issues in global entrepreneurship was in affecting the participants' to start companies will provide an opportunity to di versify programs being developed for global entrepr eneurship, as well as improve the quality of such pr ograms.

2. Related researches

2.1 Startups

Startup originally means to start a project or esta blish a new company[8,9]. That is, it is about buildi ng a basis for a business with a new idea while taki ng on a risk, setting a goal at an appropriate timeli ne, organization and system based on human and m aterial resources to sell products or services to mak e a profit[10-14]. In conclusion, startups in the legal sense in Korea means starting a new business, with a new business agent (corporation or individual bus iness person) starting the venture[15,16].

A review of the definitions of startups given by in ternational scholars shows that Schumpeter[17], the f ather of startups, saw them as applying creative dest ruction and noted that the most important concept defining startups is innovation, and that innovation is the process of carrying out new tasks. In other wo rds, it is the act of recognizing a new opportunity wi thin an industry or market to produce goods and ser vices based on a new business model[18]. [19] define d it as starting a completely new business or acquiri ng someone else's business to start anew. [20] define d it as a human organization designed to create new goods or services in an extremely uncertain situatio n. [21] defined it as creating more profits than pres ent by combining resources, labor, materials and ass ets to change the organization into a more valuable one. Startups as defined by [22] are an innovative, e conomic organization that pursues growth and profi t amidst risk and uncertainty. According to [23], they are the process of creating added value and the reali zation of wealth is only possible by individuals who take risks on assets, time or jobs. [24], an American business scholar, noted startups as innovative acts w here existing resources are funneled in and combine d with the ability to create new wealth[18]. describe d them as inevitable elements that appear within so cial competition as the national economy develops. According to a study by[25], startups are a process where decisions are made by an individual whose p ersonality interacts with important events in the surr ounding environment.

To start a company, you must have the three basi c components of business item, capital and entrepr eneur, among which business item and capital are more passive elements. The entrepreneurship, talen t, knowledge and experience of the entrepreneur pl ay a big role in the company's efficiency, adaptabili ty and growth[12].

2.2 Startups by university students

As Korea's industrial structure underwent change towards higher value added industries and economi c recession and instability became longer-term phe nomena, youth unemployment has risen. The curre nt administration emphasizes a creative economy a nd focuses on startups as a key alternative measure to help reduce unemployment[26]. Ministry of SMEs and Startups launched a project in 2017 to support youth entrepreneurship in various ways. Support pr ograms are categorized into three: Support for idea s and technological entrepreneurship (9 types), buil ding up the foundation for entrepreneurship (7 type s), and promotion of knowledge services and basis for growth (4 types)[27].

Startups by university students can be understoo d as a similar concept to youth startups, but there is a difference. Youth startups can be defined based on the definition of 'youth'. Generally, when the OE CD(Organization for Economic Cooperation and De velopment) compiles data for youth unemployment, the age bracket of 15 to 24 years is reviewed. In Ko

rea, due to obligatory military service, two brackets of 15~24 years and 15~29 years are surveyed for unemployment rates. But when startups are concerned, the youth group includes those in their 30s. Given that the average age of youth entrepreneurs of the top 20 internet companies is 21 years, some argue that there should not be a constriction to how we define 'youth'. In fact, the age is increasingly lowered for this purpose[28,29]. Meanwhile, there have been a lack of studies on university students' startups which lack definition. The reason this category is distinguished from youth startups is to understand the effect of support from the university in terms of human resources, regular resources, space and education. The entrepreneur needs to have received such support or should be eligible for such support [30].

2.3 Startup education for university students

According to [31], startup education has as its purpose the increase in startup success rate by providing related knowledge, skills and information to potential entrepreneurs. Startup education argued by [32] is all education that develops elements that affect startup activities, including willingness, knowledge, desire and feasibility of starting a company. The series of education provided within the system focus on developing entrepreneurial behavior in students or seek to affect their knowledge or willingness to realize startup activities.

