The study on entrepreneurial education in the university through stakeholder involvement

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Abstract

This article reports on a study concerning the entrepreneurial potential in the Academy of Economic Studies of Moldova and identifying the peculiarities, being analysed from the stakeholders' perspective. The research was carried out within the project ReSTART - Reinforce entrepreneurial and digital skills of students and teachers to enhance the modernization of higher education in Moldova, funded by Erasmus+ program. Since entrepreneurship education is about developing the ability to act in an entrepreneurial manner, attitudes and behaviors are perhaps more important than the knowledge and skills concerned in running a business. Stakeholders can and should play an important role in tailoring university entrepreneurial strategies and actions and supporting their implementation. This can be done through building stakeholder engagement – with stakeholders as partners in the design, planning, implementing and evaluating of entrepreneurship education policy and activity at all levels. The conclusion of this paper redefine the analysis of local target groups' satisfaction related to entrepreneurial and digital skills, by integrating the needs of all university stakeholders (students, teachers, enterprises, professional association, public institutions and non-commercial organizations).

Keywords: Entrepreneurship, higher education, entrepreneurial education, entrepreneurial skills, university, stakeholder, HEInnovate

JEL Code: A20, I23, L26

1. Introduction

Entrepreneurship is the driving force of economic development due to creation of new companies and jobs, opening of new markets and developing new skills and qualifications. Entrepreneurship is a very important sector of the economy and contributes significantly to the long-term development of the economy. Entrepreneurial development is an extraordinary chance for Republic of Moldova, this being the most dynamic area of the economy.

Entrepreneurship education has a very important role in stimulating entrepreneurial potential, it "focuses on the development and application of an enterprising mindset and skills in the specific contexts of setting up a new venture,

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developing and growing an existing business, or designing an entrepreneurial organization"(Quality Assurance Agency for Higher Education UK, 2012).

Developing and promoting entrepreneurship education has been one of the key policy objectives of the EU institutions and Member States for many years.

Accordingly with the publication of European Commission (2015) students participating in entrepreneurship education are more likely to start their own business and their companies tend to be more innovative and more successful than those led by persons without entrepreneurship education backgrounds. Entrepreneurial education contributes to the formation of innovative people who are driven to add value to the enterprises where they will work or start their own business. Entrepreneurship education alumni are at lower risk of being unemployed, and are more often in steady employment. Compared to their peers, they have better jobs and make more money.

In the Republic of Moldova, entrepreneurship education is a cornerstone element in most of the strategies aimed at creating new jobs, increasing the number of start-ups and reducing their bankruptcy rate. Despite the fact that there are already numerous measures taken to encourage entrepreneurship education, it requires a much more complex and scrupulous approach.

From the perspective of the business environment, the inefficiency of education in Republic of Moldova is reflected in the gap between theory and practice. Although many young people graduates come to companies with a solid theoretical baggage, the lack of a real practical training during the faculty is the main criticism brought to the education system.

In 2004 The Republic of Moldova joined the European Charter for Small Enterprises, therefore respecting the stipulations became an imperative goal for us. Nowadays, entrepreneurship courses are taught in most of the economic higher educational institutions from Moldova.

The Academy of Economic Studies of Moldova (ASEM) is one of the first higher educational institutions from the Republic of Moldova to introduce the Entrepreneurship course in 1998. The primary goal was to give theoretical knowledge and develop entrepreneurial abilities, as well as consolidation of entrepreneurial sense.

From the very beginning the course was held for students of only two specialties: Business and Administration or Marketing and Logistics. Subsequently it was included as an optional course in the study schedule at other specialties during the first stage, Bachelors: Cybernetics and Economical Informatics, Informational Technology, Informatics, Accounting, Tourism, Technology and Management of Public Alimentation, Commodities and Commerce.

During the second stage, Master's, the course of Business plan elaboration is proposed for students from Business Administration and Informational Management programs. By working in groups of 3-4 persons, they elaborate a business plan that they subsequently present in front of their colleagues and teacher.

As for now, entrepreneurship education at ASEM includes a series of extra-curricular activities:

- "The Start-up Academy"- meetings with successful entrepreneurs that share their experiences with the students;
- The debate club BIZZClub;
- Contests among students "Today-student, tomorrow-entrepreneur" and "Start-up@Business Model";
- Start-up in the business incubator ASEM and so on.

During the entrepreneurship education course there are applied a few active teaching methods as: project elaboration, case studies, simulations, meetings with successful entrepreneurs, interviews and so on. However, mostly it is still focused on teaching.

In this way, the study target was to analyse teachers, students` and employer's attitudes and perceptions, and to collect relevant learning needs with respect to entrepreneurship and digital skills. The research was carried out within the project Reinforce entrepreneurial and digital skills of students and teachers to enhance the modernization of higher education in Moldova.

Thus, the aim of the survey is to identify methods of improving entrepreneurial and innovation competences of higher educational institutions by analysing from the ASEM stakeholders' perspective.

To achieve this, the following objectives are set:

- Interviewing professors who teach the Business Administration;
- A survey for students and all the indirect stakeholders including employers, professional association, public institutions and non-commercial organizations;
- An analysis of the results obtained from interviewing professors, students and companies.

2. Literature review

The European Union's policy framework on small and medium enterprises (SMEs), through the overarching Small Business Act for Europe and the Entrepreneurship 2020 Action Plan, emphasizes the importance of entrepreneurship education. Entrepreneurship education in higher education was proved to have a positive impact on the entrepreneurial mindset of students, their intention towards entrepreneurship, their employability and finally on their role in the society and the economy (European Commission 2012, a).

Education for entrepreneurship can make a difference as young people who go through entrepreneurial programs and activities start more companies and earlier – the percentage of alumni who become entrepreneurs 3 to 5 years after leaving school is 3-5%, whereas for those who participated in any entrepreneurship education this percentage rises to 15-20%, according with the papers of European Commission (2012, b).

