**ABSTRACT**

**Objective:** This paper attempts to shed some light on the entrepreneurial university elements through the examination of two HEIs – Karelia University of Applied Sciences and Poznan University of Technology. The case study explores the prerequisites for effective result-driven entrepreneurship education and business collaboration. Furthermore, the study examines what is the potential to build joint entrepreneurial pathways for HEI students and staff in an international context within the Erasmus+ Strategic Partnership Project “Entrepreneurship and Communication in Multicultural Teams (ECMT+)”.

**Methodology:** The nature of this exploratory case study is descriptive and data was collected using literature and reports review, participatory observation, reflection, and inference tools. The HEIs cases of practical implementation of the entrepreneurial university framework were selected with a purposeful sampling technique. The applied case study was practical orientated. Due to the small number of informants within the case and its qualitative nature, no generable conclusions can be drawn.

**Findings:** Even as a subjective and descriptive case study, it offers an arena to explore one authentic example of a community of practice and entrepreneurial education platform promoting the systematic competence and skills development in international collaboration context. Entrepreneurial university with a true multicultural nature supports building inclusive education bridging universities with their regions and businesses.

**Value Added:** The study reveals that the higher education has to be more inclusive and develop practices to meet the more diverse learners who may have disabilities and learning difficulties, diverse racial, cultural and linguistic backgrounds or meet with social and economic challenges. The value resulting from the research allow to state that the effective cooperation and building of entrepreneurial university practices at ECMT+ partner universities are beneficial both for students, teachers and the HEIs and they could be applied at other HEIs.

**Recommendations:** The strategic development of higher education should be oriented to promote the entrepreneurial mindset reforming the curricula to provide academic graduates more practical skilled, multi-disciplinary and social competent to discover the entrepreneurial opportunities and boosting employability. Despite the qualitative nature of the study it may enrich the discussion on the entrepreneurial university practice.