

# Teaching Entrepreneurship and Gender-Based Assessment of Entrepreneurial Competences

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**Abstract**— *This paper considers innovations and trends in the development of entrepreneurial education for women. The high competitiveness of educational European programs is to be noted. Subregional and gender features of entrepreneurial education are analyzed on the case of Northern and Eastern Europe. The similarity of the problems faced by European countries is highlighted. The case study shows gender differences in the assessment of entrepreneurial competencies and readiness to receive entrepreneurial education. This work emphasizes the importance of integrating entrepreneurial education with European models of entrepreneurial education, the value of real-life business activities through interaction with entrepreneurs including women-entrepreneurs in developing training programs and their implementation, as well as developing a core of entrepreneurial competencies. The integration of entrepreneurial education, is concluded to be most completely manifested in the creation of international and interregional network models for entrepreneurship education, including network models for teaching women entrepreneurship.*

**Keywords** : *entrepreneurship education, teaching entrepreneurship, female entrepreneurs, gender gap in entrepreneurship, entrepreneurial competencies.*

## I. INTRODUCTION

Business education is of great importance in the policies of countries with very different levels of economic development. In recent years, the gender aspects of education have come to the fore, more women are involved in entrepreneurship education. The main objectives of this study are to identify general trends in the development of women's entrepreneurial education in Europe, Russia, Ukraine, as well as to consider the possibilities of designing educational programs on entrepreneurship for women in terms of competence and gender approaches. The gender aspect both helps to reveal the specifics in the training of young men and women in entrepreneurship and gives an idea of how they assess the entrepreneurial competencies that they should acquire during the training process and the significance of

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these competencies for them.

### A. Teaching entrepreneurship in the countries of the European Union

In the European Union, which is actively introducing entrepreneurial education, women's entrepreneurship is becoming a branch of politics. In this part of the paper, we consider the features of entrepreneurial education in Europe, including the gender aspect. As noted in the work of J.J. O'Connell, the term "European" itself in the context of entrepreneurship education requires decoding: most often, by default the continental Europe is referred, especially its north-western part [9]. A high degree of institutionalization affects the introducing and implementation of educational programs in the field of entrepreneurship. It is not surprising that large-scale studies on the subject of entrepreneurial education in Europe are conducted primarily under the auspices of the European Union and its numerous bodies. Thus, the report of the European Commission "Entrepreneurship Education: A Road to Success, 2015" [2] noted that students who graduated from entrepreneurial specialties are much more willing to start their own business, less often risk of becoming unemployed. However, another overview document of the organization named "Entrepreneurial Education in the European School" [3] showed the low level of practical involvement of students in entrepreneurial activities.

The team of Romanian researchers in their paper "Strategy for the development of European entrepreneurship in education" [1] point out the importance of developing a culture of entrepreneurship, and therefore the education of specialists in this field is of particular importance. It is emphasized that for this purpose, the EU has developed a number of tools, while the deficiencies of the established system are proposed to be overcome by implementing a number of recommendations, including establishing partnerships between business and universities, developing various activities for students and teachers using business strategies, and publishing additional literature (brochures, prospectuses, etc.)

The work of C. Wilson [39] compares various aspects of education in the entrepreneurial field in the European Union with the situation in the United States. The author makes a conclusion about the high competitiveness of European educational programs in this area, their importance in introducing a culture of innovation in the region. The article

also contains numerous recommendations for adapting courses on entrepreneurship in higher education at the local, country and regional levels. Among them we can point out a comprehensive improvement in the quality of entrepreneurial education in extensive and intensive directions.

Innovative trends in entrepreneurial education in the European space are considered in the report by I. Hatak [8]. The Schumpeter-Handelsakademie Trading Academy in Austria is given as the case study of introducing innovative solutions in this area, the idea of which came to the organizers during the conference. Among the features of the educational process, we should concentrate on the gifted students, the small size of groups, special attention to the concept of social responsibility of future entrepreneurs and cross-cultural skills. Young Entrepreneur Program & Award is also considered. Its feature is the joint development by both teaching staff and practicing entrepreneurs. The program includes training by business mentors, teachers regularly undergo retraining and professional advanced courses, and the best students receive large financial rewards and can present their own specific ideas for business projects to recognized specialists for implementation in the future.

Among other innovative methods of teaching entrepreneurship, we should note the use of online platforms to provide students with access to online courses and materials, to facilitate communication both with teachers and other students [10].

