

Study on Best Practices in EU Entrepreneurship Education

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Abstract

This study presents the analysis of the best practices in European Union on entrepreneurship education. The purpose of the research is to analyze the situation created at the national level in Romania and France regarding the development of entrepreneurial culture. The authors identified the measures used for developing the entrepreneurial environment at the local level, researching the legislation regarding the support of entrepreneurial environment development and the entrepreneurial culture, identifying the opportunities of the educational institutions regarding the entrepreneurial education.

The objects of the research are two European universities: Alexandru Ioan Cuza University of Iasi, Romania, and the University of Strasbourg, France. The following research methods were used in the research: documentation, analysis, synthesis, comparative analysis, induction, deduction, abduction, observation.

The study was realized within the project: „Reinforce entrepreneurial and digital skills of students and teachers to enhance the modernization of higher education in MOLDOVA”, no. 585353-EPP- 1-2017- 1-RO- EPPKA2-CBHE- JP. Conclusions were formulated in order to highlight the importance of international practices, applied by well-known higher education institutions with regard to the development of entrepreneurial education.

Key words: entrepreneurial culture, innovative education, entrepreneurial environment, innovative teaching methods.

JEL classification: O30, O 32

1. Introduction

The purpose of this study is to analyse the situation created at the national level in Romania and France regarding the development of entrepreneurial culture. The authors identified the measures used in Romanian and France Universities for the development of entrepreneurial culture, researched the methodology of developing the entrepreneurial environment at the local level.

Research focuses on identifying the opportunities of the educational institutions regarding the development of entrepreneurial culture; establishing the ways of enhancing the university education in the development of entrepreneurial environment; identifying the necessary partnerships to be established in order to develop the entrepreneurial culture at local

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level; researching the legislation regarding the support of entrepreneurial environment development and the entrepreneurial culture; outlining the proposals in order to boost the development of innovative culture at local and national levels.

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2. The methodology for content research

In order to achieve the research objectives, we consider it appropriate to carefully select the research methodology that will help us achieve our pre-established goals. In this context, we must emphasize the fact that we will use as research methods the following: documentation, analysis, synthesis, comparative analysis, induction, deduction, abduction, observation. In order to achieve the objectives and through the selected research methods we will focus on the documentation regarding the development of entrepreneurial culture within the universities of the analysed states. The objects of research are two European Universities: Alexandru Ioan Cuza University of Iasi and The University of Strasbourg. We plan to study the ways of developing the entrepreneurial culture and the entrepreneurship education through projects involving students and teachers in order to study the entrepreneurial culture and the entrepreneurship education. In fact, the subjects of the research will be the students and professors of Alexandru Ioan Cuza University of Iasi, who will be interviewed on the practices of stimulating the entrepreneurial education within the university. These practices are to be analysed and proposals are outlined for their development and implementation within the Universities of Moldova. As research hypotheses, we can presume the following:

H1: entrepreneurial culture positively influences performance at the national level;

H2: entrepreneurship education is a pillar of national economic sustainability;

H3: the main measure of development of the entrepreneurial environment within Alexandru Ioan Cuza University is the creation of partnerships;

H4: one of the practices that can be implemented in Moldova is creating partnerships with the business environment.

In this context, we must mention that these hypotheses will be validated during the research and the opportunity to reach them will be investigated. Finally, conclusions and recommendations will be highlighted on the opportunities for development and stimulation of entrepreneurial education.

3. The international

Investigating the international context of research in the field of entrepreneurship education, entrepreneurial culture, opportunities for the development of the entrepreneurial environment, we have to mention that many measures are being implemented at international level to stimulate the development of entrepreneurial education among pupils, students and teachers. Researching the provisions of the European Union, we can highlight the fact that “the spirit of initiative and entrepreneurship” is among the eight key competences of lifelong learning defined by the European Union. It refers to the ability of people to identify and capitalize on opportunities, to put ideas into practice, to plan and manage projects in order to achieve goals. The following materials give you more insight into this key-competence and how teachers can cultivate it to their students. If we are to review the most successful projects and proposals applied internationally, we could mention as an example Entre Comp: The

framework of entrepreneurial competence, which defines entrepreneurship as “a transversal competence that is found in all spheres of life: from facilitating the personal development, to active participation in society, (re) insertion into the labour market as an employee or self-employed, and up to starting a (cultural, social or commercial) initiative. Entre Comp was designed as an 18-month research period involving experts from across Europe, which allowed taking into account the diversity of perspectives and contexts from different countries. The domain is made up of three areas of competence and 15 competencies, which are:

