



Entrepreneurship Education: Innovation and Creativity

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Abstract: Today, looking at the dynamism of the business environment seems to be necessary, more than ever to focus youth competences formation on future business developments, especially to those related to emerged fields of entrepreneurial initiatives like circular economy, artificial intelligence. Higher education programs focusing on entrepreneurship gained popularity among students manifesting strong intentions to start a business their own. The favorable business environment, governmental support, encourages young people to become entrepreneurs, and appropriate education is crucial to help them innovate, boost their creativity, and make them successful in managing the business operations daily. Building strong management skills along with nourishing creativity and innovation will enable young entrepreneurs to pursue their dreams and to lead successful ventures.

Keywords: entrepreneurship, education, innovation, creativity, leadership

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Introduction

Now scientists of the most different professional directions (economists, philosophers, psychologists, sociologists, etc.) pay serious attention to development of the theory of modern business and its role in economic development of the country. Economic activity of the enterprise of any form of ownership, operating in market conditions, should be, first of all, cost-effective in order to ensure income and investment, maintain independence and development of the enterprise.

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Modern entrepreneurship is the most important element of the market economy, it largely determines the pace of economic growth, the structure and quality of the gross national product, contributes to the maintenance of competition, forms a new social layer of society. A high level of business development is a necessary condition for the modern model of market economy, because it includes many functions: direct production, privatization of property, management, marketing and many other activities related to creativity, innovation and risk.

Entrepreneurship, according to experts studying this phenomenon, is not a profession, but an image and lifestyle. The well — known economist Joseph Schumpeter — a recognized authority of economic science-called entrepreneurship a special economic factor in addition to the three well - known-capital, labor and land. In his opinion, entrepreneurship has a dual function. First, it is the power that brings resources together in new, unique, innovative combinations. Secondly, it is the driving force of reorganization and social change, produced on the basis of special knowledge, intuition, other qualities and entrepreneurial properties [Ivanov & Rusinov 2009].

Schumpeter calls the entrepreneurial process of rebirth and renewal "creative destruction," the kind of destruction without which nothing new can be created. Although in everyday life, entrepreneurs are called all those who are engaged in business, not everyone who is engaged in it can be an entrepreneur. They are only those business people whose behavior in the market is different search, creative nature.

An entrepreneur's business can grow only at the expense of his profits and should develop only if it ensures the achievement of valuable social goals. Mature civil society in the interests of self-defense rejects business that does not meet its needs. The state, which serves society, adopts laws that put a barrier in the way of anti-social manifestations of business. In today's civil society, the entrepreneur feels more socially responsible for his or her actions than ever before. A sense of high social responsibility has been added to the traits originally characteristic of an entrepreneur — enterprise, assertiveness, energy. The entrepreneur ultimately serves society. The modern worldview of the entrepreneur is based on the recognition of the public utility of business, the fundamental components of which are exchange, transaction, act of sale. Every transaction that brings business profit, at the same time means an increase in the well-being of society. A real deal benefits both parties involved. Conclusion of fair and mutually beneficial transactions is an important function of modern business [Popov, 2011]. Modern society focuses on supporting, first of all, socially responsible entrepreneurs. This is especially important in societies with long traditions of collectivism. The differences between the individualist entrepreneur of the classical capitalist type and the socially responsible entrepreneur can be presented as follows.

- Individual entrepreneur:
 1. Considers society as a means to an end
 2. Struggles for self-assertion in the role of leader
 3. All forces directs on strengthening of the positions in society
 4. Treats the public interest as a hindrance to its activities

- Socially responsible entrepreneur:

1.Considers the development of society as his personal goal

2.Seeks to identify and train its receiver as a leader

3.Feels like a responsible member of a democratic social structure

4.Encourages others to start their own business

Summing up the main features of the modern worldview of entrepreneurship, it can be concluded that the philosophy of entrepreneurship is a practical philosophy, which does not remain unchanged as production, society and the conditions of its life and culture change. However, due to the fact that the characteristics of the market environment in which entrepreneurs operate, practically do not change, the foundations of the philosophy of entrepreneurship remain unchanged.

To date, Kazakhstan's economy should expect a long period during which new generations of entrepreneurs will master the practical philosophy of entrepreneurship by trial and error. It will be a long time before we can talk about the current entrepreneurial culture and ethics, rejecting any ways of dishonest profit-making.

