

Entrepreneurial education in emerging countries: how to keep abreast with global competitive needs

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Abstract: *Entrepreneurship is considered to be the driving force and generator of economic and social development worldwide. Entrepreneurship is a kind of expression of creativity and innovation while Entrepreneurs are the lifeblood of any economy. So entrepreneurial skills are moving the world today, creating new jobs, more humane social progress and economic growth. But what the entrepreneurial developed world has been analyzing, promoting and applying for more than 300 years, the emerging countries have been developing and institutionalizing for barely 30 years. To overcome such a time and institutional gap, universities must keep abreast of business and entrepreneurial needs and be forced to use their entire intellectual and academic “arsenal” of instruments to help young people with innovative knowledge and practice to “instill” the entrepreneurial mindset. Otherwise, a mass exodus of highly skilled individuals arguably will weaken local knowledge networks and will reduce social welfare (hence, brain drain or white plague). This paper aims to explore the real possibilities and practices in reformed entrepreneurship education in emerging countries to meet the global competitive needs.*

Keywords: *emerging countries, entrepreneurial skill, academic program, brain drain.*

1. INTRODUCTION

Education within a national economy is the main thread on which the future directions of the country depend. On the other hand, entrepreneurship is a link without which modern society cannot survive. The cohesion between these two fields is very important, i.e., it is necessary to support and supplement them. To be able to talk about a quality entrepreneur, his education must be at a high level - a person who is professionally trained and can respond to the challenges of globalization. Education in which professional and practical examples are not largely included does not allow the person to learn much and prepare for their future.

Education, knowledge and practical skills are a key factor for the development of any economy. Promoting and stimulating the entrepreneurial mind for starting and developing a business is a generator of all positive changes in a country. Therefore, education and the acquisition of practical knowledge should be high on the scale of priorities in each country and cannot be excluded from the marginal excuses of education policy makers in a country. Therefore, in line with EU recommendations, a coordinated policy response is needed to ensure that the energy and incentives of young people are best used to meet the needs of the 21st century economy. Rising youth unemployment threatens economic and political

stability. Countries with high youth demographics are even more at risk. Furthermore, negative growth means a reduction in job opportunities and the need for alternative means of job creation. Youth entrepreneurship can be part of the solution [1].

Entrepreneurship is one of the eight defined life competencies that the European Union declares, and that every individual needs to succeed in life. Defined sense of innovation - initiating an idea and entrepreneurship refers to the opportunities for the individual to turn the idea into action. It includes creativity, innovation and risk-taking, as well as the ability of the individual to plan and implement projects to achieve certain goals. This concept supports everything from activities in everyday life, digital solutions in homes, in society; makes employees more aware of the organization of their work and more able to take advantage of digital technology.

2. ENTREPRENEURIAL EDUCATION – DEFINITION AND IMPORTANCE

The term enterprise education is primarily used in United Kingdom and has been defined as focusing more broadly on personal development, mindset, skills and abilities, whereas the term entrepreneurship education has been defined to focus more on the specific context of setting up a

venture and becoming self-employed. Entrepreneurship education helps the entrepreneur to upgrade and build into a true entrepreneur [2].

Entrepreneurial education is defined as a whole education and training activity that try to develop participants' entrepreneurial intention or some factors that affect the intention, such as knowledge, desirability, and feasibility of the entrepreneurial activity. Entrepreneurial education is related to career choice and personal skills, also entrepreneurship is an important factor for the development of an economy. The economic growth and development of a country depends on the entrepreneurs in that country, hence the need to create courses and programs that are entrepreneurial at the Universities themselves [3].

Developing the entrepreneurial potential of young people, citizens and organizations is one of the key goals for the European Union and its members. The view that "investing in entrepreneurship education is one of the highest return investments that 'Europe can do' is stated in the Entrepreneurship Action Plan 2020" [4].

In this regard, the European Framework of Reference for Key Lifelong Learning Competencies defines entrepreneurship as "A sense of initiative and entrepreneurship is the ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve goals. The individual is aware of the context of his work and can take advantage of the opportunities that arise. It is the basis for acquiring more specific skills and knowledge needed by those who establish or contribute to social or commercial activity. "This should include awareness of ethical values and the promotion of good governance."

The "Entrepreneurship Education" study seeks to cover all educational activities "that would prepare people to be responsible, entrepreneurial individuals who have the skills, knowledge and attitudes needed to prepare to achieve the goals they have set for living a full life [5]. Hence, it covers a wide range of activities across all levels of education - from creativity classes in primary education to business master's degrees.