1. *Ideas and opportunities* – opportunities for support, creativity, vision, ethical and sustainable vision.
2. *Resources* – motivation and perseverance, mobilization of resources, social and economic environment, other mobilizations.
3. *Actions* - learning from other experiences, working with others, copying under uncertainty, risk, planning and management, implementing initiatives (The Education Code of the Republic of Moldova, 2016).

Another successful experience in developing the entrepreneurial education is that of the USA, where projects are applied in order to stimulate young people's initiatives, to bring the business environment closer to academia and professional environment. As examples of projects implemented in the USA, we could mention: The USA International Virtual Business Fair, The Global Business Challenge, Virtual Enterprise International Trade Fair. In Europe, through the “Entrepreneurship 2020” Action Plan and the Communication, and through the “Rethinking of Education”, the European Commission has highlighted the need to integrate the entrepreneurship learning in all sectors of education, including informal learning. Both documents invite Member States to give all young people practical entrepreneurship experience before completing compulsory education, highlighting the importance of learning through practice in the education and training process. Education is a competence of the Member States, but the actions, at European level, can support Member States in adapting and improving the recruitment, education and teacher development methods. The Dublin College of Arts and Design offers a range of teacher training programs. At university level, students can take an examination to obtain a double specialization, either in fine arts and education, or in design and education (Entrepreneurial education: the guide for trainers, 2018).

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If we are to look at other examples of successful entrepreneurship development, then it should be noted that the Group T Leuven Education College has about 1,000 students and 85 teachers. The principle statement of the College is as follows: “Teaching the essence by experimenting with existence.” Its purpose is to develop the person as a whole, and the emphasis is on the:

- *Learning*: developing students’ capacities around the four UNESCO educational pillars: to learn to be, to learn to know, to learn to do, to learn to cohabit.

- *Engineering*: teachers are allowed to create powerful learning environments, proving creativity and inventiveness throughout this process.

- *Entrepreneurial initiative*: problem solving through leadership, innovative spirit and courage (Entrepreneurial education: the guide for trainers, 2018).

Another example is St Mary’s University College offering university courses in the field of teacher education and liberal arts, as well as, a range of postgraduate programs in the field of teacher training. The policy adopted by St Mary’s University College in the field of entrepreneurship education is explicitly based on its academic, professional and civic mission and values. All students are given the opportunity to develop and test entrepreneurial ideas through an intensive and interactive program of workshops, seminars and courses (Entrepreneurial education: the guide for trainers, 2018).

Another successful example would be the fact that eight European governments agreed in 2008 to set up the South East Europe Entrepreneurial Learning Centre (SEECCEL), the host country being the Republic of Croatia. The objective of SEECCEL is to share indicators to promote more developed learning economies. This specific project is a transnational model for teacher training, with clearly defined learning outcomes for pupils and teachers. The project benefited from financial support from the European Commission and the Croatian government.

At international level, there are successful examples demonstrating the effectiveness of student involvement in training and reinstruction of teachers to form an entrepreneurial culture within universities. Such an example would be Swansea Metropolitan University, which has adopted a number of innovative ways to prepare future teachers for classroom reality and to support them in developing entrepreneurial skills. For example, the university involves former students and graduates in the development of current measures and programs (Entrepreneurial education: the guide for trainers, 2018).

The University College of Sogn og Fjordane has about 3,000 students and 300 employees. Entrepreneurship education is mandatory for all future teachers - from primary, secondary and vocational education - and forms an integral part of curriculum in the field of training. All students are offered a training program lasting at least two days in the field of entrepreneurship and the REAL program, which follows the model of learning based on practical experience (Entrepreneurial education: the guide for trainers, 2018).