The main thing that Kazakh entrepreneurs lack today is the stability of the state economic and social policy, the presence of a positive public opinion on entrepreneurship and the due attention of the state to creating conditions for its formation and further development.

The philosophy of entrepreneurship today is still a philosophy of survival. In order for it to become a philosophy of high social responsibility to society, it is necessary to make a lot of efforts. However, it is already obvious that only domestic entrepreneurs will be able to provide a way out of the crisis and economic recovery. They will be able to do the main work on the creation of a market economy in the country and the organization of efficient production. Entrepreneurship is largely recognized as being the main driver of today's economic growth, generating a significant social impact and wellbeing. It has also emerged as the most potent economic force the world has been experienced [Kuratko,2005].

In Romania, the entrepreneurial initiatives grew over the years, especially immediately after the communist system collapsed and the transition to the market economy begun. From a historical point of view, at the beginning of 2019, Romania reached the pick of total number of entrepreneurs ever 1,38 million, of which 37,5 % are women. Active private firms registered in 2012 were 931.788 companies, of which 858.802 small companies with 0-9 employees, which means a significant percentage of 92%. At EU level a overwhelmed majority 92,8 % are small and medium sized companies, less than 10 employees. In just five years after, the number of companies is 1.050.797 entities, a total growth rate of 12,77%. Despite this huge number of registered companies, only 523.955 are active, representing 50%. The number of small companies, 0-9 employees, is still important 976.377, but their contribution to Romanian GDP is only 52,2%, compared with EU average of 56,5% according EUROSTAT. The total number of private entrepreneurs was 287.982 persons in 2016 and 287.982 in 2017, of which 21.277 representing family businesses and 206.705 independent entrepreneurs. The sector of services was the most representative with 126.426 private entrepreneurs, 43,9 %

followed closely by the commerce sector 102.401 people, representing 35,5%². It seems that it is a direct connection between entrepreneurship and local/regional development [Malecki, 1997]; therefore, investing time and energy in supporting entrepreneurial initiatives is necessary and useful.

Over the past ten years, Kazakhstan has managed to achieve serious success in the development of entrepreneurship. This can be judged at least by the share of gross value added of small and medium-sized businesses in the country's GDP – in 2008, this figure fell short of 11 percent, and last year crossed the threshold of 26 percent. Other facts also speak about it. Over the past year alone, the number of small and medium-sized enterprises has increased by more than 10 percent, reaching 1.3 million, and in the first half of this year, budget replenishment through the activities of small and medium-sized businesses increased by 16.6 percent.

Such results were achieved thanks to systematic and thoughtful steps that formed the basis of a series of government support programs. Two initiatives occupy a special place in it. This is a "business Road map" and the development of the so-called "economy of simple things", which are able to turn the current stage of economic development of the country into an era of flourishing entrepreneurship.

The key objectives of the "business Roadmap" are to ensure stable and balanced growth of regional entrepreneurship, support existing and create new permanent jobs. According to the Ministry of national economy, over the past four years, the state has supported more than 13 thousand projects in the sphere of small and medium-sized businesses under this program. The winner turned out all. The state received about 10 thousand additional jobs, which directly affects the preservation of social stability in the country, as well as the ability to annually replenish the Treasury in the amount of 175 billion tenge, received from small and medium-sized businesses in the form of taxes. Entrepreneurs have gained confidence in the future, provided with real assistance, which is expressed in specific measures of financial support. These are, first of all, subsidizing the interest rate on loans, guaranteeing loans and providing grants. In addition, the state provides entrepreneurs and non-financial support (training and consulting services), and is engaged in summing up the missing engineering infrastructure to the objects of their activities. The decision to extend this program for at least another five years is a strategically important step for the full economic future of our country, as it will turn small and medium – sized businesses into a real traction force.

As for the other program mentioned above, which was launched recently, 600 billion tenge will be allocated to support private businesses in the framework of the development of the "economy of simple things": 100 billion each for production and processing in the agricultural sector, 400 billion – for the development of the manufacturing sector and services. According to the data for the middle of August, announced by the Minister of industry and new technologies Roman Sklyar, banks have already approved about 150 projects worth 62 billion tenge. 210 more projects worth 275 billion tenge are under consideration in banks and "Agrarian credit Corporation". And, it should be noted, the state is constantly improving the mechanisms of this state program. In particular, the government continues to work on such issues as expanding the list of goods for priority

² EUROSTAT (online data code: sbs_sc_sca_r2)

projects, increasing the term of lending for investment purposes from 7 to 10 years and the share of lending to replenish working capital from 50 to 100 percent, using the instrument of refinancing loans for investment purposes with the establishment of criteria for the selection of projects and counter obligations on the part of borrowers. To achieve these goals, "roadmaps" for the development of furniture and light industry, as well as the production of building materials have already been developed and approved.

