

Review article / Pregledni rad

ENTREPRENEURIAL EDUCATION AT UNIVERSITIES IN BOSNIA AND HERZEGOVINA

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ABSTRACT

Entrepreneurship education aims at developing not only knowledge and skills for entrepreneurial activity, but also the change of attitude toward entrepreneurship as a way of acting and thinking. Starting from the assumption that higher education is the basis for further professional affirmation and bearing in mind the importance of entrepreneurship for the development of the economy and society, entrepreneurial education should have a very important place in the study programs of higher education institutions. The objective of the subject research is to examine the representation of entrepreneurial education in higher education programs in Bosnia and Herzegovina, to determine the structure and content of the current curricula and to give a brief overview of the methods and techniques used in teaching. Additionally, opinions of business studies students about entrepreneurial education and entrepreneurship, in terms of interest in programs aimed at strengthening entrepreneurial competencies, were examined, as well as the evaluation of these programs by students, in terms of to which extent they assess the importance and usefulness education for entrepreneurship. The existing study programs at business-oriented colleges at public universities in Bosnia and Herzegovina include numerous subjects that, in different ways, address the problems of entrepreneurship. However, education and education programs show weaknesses in terms of insufficient orientation to practice and the inaccessibility of these programs to some students.

Keywords: entrepreneurship; entrepreneurship education; business studies; universities; Bosnia and Herzegovina

1. INTRODUCTION

The developed economies of the world, in particular the countries of the European Union, recognize the importance of supporting entrepreneurship, not only as a continuing aspiration for creating a better entrepreneurial environment, but also as a constant need to foster education for entrepreneurship. The reason for this is the fact that economic development is partially a result of the activity of entrepreneurs who, by implementing their creativity and innovations, create new companies (Reynolds, 1987). Affirmation of entrepreneurship as a socio-educational value presupposes the creation of opportunities for developing entrepreneurship competencies that should include all levels of education for entrepreneurship through formal and informal forms of education and learning.

According to the European Commission data, entrepreneurship education has a positive impact on the local labor market and the economy in general (EC, 2014). According to the document, investment in entrepreneurship education has one of the highest investment returns in Europe, where, according to the results of this research, people who are taking some form of education in this field have three to six times greater chance of starting their own business in the future. Entrepreneurship education enables young people not only easier self-employment but makes them more active in their engagement in existing organizations, both in the social and public and ultimately in the private sector. The above data is of particular importance if we take into account the results of the labor market survey in Bosnia and Herzegovina, published by the International Monetary Fund (IMF) in 2016, where it was stated that Bosnia and Herzegovina is in the lead when it comes to the unemployment rate of young people (ages between 18 and 26). We can conclude that the development of entrepreneurship is of crucial importance for Bosnia and Herzegovina because it belongs to a group of developing countries that are not able to finance the employment of young people (Schoof, 2006). The Eurobarometer survey also suggests that young people have a more developed entrepreneurial potential and are more inclined to decide to engage in entrepreneurial activity than the older population (Eurobarometer 2000-2004).

Starting from the fact that higher education is the basis for further professional affirmation, entrepreneurship education should have a very important place in the study programs of higher education institutions. Higher education institutions can become the basis for the development of entrepreneurship and the creation or modeling of entrepreneurial potential among students. If in this domain, we observe the developed economies and their higher education institutions, it is undoubtedly their great interest in the field of education for entrepreneurship which shows how much the field itself is important for the development of the economy and the stability of the economy and society in general.

2. THE ROLE OF UNIVERSITY IN ENTREPRENEURSHIP EDUCATION

The main goal of the European Education Policy (Lisbon Strategy) is to create millions of new jobs with the aim to help the development of entrepreneurial potential and activities. Entrepreneurship education, as one of the very important contextual factors, has a significant influence on the development of entrepreneurship. With this in mind, education for entrepreneurship in Europe is considered a decisive factor in the formation

of a total entrepreneurial culture (Papayannakis, Kastelli, Damigos and Mavrotas, 2008). If we look at the context of Bosnia and Herzegovina, the importance of education for entrepreneurship is further emphasized because entrepreneurship is one of the tools by which developing countries can achieve the growth of their economies (Harper, 1991), as entrepreneurship has a significant positive impact on the economies of countries in development (Brixiova, 2013).