The most important thing is the impact that entrepreneurial education leaves on students, i.e., how through this education they will develop as individuals. Entrepreneurial education greatly helps students develop a perception of innovation. Innovative awareness and innovative ability are the core process of students' innovation activities, which are also influenced by innovation personality. The educational system of universities has to provide an academic environment that may serve as a catalyst for high-technology start-ups. Entrepreneurs are made by imparting the knowledge and skills needed for a new business venture. The process of shaping the ability of

student entrepreneurs is a social interaction process in which information resources are acquired and transformed in the form of observation or direct participation in entrepreneurship education. Entrepreneurship education may change a student's attitudes toward entrepreneurship. Students' perception and attitudes toward entrepreneurship education can determine whether students' creativity will be expressed and constitutes a self-judgment of one's perceived competence in generating novel ideas. [6] This education helps students to enter the markets much more prepared, which in today's conditions of globalization is a very important criterion. In recent years, technological breakthroughs have particularly emphasized the need for innovation, creativity and ingenuity in young people to penetrate and stay in the market. The young generations and their technical-technological readiness need to be upgraded and combined with entrepreneurial education to build a good entrepreneur [7].

The need for entrepreneurial education is eminent and important for every economy, but the opportunities for development of this type of education vary from country to country. There are countries that are highly economically developed, technologically advanced and the beginnings of the development of entrepreneurship education have been observed for a long time. In emerging countries, opportunities for development have emerged later, so the beginning of entrepreneurship education is in recent decades.

3. NEED OF ENTREPRENEURIAL EDUCATION IN EMERGING COUNTRIES

The need for entrepreneurial education applies to every country, regardless of the level of development. However, in order for emerging countries to move closer to highly developed countries, it is necessary to introduce this education as officially at universities [8]. Entrepreneurship education will help accelerate development in many ways in these countries. First, it will be possible to create professional and capable staff, then new entrepreneurs will be created in the markets who will see the ideas as a challenge. Another important component for the economic development of these countries is that it will enable the retention of some young people. [9] That is, the opportunity to learn entrepreneurial skills and hear about different experiences will encourage them and some of them will decide to complete their education in their countries, and then contribute with their knowledge. In these countries the processes of digitalization and automation are at a much lower level, which is another additional reason to introduce this type of education [10]. That is, today's innovative ideas could not be realized and give results if they do not

include digital solutions. From that aspect, the inclusion of entrepreneurial education will cause interest for greater digitalization in work and of course everyday life. The trend of digitalized activities in these countries has gained momentum in the last two years with the emergence of the pandemic caused by Covid 19. That is, the need for digital living has emerged, which is especially noticeable among the young population that is more educated. Within these countries there are young people who have an entrepreneurial spirit and can come up with ingenious ideas in the future, but the fear of failure, poor preparation by the education system and of course the lack of sufficient technical and technological support affects young people not to approach in realization of their ideas and even worse to leave their country and get involved in the work process in another highly developed country [11].

An example of emerging countries is the Western Balkans - they are located in Europe.

3.1. Emerging countries in Western Balkans

In European politicians often mention the idea that the periphery of Europe is reduced to a single region called "Western Balkans" (a term that encompasses the countries of former Yugoslavia minus Slovenia but Albania) is a kind of experiment from which depends on the future of Europe. Balkans should be western to not balkanized Europe.

The member states of the Western Balkans can be mentioned as a category of emerging countries, and it consists of six countries: Albania, Kosovo*, Montenegro, North Macedonia, Serbia, Bosnia and Herzegovina. About 20 million people live in this territory, which although small yet a potential market for the emergence and development of entrepreneurs.

In addition, at table 1, the GDP growth by country is shown, as well as the total of the 6 countries.

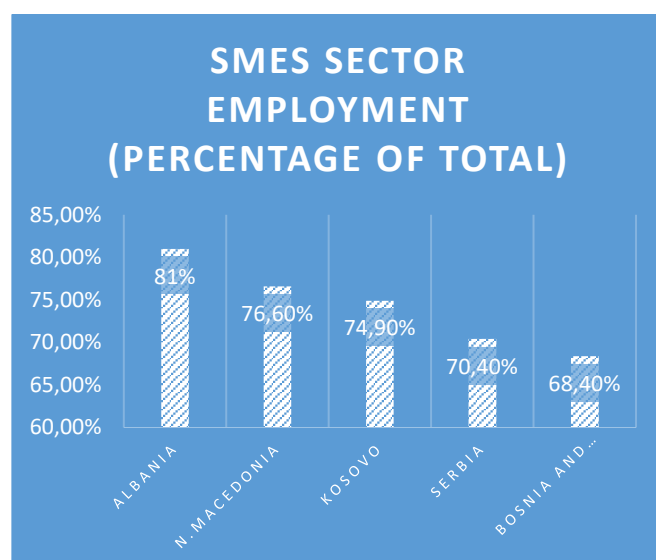
Table 1. GDP growth per countries in Western Balkans