From the point of view of subregional differences, the features of entrepreneurial education in Northern Europe (for example, in Finland, Denmark) and the western part of the Balkan Peninsula are peculiar. In the first case, the states occupy the first places in rankings by the innovation indicators in entrepreneurship, in the second case, the entrepreneurship is supported at the national level through legislative acts in order to achieve the European standards.

The study of L. Kritskaya and V. Kritskaya comparing the situation with entrepreneurial education in Russia and Norway reveals the following important differences: in Russian conditions, considerable attention is paid to theory (and it is often obligatory), while in Norway such an emphasis is not placed on [13]. In addition, in Norway, unlike Russia, there was no historical period with unfavorable conditions for running business.

Particularly we should dwell on the East European realities, since these states also experienced the transition to the market economy in the 1990s and this experience can be transferred to the post-Soviet realities. The gender component is of great interest. Polish authors B. Liberd and O. Zaikowska [15] point out the lack of representation of the gender aspect in European policies regarding entrepreneurship. The research based on Hungarian material shows that more young women tend to start their own business, as they more often encounter difficulties in finding a job [18]. At the same time, women entrepreneurs are less likely to be engaged in agriculture than men, dominating, however, in the service sector. The paper by Novinski et al. [20] shows that from the point of view of entrepreneurial education from the Visegrad group, only Poland succeeded in introducing entrepreneurship education at the higher education level. In addition, after analyzing the entrepreneurial intentions of men and women, the researchers

came to the conclusion that despite the fact that the latter are less likely to express their desire to set up their business, they are much more susceptible when teaching entrepreneurship. The study of certain aspects of entrepreneurial education in Romania confirmed the fact that gender identity makes it possible to distinguish between direct entrepreneurial learning results and entrepreneurial intentions: stimulating the latter by including relevant subjects in a university course turns out to be particularly effective for women [5]. Croatian authors also pay attention to the importance of girls' education in the field of entrepreneurship [12]. In this state, a national program to promote women entrepreneurs for 2014–2020 was adopted, it pays special attention to new technologies in business education, in particular, information and communication. As for the relevance of the gender component in other countries, a good example is the WomEqual program in Finland, its task is to help women to set up their own business projects.

The team of Portuguese researchers concludes that gender is a stabilizing factor in entrepreneurial education that positively influences individual entrepreneurial orientation [16]. In general, the survey prepared by the European Institute for Gender Equality shows that insufficient education in the financial sector is indicated as one of the reasons why women are less likely to start their own business [4]. Therefore, vocational training in the field of entrepreneurship is called one of the pillars on which the European Commission's plan for the development of entrepreneurship until 2020 is based. The documents of the Organization for Economic Cooperation and Development also propose to overcome the gender gap in entrepreneurship with the help of education.

### *B. Teaching entrepreneurship in Russia*

Entrepreneurship education in the Russian Federation is represented by several areas. Firstly, these are business schools, some of which are affiliated with Russian universities, while most of them are independent commercial structures offering additional education services. Business education in Russia mainly refers to additional professional education, i.e. the organization of advanced training courses and retraining, short-term business trainings, seminars, MBA programs.

Secondly, teaching the knowledge necessary for entrepreneurial activities is conducted in state and non-state universities in the form of educational programs of entrepreneurial orientation.

Thirdly, entrepreneurship education at the university level is represented by teaching innovative entrepreneurship associated with the creation of small enterprises and the introduction of new technological developments into production. This direction is mainly represented by the inclusion of training courses on innovative entrepreneurship in the educational program, the creation of business incubators at universities, etc.

The holistic system of teaching entrepreneurship skills and competencies necessary in business, both at the higher

education and at the level of secondary vocational education in Russia, is at the formative stage.

Entrepreneurship education in Russia is predominantly informal in its nature, and in higher education it is mainly represented by separate courses on entrepreneurship and its fundamentals, which are read in a dozen universities that have the “entrepreneurial” name [28].

Frolova and Zinurov [7] as a result of the analysis of 50 educational institutions’ websites in the framework of their research work "Activity Map of Higher Educational Institutions of the Russian Federation in the Field of Entrepreneurship Education", concluded that universities pay considerable attention to the introduction and implementation of educational programs for teaching entrepreneurship and a continuous educational trajectory in “entrepreneurial type” programs can be considered to be formed. Moreover, “today, entrepreneurship education as well as independent educational programs have received proper development”.