4. European and national context

If we are to analyse the European and national context of developing the entrepreneurial education, we should mention that at European level there are a series of laws and norms that support and stimulate the development of entrepreneurship in Europe. Even through the “Entrepreneurship Action Plan 2020” on the relaunching of entrepreneurship in Europe (European entrepreneurship is considered an essential vector of economic growth and job creation: it creates Commission Communication to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions of 09.01.2013,

Brussels), new enterprises and jobs, opens new markets and stimulates new skills and competencies (Marinescu, A., 2018).

In this context, it should be noted that according to statistical data in Europe, over 23% of the population claim to have participated in at least one entrepreneurship course, (Entrepreneurship study. Entrepreneurial education). Research at this level highlights that entrepreneurial education should not be confused with business-related economic studies because the objectives of entrepreneurial education are: promoting the creativity, innovation, and the practical and independent/collective business activities Communication from the European Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. The 2020 Entrepreneurship Action Plan, 2018, p.62). Stimulating the entrepreneurship among young people brings many benefits - both economic and social: reducing unemployment, promoting social inclusion, stimulating innovation, increasing self-confidence, moral satisfaction, etc.

If we are to make reference at a national level, then in the Republic of Moldova the entrepreneurial environment is in the process of developing, stimulating and attracting young people in the amplification of this process. In this context, it should be noted that according to the Code of Education of the Republic of Moldova, according to Article 6 of the present Code “The educational ideal of the school in the Republic of Moldova consists in the formation of an initiative spirit, capable of self-development, possessing not only a knowledge system and skills necessary for employment on the labour market, but also independence of opinion and action, being open to intercultural dialogue in the context of the assumed national and universal values” (The Education Code of the Republic of Moldova, 2016). We also need to mention that according to Article 11 of the Education Code of the Republic of Moldova, education in Moldova aims at forming the following key competences:

- a) Communication competences in Romanian;
- b) Communication competences in mother tongue;
- c) Communication competences in foreign languages;
- d) Competences in mathematics, science and technology;
- e) Digital competences;
- f) Competence of learning to learn;
- g) Social and civic competences;
- h) Entrepreneurial competence and spirit of initiative;
- i) Competence of cultural expression and awareness of cultural values (The Education Code of the Republic of Moldova, 2016).

In this context, it is noticed that among the competences formed among the pupils, the students in Moldovan education can also form entrepreneurial competences and these actions are supported by the legislative framework.

In Moldova projects to support the development of entrepreneurial education are launched, such as: CEDA, Entrepreneur Tower, Yep Moldova, LED.

CEDA is a non-governmental organization registered at the Ministry of Justice of the Republic of Moldova as a Public Association. CEDA is a member-based organization. The aims of the Association are: training and capitalizing on professional competences, individual initiative and entrepreneurship spirit, along with promoting entrepreneurship and the entrepreneurship spirit through education, business initiation and development.

Another project that is implemented in the Republic of Moldova is the Youth Entrepreneurship Horizons Project in Moldova. Starting with June 2015, the Institute for Rural Initiatives with the support of the Angello Development Foundation launched a new initiative “The Young Entrepreneur”. The aim of this project is to empower high school and

gymnasium students to be more prepared for life from the perspective of economic initiative, to better understand the basic principles of entrepreneurship, efficient management of time and resources. The project is being carried out in 4 localities of the country (Zirnesti, Cahul, Mingir, Hincesti and Gribova, Drochia) where the Institute for Rural Initiatives runs programs using the existing model of the School of Democracy. The training course will take place after the completion of the basic sessions and will consist of 2 modules: theory and practice. Throughout the entire academic year, the courses will be facilitated by various experts and facilitators in the field (Entrepreneurial education projects in Moldova, 2018).

