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HEIs – company's cooperation creation

D.Radjibaev, TSTU

4 March, 2023

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Promotion of employability through entrepreneurship education

Foundations of EE

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Entrepreneurship is the pursuit of opportunity beyond the resources you currently control.

Howard Stevenson 1990

Classical concepts of entrepreneurship in a nutshell

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Entrepreneurs

- live on **unfixed income** (Richard Cantillon, 1680-1734)
- explore **new ways of combining and exploiting resources** (Joseph Schumpeter, 1883-1950)
- are not entrepreneurs unless they practice **innovation**
- through implementing **two types of innovation**:
  - developing new reconfiguration of resources
  - developing innovations to replace existing products, processes and services that are rendered obsolete over time – "creative destruction"
- must **assess risks**, **cope with uncertainty** and **decide** what to do and how to do it (Frank Knight, 1885-1972)
- have to make **judgements** in the face of uncertainty, i.e. decisions.

Dimensions of EE

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In entrepreneurship education we **not** just impart knowledge, but rather deverlop students' abilities to

- develop novel ways of looking at problems and challenges and dealing with them (Welsh / Tullar / Nemati 2016)
- identify, create and take advantage of market opportunities (Ripsas 2013)
- taking risks beyond security, and having the tenacity to push an idea through to reality (Kuratko / Hodgetts 1998)
- develop specific cognitive abilities, affective dispositions and behavioural skills (Caputo / Pellegrine 2020)
- build self-identity and self-concepts around an entrepreneurial life (Obschonka et al. 2015)
- reflect on the impact entrepreneurial action has on society and nature (Vallaster et al. 2018)

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Promotion of employability through entrepreneurship education

Political dimensions of EE

EE in the European Union

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Entrepreneurship 2020 Action Plan:

- develop a culture of innovation, to search for knowledge and business opportunities, with a view to achieving sustainable economic growth and social well-being in all forms of enterprise
- the overarching concept emphasizes the role of civil society as an incubator for social entrepreneurship, which is crucial to the development of the general concept of entrepreneurship.
- disseminate and promote best practices in entrepreneurship, irrespective of their origin (public or private) or area of activity
- policies promoting entrepreneurship to be coordinated with education policies by involving teachers and starting to expose children to the concept from their first years at school
- taking action to prepare and train people, creating the right conditions for entrepreneurship and promoting the concept
- integrate all relevant groups in entrepreneurship policies at all levels – national, international

EE policies, programmes, projects in the EU

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SME

COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS

An SME Strategy for a sustainable and digital Europe

Entrepreneurship Education:
A road to success

13 Case studies

Effects and impact of entrepreneurship programmes in higher education

Supporting the Entrepreneurial Potential of Higher Education

Erasmus for Young Entrepreneurs Global

Funding women entrepreneurs
How to empower growth

European Investment Bank The EU bank

European Commission

heinnovate

EntreComp Europe

Promoting and Supporting Migrant Entrepreneurship

Interreg Europe

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Projects, projects, projects …, e.g.

Entrepreneurship Education:
A Guide for Educators

Entrepreneurship Education:
Enabling Teachers as a Critical Success Factor

OECD

„Supporting Entrepreneurship and Innovation in Higher Education in …"
Country Reports