On the one hand, countries like France, the UK, Ireland and the Scandinavian States are ahead in terms of teaching entrepreneurship in universities. The number of young people who are trained in entrepreneurial education is increasing. According to data from (The Danish Foundation for Entrepreneurship, 2016) in 2009/2010 only 8 %

of students at universities took part in an entrepreneurship course or subject, while in 2016/2017 their share was 19% of the total number of students in higher education.

This is explained by the strong input from the government in the form of financial incentives for universities, numerous support initiatives, both national and regional, and the widespread courses offered at all educational levels (under and postgraduate) (Watkins, 2006).

By Martin (2015) entrepreneurial education has seen worldwide exponential growth in higher education institutions, and was in 2001 offered at around 1200 business schools only in United States. On other levels of education such strong growth has not yet been seen, but development is under way with policy pressure exerted on educational institutions worldwide. Today entrepreneurial education has become an important part of both industrial and educational policy in many countries.

Education should be brought to life through practical experiential learning models and experience of real-world entrepreneurs. Defined entrepreneurial learning outcomes for all educators are needed to introduce effective entrepreneurial learning methodologies into the classroom (European Commission, 2015).

However, entrepreneurial education illustrates some unique features, such as focus on value creation to external stakeholders, interaction with the outside world, and artefact creation. Those features explain why entrepreneurial education can trigger much higher levels of motivation, experienced relevancy, engagement and deep learning than can other pedagogical approaches (Daskalou et all, 2016).

3. Data and Methodology

The survey on entrepreneurial education in the university through stakeholder involvement was performed during the period of 13 March – 21 April 2018.

In order to appreciate the entrepreneurial/innovative potential at ASEM and identify the weaknesses was applied the online self-assessment tool for higher educational institutions HEInnovate, developed by the European Commission and OECD. It guides through a process of identification, prioritisation and action planning in seven key areas. HEInnovate also diagnoses areas of strengths and weaknesses, opens up discussions and debates on the entrepreneurial/innovative nature of the institution and it allows comparing and contrasting evolution over time.

Each field has a series of statements that the user has to rate on a scale of 'not applicable' (n/a) to 5, depending on how much they agree or disagree with the statement regarding their institution. On the scale, 1 represents the lowest and 5 the highest score.

The survey was taken by 19 teachers. Out of these, 81 % are Management teachers and the rest of them from other departments of ASEM.

The survey was taken by 101 students from the Business Administration programme. To ensure proportional data repartition, the interviewed students are from both full-time programmes and part-time who took the course in both Romanian and Russian.

The questionnaire for students comprised questions regarding:

- Profile of respondents;
- Entrepreneurship Perception;
- Learning and teaching style;
- Skills assessment.

Students contributed by taking the form online, using Google Forms. Afterwards, the data was collected and analysed on the statistics platform SPSS.

Employers were interviewed in a similar manner. In the survey of the indirect stakeholders were included 31 employers: 20 business partners, 5 public institutions, 3 professional association and 3 civil society organizations.

The Questionnaire for companies covered aspects like:

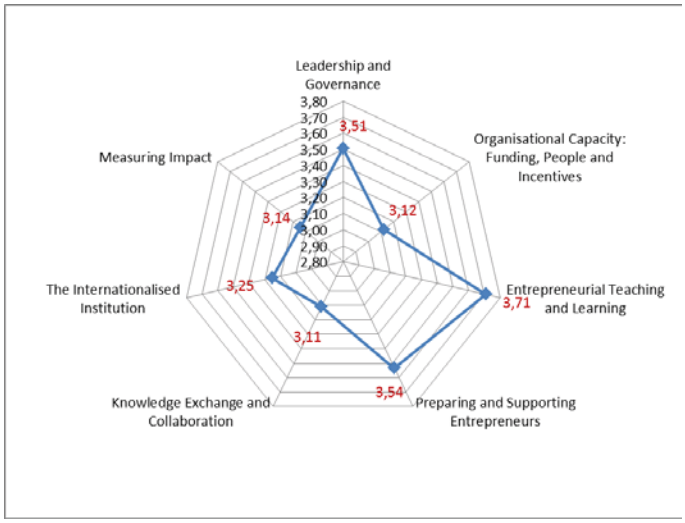
- Profile of company;
- Employer opinion;
- Employer satisfaction;
- Employer criteria for hiring young graduates.

The analysed companies are from various fields of activity: production, trade, services, IT, education. All the people representing entities are part of their management team, having positions such as founder, president, director, manager, administrator, expert, consultant, etc.

4. Results and Findings

One of the most important stakeholders in Entrepreneurial education is **professors**. After applying the HEInnovate self-evaluation tool, 19 teachers have evaluated. Considering all the aspects of HEInnovate, it can be concluded that the best grades ASEM has obtained at Entrepreneurial Teaching and Learning – 3,71; Preparing and Supporting Entrepreneurs – 3,54 and Leadership and Governance – 3,51 (Figure 1).

Figure 1. The HEInnovate areas for self-assessment from ASEM



Source: Elaborated by authors based on survey results

Respondents gave less credit to such areas as: The Internationalized Institution – 3,25; Measuring Impact – 3,14; Organizational Capacity: Funding, People and Incentives – 3,12 and Knowledge Exchange and Collaboration – 3,11.

- **Leadership and Governance**

Strong leadership and good governance are crucial to developing an entrepreneurial and innovative culture within an HEI. Acknowledging the importance of higher educational institutions in the formation of future entrepreneurs, ASEM, in "Strategic Development Plan for 2018-2022", is focusing on "creating equilibrium between traditional values such as academic performance and the entrepreneurial pattern that would work best given the current requirements, as well as encouraging an entrepreneurial mind-set and culture at ASEM".

- **Organizational Capacity: Funding, People and Incentives**

Respecting the commitments regarding the conduction of entrepreneurial activity is impossible if the institution doesn`t have key pre-requisites such as finances and investments, human resource, expertise and knowledge, as well as incentive systems to support its entrepreneurial capacity.

In ASEM, there is an efficient collaboration between faculties, students and academic staff as entrepreneurial activities gather students from various study programmes, regardless of the fact if they have entrepreneurship in their curriculum or not.