Another project launched by CEDA in Moldova was “Reconceptualising Professional Orientation and Career Guidance II”. This project aims to support young people in the Republic of Moldova in their career decisions so that these decisions are based on the needs of the labour market and as a result the employment rate and labour productivity in the economy will increase. The project budget is estimated at around 900,000 Euros and will be implemented by 2021 (CEDA Entrepreneurial education projects, 2018).

The LED project is a project that promotes young people’s economic empowerment by developing entrepreneurial revenue-generating skills. The main activities are: national assistance in the implementation of the new Curriculum for the “The Basics of Entrepreneurship” discipline. Following the piloting in 15 schools, the project will support the Ministry of Education, Culture and Research in implementing this curriculum at national level. Based on a study of identifying the training needs, a series of trainings are to be carried out for vocational school and college teachers. Establishment of 3 Methodological Centres for “The Basics of Entrepreneurship” (North, Centre and South) for teachers holding this course. Together with the resource centres, the project will organize annual forums on entrepreneurship education in order to have a systematic contact with the teachers. Supporting young people in developing and implementing business plans: Business Plans Competitions, additional courses in start-up entrepreneurship, providing start-up grants, organizing production and mentoring practices. Assisting 3 professional schools in initiating their own entrepreneurial activities, this will serve as a model for students, and will contribute to their professional education (LED Projects, 2018).

5. Relevant initiatives

The most relevant initiatives are presented in the projects that have been pointed out and we consider it useful to adapt them to the economic context of the Republic of Moldova in order to develop a unique methodology at country level and to develop the entrepreneurial education in Moldova. Previous initiatives, taken from the international, European and national experience, need to be considered as optimal and timely urgent initiatives needed to boost the business environment, the youth culture and teachers. For these reasons, it should be noted that implementing projects to develop creativity, innovation, innovative culture, innovative business environment will contribute as core initiatives in focusing on the development of entrepreneurial education and will lead to the formation and bringing up a prosperous nation.

6. Policies documents

Among the documents and policies supporting the development of entrepreneurial education in Moldova is the Education Code; at level of Europe is the “Entrepreneurship Action Plan 2020”, the “Global Education” Initiative, the Europe 2020 Strategy, on the

relaunching of entrepreneurship in Europe. In other world countries there are such laws that support the development of entrepreneurial education. The “Global Education” Initiative, through discussions at the European Round Table on Entrepreneurship Education, seeks to consolidate its existing global knowledge and good practices in entrepreneurship education around three areas that cover the learning process of an individual, namely:

1. Youth (with emphasis on disadvantaged young people)
2. Higher education (focused on a strong growth of entrepreneurship spirit) and
3. Social Inclusion (with emphasis on marginalized communities). This was the first opportunity in which entrepreneurial education was taken into account in such a comprehensive manner (Entrepreneurial education and its role, 2018).

The new Europe 2020 Strategy focuses on skills and education, implementing it particularly by looking at qualitative results and quantitative measures.

7. Recommendations in the entrepreneurship and digital competences

In the field of entrepreneurship development in Moldova, concrete steps must be taken to stimulate the development of entrepreneurial education among young people, pupils, and students as well as among teachers. Therefore, in order to develop a society with a sustainable, prosperous economy, we must invest in the development of entrepreneurial culture and entrepreneurship education both at the macroeconomic level and at the microeconomic level. For these reasons, it is necessary to achieve the following objectives:

- elaboration of the methodology for development and boosting the improvement of entrepreneurial education;
- developing the necessary competences among young people and teachers, in order to implant the necessity of forming entrepreneurial culture;
- correlating the theoretical and practical aspects in order to improve the obtained effects;
- identifying the main partnerships in order to cultivate the entrepreneurial spirit.

8. Process flows and diagrams for learning and teaching processes

Entrepreneurial culture plays an important role as a stimulus for the entrepreneurial activity in a country. From this point of view, Romania currently has a high social capital and the entrepreneurship along with the entrepreneurs is appreciated in the society. We have to bear in mind that statistical data indicate that 23% of Romanians claim to have participated in at least one entrepreneurship course. If we were to interpret this data, it should be noted that this figure is not an encouraging one because if we want to have a developed country, with a growing economy, we must focus on the development of entrepreneurial education, project work, generation of new ideas. Therefore, the need to develop innovative ideas through the support of entrepreneurial education is a necessity of the 21st century.