Startup education during one's youth refers to education to instill entrepreneurship related knowledge, attitudes and values. The content of the education focuses on the concept of startups, startup process, competitive factors, discovery and evaluation of business ideas, writing a business plan, raising capital, resource management, support policies and case studies on success and failure. Meanwhile, the psychological traits of an entrepreneur which are very important to startups are neglected in these courses. That is, the variable that serves as an indicator to entrepreneurship, which are willingness to start a company, risk-taking tendencies, passion, drive, internal control and acceptance of ambiguity are not covered in these programs [29]. Compentencies required for startups can be acquired through education, and as such the importance of such education is emphasized. Ultimately, startup education motivates university students who lack related knowledge and experience, while reinforce entrepreneurship[33].

Startup education at Korean universities started in the late 1970s in the business management course for small and medium-sized enterprises. Then in the 1980s, consulting was the focus and saw rapid growth starting in the late 1990s[34]. Since the year 2000, 'entrepreneurship studies' have been operated as a regular curriculum independent from business management studies and are being promoted towards instilling more practical skills. Since 2012, the precedent of the current Ministry of Education established startup education centers at 61 universities nationwide to promote startup culture and provide policy support. These centers provided lectures and support for university students seeking to start a company and spread the spirit of entrepreneurship, leading startup education at universities[35]. Such programs allow for fostering of creative talent and the necessary capabilities. Moreover, they create various synergies by promoting job creation and generation of value added in the economy.

According to the 5 year plan for startup education at universities (2013~2017), the Ministry of Education led the LINC project, of which 61 universities were selected to have a startup education center installed. With the leadership of the SME Administration, 18 leading universities in startups, 208 startup incubators and 30 startup academies are being run. But there is still room for improvement. The common issue is often the lack of systematic and specialized educational content, instructors and infrastructure[36]. Many universities do not have a dedicated headquarters staff assigned to the project and lack sufficient

number of instructors. Awareness for startup educati on is low and budget is also lacking. That is, while startup education has made a great presence at univ ersities, it was mostly led by the government and foc used on quantity, not quality. Startup education at K orean universities have mostly been driven by the go vernment, universities begrudgingly following along [37].

But the programs at Korean universities are not specialized. Improvement is needed on quality, incl uding increasing courses that are associated with sp ecialized topics[38,39]. This indicates many challen ges ahead for the progress in startup education.

3. Methodology

3.1 Study subjects

Of the LINK+ Global Education Program at K uni versity located in D city, the Eklya Global Entrepren eurship Camp was the main theme under which thi s startup program was conducted from January 8 to 26, 2018. The program was implemented by Eklya U niversity in Lyon, France.

The selected 10 students were those who had alr eady developed a business item in their startup clu b, received support and had a TOEIC score of 3.0 or higher (Lv6 140 points). They were selected thro ugh a final interview. They received pre-education and participated in a long-term English training pro gram and two orientation sessions for the purpose.

3.2 Analysis tools

3.2.1 Questionnaires of global start-up education

First, 10 questionnaires were prepared to underst and application motive, degree of helpfulness of sta rt-up education, application plan to start-up, global start-up plan, and so on. The score per questionnai re is up to 5 points with total 50 points..

Second, a 5 point Likert scale was used, with 'not at all', 'not', 'average', 'yes' and 'very much so' given as options. Each response was given a score of 1 to 5 points. Reliability of this study is Cronbach's α=.8 6. Lastly, the general characteristics of the subjects, including their gender, grade, major and participati on in global startup education programs were note d. Fig. 1 shows a FGI process.

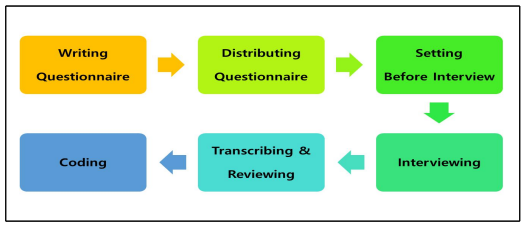

Fig. 1. FGI process

3.2.2 FGI of university students to start a company

The FGI questionnaire had 10 questions as seen in Table 1. With respect to the interview questionna ires for FGI, questionnaires by[40] which have been widely used in FGI were referred. For open question naires, they were prepared with four parts includin g opening and introductory questions, transition qu estions, key questions, and ending questions. After preparation of the draft, validity and practicality we re reviewed by pilot research with questions and an swers.