Every year, in the United States, nearly 5,000 new companies are established - this data undoubtedly shows and underlines how the environment in the community has a positive impact (of course, if this ambient is suitable for the development of entrepreneurship) (Adams, 2005). If we add the results that show the strength of the development of entrepreneurship in the United States in the first decade of the XXI century (Kuratko, 2005), this is partly attributed to the specific education system that has a long history of encouraging the development of entrepreneurship in the United States (Lüthje and Franke, 2002). The American education system has a special type of higher education that offers students courses and programs in the field of entrepreneurship and at the same time creates an inspirational environment that develops and stimulates entrepreneurship (Şeşen and Pruett, 2014). In addition, we can say that the world's leading companies today are certainly the result of such a higher education system that develops entrepreneurial innovation - because university entrepreneurship education together with the inspirational environment positively contributes to entrepreneurial activity and entrepreneurial potential of individuals (Fayolle, 2005).

Numerous researches are conducted on topic of young people and their entrepreneurial potential, intentions and competences that they can improve through various education and training programs (Levie et al., 2014). Also, the focus of many researches is on describing characteristics that are in significant correlation with entrepreneurial intentions among students (Lüthje and Franke, 2003; Wang and Wong, 2004; Lee, Chang, and Lim, 2005). Authors Besley and Peters (2013) (partly taken up by Ernst & Young, 2012) state in their research that higher education institutions have unquestioned potential to become a "generator" for the development of future entrepreneurs.

The evidence that the family tradition of entrepreneurship, gender and level of education is directly related to the entrepreneurial potential of students was provided by Wang and Wong (2004) in their study. On the other hand, Santos, Caetano and Curral (2013) consider that it is not only enough to form an environment that encourages entrepreneurship at universities, but it is crucial to enable students to recognize their entrepreneurial potential. In addition, Von Graevenitz, Harhoff and Weber (2010) think that subjects from the field of entrepreneurship can help students in their professional orientation. They believe that students, through their activities on these subjects, can themselves assess whether they could be good entrepreneurs or not. Therefore, students value entrepreneurship education as a very positive dimension because they receive the necessary information to help them make the right decision regarding their professional orientation. An unsuccessful entrepreneur does not contribute to the development of the economy, and entrepreneurship education can, on the one hand, "prevent" the failure of a potential entrepreneur, and on the other hand, it can help students not to make mistakes which (in the case of deciding on entrepreneurship) are harmful both for them and the economy itself.

On the other hand, authors Kolvereid and Moen (1997), in their research, conclude that entrepreneurship potential increases with those students who attend courses in the field of entrepreneurship. Basu and Virick (2008) and Roxas et al. (2008), however, state that the subjects from the field of entrepreneurship significantly increase the entrepreneurial intent of students, as well as their entrepreneurial potential. Teaching activities carried out at faculties have a great impact on the development of the entrepreneurial potential of students and their entrepreneurial activities (Gerry et al., 2008). Education for entrepreneurship by authors Karimi, Biemans, Lans, Chizari and Mulder (2016) also greatly influences the development of the entrepreneurial potential of students and states that syllabuses in the field of entrepreneurship should continuously be promoted and expanded, in order to provide students with adequate knowledge from that area. The goal, according to the authors, is that the students are able to learn and recognize, use the opportunities and chances offered in the environment, and to increase the possibilities of business success.

In order to find out how effective entrepreneurship subjects are in the syllabus, universities should not only care about how satisfied the students are with these subjects, but it is more important to continuously monitor and evaluate to determine how enthusiastic the subjects in the field of entrepreneurship are (Franke and Lüthje, 2004; Kelly, 2018). This, in particular, bearing in mind that those authors in their concluding observations indicate that students whose university environment is not stimulating enough in terms of entrepreneurship have less developed entrepreneurial potential, as opposed to students attending universities that heritage and support entrepreneurship. According to Bell (2010), MIT University indirectly or directly influenced the creation of several thousand companies, which then generated over \$ 200 billion of annual revenue.

We can, therefore, summarize that this research stresses the importance of the role of universities, i.e. higher education institutions and their orientation to the development of entrepreneurship. Through the above mentioned theoretical framework, it can be concluded that higher education institutions can be one of the key factors for the development of entrepreneurship, for the simple reason that, through their teaching activities, they can potentially create highly educated entrepreneurs, educated enough to enter the market and become competitive.