In order to research the entrepreneurial education within Alexandru Ioan Cuza University of Iasi, Romania, we considered useful to primarily look at all faculties where entrepreneurship is taught. Consequently, from Alexandru Ioan Cuza University documentation, we can mention that the course of entrepreneurship is taught both at the Faculty of Economics and Business Administration and at the Faculty of Law. We have to also point out that this course is found in the study programs both at the Bachelor and Master levels. It is worth revealing the fact that there is even a specialization at UIAC at the Master

cycle, which is entitled Entrepreneurship, where students are taught to start businesses, to acquire necessary skills and competences and to form an entrepreneurial thinking.

In order to develop the entrepreneurial education within UAIC, the Centre for Continuing and Entrepreneurship Training was created, which meets the requirements of the labour market, focusing mainly on the economic field and the information technology. This Centre wishes to be a bridge between high schools, universities and the private business sector, hence providing an informational and permanent training stream, always up to date with increasingly dynamic requirements. The IT courses and certifications offered are of international level (Microsoft, ECDL), certifying the standard of knowledge, skills and professional level of the beneficiaries. The existence of this centre helps preponderantly the students and those who wish to be trained in the IT field as well as in the entrepreneurship field in order to ensure the insertion of the young people into the labour market. Through the acquired competences, this centre helps the young people to become more creative, to understand true values of an entrepreneur. It promotes the need to cultivate an entrepreneurial culture among students and not only.

In addition to this centre, which helps young people in professional competence formation, the UAIC also has a Centre for Personal Development and Professional Training. For these reasons, this centre helps UAIC staff and students in developing themselves, learning the necessary competences fitting the labour market, combining personal and professional life. Moreover, the Centre organizes its activities in the form of seminars, trainings, at the end of which diplomas and certificates are issued.

Accordingly, based on UAIC documentation in the field of entrepreneurship education, we should mention that within this institution there are also implemented projects and activities for supporting the entrepreneur's development, such as: Business Plan Competition, Entrepreneurship Week, etc.

In this context, we should mention that UAIC develops and implements entrepreneurship support projects such as the Business Plan Competition organized within the UAIC where Alexandru Ioan Cuza University teaches individuals how to start their own business. The top 10 business plans are granted funds up to 100,000 lei. Thus, students in the 2nd or 3rd year of Bachelor study, as well as Master and Doctorate students, UAIC graduates for up to three years, can take part in this competition in which they must send their CV, a motivation letter, a copy of the identity card, and a study certificate to cipo@uaic.ro in order to form the first training group (UAIC Entrepreneurial projects, 2018).

The courses are organized in the framework of a European Structural Funds project developed by CIPO Professional Information Centre, Career Guidance and Placement in partnership with AVENSA, a business and management consulting company for the private, public and NGO sector (UAIC Entrepreneurial projects, 2018).

Another project contributing to the cultivation of digital competences among teachers, students was the project where UAIC took part in February 18-21, 2018, in Brussels, at the First Academy Seminar "Kick Off Seminar. Prepare - Inspire - Produce – Mingle", organized in the context of the Digital Cities Challenge Journey, where Iasi was selected to participate in this city digitization project. There were 92 cities from Europe, from which eight cities were selected to be involved in the project. The main purpose of the meeting was to establish the next year's work plan, to identify the digitized elements of the selected cities and to find ways to attract the companies from Iasi to be involved in the project. This project will involve both teaching staff and students in order to help companies from the business community to collaborate with the university to facilitate the formation of necessary competences of young people in the field of IT and Entrepreneurship.