Developments in CA countries

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Kazakhstan

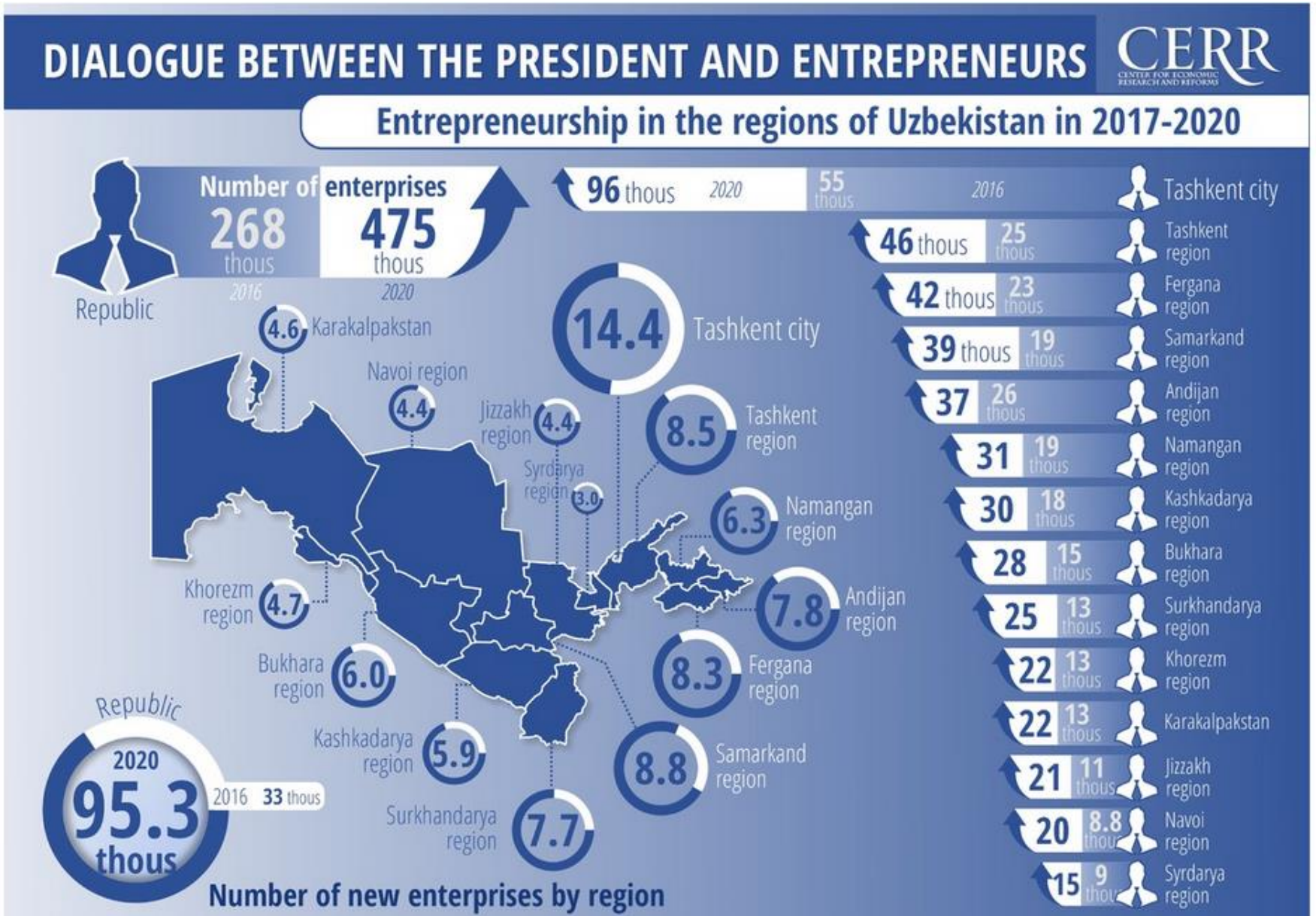
GEM Global Entrepreneurship Monitor



Developments in CA countries

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Uzbekistan



Developments in CA countries

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Tajikistan

Tajikistan: Youth Entrepreneurship and Empowerment

THE WORLD BANK
IBRD • IDA

★★★★★ | 14 Discussions

A Youth Entrepreneurship Forum involving around 200 young people took place in Dushanbe with support from the World Bank Group. The event was organized in the framework of an LLI project aiming at boosting entrepreneurship and empowering youth in Tajikistan and other Central Asian countries.



Developments in CA countries

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Tajikistan

WOMEN'S ENTREPRENEURSHIP AND PROSPECTS IN TAJIKISTAN!

Home / Business / Women's entrepreneurship and prospects in...



Categories

Bookkeeping & Accounting	(2)
Business	(22)
E-Business	(7)
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General	(17)
Knowledge Base	(23)
Legal Forms	(4)
Marketing & Sales	(5)
News from us	(54)
Start-up stories	(7)
Women and Youth Startups	(25)

EE in Higher Education

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Some recommendations of experts on teaching entrepreneurship (cf. Lackéus 2015):

- clear preference for methods based on group and team techniques for **creating** new business ideas
- **practical** entrepreneurial activities and **creativity** exercises leading to the **development** of ideas
- use of **"live"** case studies which also provide students with role models
- business planning workshops and business simulations
- **crossing boundaries** between disciplines and **multi-disciplinary collaboration**
- greater flexibility in course designs integrating **formal and informal learning**
- creating challenging and **real-live** learning and working environments

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Promotion of employability through entrepreneurship education

- ## Significance for employability and labour market relevance

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Entrepreneurship increases employment opportunities.