3. SUPPLY OF ENTREPRENEURSHIP EDUCATION AT UNIVERSITIES IN BOSNIA AND HERZEGOVINA

Starting from the given theoretical framework and bearing in mind the significance that university entrepreneurship education programs can have for the development of entrepreneurship and the economy in general, an analysis of the supply of entrepreneurship education programs to nine state universities in Bosnia and Herzegovina has been carried out in order to identify the presence of programs targeted at teaching about entrepreneurship and for entrepreneurship. The analysis was carried out by examining all the available study programs, both current and previously used, both for the first and the second cycle of studies and postgraduate studies (review of results - Table 1A -Table 1D).

Table 1A: Subjects for entrepreneurship education in study programs at state universities in Bosnia and Herzegovina

EF	Subject	Status*	ECTS	Teaching hours	Period	Duration of studies (years)
Banja Luka 1 st cycle	Entrepreneurial Economics	j	8	90	'14/'15	4
	Economics and Management of Small and Medium Enterprises	mm	6	105	'14/'15	4
	Entrepreneurship and E-business	e	5	75	'14/'15	4
	Entrepreneurship in the Public Sector	e	5	75	'14/'15	4
	<i>+ Department: Management and Entrepreneurship</i>					
Banja Luka 2 nd cycle	Entrepreneurial Marketing	mm	7	60	'14/'15	1
	Management of Entrepreneurial Projects	mm	5	60	'14/'15-	1
	Special Entrepreneurships	e	5	60	'14/'15-	1
	<i>+ Department: Manag. and Entrepr.</i>					
Bihać 1 st cycle	Entrepreneurship	mm	6	75	'08-'17-	3, 4
	Family Business in Tourism	mm	6	75	'17-	4
	Enterprise Planning	e	5	75	'17-	4
	Entrepreneurship in Tourism	mm, e	7	75-90	'08-'17	3, 4
	Management of Small and Medium Enterprises	e	5	75	'08-'16	3, 4
	Marketing in a Small Business	e	5	75	'08-'16	3
	<i>+ Department: Manag. and Entrepr.</i>					

Source of Table 1A. – 1.D: Own research (*j- a joint subject, mandatory for all; mm-mandatory managerial and e-elective)

Table 1B: Subjects for entrepreneurship education in study programs

EF	Subject	Status*	ECTS	Teaching hours	Period	Duration of studies (years)
Brčko 1 st cycle	Entrepreneurship	mm	6	90	'00-'17-	4
	Accounting for Entrepreneurs	mm	7	90	'00-'17-	4
Brčko Post PhD	Entrepreneurial Management	mm		20	'05-	2
	Small and Medium Enterprises	mm		20	'05-	2
	<i>+ Department: Management and Entrepreneurship</i>					
EF Mostar DŽB 1 st cycle	<i>Entrepreneurship</i>	j	6	90	'11-'20	3; 4
	Small and Medium Enterprises Management (SME)	mm, e	6	90	'11-'20	3, 4
	SME Marketing	mm, e	6	90	'11-'20	3; 4
	SME Finance	mm, e	6	90	'11-'20	3; 4
	Regulation of the SME in the EU	mm, e	6	90	'11-'20	3; 4
	<i>+ Department: Management of SME</i>					
EF Mostar	Business Planning	mm	6; 9	30-45	'15. -	1 2
DŽB 2 nd cycle	Strategic Entrepreneurship	e	6	30	'15. -	1 2
EF S Mostar 1 st cycle	Entrepreneurship Basics of Entrepreneurship	j	6, 7	60	-'17-	3; 4
EF S Mostar 2 nd cycle	Marketing of SME	e	5	45-60		1

Source of Table 1A. – 1.D: Own research (*j- a joint subject, mandatory for all; mm-mandatory managerial and e-elective)