The second object of research is the University of Strasbourg, France. This university was founded in the 16th century by Johannes Sturm, a protestant scholar. Sturm created a Protestant Gymnasium in 1538 with the mandate of disseminating knowledge, one of the core values of Humanism. Through the years, the Gymnasium progressively developed into an Academy and a University before it finally became the Royal University in 1631. Today, the University of Strasbourg counts 42000 students, offers initial and further education in a wide range of academic fields and is an international player in scientific research. The Faculty of Economics and Management is one of the largest French academic institutions for teaching and research in that field. It provides high-quality education in the following areas of study: economic analysis, innovation economy, econometrics, management of companies, production, management, logistics, quality, international management, finance.

French baccalaureate can be professional, general or technical. With a technical or vocational baccalaureate diploma, two years of practical studies in various fields related to industry, commerce and services can be accessed. After studying the two years, a BTS (Patent of Technicien Supérieur) diploma is awarded - a higher technical patent or a university degree in technology called DUT (Diplôme Universitaire de Technologie).

The integration of graduates into the labour market depends on the chosen field and on the university's ability to help students undertake internships. Most of the higher education units are theoretical, but at Masters level there is a choice between Master Professionnel and Master Recherché. The professional master allows a better knowledge practice, therefore more chances to be hired after completing it. The research is designed for future candidates for doctoral studies. Some masters even propose alternate studies, which mean the student will work with a company or organization during the year.

In a resume, the internships that a student gets along their studies matter as much as the Master or Grande Ecole diploma. In most French schools' students learn the reflex of working intensively, being self-taught and autonomous.

8.1. Learning outcomes

The learning results achieved by the students and teachers who are involved into projects are embodied in necessary abilities, skills and competencies which are, afterwards, used at work or in business. For these reasons, it should be noted that once the UAIC students, teachers follow some training courses, trainings, seminars, master and Bachelor studies in the entrepreneurial field, they can form great skills needed for an easier insertion into the labor market, to become specialists or future entrepreneurs.

Among the competences that are formed by students during the entrepreneurship lectures, business start-ups, business start-ups in tourism, we can list the following:

1. Professional competences:
 - a. collecting, processing and analysing business data needed for business administration;
 - b. explaining and interpreting the relationship of economic influence exerted by the external environment on the enterprise;
 - c. critically-constructive evaluation of the explanation and/or solving of a problem regarding the relationship of economic influence exerted by the external environment on the enterprise;
 - d. assistance to manage the business of the enterprise / organization;
 - e. critically-constructive evaluation of the explanation and/or solving of a problem affecting the operations of the enterprise;

2. Transversal competences:

- a. the application of rigorous and efficient working rules, the manifestation of responsible attitudes towards the scientific and didactic field, for optimal and creative valorisation of their own potential in specific situations, observing the principles and norms of professional ethics;
- b. identifying opportunities for continuous training and efficient use of learning resources and techniques for their own development.

Dual education is quite popular in France. Dual students receive a salary from the first working day, both during the practice and during the theoretical studies at the university. Small businesses are also a good option because many of them have international experience and are often global leaders in their field of activity.

Dual students acquire not only theoretical knowledge but also practical experience during their studies at university. During the study process, double students have the opportunity to gain experience in several departments of the company. Because of this, by the end of their studies they know exactly which department is most interested and where they want to work after graduation. This is a huge advantage over non-dual students, who often cannot decide on the future specialization.

Companies that have invested financial and time resources in training students in dual-curriculum programs are interested that graduates remain in work after graduation.

8.2. Optimized methodologies for digital learning design

Among the teaching methods used in the UAIC to teach the Entrepreneurship course, several methods are used:

- Interactive exposure;
- Discussions on the basis of examples provided by the teacher;
- Analysing and debating some case studies;
- Debates on the presented projects.

Furthermore, during this UAIC course, students are working on developing business start-ups and studying entrepreneurial models/ templates. Thus, students have the opportunity to acquire the professional and transversal skills they need in order to be creative, to become future entrepreneurs and to build their own career. Projects are elaborated using digital technologies, thus students have also the chance to form these skills. They operate with data, calculus that they do in excel, the text that is collected in word, the presentation made in ppt. In addition to elaborating the logos of simulated enterprises, students show the enterprise sketch to their group-mates, they also operate with specific computer programs from which they have the possibility to acquire the necessary skills to become future managers, entrepreneurs.