Table 1. Questionnaires for FGI for the university students

No	Class	Questionnaires for FGI
1	introduction	Application motive for this global start-up education
2	Transition	Psychological benefits to you with this global start-up education and reasons
3		The most helpful part in this global start-up education
4	MaIn	Practical learning from this global start-up education
5		The most beneficial program among this global start-up education
6		Difference before and after the experiences of this global start-up education
7		Difference between the program in K University and this global start-up education
8		Improvement points of this global start-up education
9		Applicable parts in the French start-up system
10	Ending	Action plan for start-up application after participation in this education

3.2.3 FGI(Focus Group Interview)

A focus group interview (FGI) was used to understand how participants saw the education program affect their to start a company. FGI is an analysis method different from surveys that gather statistical data. In-depth exploration is used to identify new issues or complement existing surveys. In general, it is a targeted group interview that uses intensive conversation to unearth information.

3.3 Study process

This study consists of the steps of design, implementation and analysis. First, the study design is the step to design the education program to solve the study questions identified. This program was designed in collaboration with Uklya University in Lyon, France online and offline over a year. Second, study implementation step is where the basic information of participants are identified, the education program is implemented and FGI are conducted to verify the effect of the program. In the analysis step, a questionnaire, FGI by a specialist are used after the program. Fig. 2 shows a diagram of the study process.

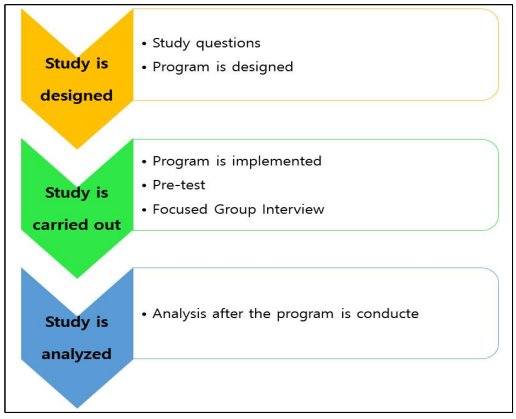

Fig. 2. Study process

3.4 Global startup education program

The global startup education program was carried out for 3 weeks as the Eklya Global Entrepreneurship Camp which is a K University + Global Challenger Program, from January 8 to January 26. The content of the program were as seen in Table 2.

Table 2. Eklya Global Entrepreneurship Camp program

	Program
Week 1	- Initiation into the French language and Culture Ⅰ~Ⅳ(Introduction into French and European history) - Presentation by INVESTINLYO(économic development)and BIG BOOSTER - Visit to start-up companies
Week 2	- Business Model (offer, positioning, business model canvass) Ⅰ-Ⅴ - présentation meeting start ups - Business Plan Writing and Coaching(financial aspects)
Week 3	- preparation of presentationsac - Village of Creators - acompanied individual work - Hyperbolik(market place educational programs) - Pitches in front of jury

3.5 University students who participated in Eklya Global Entrepreneurship Camp

The Eklya Global Entrepreneurship Camp was held in Ekleia University in Lyon, France, for three weeks from January 8 to 26, 2018. Ten students who were selected in accordance with the program selection criteria were tested for pre-post questionnaire. Of the total 10 students who participated in this questionnaire, the department of advertising and public relations was the most popular among the department, the department of computer engineering, the department of psychology, the department of fashion marketing and the department of fashion design were two respectively. In addition, there were 3 students who participated in global entrepreneurship education, and 7 students who had never participated in the program. There were many students who did not participate in the global entrepreneurship education program in 2017. Table 3 shows the contents of this.