| Real GDP growth (%) | 2019 | 2020 | 2021 estimate | 2022 forecast | 2023 forecast |
|-----------------------|------------|-------------|---------------|---------------|---------------|
| Albania | 2.2 | -4.0 | 7.2 | 3.8 | 3.7 |
| Bosna and Herzegovina | 2.8 | -3.2 | 4.0 | 3.0 | 3.2 |
| Kosovo* | 4.8 | -5.3 | 7.1 | 4.1 | 4.4 |
| North Macedonia | 3.2 | -4.5 | 4.6 | 3.7 | 3.4 |
| Montenegro | 4.1 | -15 | 10.8 | 5.6 | 4.8 |
| Serbia | 4.3 | -0.9 | 6.0 | 4.5 | 4.0 |
| WB (6) | 3.6 | -3.1 | 5.9 | 4.1 | 3.8 |

* Kosovo – (under United Nations Security Council Resolution 1244/99)

What is noticeable is that in 2020 in each of the countries individually as well as the total GDP has a negative sign. This is a result of the pandemic caused by Covid 19, from which both the countries of the world and the dragons of the Western Balkans felt negative consequences.

The driving force in these economies are small and medium enterprises, i.e. most of the employment is realized within these enterprises. The future entrepreneurs are the owners of exactly this type of enterprises, so the need for development of entrepreneurship education is seen as a branch of the Universities. Innovation is started and developed by SMEs, and students are the ones who should be encouraged to innovate activities (awareness and perception). SMEs provide jobs for around three-quarters of the total number of employed, as can be seen on graph 2 what percentage of total employment is generated by this sector.



* Kosovo – (under United Nations Security Council Resolution 1244/99)

Figure 1. Employment by SMEs sector

Looking at these results it can be seen that most of the young people in these countries end up in these enterprises. However, good readiness and support will influence them to take steps and be employers in the future. In the Western Balkans there are other problems and obstacles that affect the opportunities as well as the desire and persistence of young people to become entrepreneurs.

The emergence of courses, programs and directions at universities in these countries will encourage young people to get involved in this educational process and certainly make them professional entrepreneurs who will not be afraid to start their own businesses, ie to generate their own ideas.

3.2. Entrepreneurial education in the Western Balkans – challenges

As we said before WB is composition of 6 countries, which are similar in many parameters: economic growth and development, number of inhabitants, GDP per capita, etc. Also, a common feature for them is the low level of technology development, digitalization of the private and public sector. An annual forum is held at the level of the Chambers of Commerce and Industry of the 6 member states where proposals, solutions and initiatives for entrepreneurship development are given. Safet Gërxhaliu, Secretary General expresses the need to link entrepreneurship and education. He believes that the business sector should be more involved in the educational process, ie. to financially support young entrepreneurs. But in order to discover and develop such entrepreneurs it is necessary to have specialized education. Formal study programs at universities in the field of entrepreneurship education are found, but they are very few and are usually part of existing study programs. In the direction of this education in the territory of the Western Balkans, there are several initiatives that provide assistance and support in terms of education and preparation of young people to become good entrepreneurs. One of those initiatives is REGIONAL INCUBATOR FOR SOCIAL ENTREPRENEURS (RISE), this is regional three-year project that intends to open new spaces of reconciliation for the youth of the Western Balkans Six (WB6) through a regional program to support social entrepreneurship. The support program for social entrepreneurs aims to promote dialogue and cooperation between actors and territories through the mobility of participants, organization of regional trainings, exchange workshops and events, as well as through the creation of a real network around ideation and incubation of the RISE. According to them there is no direct support, ie encouragement of young people by institutions within these countries such as universities. In fact, young people here idealize their business innovations based on their personal motivation.

Another encouraging initiative on the territory of the Western Balkans is from the Foreign and Commonwealth Office, that is a project named project "Encouraging youth entrepreneurship in Western Balkans". The purpose of the project is to support young people from the region to start their own businesses and improve employability skills through quality training programs and UK experiences, and to influence Western Balkans decision makers to empower the next generation of young entrepreneurs [12].

There are several such initiatives that mainly come from highly developed countries that direct their human capital and resources to the development of emerging countries such as those in the Western Balkans. Each such initiative emphasizes the need

and necessity of connecting, ie including education in entrepreneurship as an area on which the development of the country depends. It should be mentioned that within the study programs within the education at universities there are various programs that enable international mobility of students in highly developed countries. The reason for that is gaining direct experience among young people, and thus encouraging or motivating them to get ideas and their realization. Some of these programs are developed by the European Union such as ERASMUS+, COSME and others. Their presence in the education system is to be welcomed and certainly of great importance, but the need for formal pre-primary education still remains.

The main challenge these countries face is brain drain, ie in each of them the number of emigrated young people is increasing daily. There are a number of reasons for this, but the most important are mistrust in the system, lack of sufficient financial resources and inability to get good jobs - according to their qualifications.