In order to create the uniform standards in 2014–2015 the National Association for the Study of Entrepreneurship (RAAP) has developed basic normative and methodological materials which provide the final professional competencies of bachelors in entrepreneurship, which are divided into 12 groups (competences in the areas of: starting a new business; creating a new business; running their own business; developing their own business; closing the business down; project activities; innovation; communication; competitive activities; ensuring the business security; marketing of business results and resources; ensuring the legal documentation of business) [29].

In Russia, the interaction of business with the higher education system is mainly limited to the financing by corporations of training future personnel (targeted payments for additional student scholarships) and scientific and technical research in order to support promising new technologies and their introduction into industrial production. At the same time, such cooperation between business and universities was widely developed only in two industries - finance and the oil and gas industry.

As for entrepreneurship education, large organizations such as Rosneft, Sberbank of Russia, and others are interested in corporate business education programs.

To analyze the situation on the market of educational services in the field of entrepreneurship education, an analysis of media publications was carried out using the tools of the automated information and analytical system Medialogia.

Monitoring of the media for the period from 01.01.2015 to 04.20.2017 in the context of “entrepreneurship education” (courses, programs, universities, schools, online) showed that the greatest activity in the discussion of these issues in the media falls on October 2015, it exceeds the activity in other months of the study period almost two times; 267 publications (newspapers, magazines, news agencies, TV, blogs) were analyzed, 162 of them were the regional level publications, 59 publications were the federal level ones. The sources were most actively represented by the following federal districts: Central, Privolzhsky, Southern. A little less the publication activity is presented in the Urals, North-West and Siberian federal districts. The highest ranking by the number of posts was in the cities of Moscow, Saransk

(Republic of Mordovia), Perm (Perm Territory), Rostov-on-Don (Rostov Region), St. Petersburg. In these regions various programs on entrepreneurship education were actively developed in the study period, which contributed to the intensification of media discussion.

Recent research studies in the field of women entrepreneurship and entrepreneurial education separate the following directions of discussions: entrepreneurial activities of women in different areas of economies [23], historical basics of women entrepreneurship in Russia [36] and influence of education on women entrepreneurship [14, 35].

Educational programs in the field of entrepreneurship for women in Russia began to develop purposefully only in recent years. At the same time, public organizations and government officials often point out a high demand for such educational programs. According to the Chairman of the Federation Council of the Russian Federation Matvienko, Russia ranks first in the world by the proportion of women who are heads of companies, enterprises, and firms [17]. According to the Opora Rossii public organization of small and medium-sized businesses, up to 90% of socially-oriented business and projects in the field of development and education of children in Russia are implemented by women, but their share in small business is small compared to the countries with developed economies and is not more than 30% [19].

In 2015, the Committee for the Development of Women's Entrepreneurship was established within the framework of the platform “Support of Russia”. “Support of Russia” is a platform for efficient professional dialogue between owners and managers of small and medium-sized businesses and representatives of federal executive authorities, regional authorities and municipalities, regulatory bodies, infrastructure for supporting small and medium-sized businesses, as well as representatives of the expert community [21]. Its offices cover all 85 constituent entities of the Russian Federation. One of the activities of the Committee for the Development of Women's Entrepreneurship are educational programs. So far, the only major project of the Committee, implemented jointly with the SME Corporation, the target audience of the project are women on maternity leave, as well as mothers of minor children and women registered with the employment service, the main task is to help women create their own business. The educational component of the project is presented in the form of a free five-day intensive training (40 hours) with immersion in a business environment, development of business plans and mentoring support [34].

This project is developing dynamically. In 2016, it covered only 6 constituent entities of the Russian Federation (Voronezh, Vladimir, Novgorod, Ulyanovsk, Tula, Moscow Region and Moscow), in 2017 there were 20 subjects. In 2018, it is planned to conduct trainings in more than 54 constituent entities of the Russian Federation [6].

### C. The development of entrepreneurial education in the Ukraine

In Ukraine, one of the first educational centers for entrepreneurs - "Startup" appeared in 2012. In the same year, significant projects for Ukrainian entrepreneurship were launched: the "Made in Ukraine" business camp and the first coworking "KyivWorking". The most important achievements of the "Startup" center are the success of graduates: more than 5,000 graduates of the center created from 3 to 70 jobs throughout the country during its existence and continue to create them. In 2016, it became the official representative of Global Entrepreneurship Week in Ukraine. [23].