Employability and labour market I

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Labour market needs:

VET and increasingly also HEI systems are pushed to deliver the right mix of skills both to meet

- student needs
- and to match the requirements of the labor market

Labor markets are highly differentiated systems

- legal regulations determining access to labor market segments in various industries (e.g. health professions, several technical)
- same applies to formation of businesses
- different impacts of technological progress in different industries
- gender and ethnic segregation of labour market segments
- specific skills gaps of different segments of the labor force

In short: Not every labor market segment is a true option for everybody due to the legal, institutional, economic, and cultural constraints

Employability and labour market II

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Many countries have started various systems for monitoring and anticipating qualification requirements as early as in the 1990ies

Institutionalized communication linkages between public bodies, private sector and education system have been delevoped for continuous updating about skills requirements (e.g. program accreditation in EU countries, labor market monitoring etc.).

Key necessities:

- Graduates need good balance between generic (transversal) and specific skills
- Graduates need occupationally specific skills allowing for a smooth transition into the labor
  market without lengthy additional training
- Graduates also need generic transferable skills to carry them through their working career, with a strong focus on the ability to adapt to fast-changing workplace requirements



Group work – comparison by country I

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- Members of each country build two work groups > six work groups in total
- Each group discusses the following questions:
  - **Which jobs do the graduates of your universities work in? Which industries? Indicate the most important occupations incl. types of employment?**
  - **What is your university doing to track the labor market careers of your graduates?**
  - **Which characteristics / skills do you consider being most important for your graduates to succeed in the labor market as entrepreneurs?**

- Each group must include members of each university in the country concerned
- Discuss the questions in your group
- Then produce a flipchart where you write down your results
- Total time: 20 minutes, including writing down your findings – **thus, please try getting to the point!**

Group work – comparison by country II

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- Produce a flipchart like this:

Country: ……

Which jobs do the graduates of your universities work in? Which industries? Indicate the most important occupations incl. types of employment.

Occupations	industries	employed/ self-employed

What is your university doing to track the labor market careers of your graduates?

- finding 1
- finding 2
- finding 3

Which characteristics / skills do you consider being most important for your graduates to succeed in the labor market as entrepreneurs?

- finding 1
- finding 2
- finding 3

Labour market relevance of EE

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Variety of ways to act as an entrepreneur:

- Self-employment
- Start-up
- Family business / transfer of businesses
- Intrapreneurial employee
- …

Entrepreneurial Intention (EI) and **Self-employment Intention (SEI)** – often used synonymously:

- Both concepts refer to a self-acknowledged conviction that expresses a person's willing to initiate new business enterprise
- EI is a primary predictor of future entrepreneurship
- The scope of entrepreneurship and EI is broader: While SEI often refers to individual enterprises (mini-businesses, sole proprietors) which have no employees, entrepreneurship is associated with growth and, thus, a different type of enterprise

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Determinants influencing EI/SEI

PERSONALITY TRAITS

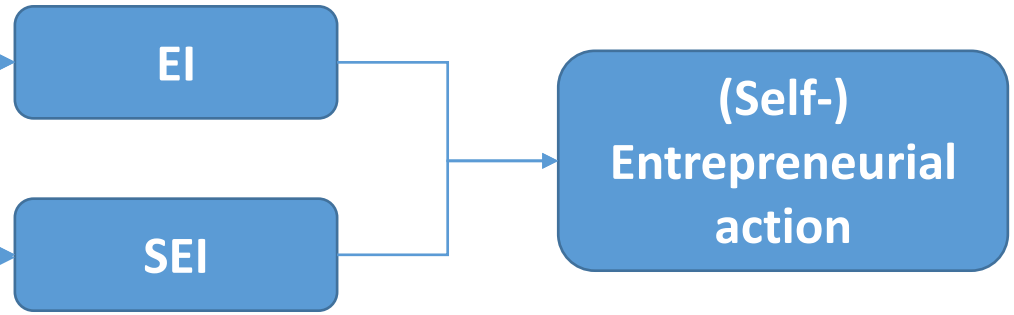
- risk taking propensity / fear of failure
- need for achievement
- locus of control
  - internal: self-efficacy
  - external: influence of external determinants of outcomes
- others (self-awareness, accountability, empathy …)

ENVIRONMENT

- existence and identification with role models
- entrepreneurial climate / norms
- economic development / labour market situation
- Entrepreneurial networks
- institutional support

DEMOGRAPHICS

- gender
- education
- ethnicity
- age
- socio-economic status



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Promotion of employability through entrepreneurship education