For instance, on the 10th edition of the economic contest "Student today, entrepreneur tomorrow" from April 2018, 17 teams of students from 3 faculties and 6 study programmes participated developing their own business ideas. However, there is often a lack of detailed knowledge across the HEIs about what entrepreneurship support exists in other faculties.

According to the teachers who took the self-assessment survey, ASEM is lacking an incentives system for stimulating the entrepreneurial agenda. Thus, the statement "Incentives and rewards are given to staff who actively support the entrepreneurial agenda" has accumulated 2,25. Similarly, another weak side seized was the institution's capacity to support entrepreneurial objectives by a wide range of sustainable funding and investment sources – 2,63.

- **Entrepreneurial Teaching and Learning**

The ASEM provides diverse formal learning opportunities to develop entrepreneurial mind-sets and skills. Given the self-assessment results, this affirmation received one of the highest scores for ASEM – 4,11.

Teaching and learning at ASEM implies exploration of new methods of teaching such as Problem Based Learning and project based learning. In order to ensure that students interact directly with entrepreneurs, having the possibility to find out new things from primary sources, they have the task to interview entrepreneurs. Additionally, entrepreneurs are often guests during our classes to share their experiences.

Extracurricular learning opportunities have become an important complement to formal entrepreneurship courses.

- **Preparing and Supporting Entrepreneurs**

Regarding entrepreneurship development, the ASEM is focused not only on entrepreneurial education, but also on supporting students who are willing do start up their own business by guiding and consulting students about the development and facilitation of this process. In this context, there are 2 incubators: the ASEM business incubator and IT Incubator for Business Application (IT4BA). Amongst the benefits of these two is a temporary premise for a lower price, as well as mentoring for the incubated enterprises. This fact explains why, in the process of self-assessment, the statement graded as the best was "The HEI offers or facilitates access to business incubation" – 4,19. The lowest score, as for preparing and supporting entrepreneurs, received facilitates access to financing for its entrepreneurs.

- **Knowledge Exchange and Collaboration**

Given the respondents` answers, the area of Knowledge Exchange and Collaboration received the lowest score out of all the seven dimensions of HEInnovate, being given 3,11 points out of 5.

ASEM took the responsibility to collaborate and exchange knowledge with the industry, public sector and society, to integrate and value new knowledge. The most common collaboration activities in this field include internships for students and mobility internships for teachers in enterprises and public institutions. Also, through the training centres, ASEM offers opportunities of continuing learning for employees from local companies.

- **Internationalised institution**

As for now, ensuring that education and research are at the highest level requires collaboration with international institutions. Therefore, internationalisation activities are a top priority for ASEM, one of its objectives being integration in the European Space of Education and Research and, consequently, to be recognised as an international institution.

In the "Strategic Development Plan for 2018-2022" a separate section is focused on internationalisation, and now an internationalisation strategy is being elaborated in the ASEM. It will comprise measures such as recruiting international students, exchanges with students from abroad and other forms of collaboration.

Also, a study programme`s internationalisation level is an important indicator of performance in the process of external evaluation of the undergraduate and master's degree programs.

As a result of the self-assessment in the area of Internationalised Institutions, respondents gave the lowest score – 2,93, to the statement "The HEI seeks and attracts international and entrepreneurial staff". Because the salaries of professors in the Republic of Moldova are not competitive on an international scale, it is very challenging to attract professors from other countries. On the strength of external funding, ASEM succeeded in inviting international teachers, all the costs being covered by European projects (Erasmus+).

As a consequence of the collaboration in the Erasmus+, L'Agence universitaire de la Francophonie (AUF) programmes, international research projects and internships, ASEM supports the international mobility of its staff and students.

However, The Republic of Moldova is less reputed as an international studying destination.

- **Measuring impact**

Proceeding to measuring the impact of the entrepreneurial agenda in the university, it remains underdeveloped, the average for this area of self-assessment being amongst the lowest ones-3,14.

On the contrary, the highest score was given to regularly assess entrepreneurial teaching and learning across the institution – 4 points. Both on institution level as well as in the Business and Administration programme, the number of people taking part in the entrepreneurial activities is considered.

Another aspect regularly analysed is the curriculum from the perspective of its contribution to the professional development of students and their entrepreneurial competences. These assessments are based on student surveys that cover the competences and skills obtained as a result of their implication in the entrepreneurial education programme, students` opinion regarding their professional career, motivation of participants to start-up a business; the best teaching methods, means through which ASEM could support entrepreneurial spirit development.

Speaking of other branches of this section, respondents said that another point to work on is assessment regularity of the impact of the entrepreneurial agenda, score-2.93, and assessment of international activities in the entrepreneurial agenda- 3,00, as well as assessment of the impact generated by the support given during the foundation – 3,07.

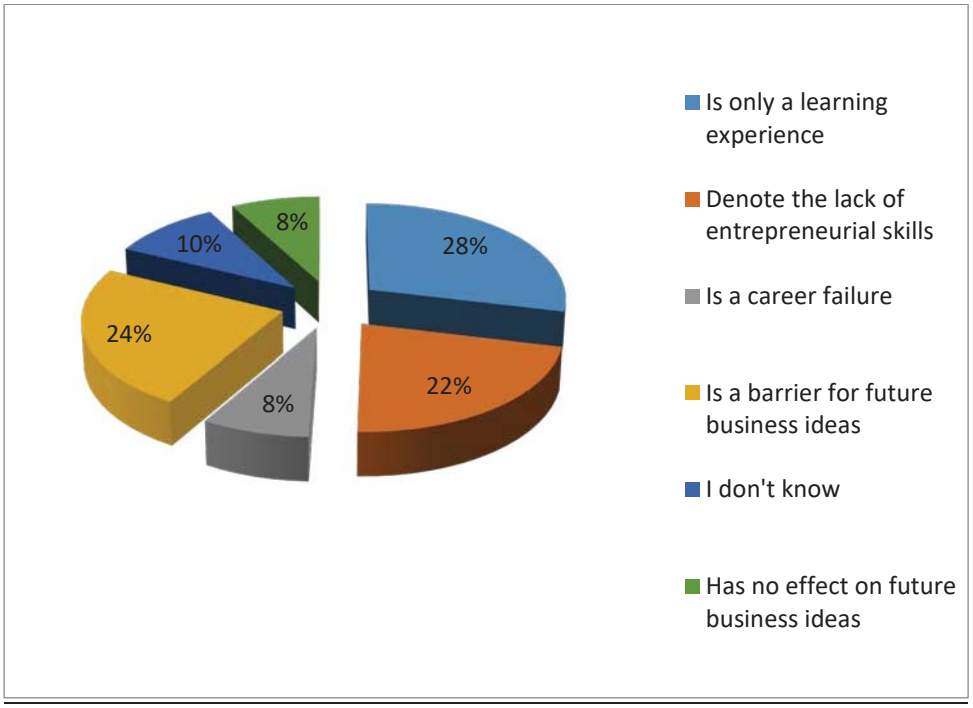
Another important stakeholder in Entrepreneurial education is **students**.