Also, in 2015, the project "Financial Literacy" was created by the efforts of the public, educational and business sectors. The aim of this project is to increase students' financial literacy, thanks to the introduction of the "Financial Literacy" discipline at universities for first-year students of non-economic specialties and to increase the teachers' competence in teaching financial literacy.

A feature of the proposed course is its practical orientation and the lack of a traditional format of a lecture seminar. The methodology of the course involves a significant amount of independent work that students perform in groups outside the classroom. Directly in the classroom, students present the results of an independent study, and when the teacher moderates, they discuss the most significant aspects.

The results of the introduction of this course, which were presented at the V National Forum "Business and Universities: Who Prepares Entrepreneurs", this course is actively implemented by institutions of higher education of the country and is popular among students [22]. The work of the resource center "Gurt", which was created in 1995 as the leading national center for public information and expertise, is devoted to raising entrepreneurial competencies. The revitalization of one of the strategic areas of activity of which is the strengthening of civil society through the popularization of volunteering and the development of small business [25].

The School of Small and Medium Enterprises (SME School) is actively developing - the K. Fund Foundation project, aimed at promoting entrepreneurship in Ukrainian cities by providing timely knowledge and effective practical skills for entrepreneurs with various backgrounds. So, during 2016–2018, the School's team conducted 14 training programs in Kiev, Kharkov, Cherkasy and White Church city of the Kiev region. More than 450 entrepreneurs passed them. The organizers plan to continue to teach the latest theoretical knowledge and practical skills of entrepreneurs with different levels of experience [31].

Women's Entrepreneurship in Ukraine, as well as in the EU and Russia, has certain problems. So in 2015, Ukrainian sociologists conducted a study on female entrepreneurship in Ukraine. Researchers set themselves the goal of identifying the barriers to women's entrepreneurship. Among the identified obstacles were: bureaucracy in state bodies, lack of independent funding and skilled labor, lack of self-confidence. The authors of the study called one of the possible ways to overcome these obstacles - the creation of educational programs for entrepreneurship specifically for women. According to the authors, these programs could help

female entrepreneurs gain additional skills and confidence.

A similar study conducted in 2019 showed the following main obstacles: the dominance of patriarchal values, social discrimination of women, stereotypes of female role functions, as well as some forms of social protection of women that have the nature of the restrictions on the world of work. At the same time, previous causes have lost their key role [11].

It is important to note that projects aimed at developing women's entrepreneurial competencies and initiatives have contributed to changing the role of women in business. Thus, the projects of the resource center "Gurt" were and are very popular among aspiring female entrepreneurs [27].

## II. MATERIALS AND METHOD

We reviewed the main aspects of the development of entrepreneurial education in the European Union, Russia and Ukraine including the gender aspect - women's entrepreneurship. In the countries of the European Union, entrepreneurial education is developing in advance, but the development trends in the countries presented in the survey have much in common. One of these general trends is the use of a competence-based approach in creating educational programs on entrepreneurship. At the same time, Tereschenko et al [33] turn to the European experience in the development of entrepreneurial competencies to form training programs. A similar trend is observed in the Ukraine. The inception of the competence-based approach is associated with the study of the American linguist N. Homsy [41]. According to Charles Woodraf, competencies allow an employee to perform their work within a specified time and with proper quality, i.e. competently [38].

Entrepreneurial competencies include a range of issues in which a person possesses the necessary knowledge, experience, practical skills for successful entrepreneurial activity, as well as the behavior demonstrated in the efficient implementation of the targeted tasks. In 1987, the United States Agency for International Development (USAID) made the first attempt to study entrepreneurial competencies. According to the results of the study, a set of competencies of highly successful entrepreneurs were compiled: achievement competencies, thinking competencies and problem solving, directivity and control, orientation to others [26]. The list of necessary entrepreneurial competencies is not static, but it is constantly developing and subject to additions through a dialogue between the education circles and business and government. Currently, a single list of entrepreneurial competencies does not exist.

The optimal organization of training for future entrepreneurs in higher education can be ensured by a gender approach. The gender approach consists not only in the specifics of teaching girls and boys, but also in how they assess the competencies that they should acquire in the learning process, the significance of these competencies. The solution of this problem is considered by the authors in the sections of the paper devoted to the research methodology, results and discussion.