8.3. Pedagogical strategies for blending and Learner-centered approach

The teaching strategies used by didactic staff are focused on:

- capitalizing on business opportunities and ideas;
- learning to select the best ideas;
- studying to transform the best ideas into viable business ones.

The teaching strategies used by UAIC teachers are different. By definition, the concept of didactic strategy is regarded as an integrative way of approaching and acting all procedural resources (forms, methods, and technical means) and the didactic principles of their use in the

process of conveying the contents in order to develop / form the general and discipline-specific competences.

The discipline of Entrepreneurship has a pronounced applicative character and implies the emphasis of the action dimension in forming the student personality. The curriculum of this discipline is student-centered and adopts a practical approach of “learning by action”. It introduces a number of learning methods and techniques that stimulate the students’ active involvement in the educational process and their responsibility for their own training. The applied methodology changes the emphasis during the training process from the teacher to the student.

The teacher becomes an organizer, facilitator and coordinator of the learning experience relevant to students, thus realizing the direct link between what is learned and why is learned. Under these conditions, the authentic subject of the training will be the student and, consequently, the teaching strategy will be designed in this respect.

In the long and short-term didactic design, the teacher will be guided by the Curriculum, both by the section of competences as well as that of recommended content. Structuring by units of learning, specific competences and modular outcomes associated with them will be performed at the discretion of the teacher, who has the obligation to train all the specific competencies of the curriculum to the students by the end of the learning period. According to the teaching requirements, teachers will plan hours of synthesis and evaluation, as well as practical activities depending on the conditions existing in the respective educational institution and the available materials.

The new design model is centered on the unit of learning - an open and flexible, thematic unit of teaching structure that takes place over a certain period of time and aims at the formation of specific competences, modular outcomes and finalizes by an assessment. In this case, the didactic process focuses on the formation of disciplinary specific competences.

For this reason, the didactic activity must start from capitalizing on opportunities; transforming an idea into practice; the courage to face problems and the ability to solve them; accepting the implications of your own choices; perceiving the self-employed activities as a valuable professional choice; responsible management of resources and money; understanding how organizations work in society.

Experience-based education is essential to promoting entrepreneurship and entrepreneurial skills. Particularly good results are obtained within the UAIC, because they are working in small groups, using interactive techniques such as: Mosaic, STAD - the small group learning method, TGT - Team Cognitive Methods, Computerized Simulations and Business Gaming, Cognitive Map or Conceptual Maps, Matrices, Cognitive Chains, Fishbone Maps, Case-Effect Diagram, Spider Clip, Brainstorming, Thinking Hats, Round Table, Interview Group, Case Study, Critical

Incident, Phillips 6/6, Technique 6/3/5, Creative Controversy, Fishbowl (Aquarium Technique), Four Corners, Frisco Method, Sinectica, Delphi Method, Individual and Group Portfolio, Student Exercise, Visiting Businesses and Internships, and others, which will contribute to the training of competences specific to the Entrepreneurship discipline within the UAIC.

Practical exercises at this UAIC discipline include setting up and managing companies that students simulate are widespread in professional schools from the Eastern Europe area.

Also, students go to partners with whom UAIC has partnership and visit the production process, service provision within these enterprises and thus acquire practical skills. The best students (3 in each group) are selected to conduct an internship within these businesses.

Another opportunity offered by UAIC to its students, in order to develop their entrepreneurial education, is the partnership with the business environment. Thus, the curriculum at this course is designed according to the requirements of the business environment, i.e. the competencies that are formed by students during the course are adapted to the needs of the business environment. Among UAIC partner enterprises there are: Northeast Regional Development Agency, Romtelecom, business companies from Iasi, Chamber of Commerce in Iasi, Audit Companies.

Alternating studies (dual education) are a training system in which theoretical training periods offered in specialized institutions alternate with periods of work or application at the workplace. Work-related training is carried out under specific employment contracts for a particular audience with a specific objective. There are currently two of them: the apprenticeship contract (initial training) and the professionalization contract (alternative training).