The first part of Students Questionnaire covers Perception about Entrepreneurship. Studying the Business and Administration**,** students know the peculiarities of entrepreneurial activity and they are able to assess correctly the qualities needed for being a successful entrepreneur - risk taking, ambition, creativity and innovation, initiative. Most students are already involved in the workforce, so they are familiar with the specifics of entrepreneurial activity.

Given that failure is quite common among start-ups, students were asked to appreciate how business failure is perceived in the Republic of Moldova. Based on the answers collected, the main perceptions are learning experience, a barrier for future business ideas, lack of entrepreneurial skills, career failure and others (Figure 2).

These responses denote the fact, that the major cause of the business failure is associated with the entrepreneur's personal skills and experience.

Figure 2. Perception of business failure in the Republic of Moldova



Source: Elaborated by authors based on survey results

There is a small but noticeable difference between the answers given by female and male respondents. Women associate business failure more with learning experience, lack of entrepreneurial skills and as a barrier for future business ideas, while the majority of men opt for learning experience and as a barrier for future business ideas.

Regarding the willingness to start their own business, there are three significant boundaries, which radically diminish the number of attempts in this direction. These are fear of failure, corruption in society and excessive bureaucracy (Figure 3).

The boundaries delimited by students are mainly a matter of organisation and social issues. It should be noted that all these barriers depend on the existing system in the country and less on the skills and knowledge of the entrepreneur.

It is a positive factor that the lack of business idea, of own experience and of entrepreneurial knowledge are not considered significant barriers, indicating on their self-confidence. Thus, students emphasize the necessity of gaining knowledge in the field of entrepreneurship and developing entrepreneurial abilities.

The solution for this problem is promoting entrepreneurship education.

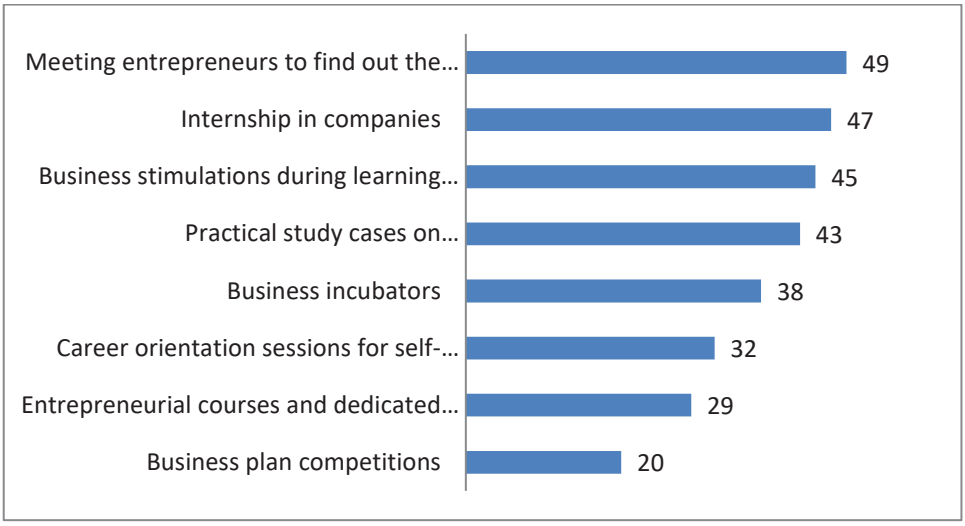
Entrepreneurship education is an essential element of the curriculum. But by its nature, entrepreneurship cannot be limited to the classroom. Students want the opportunity to do it. Entrepreneurship education should be very closely linked with business practice.

Figure 3. The main barriers for starting a new business

Source: Elaborated by authors based on survey results

According to students' opinion, the most efficient methods to develop one's entrepreneurial competences are: meetings with entrepreneurs – 49 choices, internships in companies – 47, business simulations – 45, practical study cases on entrepreneurship - 43 (Figure 4).