Table 3. Basic information of participants in Eklya Global Entrepreneurship Camp

Participant	Gender	Grade	Department	Participation in global startup programs
A	M	4	Advertising & PR	No
B	M	4	Advertising & PR	Yes
C	M	4	Psychology	Yes
D	F	4	Fashion design	No
E	M	4	Fashion marketing	Yes
F	F	4	Fashion marketing	No
G	F	3	Advertising & PR	No
H	F	3	Psychology	No
I	M	3	Computer engineering	No
J	M	2	Computer engineering	No

3.6 Pre and post test comparison

The objective of this study is to analyze the effec tiveness of global start-up program on the start-up of the university students. To verify the changes aft er the program, SPSS WIN 24.0 was used to conduct a single group corresponding sample t-test.

4. Findings

4.1 Questionnaire analysis

4.1.1 Comparison test before and after the program

To analyze the effectiveness of the global start-u p program for start-up of the university students, it was investigated how their of start-up was changed before and after the program Table 4. Participants A, B, and F saw an increase in scores from the 30s to the 40s. Other participants, too, saw an increase after the program up to 3 points, or had the same score.

Mean value after the program participation was increased compared to that before the participatio n according to the test of effectiveness of start-up education before global start-up program (control s ample) in Table 5. t value was -2.175 and p-value was .029 demonstrating significance with not more than .05%.

Table 4. Results before and after the test

Participant	Pre	Post
A	35	47
B	33	43
C	41	41
D	44	44
E	48	49
F	37	41
G	43	47
H	40	41
I	43	43
J	42	41

Pre & post	Mean		Difference in mean	Standard deviation	*t*	Significance probability
	Pre	Post				
	40.6	43.7	-3.10	4.508	-2.175	0.029

$p<.05$

4.2 Analysis of FGI

A FGI was conducted on 10 university students w ho participated in the Eklya Global Entrepreneurshi p Camp (in Lyon, France) from the 3 weeks of Janu ary 8 to January 26, 2018. The interview was analyz ed as seen in Table 5.

FGI in this study was conducted from January 26th to 30th, 2018 one hour per person as a face-to-face interview. For data analysis, study problems were reviewed and described in view of hermeneutic paradigm. The data were coded and analyzed using Nvivo11 which is an analysis tool for qualitative data. For analysis method, Saldana's cyclic coding (2013) was selected. From February 3rd to 12th, 2019, analysis results of effectiveness on the start-up were deducted and decision table analysis was performed. Analysis results were reviewed by a qualitative research specialist multiple times. Also, triple validations were performed with peers and study participants.

According to overall FGI interview contents, most of the respondents answered on the application mot ive of global start-up education, 'to experience the overseas start-up cases and to get assistance on his/ her start-up' (8 persons). A few applicants answered

for his/her overseas start-up (2 persons). Overall, interviewees had a lot of opinions on finance, business models, discussion type classes and focus on practical issues compared to courses in Korea. While Korean courses emphasized theory, in France, there was a balance between theory and practice. The experiences of the students who participated in the program could be compared between domestic and global start-up companies directly, and they could approach the direction of their own start-up and practical operations, which showed the helpfulness of the program (7 persons). This also had a positive impact on one's own startup plans and confidence.

Many noted that while in Korea, training on finance and accounting was lacking, the program in France was helpful since it offered learning on basic fund-raising and financial management to set budgets and generate profit. It was verified that practice-oriented training, finance education and teamwork instilled confidence in participants and increased their to start a company.

