

* digital developer strategies and the future of globalization rational use of new technologies to redefine their contours, it is necessary to strengthen partnership relations and strengthen intellectual leadership.

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THE IMPORTANCE OF ENTREPRENEURIAL TRAINING IN SECONDARY AND HIGHER EDUCATION

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Unemployment is a major cause of concern for governments around the world, especially in the context of the recession that is being announced globally as a result of the pandemic caused by Covid-19 and also because

of the invasion of Ukraine. The subject evokes pessimistic prophecies, while technology is gradually replacing human labor, social assistance systems are stretched to the limit under an unbearable burden, young people have fewer and fewer economic opportunities, and governments are becoming powerless in the face of these facts. Neither of these outcomes is inevitable or even likely, provided countries act decisively to meet the challenge. A national approach cannot cope with these circumstances, due to its heterogeneous nature, but must be supported by a local approach and implementation adapted to specific market requirements. If we want young people and students to enter the world of business and entrepreneurship, it is necessary to provide them with inspiration and opportunities to exchange ideas and form a network of support and knowledge (networking).

The advent of the digital age has contributed enormously to the reduction of entry barriers for young people in business, and with each generation digital intelligence leads to the dissolution of borders and geographical barriers. Many young people from all over the world have already started to use the new culture of internet fame, managing to build a local influence (“influencer”) and a group of supporters (“followers”) to promote commercial products using your own image. We are facing a period of transition and transcendence brought about by the digital world, and we must seize this opportunity to give today's students and entrepreneurs the tools and thinking needed for the future. Collaborative interdisciplinary groups can fundamentally transform both the way we interact and learn. In this context, entrepreneurship education aims to provide students with knowledge, skills and motivation to encourage entrepreneurship and ensure the best possible success rate in a variety of instances.

Entrepreneurship education is a key component of the economy as most employment opportunities are still provided by small and medium-sized enterprises set up by entrepreneurial individuals, many of whom go on to launch multiple businesses over their lifetime. Entrepreneurship education is not simply the accumulation of skills for the sake of school, but the acquisition of skills and ideas for the sake of creating jobs for oneself as well as for others. Entrepreneurship education aims at individual self-efficacy by fostering entrepreneurial spirit, self-employment with self-confidence and conscious risk-taking. Traditional teaching structures and standardized, mass education found in most countries often stifle the creative and entrepreneurial drive of young people. However, in recent decades, countries around the world have begun to recognize the limitations of their education systems and have begun to adapt curriculum and teaching

methods to ensure that young people are prepared to respond to economic opportunities. There is a major need to identify and implement practices that support an effective education that fosters the development of entrepreneurial culture from an individual's early educational stages.

Studies commissioned by the European Union on the perception of entrepreneurship among young people [3] reveal that perceived lack of relevant experience and lack of self-confidence are the top two reasons cited by students and graduates as reasons for refusing to engage in entrepreneurship after graduation. Entrepreneurship education influences the rate of entrepreneurial initiatives, but also has a positive impact on the success rate of the respective firm, especially among women [1, p. 33]. The most reported barriers to starting a business are lack of capital and lack of knowledge [3], and early education has the ability to diminish or dissipate these impediments. Women and minorities have often not been afforded the same educational opportunities that individuals in different firms have experienced, and such entrepreneurship education programs can begin to help these underrepresented groups overcome the obstacles they face in starting and running their own businesses. their businesses [5, p. 383].

Empirical studies confirm that there is a positive impact of entrepreneurship education courses or programs in universities on the perceived attractiveness and feasibility of starting an entrepreneurial venture [1, p. 34] [8, p. 269]. In Australia, researchers Peterman and Kennedy conducted research among high schools and found that exposure to entrepreneurship education positively influences entrepreneurial intention. Peterman and Kennedy find that exposure to business education affects high school students' entrepreneurial intentions [4, p. 140]. Souitaris along with his colleagues observed that awareness through an entrepreneurship program during a semester leads to a stronger entrepreneurial intention [6, p. 588], even if none of the studies attempt to investigate the nature of the learning processes that take place in the respective programs.

The entrepreneurship curriculum developed at the university level can serve as a source of inspiration and a starting point for how entrepreneurship can be incorporated into the existing secondary education curriculum. An attempt to introduce entrepreneurship education at secondary levels can start by providing basic concepts, trying to boost self-efficacy and build up basic knowledge. Entrepreneurship education rewards diversity of approaches, outside of the box thinking, and encourages individuals to work to meet the needs of others and solve

problems. The advantage of teaching entrepreneurship education comes from its multidisciplinary character, which is based on both academic and commercial disciplines. Entrepreneurship education should focus more on non-traditional teaching-learning methods in order to cover the wide range of topics that entrepreneurship can offer (strategy, marketing, decision-making, creativity, ethics, accounting and finance, financial literacy, personal development and overcoming failures, to name but a few) and to be able to use the hyperlinked thinking of new generations creatively and for problem-solving purposes. A more appropriate approach would be to compose business plans of various complexities and at different scales, use puzzles to train problem-solving skills, experimentally simulate the market using resources accessible on the Internet, identify entrepreneurial mentors and organize meetings, or running several small-scale business projects at the class or school level.

Exposing young people to diverse experiences facilitates the acquisition of a variety of entrepreneurial knowledge that will allow the individual to look at the world differently and recognize new opportunities at every step, thus facilitating financial literacy and not only financial education [7]. The eye is formed and the mind is sharpened and as such the entrepreneurial intuition is a real advantage for any person, whether they aspire to follow an entrepreneurial career or not. The benefits of introducing an entrepreneurship curriculum at secondary education level are substantial. An increase in entrepreneurial self-efficacy will favor students' subsequent entrepreneurial endeavors [2, p. 312], prepare them with resilience, knowledge and self-confidence, or provide them with better employment and growth prospects. In this context, it is imperative to support local, regional, business activities and promote networking and international cooperation. Furthermore, it is important to provide students with an optimistic-realistic perspective that contains feasible techniques that can be successfully applied in the real world. A shift from classical teaching-learning models to experiential learning approaches is needed by introducing entrepreneurship education at the secondary school level, which is an appropriate form of education for developing the potential of young people.

We believe that through education and exposure we can create a sustainable culture of entrepreneurship, changing the mindset of students, parents and school and local communities. Through this theoretical foray into current empirical studies, we explore the feasibility of an experiential educational program that will increase participants' motivation to learn and engage in entrepreneurial activities and help develop creative thinking, pro-

activism, and a risk-taking attitude for to reach their true potential. Entrepreneurship education at secondary and tertiary levels should not be seen only through the lens of increasing the skill level of future entrepreneurs, but having a broader objective of increasing the skill level of those who follow non-entrepreneurial careers in the current economy.

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