Table 1C: Subjects for entrepreneurship education in study programs

EF	Subject	Status*	ECTS	Teaching hours	Period	Duration of studies (years)
Pale 1 st cycle	Entrepreneurship	j	7	45-90	'10-'14-	4
	Entrepreneurship and Small Business	e	6	90	'93-'10'-	4
	Small Business Management	e	6	90	'04-'10-	4
	Business Plan and Calculations	e	6	90	'04-'08-	4
	Entrepreneurship in Tourism	e	8	105	'12-'15-	4
Pale 2 nd cycle	Management SME	j, mm	5; 8	45	'16-'18-	1
Sarajevo 1 st cycle	Entrepreneurship	j	6	75	'06 -	3
	Management of Micro, MSE	mm	5	75	'02-	3
	Entrepreneurship in Tourism	mm	5	75	'15 -	3
	Marketing in SME Business	e	5	75	'15 -	3
Sarajevo 2 nd cycle	Strategic Entrepreneurship	mm, e	6	30	'15-	1; 2
	Sociology of Entrep.	mm	6	30	'15 -	2
	Business Plan	mm; e	6, 9	30-45	'15-	1; 2
Tuzla 1 st cycle	Entrepreneurship in Tourism	j	6	75	'18/'19-	3
	Basics of Entrepreneurship	j	6	75	'12-'16-	3; 4
	Small Business Management	mm	6, 7	75-105	'12-'17-	3; 4
	Management and Entrep. Skills	mm	6	75	'17/'18-	3
	Innovation and Entrep. Skills	e	2	30	'12-'16-	4
	Entrepreneurial Economy	mm	7	90	'12-'16-	4
	+ Department: Management and Entrepreneurship					

Source of Table 1A. – 1.D: Own research (*j- a joint subject, mandatory for all; mm-mandatory managerial and e-elective)

Table 1D: Subjects for entrepreneurship education in study programs

EF	Subject	Status*	ECTS	Teaching hours	Period	Duration of studies (years)
Tuzla 2 nd cycle	Management of High Growth Companies	mm	6	60	'16/'17-	2
	Entrepreneurial Management	mm	6	45-75	'12-'16-	1; 2
	<i>+ Department: Economics of SME</i>					
Zenica 1 st cycle	Entrepreneurship	j	6	90	'12-'18-	4
	Management SME	mm	6	90	'12-'18-	4
Zenica 2 nd cycle	Entrepreneurial Management	mm	7,5	60	'09-'15-	1

Source of Table 1A. – 1.D: Own research¹ (*j-a joint subject, mandatory for all; mm-mandatory managerial and e-elective)

Based on this analysis, we can conclude that business studies at universities of Bosnia and Herzegovina conducted subjects with content-oriented learning about entrepreneurship and entrepreneurship in the 1990s (Pale), at that time called Entrepreneurship and Small Business, and most often as a topic in the direction of Marketing or Management.

From the 2000s onward, in the study programs in Bosnia and Herzegovina, the subject Entrepreneurship (Brčko, Sarajevo) appeared more often with the aim of developing entrepreneurial skills among students. Soon, Entrepreneurship became almost regular: either in the status of a joint subject, compulsory for all students (e.g. Pale, from 2010 and Tuzla since 2012) or, more often, as a compulsory course in Management or Management and Entrepreneurship. In addition, very often, the subject was done already in the first year of study (e.g. Sarajevo, Tuzla). Additionally, since 2005, there has been a study course with a focus on entrepreneurship (e.g. in Brčko, within the II cycle of studies). Today, such a course is present in the study programs of most state universities: five of the nine state universities have a study course focusing on entrepreneurship (commonly referred to as: Management and Entrepreneurship), with some of these universities going on at the first and second cycle of studies (e.g. in Tuzla since 2012).

Study programs at universities in Bosnia and Herzegovina have numerous subjects that, in different ways, deal with issues of importance of entrepreneurship and the skills of founding, developing and running new business ventures. The number of subjects dealing with the topic of entrepreneurship is higher at faculties that have recently developed their entrepreneurship learning programs (for example, study programs in the first cycle in Bihać, Mostar, Tuzla, where students are offered 5 or 6 various subjects closely linked and aimed at developing entrepreneurial skills). In addition to Entrepreneurship,

¹ Tables 1A – 1D. are made based on more complex table analysis of study programs and subjects related to entrepreneurship learning undertaken by the authors of the work.

the subject Management of Small and Medium-sized Enterprises is also regularly present in study programs at universities in Bosnia and Herzegovina, which further reinforces the study of the subject matter.

The weakness that can be identified by reading the study programs and available syllabuses of the above subjects is reflected in the fact that the study programs, in some cases, are not practice-oriented but oriented towards theoretical consideration of the topics of entrepreneurship. However, in recent times, created programs imply not only the acquisition of knowledge but also the development of skills through practical tasks such as the development of different forms of business plans (see programs for Sarajevo, Bihać, Tuzla).