Skills

Knowledge, skills, mindset

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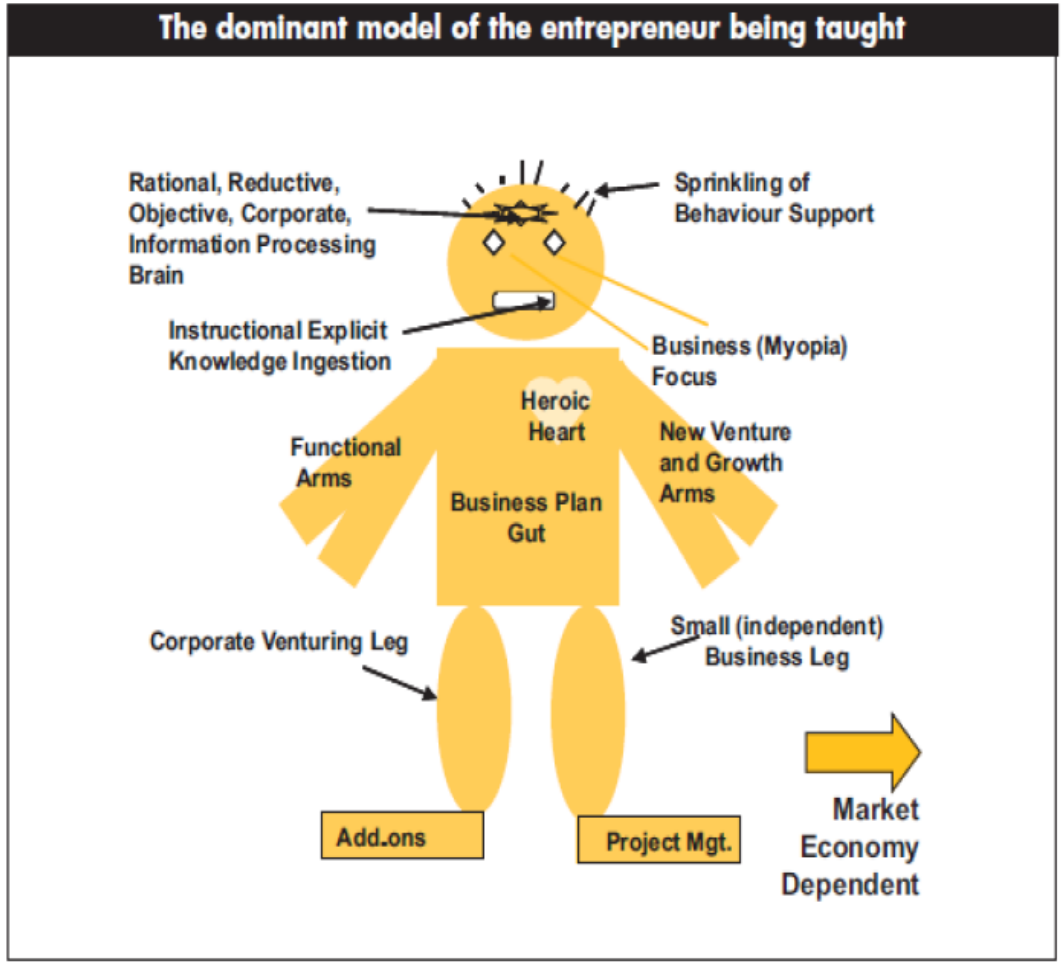
If we accept Stevensons' definition "Entrepreneurship is the pursuit of opportunity beyond the resources you currently control"