Developing the research methodology, the authors focused on the list of entrepreneurial competencies, formed in the framework of REBUS, the international project for technical students in 2017. The list includes the following competencies: search for opportunities, creativity, vision of perspectives, evaluation of ideas, ethical and sustainable thinking, self-assessment of performance, motivation and perseverance, resource mobilization, financial and economic literacy, mobilization of other people, initiative, planning and management, elimination of ambiguity, uncertainty and risk, teamworking, learning through experience.

In a sociological study of 2018, the students from universities in Novosibirsk and Krasnoyarsk took part in various areas of training (engineering, socio-humanitarian, computer science). The purpose of the study was to highlight gender differences in the assessment of entrepreneurial competencies and their importance for training in additional professional programs in the field of entrepreneurship. Questionnaire was selected as a method of research. The questionnaire included the following blocks: competence-based portrait of an entrepreneur in the gender aspect, significance of entrepreneurial competencies in the learning process for girls and boys (what competencies they would like to acquire), gender aspect in their mindsets on the fundamental possibility of learning entrepreneurship, motivation to learn entrepreneurship, characteristics of success in entrepreneurship in the gender aspect. The study involved 513 young men and 352 young women. The survey results were processed using the Statistical Package for the Social Sciences.

### III. RESULTS AND DISCUSSION

In the study, young men and women were asked to identify the most significant competences for an entrepreneur, based on the given list of competencies. The resulting “competence portraits of an entrepreneur” made up by young men had some differences from the one compiled by girls (Fig. 1).

According to the majority of girls, such competence as

creativity is important for an entrepreneur. This option was chosen by 29% of respondents. The second and third place by the significance in the “competence-based portrait” of an entrepreneur is taken by a vision of prospects (19.8%) and a search for opportunities (17.6%). The fourth and fifth places among the significant competencies are given to motivation and perseverance (8.8%) and financial and economic literacy (6.8%).

Opinions of young men keep to the same trend, since the young men also chose creativity (28.7%), search for opportunities (25.3%), vision of prospects (20.3%), motivation and perseverance (8.2%), financial and economic literacy (4.9%) as the most significant competences.

However, for young men, the search for opportunities, the evaluation of ideas and the vision of prospects are of greater importance than for girls. It is noteworthy that in answering the question what competencies students would like to develop, the students named the most important, in their opinion, competencies for the entrepreneur (Fig. 2).

In the gender aspect the competencies that students would like to develop are presented in the following way. The majority of young men singled out such competencies as creativity (29%), search for opportunities (19.1%), vision of prospects (15.6%), motivation and perseverance (10.1%), financial and economic literacy (6.8%), ethical and sustainable thinking (5.5%) and self-esteem of efficiency (5.3%). Other competence options received the minimum quantity of respondents' answers. Among girls, creativity (32.4%), search for opportunities (16.5%), vision of prospects (15.9%), motivation and perseverance (11.9%), ethical and sustainable thinking (7, 1%), financial and economic literacy (5.4%), and evaluation of ideas and mobilization of resources had the same quantity of answers (3.4%, respectively).