In the last 15 years, Kazakhstan has been carrying out systematic work to support SMEs. The task is to make the private sector the leading economy and bring the share of SMEs in the country's GDP over 50% by 2050.

The importance of small and medium business for the development of the economy is known and obvious to everyone. First, small business has always been more mobile and able to work under pressure. He could always afford to reorient quickly if necessary, thereby reducing his losses.

Secondly, Small and medium-Sized Businesses have always helped the state with the issue of employment, thereby involving the population in their activities and increasing the level of social optimism. Due to the global changes taking place in the era of the Fourth industrial revolution, namely the ever-increasing growth of automation of production, the need for a constant increase in the number of employees is becoming less and less. This factor generates a "labor migration" of workers around the world from production to service. This is confirmed by the fact that the share of Small and medium-Sized Businesses working in developed countries ranges from 60 to 98%.

However, each medal has a downside. But the disadvantages are the continuation of the advantages: small businesses, especially startups, traditionally experience great problems in the availability of credit, the availability of qualified personnel. For the same reason, unit costs for logistics, marketing, accounting, legal and consulting services are high. A number of these problems create certain barriers in the development of any kind of Small and Medium Business.

What is the situation in Kazakhstan with the development of small business today? According to <http://stat.gov.kz>, as of November 1, 2018, the number of existing SMEs compared to the corresponding date of the previous year increased by 6.3% and reached the figure of 1,227,242. That is, there are about 15 small and medium-Sized Businesses per 100 residents of Kazakhstan.

The leader is traditionally Almaty, where more than 174 thousand small and Medium-sized Businesses are registered. In second place is the capital of 119 052. But Astana recorded the largest increase in this area for the year - more than 24%. This is due, among other things, to the influx of enterprising people to the capital.

Among them, the share of individual entrepreneurs was 65.6%, legal entities of small business-18.5%, peasant or farm households-15.7%, legal entities of medium business-0.2%.

Undoubtedly, an important role in stimulating the development of Small and medium-Sized Businesses in Kazakhstan should play digitalization, the role of which is noticeable now, but it will grow immeasurably in the coming years with the provision of universal access to high-speed Internet and the development of information and communication

technologies. This applies to both specific areas (for example, "precision agriculture", "smart cities") and small businesses in General.

Thus, full automation of state support measures will make them more easily accessible and significantly reduce corruption risks. For example, the term of service "Subsidizing the cost of fertilizers (except organic)" will be reduced from five to one day. Only in 2018, the reduction of the term of obtaining public services will reduce business costs by 1.6 billion tenge, and by the end of 2022-by 8.4 billion.

In Kazakhstan, entrepreneurial initiatives are still in the early stages of development in Mangystau region and also in the Caspian Sea region, mainly because of historical and political heritage of the country/region. The national economic strategy³ «Kazakhstan-2050», and the strategic plan for the development of the Republic of Kazakhstan until the year 2050, "Digital Kazakhstan" encourages entrepreneurial initiatives, mainly because business opportunities exist in the region. The lack of educated entrepreneurs seems to be the reason for not having significant growth in the private business sector in this part of the world. The other Caspian Sea countries experience the same kind of barriers in developing their private business sector. So, It is an opportunity for Yessenov University to take the initiative in developing entrepreneurial education and make available in the Caspian region. The family business sector has a good representation in some Kazakh industries like trade (37%), construction (13%), industry (13%) and other sectors not related to the main sectors of the economy (24%). Wholesale and retail trade represents this year 26.2%, construction (19.9%), services (9.1%). In total, the share of these three activities is 55.1% of all registered legal entities. The number of operating legal entities of small and medium-sized enterprises (SMEs) in the Mangystau region is 8.634 units in 2018. The number of employees in SMEs at the beginning of this year amounted to 127 thousand people. The main barriers to overcome are closely related to the lack of knowledge of entrepreneurs in administrating, consolidating and extending their family business.

In summary, the statistics illustrate the contribution of entrepreneurial firms to the Romania/Kazakh market economy by generating innovation that leads to technological change and productivity growth. Also entrepreneurial firms are an essential mechanism to those trying to enter the economic mainstream. The market economies are dynamic entities always in process of "becoming" rather than an established one. Innovation and creativity are pushing the boundaries in many sectors of today's economy, and the future of business is closely related to these two components which are very often to be found in entrepreneurs' endeavors.