Figure 4. Solutions for developing entrepreneurial skills and knowledge

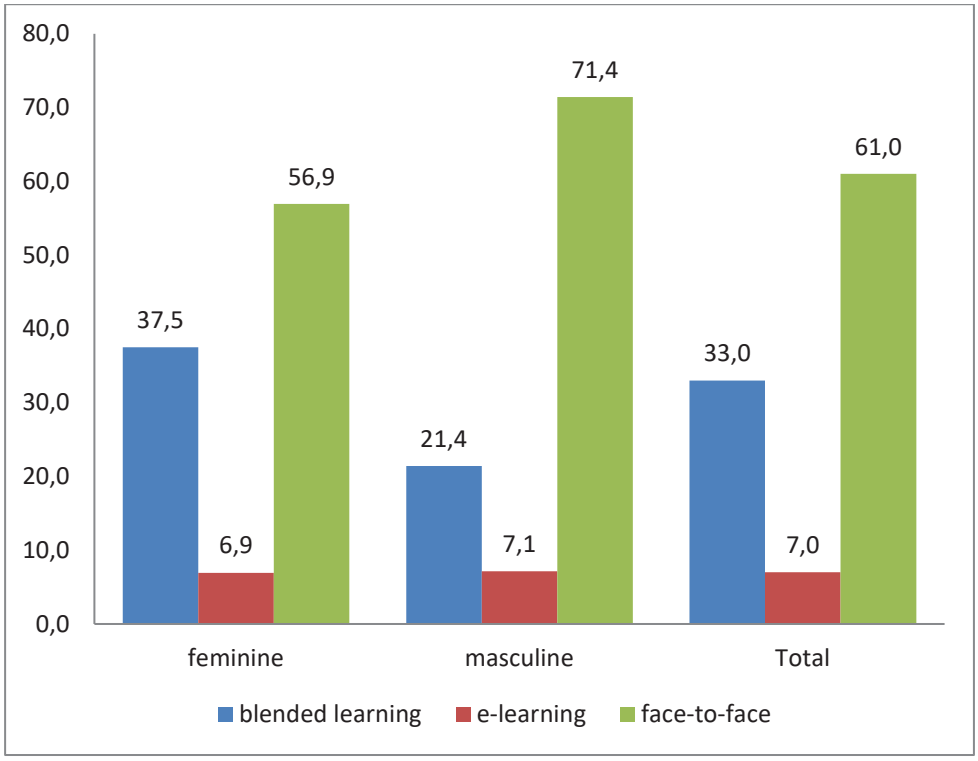


Source: Elaborated by authors based on survey results

Teaching entrepreneurship skills should be interactive and must include case studies, games, projects, simulations, real-life actions, internships and other hands-on activities. It was also recognized that the entrepreneurial skill development process required the active involvement of practicing entrepreneurs. Using active learning methods is more complex than traditional teaching methods. It requires engaging students more deeply in the learning process.

Speaking of Learning and teaching style, the survey results denote that the interviewed students mainly opt for traditional teaching strategies (face-to-face) – 61 % (Figure 5).

Figure 5. Channels for learning Entrepreneurship



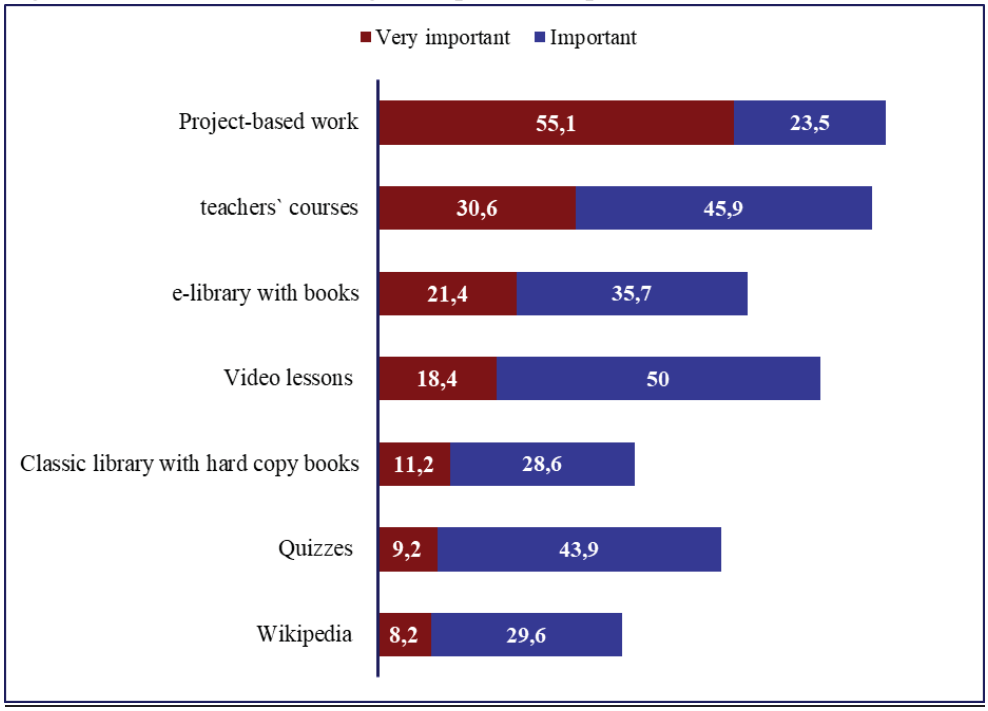
Source: Elaborated by authors based on survey results

Entrepreneurial learning depends on the teaching methods and techniques used. At the moment, blending strategies have become an essential pedagogical approach in higher education, where traditional modes of education are combined with digital media.

The number of those who prefer blended learning is 32% out of the total number of respondents and only 7% would choose e-learning as a method of teaching entrepreneurship.

Ranking learning resources, 78,6 % of respondents rated Project Based Learning as important and very important -, 76,5 % - teachers` courses, 68,4 % - video lessons and 57,1 % of respondents have chosen e-library (Figure 6).

Figure 6. Channels for learning Entrepreneurship



Source: Elaborated by authors based on survey results

Entrepreneurial education must contribute significantly not only to gaining fundamental theoretical knowledge, but also to developing the skills that an entrepreneur needs. Since entrepreneurship education is about developing the ability to act in an entrepreneurial manner, skills and attitudes are perhaps more important than the knowledge and concerned in running a business.

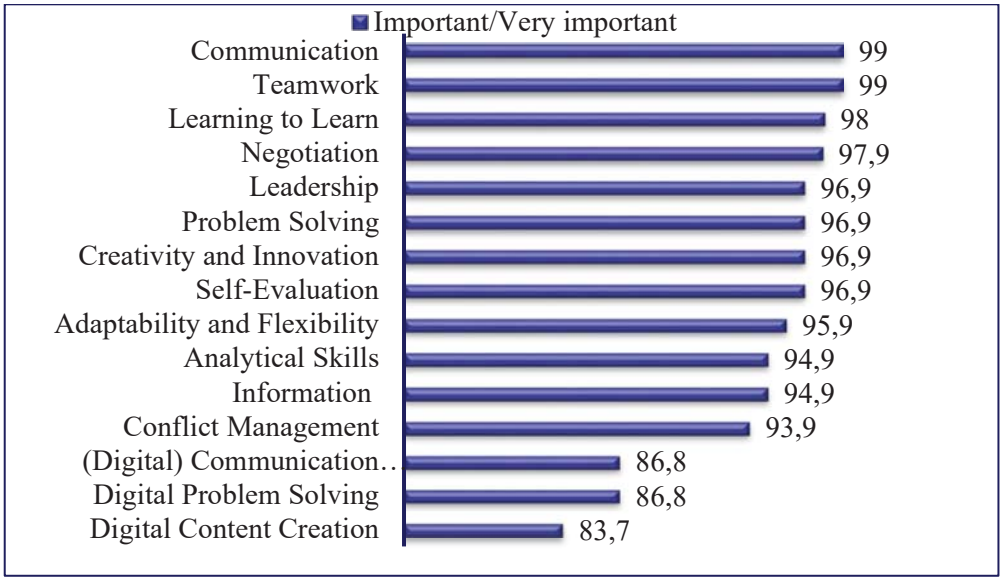
In the questionnaire the skills were grouped in 4 categories (Social, Personal, Methodological, Digital), and the respondents were encouraged to self-evaluate the importance level of each skill.