### Entrepreneurial perceptions about the importance of the entrepreneurial competencies in gender aspect

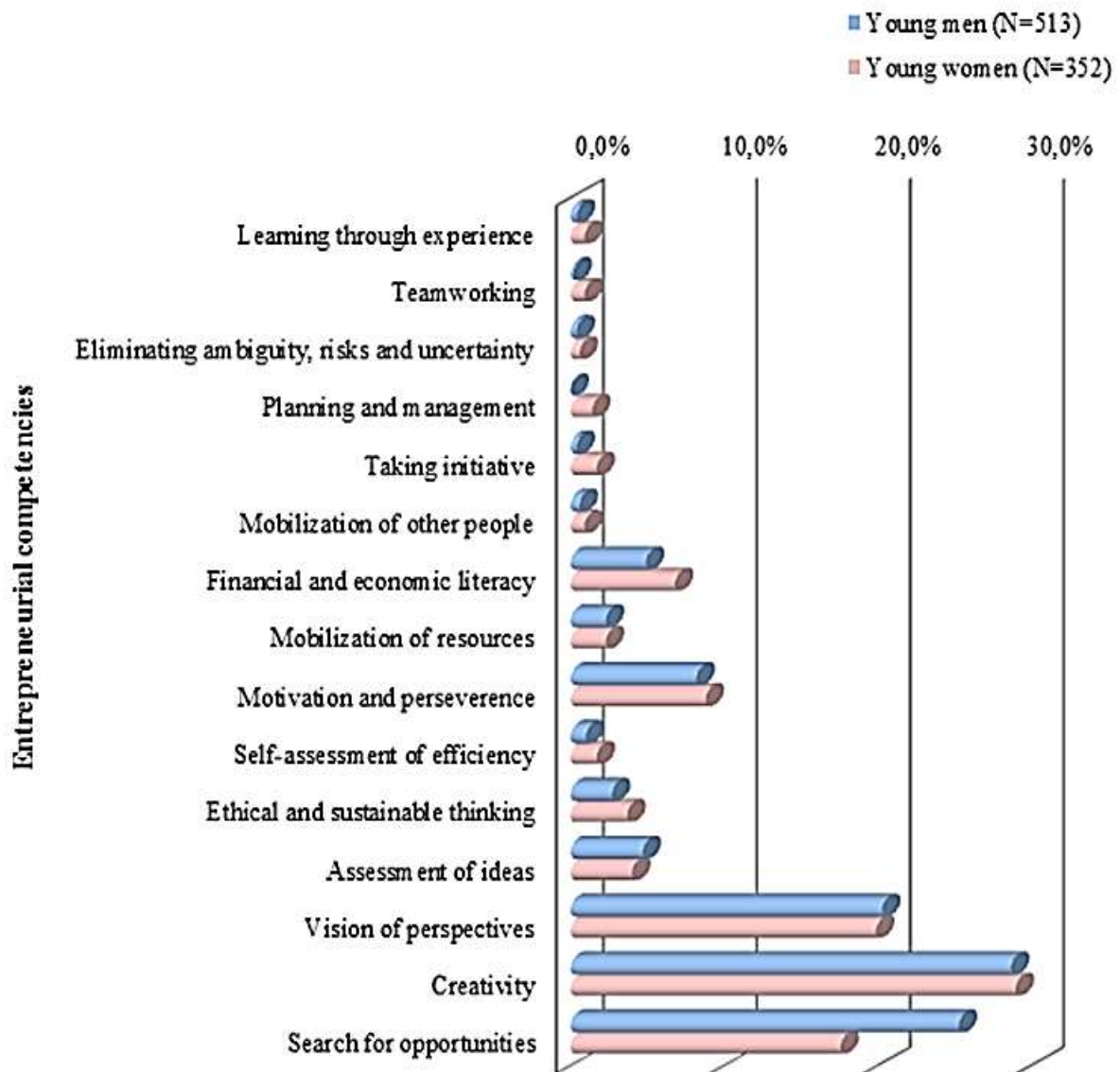
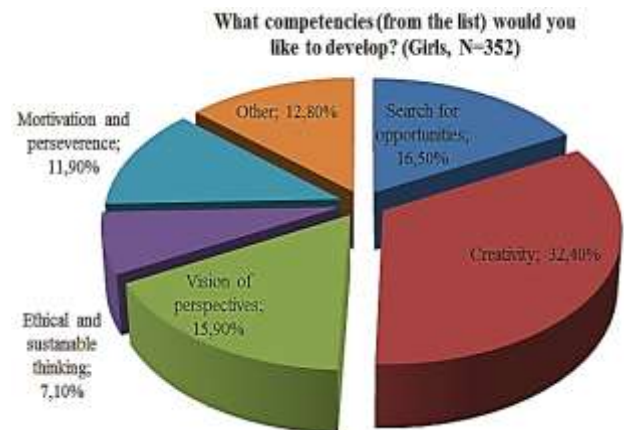
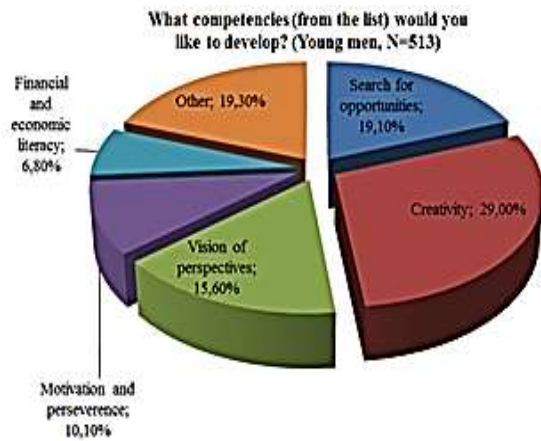


Fig. 1. Distribution of ideas about the importance of entrepreneurial competencies in the gender aspect.