In addition, weaknesses can also be highlighted in the fact that the study of the theme of entrepreneurship and small businesses is in some cases offered only as an open option (i.e. an elective subject), that programs for some sections and departments from the field of business do not contain subjects from the domain of entrepreneurship.

Teaching hours intended for entrepreneurship-oriented courses in the first cycle are usually 75 hours (60-90), with a typical evaluation of 6 ECTS credits (i.e. 5-8 ECTS credits). In the realization of subjects related to entrepreneurship in the second cycle of studies, the intended fund of hours is somewhat smaller (30 - 45). What remains an open question for the analysis of study programs on entrepreneurship learning relates to the realization of these programs, i.e. whether the subjects presented in the study programs are indeed completed or whether it is only about the possibility of performing these study topics (in the case of elective subjects).

According to stated above, we can conclude that entrepreneurship education is available at business studies programs at state universities in Bosnia and Herzegovina, but that, on the other hand, this offer is incomplete and "fragmented" in the sense that there is no economics college in Bosnia and Herzegovina that offers the possibility of learning about entrepreneurship in all of its significant aspects. Also, from publicly available syllabuses, we cannot always conclude whether and to what extent are the students offered appropriate literature for learning about entrepreneurship, and what the quality of teaching organized for the realization of activities from the field of entrepreneurship is.

Finally, as a special weakness, the fact is that, despite the presence in study programs, education for entrepreneurship is not available in all cases to all students (or is offered as an elective course that is not actually completed). Bearing this in mind, it is necessary, through appropriate education policies, to ensure the availability of this type of education for as many students as possible, especially respecting the interest shown by students in this topic, which will be discussed in the next part of this paper.

4. DEMAND FOR ENTREPRENEURSHIP EDUCATION AT UNIVERSITIES IN BOSNIA AND HERZEGOVINA

In order to complete the picture about entrepreneurship education and learn about the state and characteristics of demand for entrepreneurship education, a study of students' interest in entrepreneurship education as well as student attitudes about the impact of their education on entrepreneurial intent was carried out in June 2018². The survey covered 236 respondents, students and students of business studies who completed their first academic year at the School of Economics and Business in Sarajevo, 121 of which were those who studied the subject Entrepreneurship and 115 respondents who did not have Entrepreneurship in their study program.

The survey was conducted on a sample of 68.2% (161) female students, compared to 31.8% (75) male students. The largest number of respondents (63.4%) were under 20 years of age: the average age being 20.5 with a standard deviation of 1.11. Most respondents (59.7%, 141) were without work experience, while 95 (40.3%) had working experience. A certain number of respondents reported self-employment experience (11.4%, 27), and 2/3 respondents (66.9%, 158) reported that they have someone who is an entrepreneur in a close environment. A detailed overview of the descriptive sample statistics is shown in Table 2. When asked about the interest for entrepreneurship education, the students who did not attend courses on entrepreneurship responded positively in as much as 93.6% of cases: 44.3% (51 out of 115) of respondents stated that they were very interested in education about entrepreneurship and 49.6% (56) claimed that they wanted to attend such education but not necessarily. Only 6 (5.1%) responded negatively, i.e. they were not interested in acquiring entrepreneurial skills and knowledge, while two respondents from this group did not answer the question.

Students who attended the Entrepreneurship course (121 of them) were asked about their attitudes regarding the importance of education for entrepreneurship as well as their perception of the usefulness of entrepreneurship education in the course of study activities. In both cases, students have positively evaluated education for entrepreneurship - and in terms of the importance of such education for them personally and in terms of the usefulness of the Entrepreneurship study program.

² Data for this part of empirical research were collected by surveying students of the School of Economics and Business in Sarajevo (SEBS) in June 2018. For the purpose of data collection, a questionnaire was created for this research, in line with some of the previously used questionnaires related to the examination of entrepreneurial intentions (see Šestić, Bičo Ćar, Pašić-Mesihović, Softić, 2017). The survey contained 18 questions, six of which related to the demographic characteristics of the respondents, and 12 questions explored the views on the importance and usefulness of education for entrepreneurship and the impact of education on entrepreneurial intentions. Within the seven questions, the Likert scale with seven levels was used, which can be seen in Table 4.