Entrepreneurship itself is considered a dynamic process of vision, creation and change that requires energy and passion towards the creation and implementation of new ideas and creative solutions supporting business ventures.

Being an entrepreneur doesn't mean just to have a good business idea to be nourished; it means to have solid knowledge on how to start and to grow a business, and that involved education.

³ http://www.akorda.kz/en/official_documents/strategies_and_programs

Successful entrepreneurship is related to personal qualities of entrepreneurs, their skills and competencies matching the needs of the business itself. The internal success factors are doubled by external factors such as business environment configuration, governmental support of youth entrepreneurship and existing legal framework etc.

Essential ingredients for a successful business include the willingness to take calculated risks, in terms of time, equity, career; the ability to formulate an effective venture team; the creative skill to marshal needed resources and fundamental skill of building a solid business [Kuratko & Hodgetts, 2004]. An *entrepreneurial perspective* can be developed in individuals, and this perspective can be exhibit in various circumstances: inside or outside of an organization, in business and nonbusiness activities for the simple purpose of bringing forth creative ideas. In this sense, entrepreneurship is an integrated concept that has revolutionized the way business is created and conducted at every level and in every country.

Educating the prospective entrepreneurs, especially coming from the young generations, is developing, the number of Higher Education programs in entrepreneurship constantly grow, and attract numerous students. The impact of entrepreneurship education has been the subject of research, and the literature in the field grew exponentially. Not only impact has been studied, most recently, but also the creativity and innovation in entrepreneurial education seem to become the focus of scholars. Also, researchers are striving to learn about the entire entrepreneurial process to better understand the driving forces within entrepreneurs [Bull & Willard, 1993, Bygrave & Hofer, 1991, Gartner, 2001]

“Do university degrees adequately teach value creation?” it is a question that appears in many debates related to the impact of higher education on society. Unfortunately, too often, the answer is no. Value creation doesn't mean creating individual wealth for the HE graduates; it means empowering the graduates with the know-how to innovate, create jobs and contribute to long-term economic growth [Gerber, 2014]⁴. And who creates more value than entrepreneurs? Youth unemployment is one of the principal social and economic challenges of this decade in Europe and around the world. Long spells of unemployment can have serious long-term effects for individuals, such as reduced earnings and social exclusion [Halabisky, 2012]. Young Europeans are the population segment most attracted by the perspectives offered by the possibility of working on their own: 45% of the young people aged 15-24 would rather be entrepreneurs, unlike only 37% of those aged 25-39, 36% of those aged 40-54 and 35% of those over 55 years old. The main reasons why young Europeans would like to start their own business are the perspective of obtaining a larger income and the autonomy provided by it (“the freedom of choosing one's place and moment to work”) [Levaridis et. al, 2016] The findings of a EU survey on entrepreneurship education in HEIs (in 24 EU-countries, data collection in July 2015) has shown that over half of European students do not have access to entrepreneurial education, do not have the opportunity to participate in a curricular or extracurricular activity that will stimulate their entrepreneurial initiative. Based on their country of residence, in general, students of the EU -15 have higher access to entrepreneurial education rather than students of the recent EU member states [Farnell et al. 2015]. Also, the study results mentioned that integrating entrepreneurship as a key competence into

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curricula is widespread, but the delivery of entrepreneurship education takes a wide variety of forms, often through optional subjects.

At the EU level, youth entrepreneurship is a priority on the political agenda as a means to prevent youth unemployment and social exclusion and also to stimulate innovation among young people. Some measure in this direction have been taken:

- including in the Europe 2020 strategy fostering youth entrepreneurship as one of the objectives;
- employment and entrepreneurship were one of the eight fields of action promoted by the EU Youth Strategy (2010-2018)
- entrepreneurship is being considered as a key competence in the European Reference Framework on Key Competencies for Lifelong Learning since 2006.

The political and strategic framework exists, and it is time that higher education institutions to design dedicated study programs fostering value creation and supporting youth entrepreneurship with appropriate skills and competencies formation.

Although youth may not seem like a likely group for entrepreneurship because of their inexperience and lack of finances, they do have an interest in entrepreneurship, and many of them believe that self-employment is feasible.