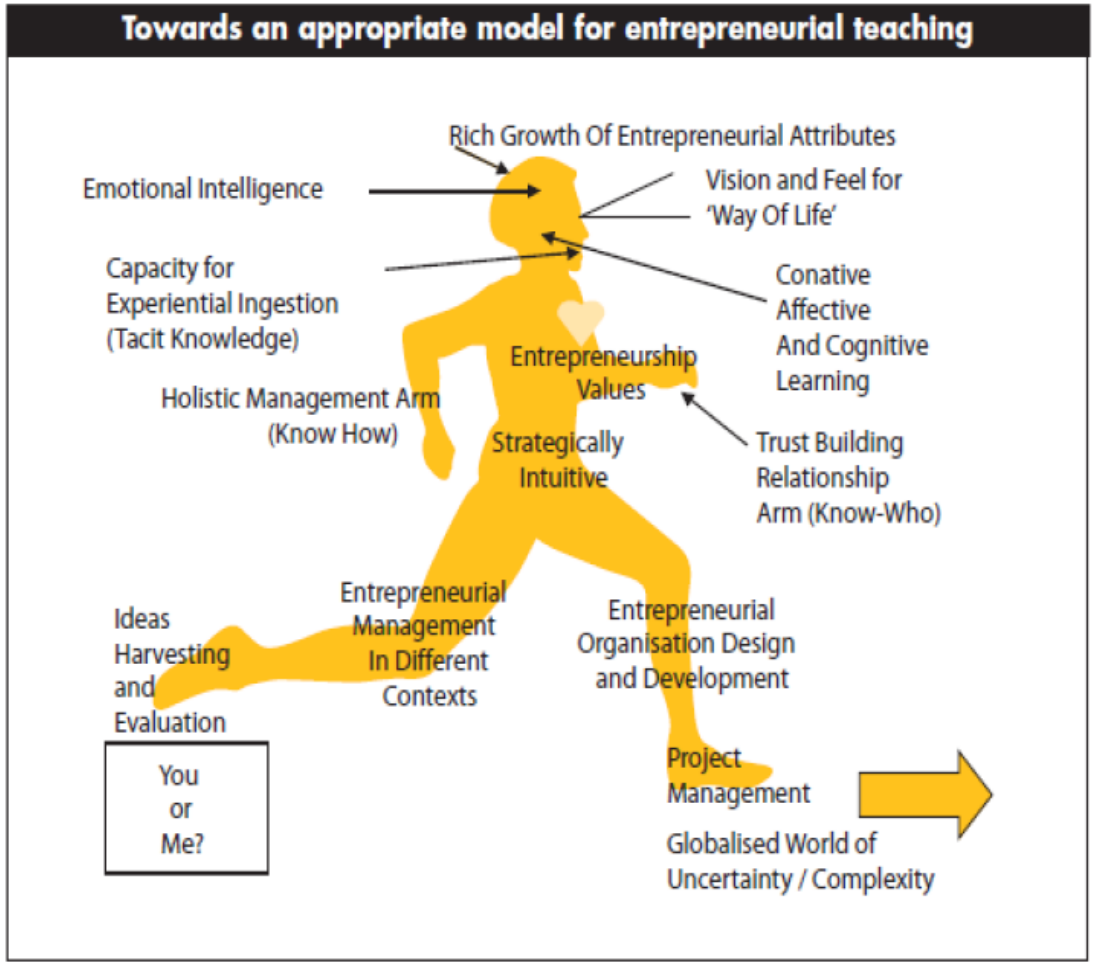
→ then traditional business courses are definitely not the right place to develop a sense of entrepreneurship or even entrepreneurship skills

But how can we support the development of such vague things like "risk-taking propensity", "empathy", "self-learning skills" and others within the framework of academic courses?

Knowledge, skills, mindset

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Source: Cooney, T. M. (2012) Entrepreneurship Skills for Growth-Orientated Businesses. Report for the OECD-Workshop on 'Skills Development for SMEs and Entrepreneurship', Copenhagen, November 28, 2012. Online: https://www.oecd.org/cfe/leed/cooney_entrepreneurship_skills_HGF.pdf

Knowledge, skills, mindset

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Type of learning	Learning outcomes	Description	Corresponding career orientation
Know-what competencies	• Knowledge about enrepreneurship • Business planning • Marketing skills • Financial skills • …	**Professional skills:** Skills to solve isolated tasks in functional ways	Traditional: • Individual as a task-performing employee • Graduates need to demonstrate proficienc within a subject field
Know-how competencies	• Ability to learn from experience • Applying established knowledge to new contexts • Coping with uncertainty and ambiguity • Opportunity recognition	**Self-management skills** that enable individuals to learn, adapt, reinvent and develop themselves	„Protean“: Individual as an employee responding to changes in the work context through developing new knowledge and skills in independently and self-organized ways
Know-why competencies	• Entrepreneurial identity • Self-efficacy • Attitude	**Personal skills**: Role identity, personal motivations, beliefs and values give individuals direction in their careers	„Boundaryless“: individual constructs the career across the borders of a single organization

Source: Killingberg, N. M., Kubberød, E., Blenker, P. (2020) Preparing for a future career through entrepreneurship education: Towards a research agenda. Industry and Higher Education, Vol. 35(6), 713–724, https://doi.org/10.1177%2F0950422220969635

Developing entrepreneurial skills and attitudes

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Recommended teaching methodologies:

- Real-life business projects and collaborations
- Serious games and simulations
- Competitions
- Design-based learning
- Reflective practice
- Extracurricular activities

How popular are these teaching methodologies in your university?

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