Table 2: Descriptive analysis of demographic data from survey

Respondents	Frequency	%	Mean	SD
ΣN	236	100		
Gender:				
Male	75	31,8		
Female	161	68,2		
Age:			20,5	1,11
19	78	33,47		
20	68	28,81		
21	41	17,37		
22	15	6,36		
23	7	2,97		
24	4	1,69		
25+	22	9,32		
Work experience				
Yes	95	40,3		
No	141	59,7		
Entrepreneur relative				
Yes	158	66,9		
No	78	33,1		
Personal experience of self-employment				
Yes	27	11,4		
No	209	88,6		
Education on Entrepreneurship - seminars				
Yes	43	18,2		
No	189	80,1		
No answer	4	1,7		

Source: Own research

Table 3: Assessment of the issues on the importance and utilization of the entrepreneurship programs

Assessment of the <u>importance</u> of education	Very important	Important	Only one of the classes	Not significant for my plans	Sum of N
for entrepreneurship - in person (%)	44 36,4	60 49,6	15 12,4	2 1,6	121 100,0
Assessment of the <u>usefulness</u> of education	Very useful	Useful	A little useful	Totally useless	Sum of N
for entrepreneurship - in person (%)	37 30,6	76 62,8	8 6,6	0 0,0	121 100%

Source: Own research

When asked about the importance of education for entrepreneurship, students responded positively in 86 % of cases (36,4%, 44 respondents, and 49,6%, 60 respondents), and only 1,6% of cases were negative. In addition, useful and very useful education for entrepreneurship was assessed in 93.4% of cases (30.6% of respondents gave a very useful assessment and 62.8% useful).

In only 6.6% of cases, education was considered to be of little use. In addition to this, based on experience from entrepreneurship education, students also provided comments/suggestions to improve education for entrepreneurship at SEBS. Most suggestions were related to the need to provide information about the practice of starting a business (three respondents), greater representation of practical work of students (six respondents) and presentation of cases of successful entrepreneurs (proposal of eight respondents).

The last set of questions in this survey was focused on assessing the impact of education on entrepreneurial intentions of students, development of feelings of self-confidence and confidence among potential future entrepreneurs based on the knowledge acquired through studies, and the influence of education at the college by fostering entrepreneurship and developing positive attitudes towards entrepreneurship.

Table 4: Respondents perception of entrepreneurship education effects

N:236	Completely disagree	I disagree	Disagree to a bigger extent than agree	Agree to a bigger extent than I disagree	I agree	Completely agree	No opinion
	I will use the benefits of my education best if I start my own business. (%) (Σ%)	9 3,81	11 4,66	22 9,32	55 23,31	83 35,17	48 20,34
	17,8			78,8			
Education at my collage gave me a knowledge base to start business. (%) (Σ%)	8 3,39	12 5,08	29 12,29	70 29,66	79 33,47	34 14,41	1 1,69
	20,8			77,5			
At my college students are required to brainstorm for new ideas for new businesses. (%) (Σ%)	7 2,97	15 6,36	37 15,68	48 20,34	82 34,75	34 14,41	13 5,51
	25,0			69,5			
Recently, I've been thinking more often about starting my own business. (%) (Σ%)	20 8,47	17 7,2	31 13,14	44 18,64	52 22,03	59 25,00	13 5,51
	28,8			65,7			
Education at SEBS has encouraged me to think more and more about the establishment of my own business. % (Σ%)	8 3,39	21 8,90	20 8,47	58 24,58	70 29,66	46 19,49	13 5,51
	20,8			73,7			
I have the skills necessary to succeed as an entrepreneur. (%) (Σ%)	5 2,12	4 1,7	21 8,90	75 31,78	72 30,5	40 16,95	19 8,05
	12,7			79,2			
Being an entrepreneur would be a pleasure, a huge satisfaction for me. (%) (Σ%)	5 2,12	14 5,93	19 8,05	40 16,95	84 35,59	63 26,69	11 4,66
	16,1			79,2			

Source: Own research

It is evident from Table 4. that approximately 4/5 respondents consider that they have the skills necessary to start and run a business, that through the study they have the knowledge needed to run a business, and that they believe that the knowledge gained during the studies will be best used if they run their own business. Also, a high percentage of respondents (almost 70% or more) reported that they see colleges as an environment that encourages and supports entrepreneurial ideas among young people, which is especially evident when considering the answers to the question about entrepreneurial intentions in general.