Each category consists of some skills:

1. Social: Communication, Teamwork, Conflict Management and Negotiation;
2. Personal: Leadership, Self-Evaluation and Adaptability and Flexibility;
3. Methodological: Learning to Learn, Analytical Skill, Creativity and Innovation, Problem Solving;
4. Digital: Information and Data Processing, Digital Communication, Digital Content Creation and Digital Problem Solving.

In Figure 7 all the skills included in the analysis are presented in descending order according to the importance grade given by the students. It is noticeable that students find social abilities the most important, followed by personal, methodological and, lastly, digital.

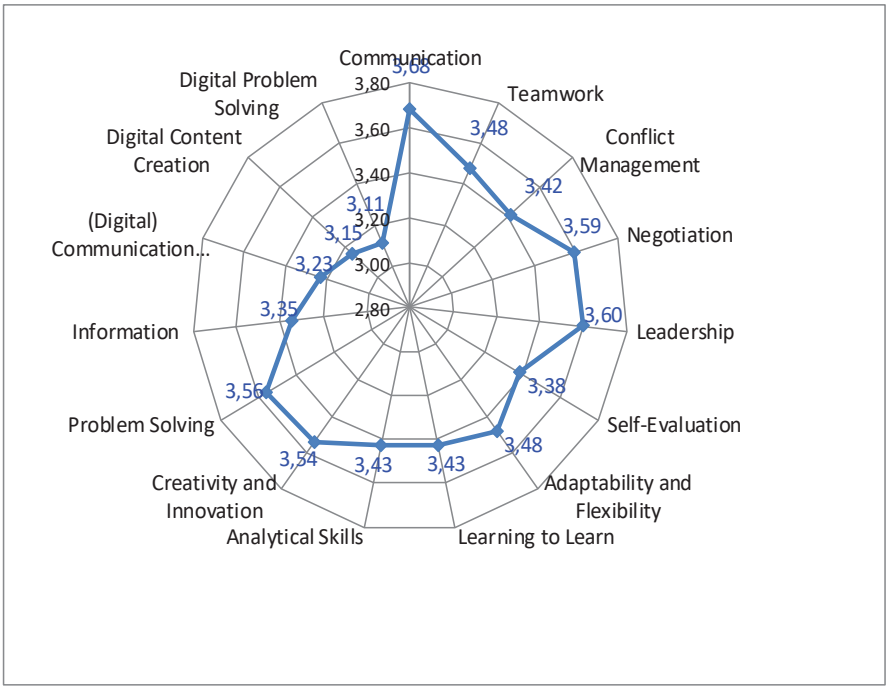
Figure 7. The importance level of each skill



Source: Elaborated by authors based on survey results

Regarding entrepreneurial skills, students, as well as employers, find communication skills, and team-work paramount, but do not give enough importance to digital abilities (Figure 8).

Figure 8. Students` opinion regarding entrepreneurial skills



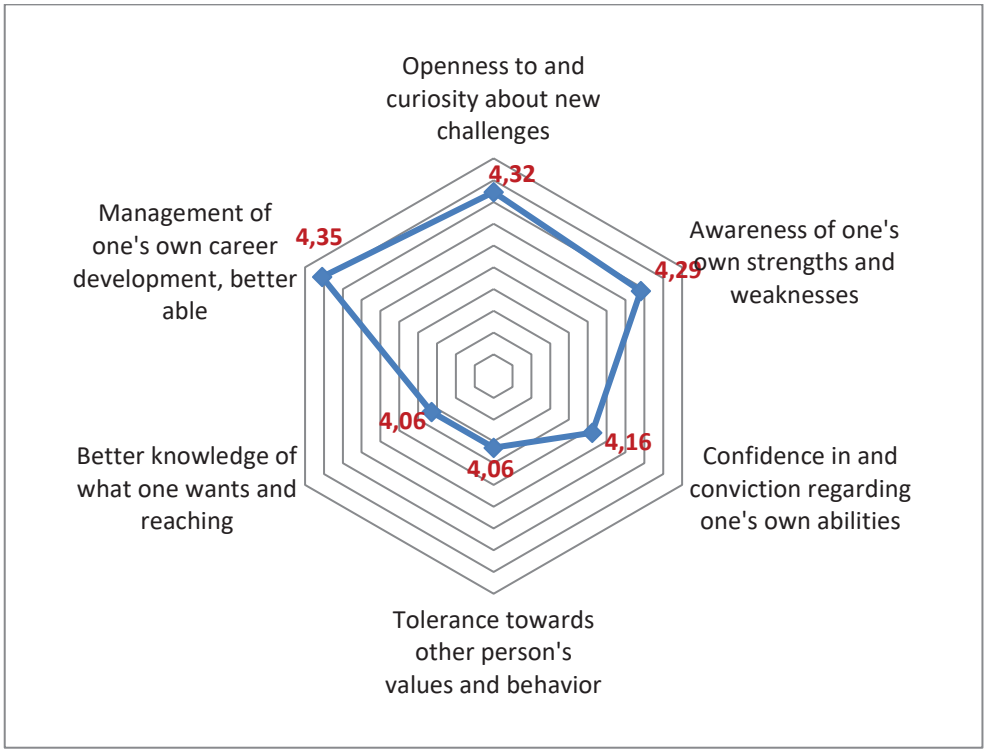
Source: Elaborated by authors based on survey results

Despite the fact that youngsters are those who use the Internet and digital technologies most of all and consider digital competences very important, as shown by the self-evaluation results, they are still lagging behind and think they have insufficient knowledge of digital competences such as:

- following information presented in hyper-linked and non-linear form;
- adapting search strategies to a specific search engine, application or device;
- creating different e-profiles according to my needs or targets (e.g. professionals, friends etc.).
- sharing contents and information using social networks and collaborative platforms (e.g. Google drive, Dropbox etc.) to collect feedback;
- knowledge of the latest digital technologies used by others and of their potential;
- exploitation technological potentials in order to represent and solve problems;
- gaining meaningful knowledge through interaction with digitally available resources.