Table 5. Keywords for each question and content of the FGI

No.	Keywords	Content of the FGI
1	- Startup education - Global - International startup education - Various experience - Comparison of startup educations at home & abroad - Moving onto the global stage	- I wanted to receive various startup education. - I want to complement what I lack through global experience. - I wanted international cultural experience. - Through various experience, I want to apply new design. - I wanted to feel cultural difference in person. - I wanted to learn details of global experiences
2	- Global culture - Business model - French startup culture - French culture - Business education - Finance	- I learned about French culture. - I learned that finance is one of the most important things in business. - I drew out a specific business model for the business plan. - I learned of the unique culture of French startups.
3	- Entrepreneurship - Details of financial models - Motivation	- I could add details to the models related to finance by experiencing French startups. - I felt encouraged by seeing other participants. - Feedback on our startup plans gave me confidence. - I learned that the French were interested in our startup plans.
4	- Fund management - Finance - B.E.P	- I gained an overall understanding on fund management through practical sessions. - Accurate figures helped us forecast and identify the breakeven point. - Finances classes that were not available in Korea were of great help. - B.E.P(break Even Point) calculations will be of great help as we run a business.
5	- Shared space - Confidence - Rising to the challenge	- It was impressive to see the entrepreneur share a space to plan a project together. - It was new to see people discussing openly with other team members and learn from them.
6	- Lack of confidence - Removal of uncertainty about moving onto the global stage	- This program gave me more confidence and direction in my startup idea. - I was able to establish specific plans for expanding globally. - I learned that startups are not a big deal if you have clear targeting and differentiation. - Experiencing overseas culture helped me think of global expansion as not too difficult.
7	- Objective feedback - Business plan - Contacting bloggers	- The program gave me a chance to receive feedback and adjust my direction. - I felt that having a clear cut business plan receives praise at home and abroad. - I learned that staying in touch with bloggers from around the world helps in getting feedback.
8	- Discussion type classes - Practical skills	- While programs in Korea focused on theory, there were more discussion classes overseas, which helped in getting feedback. - While programs in Korea focused on delivering knowledge, overseas programs were focused on practical skills and delved deeply into what to do in real life.
9	- Group feedback - Reinforced training on Finance - Experience-focused sessions	- Acceleration is done very well in France, from small units to bigger units. I hope to see such approaches applied to team compositions and classes. - I hope to see more programs that expose us to various startup cases. - I believe that if finance training is reinforced, many students will be able to determine whether their idea is financially viable in the early stages.
10	- Practical etiquette - Lack of break time - Startups	- Rather than language skills, I wish we had learned more of practical etiquette. - There were no clear break times during the startup education sessions. This led to undermined concentration in the afternoon. - It was great to visit 1~2 people startups. But I wish we had also seen startups with 10 or more employees.

5. Conclusion and suggestions

This study reviewed how a global startup program affected the university students to start a company. The effectiveness of the expediences was reviewed on the university students' start-up. Upon analysis of effectiveness of start-up by field-oriented global start-up education expediences in France for 3 weeks, Their start a company was analyzed after the program to verify the educational effects of the program and provide basic data for more in-depth studies on the topic.

Findings from the study's questionnaire and FGI were as follows. First, after the startup education program, participants saw an average score increase of 3.1 points. Pre-difference sample average of 3.1 points, based on the post-score difference is because to admit the null hypothesis claims to test the null hypothesis that the effect of the program on the significance level of 0.05 challenging Value Program crazy significantly larger impact on student entrepreneurship . In other words, the global start-up education program can have a significant impact on the overall planning and progress of the participating students. Also, as can be seen from the results of the FGI, it is possible to grasp the effect of the program. Second, global start-up education provide the opportunity to experience the French culture which is hard to experience domestically, and learn about global start-up and the fields. It was shown that students' interests on the global start-up, practical and objective plans on overall start-up, and global start-up mind were enhanced. First, as this study was based on a program at a single university to review how the program affected the students' to start a company, follow-up studies should be conducted on universities that carry out global startup programs and compare such programs to identify the most effective ones. Second, participants of this study were those selected for having met the criteria of K University's program. In follow-up studies, a comparison should be carried out on how the students' to start a company differs between students that have been selected and those that have voluntarily taken part in the program. Third, based on the data of this study, the weaknesses of the existing global startup programs must be addressed to develop more efficient and varied programs that can instill the start companies in university students.

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