1. Entrepreneurship Education – An Overview

Higher Education institutions (HEI) constantly review and update their study programs striving for the social recognition of their graduates. HE graduates face a dilemma: to look for a job or to start their own venture. It seems that the second option becomes more attractive in the past recent years, especially among young people due to supportive business ecosystems, or governmental incentives. Becoming a successful entrepreneur requires not only specific personality features and aptitudes but also a solid education on how to set up and grow a business. Also, young people are facing various barriers to starting their own business. They arise in the areas of social attitudes, lack of skills, inadequate entrepreneurship education, lack of work experience, undercapitalization, lack of networks, and market barriers.

Young people are influenced by their family, teachers as important role models, but they are not aware of the opportunities of entrepreneurship today. Sometimes the lack of awareness generates low encouragement for entrepreneurial activities. It is generally argued that education and training are not doing enough to develop skills and appropriate attitude towards entrepreneurial developments [Potter, 2008], despite the recent promising developments in this area.

The major determinants of entrepreneurship and business start-up success are prior work and experience, but young people typically lack human, financial, and social capital necessary to set up and grow new business. Also, relative to older individuals, young people are less likely to have managerial or business experience; therefore they may lack the skills to run their business.

Entrepreneurs with initial financial resources seem to be more successful, but young people are disadvantaged because they have low personal savings, or they are not meet the bank requirements for business loans, such as credit history, past business

performance, and collateral, which are low in youth-owned firms. So, a lot of barriers needed to be overcome.

Numerous studies on the relationship between universities and industry have investigated the economic value of university activity, the contribution of students and staff to the economic growth, the spillover effect of knowledge and the development in the recent decades of the entrepreneurship education [Mitra&Manimala,2008]. The results provided by the Global Entrepreneurship Monitor research project reveal the fact that entrepreneurship in all parts of the world has small start-ups as the largest component. The study also witnesses that the entrepreneurial activity doesn't follow a linear logic, and it has not been demonstrated a direct link between economic advancement and entrepreneurial activity. While new ventures are the source of vitality and vigor in the economy, they are also truly vulnerable and need special assistance from society. But what form such assistance should take? Is any particular role in education, especially higher education should play through knowledge transfer and teaching?

Well, the answer to such questions is complex and only one side will be examined in this paper: the higher education role in building entrepreneurial skills and competencies in shaping successful entrepreneurs of tomorrow.

In the competitive economy, much of interactions are occurring in the industry, each form of interaction is generating new opportunities for change. Often this translates into generating new ventures. Therefore, university-business cooperation is crucial in entrepreneurship education. Universities should customize their teaching programs not only by using innovative computer-based teaching/learning methods and tools but also, establishing structured University-Business cooperation that might enable the universities to better adapt their courses to the job market requirements[Epure,2017].

What types of courses higher education study programs offer to the undergraduates is essential for their future career, especially because most of them have no work history or work experience to rely on and make up for the lack of skills. Education plays a twofold role in the development of entrepreneurship: to create the right attitude in individuals and to develop knowledge and skills relevant for entrepreneurship.

Despite the fact that today everyone agrees upon the HEIs important role in entrepreneurship, only recently, it has been perceived as an instrument of entrepreneurship promotion.

The first academic program on entrepreneurship was launched at Harvard University in 1945. The Harvard program was designed to stimulate economy, offering returning war veterans opportunities for self-employment. Since then, many HEIs have recognized that entrepreneurship courses could be considered as effective tools to stimulate economy through their graduates who will start up new ventures able to create wealth and provide employment.

Although, research unveiled some serious mismatches between university learning focus and entrepreneurs learning needs[Gibb, 1993]

Tabel 1. University offer versus entrepreneurs learning needs

University/Business School focus	Entrepreneurs learning needs
Critical judgment after analyzing large amounts of information	Gut-feel decision making with limited information
Understanding and recalling the information itself	Understanding the values of those who transmit/filter information
Assuming commonality of goals	Recognizing the widely varied goals of different stakeholders
Seeking to verify the absolute truth by study the information	Making decisions based on judgement of trust & competence of people
Understanding the basic principles of the society in the metaphysical sense	Seeking to apply and adjust in practice to the basic principles of the society
Seeking the correct answer, with enough time to do it	Developing the most appropriate solution(often) on the time pressure
Learning in the classroom	Learning by doing
Evaluation through written assessment	Evaluation through the judgement of people and events through direct feedback
Success in learning by passing the knowledge-based examinations	Success in learning measured by solving problems, learning from failures, and providing useful products to society

(Source: Adapted from Gibb, 1993)

Looking at above-listed mismatches, one can easily understand how the academic programs on entrepreneurship should look like. Steps have been made in harmonizing the academic curricula with real-life needs, and successful programs emerged. The impact of HEIs' contribution to the establishment of an effective entrepreneurial education cannot be denied, and the "fruits" of such approach are closely to be harvested.