8.4. Inputs and outputs for educational process

Students following the Entrepreneurship course at UAIC are being formed the necessary skills to operate with the key theoretical concepts of business management as well as digital critical thinking skills that are extremely necessary for future entrepreneurs. For these reasons, through innovative ideas and through the created atmosphere, the teaching methods centered on the student, specific, professional, transversal competences will be created that will help them manage a business, and will increase their insertion into the labour market.

The results of the learning process from this course are based on the practical skills already being developed for the UAIC students and on the following:

- Entrepreneurial competences and spirit of initiative;
- Digital competences;
- Critical thinking competences;
- Social and civic competences;
- Awareness competences of entrepreneurial values.

Finally, after completing this course, the students have the opportunity to launch their own business, submit their business plans to the business plan competition, to get an easier access to the labour market. Therefore, through interactive teaching methods used by teachers, students are able to manage a business, launch business ideas and become future entrepreneurs. Due to practical skills of business visits, after analysing case studies, as a result of collaborating with the business community, students go to practice within the network of addressees and increasingly apply their skills and make new ones in practice.

On average, over 70% of dual program graduates remain in the company where they have received dual training. According to Deloitte consulting firm statistics in 2015, 7% of double-degree students not only stayed in the company but were promoted to positions.

At present, the Republic of Moldova does not have higher education institutions that are oriented towards the development of practical skills in the economic specialties, which graduate students will use in the future jobs.

In order to better align with labour market requirements, strategies for developing practical skills in higher education institutions must ensure the development of both technical skills and core competencies for employment.

In this context, it is essential to ensure a better link between the institution and employers and to promote their involvement in the design of workplace learning programs.

Conclusions

After conducting the analysis, together with the review of effective teaching and learning practices in several colleges and universities abroad, we can highlight that many useful international practices are applied in order to develop the entrepreneurial education. From our research we can point out that in Europe, the USA, even internationally, entrepreneurial practices are always diversified and improved in order to create and develop an entrepreneurial culture. For these reasons, the Republic of Moldova would like to apply the most optimal methodologies in educational institutions, universities, colleges and vocational schools so that pupils, students and teachers can benefit from these opportunities.

On the basis of the researches carried out, we have to point out those Moldovan universities, in order to develop entrepreneurial culture and entrepreneurial education, could apply the following measures with the intention of increasing their effectiveness:

- creating partnerships with the business sector – universities in Moldova, while developing, approving their curricula, should consult with the business environment. With the application of this measure, universities will teach competent students who will be easily inserted into the labour market. Thus, the enterprises will gain skilled and competent specialists who will be able to cope with the requirements.

- sending the best students to perform the internship in the selected businesses – learning from the practice of UAIC students, we could propose that the best students in the universities of Moldova should be selected and sent to perform the internship in the selected enterprises. Therefore, the partners will receive qualified, competent interns and students will have the opportunity to get a future job within these enterprises after the completion of the studies.

- organizing the competition “The best business plans” we should mention that students who study the discipline of “entrepreneurship”, “business planning” can participate in this competition. Thus, students will be given the opportunity to support their business idea and gain experience.

- creation of the entrepreneurship centre among students – the creation of this centre can help attract into business management practices, generate business ideas, find solutions to the problems that arise, and thus provide a practical basis, a student centre where they can learn new visions in this field and can participate in trainings, seminars.

- creation of creative centres “Entrepreneurial culture among students” – by participating in these creative centres, students will have the opportunity to apply their learned skills in practice and thus demonstrate the opportunity to become successful entrepreneurs. As a result, students will be able to be grouped into centres, as management, marketing, finance, and deal with certain specific operations and activities.

- creating the cooperation with university graduates – the Association of Universities Graduates should be created where graduates will be able to cooperate productively with the university and contribute to improving the performance of the institution. As a consequence, graduates could be invited to master-classes, that is to say, at practical lectures of practical business management. Thus, students, who are already employed, could teach current students certain practical, valuable career growth skills.

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