In the survey of the **indirect stakeholders** were included 31 employers: business partners, public institutions, professional association and civil society organization. The following rating is based on the interviewed companies` outlook on the qualities an employee must possess (Figure 9).

Figure 9. The importance of the personal characteristics for staff



Source: *Elaborated* by authors based on survey results

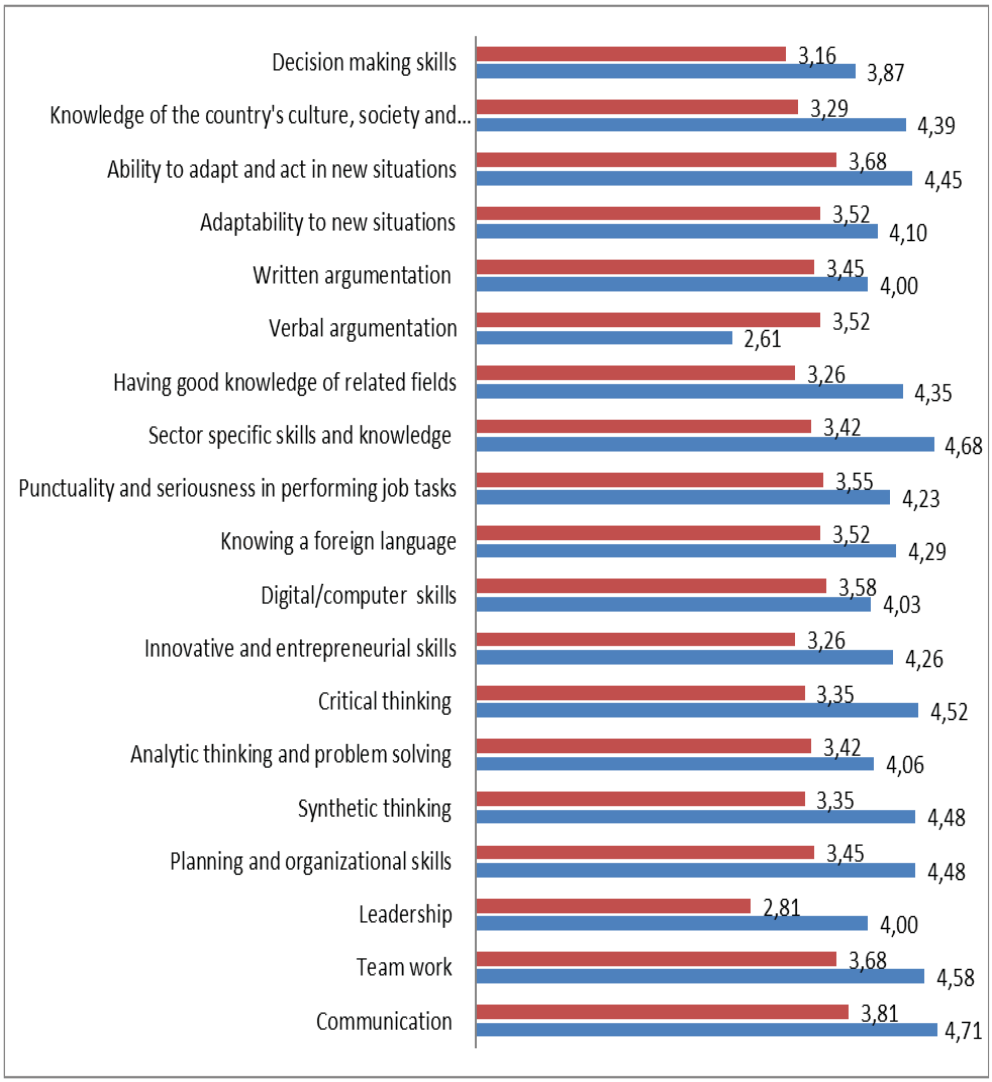
As has been noted, amongst the priorities is management of one's own career development - 4,35, openness to new challenges – 4,32 and awareness of one's own strengths and weaknesses – 4,29, while tolerance towards other people`s values and behaviour as well as a better knowledge of what one wants are considered less important.

The survey amongst employers remarked the fact that the most important qualities a higher educational institution graduate must possess is the ability to communicate, sector specific skills and knowledge, ability to work in a team, critical thinking.

However, students have hardships mastering these areas. There are aspects of entrepreneurial skills which must be improved.

Comparing employer's expectations with satisfaction level regarding youngsters` competences we can notice a few discrepancies (Figure 10).