2. Entrepreneurship education – initiatives worth to be mentioned

In **Romania** for the past two decades, public and private universities understood the needs and business schools have been established. Also, structural funds projects have been implemented, looking especially to develop entrepreneurial skills at the young generation alongside support start-ups. As an example, Spiru Haret University implemented projects of over 7.5 mil EUR in 2017, having as main goal entrepreneurship, focusing on building skills and competencies, supporting startups, simulation of enterprises' activities, knowledge transfer, and encouraging women entrepreneurship. Two samples of Spiru Haret University's successful projects being SMART and PROFIT.

SMART Entrepreneurs is a project of 12.422.457,40 RON (2.760.546 EUR), addressing more than 350 individuals of which 50% women. The project consists in delivering courses for entrepreneurial competencies formation, 60 hours of which 30 hours of practical

training. Also, it was organized a competition of business plans, being supported 40 business initiatives with 40.000 EUR per winning business plans, which will become a real firm providing a minimum of two jobs.

PROFIT is a project of 8.722.301,38 RON (1.938.289 EUR) supporting 336 individuals to acquire knowledge in starting and growing their own business, offering support of 36.000 EUR each business plan for a total of 36 winning business plans. Each new venture supported with such amount needs to create at least two jobs and to resist the market competition.

Kazakh Higher Education nowadays the effervescence of new initiatives in academic education supporting entrepreneurship. In the academic years 2019-2020, Yessenov University launched MBA and EMBA courses being very successful in attracting local and regional students. Also, in 2018, Yessenov University have created the Caspian Entrepreneurship Center aiming at becoming a regional hub of entrepreneurship education. The center aims to help rural entrepreneurs and local business people to overcome their segregation and integrate into regional economies in ways that increase their rights and influence over various kinds of business. The Center's mission is:

- to develop, protect and provide a safer business environment, nourishing ideas and strengthening the planning capabilities of the Entrepreneurs;
- to contribute to improving existing business by raising technology awareness through education and prevention;
- design community-based projects and programs that will allow the development of new products, entering new markets, bringing innovative ideas to life and promoting the benefits of new e-business.

Some of the relevant to-be-mentioned activities of the Caspian Entrepreneurship Center are:

- Annual competition startup projects «The best startup of YU» in the framework of the forum Yessenov readings
<http://yu.edu.kz/en/announcement/yessenov-university-zdik-startap-zhobasyi-bay-auyi/>
- Motivational startup training for students and teachers, October 4, 2018
<https://www.instagram.com/p/BogMXoPgVul/>
- ICT training for young entrepreneurs, 27 December 2018
https://www.instagram.com/p/Bhbr_oj1-B/
- «Entrepreneurship by the requirements of the new economy» seminar organized for University teachers, September-December, 2018. In this course each class was conducted by professional business coaches and local entrepreneurs and at the end of the course more than 40 teachers were awarded certificates for successful completion of the course.
- Mini class- Marketing-April 2019
- Award ceremony «Young entrepreneur 2019» for young people (age group from 14 to 22 years). This competition was attended by more than 100 projects from schools and colleges of the Mangystau region, and as a result of 12 projects received grants and

discounts for training at the university and after the competition wishing to participate became very much in the future we want to hold this competition traditionally.
(<http://yu.edu.kz/en/portfolio/konkurs-yu-meni-ta-dauyim/>)
<https://www.instagram.com/p/BwgYkVpnoWL/>

Conclusion

Higher Education should play an important role in entrepreneurship education, especially in designing educational programs able not only to transfer knowledge but mostly to build entrepreneurship skills and competencies to young people. University business cooperation is essential in designing the curricula of the entrepreneurship programs, knowing that learning focus is different. Initiatives in developing entrepreneurship education emerged, both countries Romania and Kazakhstan witnessing similar barriers and investing a lot of energy and resources in supporting youth entrepreneurship. Some good practice examples have been presented, but they are not enough to make the difference. Cooperation between universities, staff mobility and exchange of good practices and cooperation in developing common projects would be beneficial for both.

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