4. YOUNG MIGRATION – RESULT OF GLOBALIZATION OR URGENT NEED TO REFORMING ACADEMIC ENTREPRENEURSHIP

Modern cultural and social conveniences, facilitated by the emphasis on international migration flows, have blurred the boundaries and differences between young people in the world, in terms of country of origin. In the era of globalization, people's mental horizons have expanded, and they are eager to move to other places and countries to realize their full productive potential, and increasingly so in Europe [13]. At the same time conflict, poverty, inequality and lack of decent jobs are among the reasons that compel people to leave their homes in search of better futures for themselves and their families [14]. The problem with the migration of young and educated people is especially pronounced in the Western Balkans.

Migration has contributed to the richness in diversity of cultures, ethnicities and races in developed countries. Individuals who migrate, experience multiple stresses that can impact their mental well-being, including the loss of cultural norms, religious customs, and social support systems, adjustment to a new culture and changes in identity and concept of self. Indeed, the rates of mental illness are increased in some migrant groups [15].

One of the difficulties encountered when trying to tackle this challenge is the lack of data (regarding the brain drain phenomenon only scarce data is available, both in the country of origin as well as in the country of destination). Those people leaving Western Balkan's region, but migration process is still grown and other countries in South-Eastern

Europe. The impact of the exodus of a large proportion of highly skilled individuals from the developing and transition countries remains controversial. A mass exodus arguably weakens local knowledge networks and reduces social welfare (hence, brain drain or white plague) and adversely affects institution building so crucial for the transformation into liberal democracies (Elster et al., 1998) [16]. For studies abroad are not able to provide a definitive answer regarding the timeframe of their stay abroad, as most of them also aim to find employment in the country where they will study. In same time, we have and one other phenomena, there are countries enjoying the effects of brain gain, such as Austria and Germany, and the inflow of highly qualified workers on their labour markets (with the help of special legislation in this field).

However, as antimigrant feelings continue to increase throughout Western Europe, affecting the political discourse and power relations in various countries, the best solution for all stakeholders is to have strategies for brain circulation encouraging international studies and mobility, but also return to the country of origin. Most of the students that are living their countries for study abroad make plans in advance to stay in that country or some other that is more developed. The main reason is because they are thinking that their capacity after the studies in that country will be waste of time if they came in their country of origin. They think of their countries as areas where they cannot improve. Regarding the destination countries that the students prefer in case of migration for any intended purpose, the results indicate that most of their chosen countries are the developed countries of the European Union and the United States of America. Going abroad and studying in developed countries can be seen as a positive thing, as they can return their experiences and knowledge to their home countries [17].

The return of young people, the brains that have flowed to other countries can greatly contribute to the development of these countries. In fact, their return offers certain advantages such as: overflow of knowledge and experience in the country of origin; if the student has stayed in a foreign country for a long time and has managed to increase his / her capital assets, he / she can "return" them to the country of origin, ie to invest them. The most important thing they can do is to develop entrepreneurship, ie to start businesses in their countries of origin, encouraged and motivated by foreign markets. Another way that can contribute to the development of entrepreneurship as well as this type of education is the return of the diaspora. Within these countries the number of people leaving the diaspora is huge and the impact they can make on their countries of origin (mainly from the Western Balkans) is significant.

Research shows that in some countries of the Western Balkans, larger investments have been made by the diaspora within their countries of origin, and in some less. For example, Albania and the Republic of Northern Macedonia have a higher percentage of returnees investing funds at home, unlike Kosovo*.

The return of the diaspora and especially of those highly qualified and educated people is very important for these countries. they can be seen as a way to develop entrepreneurship education and entrepreneurship in general. As we said previously percentage of returnees, in Republic of North Macedonia as the part of Western Balkans countries, is high. That means that in these countries the potential of developing the entrepreneurial education in the future is high.

However, it remains to be seen how entrepreneurial education can become part of everyday life and improve with the population that is already in the country. It is also considered how to reduce the trend of emigration of young people and certainly not to drain the brain in other countries. This will mean greater opportunities for the development of entrepreneurship in the Republic of Northern Macedonia. In addition, we can see the efforts that this country is making to develop this type of education, and thus to influence young promising students and young people.

5. CONCLUSION

The role of higher education in global economic and social development is a primary incentive resource that will decide the future economic positions of each country. Such competencies will increase from year to year, and this will continue in the coming decades. Quality higher education, enriched with modern practices and skills, is an essential need for every society, especially in emerging countries whose economic gap is widening precisely because of inadequate competitiveness in industry. In practice, universities must be in sync with business and entrepreneurship. Only academic programs that promote knowledge, competition, and digitalization can be competitive and relevant to the market. What real change can happen, depending on the symbiosis of study programs and business needs.

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