Figure 10. Comparison between employer's satisfaction level and expectations related to the young HE graduates' skills



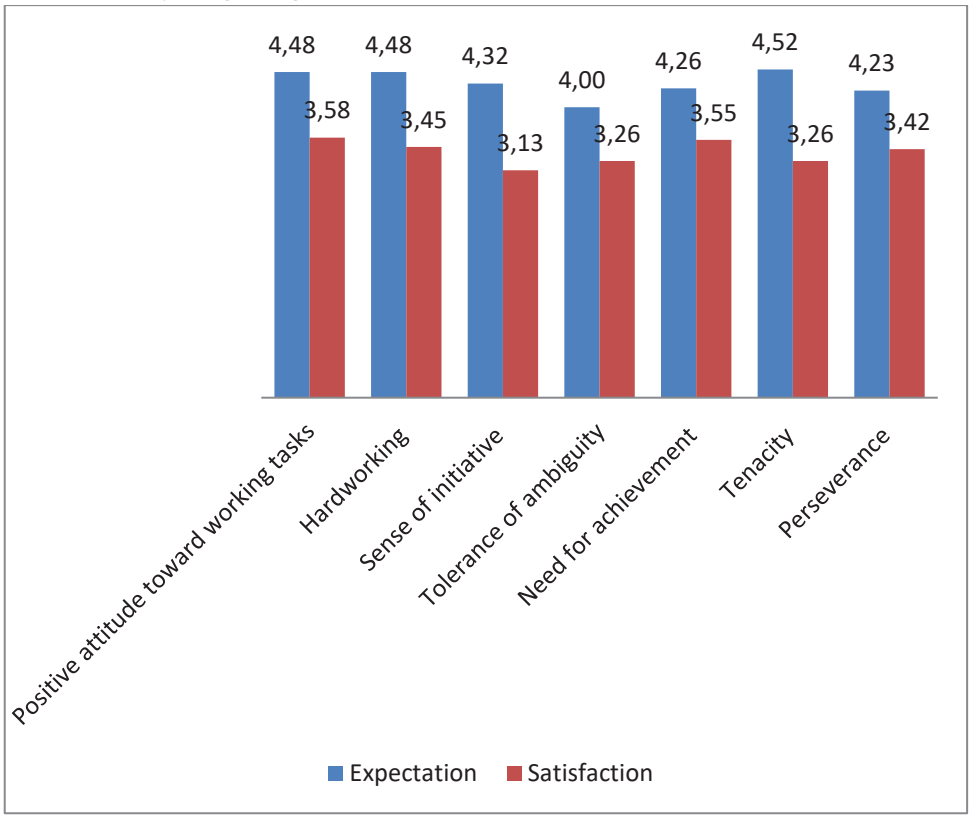
Source: Elaborated by authors based on survey results

In most of the cases, employers show a reduced level of satisfaction compared to their expectations regarding graduates` competences, except for verbal argumentation. The most significant difference can be noticed on such capacities as knowledge and field-related competences, critical thinking, leadership, etc.

It is noteworthy that innovative abilities and entrepreneurial spirit both fall short of local stakeholders` expectations.

Executing a comparative analysis between employers` perception of youngsters` attitude towards the job and their level of satisfaction, based on gained experience, it can be noticed that local stakeholders have expectations which considerably exceed graduates' real behaviour (Figure 11).

Figure 11. Comparison between employer's satisfaction level and expectations related to the young HE graduates' attitudes



***Source*:** Elaborated by authors based on survey results

Being asked to appreciate the priority criteria when employing young specialists, employers emphasized the candidate`s personal qualities, knowledge of foreign languages, field-related knowledge, and less the graduate`s grades obtained throughout his studies and experience gained abroad.

5. Conclusions

Entrepreneurial education is one of Europe's most profitable branches to invest in, researches (European Union, 2012, b) show that pupils and students involved are from 3 to 6 times more likely to start-up their own business afterwards, at a particular point in their lives, compared to those who don`t benefit of entrepreneurial education.

Recognizing the importance of education for enhancing graduates' entrepreneurial perceptions, the ambition of providing an education that stimulates ideas and entrepreneurship is currently included in the agenda of many HEIs.

The goal of entrepreneurship education is to help students build and acquire the skills, knowledge and attitudes to act in an entrepreneurial way.

The university should be structured in such a way that it stimulate and support entrepreneurial learning. Staffs should take an entrepreneurial approach to teaching in all departments, promoting diversity and innovation in teaching and learning.

Furthermore, the entrepreneurial studies should be compatible with the students' curricula. This means that the curriculum is flexible enough and these entrepreneurial studies can be included into the students' personal study plans.

Therefore, ASEM`s aim is to become a research and educational university, its strengths being high performance research, active presence of entrepreneurial activities, including by expanding the programmes of continuing formation and supporting entrepreneurial activities of its students, as well as expanding the ASEM Business Incubators.

Thus we should use different actions in order to improve Entrepreneurial education in the ASEM.

Entrepreneurship curricula should propose an active, process-based, project centric, collaborative, experiential and multidisciplinary approach.

Pedagogical approaches that present similarities to the "entrepreneurial" paradigm are experiential learning, situated learning, problem/project-based learning, adult learning, cognitive apprenticeship and social constructivist learning.

Problem/project-based learning (PBL) is a new entrepreneurship education concept in the Republic of Moldova, thus the implementation would assume changing both the structure and curriculum content of Entrepreneurship. In regard to the structure, it must be designed in such a way that the modules would include the key competences of entrepreneurship, meanwhile being flexible and updated periodically. Implementing PBL will demand changing the teaching methodology because the students are not given anymore the right answer that they have to remember. Contrariwise they are stimulated to find solutions from real-life experience.

Given the analysis of the results of survey, we can state that the university pays attention to entrepreneurial education, applying various mechanisms to support the students, including offering them the experience of starting a business in the university incubators.

But some aspects can be improved:

- Revising the curricula in order to stimulate and develop entrepreneurial spirit and relevant abilities.

- Introducing entrepreneurial courses as a selective course in other programmes.
- Inter-university cooperation and elaborating shared/interdisciplinary programs in the field of entrepreneurship, especially for master degrees.
- Putting in practice student-centered learning methods, including PBL, the courses are focusing more on teaching through and for entrepreneurship rather than about entrepreneurship.
- Promoting stories of successful entrepreneurs, graduates of the university, amongst students.
- Engaging entrepreneurs as teachers or mentors.
- Intensifying collaboration with stakeholders: representatives of external organizations, representatives of state institutions, university alumnus and others, in order to organize public lessons, meetings and visits to the enterprises.

Entrepreneurship education should be very closely linked with business practice. Organizing extracurricular activities (workshops, debates, contests of business ideas, meetings with entrepreneurs etc.) we can contribute at sustaining and developing entrepreneurial abilities amongst students.

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