5. CONCLUSION

The positive impact of entrepreneurship on the development of economy and society is evident in the fact that, in the developed countries of the world, entrepreneurship is given bigger importance in both theory and practice. This is also supported by the fact that investments in entrepreneurship education are one of the investments with the largest returns in Europe, and that students with an education in entrepreneurship have a significantly higher chance of starting their own business. Accordingly, the development of entrepreneurial competencies should be an integral part of all levels of education. The European Union's education guidelines set the capacity for initiative and entrepreneurship in the eight key competences of the Lifelong Learning Concept. The results of research in the field of entrepreneurship education at universities emphasize the need for universities, such as nurseries of future entrepreneurs, to work on creating an incentive environment for entrepreneurship, helping students to recognize their entrepreneurial potential, and initiating and increasing entrepreneurial intentions of students. It is further emphasized that syllabuses in the field of entrepreneurship need to be improved and expanded and that education should help students see and use the opportunities offered. Finally, the importance of continuous evaluation of effectiveness and inspiration of study entrepreneurship programs is emphasized.

The study of the characteristics of supply and demand for entrepreneurship education at public universities in Bosnia and Herzegovina has shown that existing study programs at faculties of business orientation include numerous subjects that in different ways address the problems of entrepreneurship and the skills of founding, developing and running new business ventures. At the same time, education and education programs show weaknesses in terms of insufficient orientation to practice and the inaccessibility of these programs for some students. A large percentage of students in business studies in Bosnia and Herzegovina show interest in entrepreneurial learning and positively evaluate study programs on entrepreneurship, and most (surveyed) students see college as an environment that encourages and supports entrepreneurial ideas and attitudes among young people.

A key contribution to the research described and presented in this paper is that the subject research for the first time offered a systematic overview of the representation of education for entrepreneurship at public universities in Bosnia and Herzegovina. This overview could be a good basis for creating future educational strategies for entrepreneurship in higher education in Bosnia and Herzegovina, which has not been the practice so far. Bearing in mind that the subject research was conducted among students of only one university, the recommendation for future research would refer to conducting research on students' attitudes about entrepreneurship education throughout the whole of Bosnia and Herzegovina. Additionally, there are open questions concerning the practice of implementing the described syllabus of subjects intended for entrepreneurship studies.

PODUZETNIČKO OBRAZOVANJE NA SVEUČILIŠTIMA U BOSNI I HERCEGOVINI

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SAŽETAK

Poduzetničko obrazovanje ima za cilj razvoj, ne samo znanja i vještina za poduzetničko djelovanje, nego i promjenu stava prema poduzetništvu kao načinu djelovanja i mišljenja. Polazeći od pretpostavke da je visoko obrazovanje osnova za daljnju profesionalnu afirmaciju i imajući na umu značaj koji poduzetništvo ima za razvoj ekonomije i društva, poduzetničko obrazovanje bi trebalo imati važno mjesto u studijskim programima visokoškolskih institucija. Cilj predmetnog istraživanja je ispitati zastupljenost obrazovanja za poduzetništvo u sveučilišnim studijskim programima u Bosni i Hercegovini, utvrditi strukturu i sadržaj studijskih programa koji se trenutno realiziraju, te dati kratki osvrt na metodologiju i tehnike koje se primjenjuju u nastavi. Dodatno, ispitani su stavovi studenata/studentica poslovnih studija u vezi s obrazovanjem za poduzetništvo i poduzetnost u smislu interesa za programe usmjerene na jačanje poduzetničkih kompetencija kao i vrednovanja ovih programa preko studentica/studenata u smislu mjere u kojoj studentice/studenti ocjenjuju značaj i korisnost obrazovanja za poduzetništvo. Postojeći studijski programi na fakultetima poslovne orijentacije na javnim sveučilištima u Bosni i Hercegovini uključuju brojne predmete koji su na različite načine fokusirani na probleme poduzetništva, ali programi pokazuju slabosti u pogledu nedovoljne orijentacije na stjecanje praktičnih znanja i nepristupačnost ovih programa za neke grupe studenata.

Ključne riječi: poduzetništvo; obrazovanje za poduzetništvo; poslovne studije, sveučilišta, Bosna i Hercegovina

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