Other options for competence, as well as among young men, received a minimum number of respondents' answers. One of the gender differences in the representation of competence as a personal value in the educational process was that the girls included “ethical and sustainable thinking” in the list of priority competencies, and “financial and economic literacy” among the young men.





**Fig. 2. Distribution of answers to the question “What competencies would you like to develop?” in the gender aspect**

The general distribution of competencies which the students would like to develop is shown in the data of Table 1.

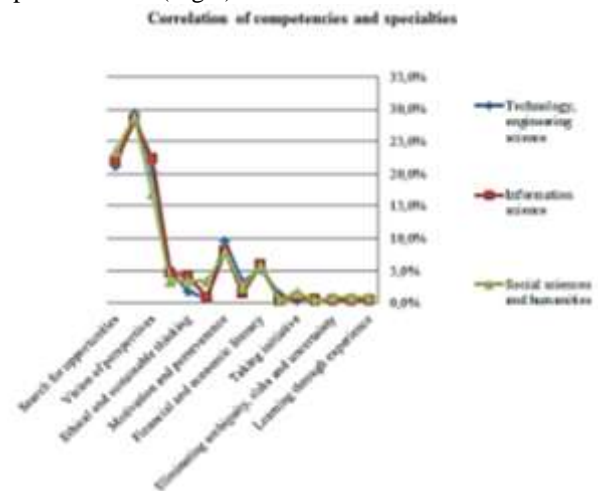
**Table-I: The competencies that students would like to develop**

List of competencies	Gender (male)		Gender (female)	
	Number	%	Number	%
Search for opportunities	98	19,1%	58	16,5%
Creativity	149	29,0%	114	32,4%
Vision of perspectives	80	15,6%	56	15,9%
Assessment of ideas	21	4,1%	12	3,4%
Ethical and sustainable thinking	28	5,5%	25	7,1%
Self-assessment of efficiency	27	5,3%	11	3,1%
Motivation and perseverance	52	10,1%	42	11,9%
Mobilization of resources	11	2,1%	12	3,4%
Financial and economic literacy	35	6,8%	19	5,4%
Mobilization of other people	7	1,4%	2	0,6%
Taking initiative	1	0,2%	0	0,0%
Planning and management	3	0,6%	1	0,3%
Eliminating ambiguity, risks and uncertainty	1	0,2%	0	0,0%
Teamworking	0	0,0%	0	0,0%
Learning through experience	0	0,0%	0	0,0%
Total:	513	100%	352	100%

The data analysis in Fig.1, Fig.2 and Table 1. shows that by creating a “competence-based portrait of an entrepreneur” and choosing competencies that they would like to develop, the students “cut off” some of the entrepreneurial competencies from the offered list considering them as both unimportant for an entrepreneur, and for their own purpose in

teaching entrepreneurship. “Mobilization of other people” and “planning and management” turned out to be significant only for a few students. “Eliminating uncertainty and risks”, “taking initiative” were not at all reflected in the answers of girls, and such competencies as “teamworking” and “learning through experience” did not evoke a response from either the young men or in girls. This result must be taken into account when adjusting the curriculum plans, designing assignments for students, taking into account the entrepreneurial competencies that are considered to be the leading ones in their perception.

In order to reveal how “sustainable” the list of entrepreneurial competencies is for different professional specializations of students, we have selected from the data set the answers of students from three fields of study: 1) technology, engineering, 2) social and human sciences, 3) computer science (Fig.3).



**Fig. 3. Selection of important entrepreneurial competencies by students of various professional backgrounds.**

The respondents who get their education in the field of engineering and technical sciences consider the following competencies to be the most important for an entrepreneur: creativity (29.3%), search for opportunities (21.2%), vision of prospects (20.1%) and motivation and perseverance (9.5%). For respondents who are trained in the specialty "Information technology" the most important competencies for an entrepreneur are creativity (28.2%), vision of prospects (22.3%), search for opportunities (22%) and motivation and perseverance (7.9%). The respondents who obtain education in the social and human sciences, the most important competencies for an entrepreneur are also creativity (28.9%), the search for opportunities (23.5%), the vision of prospects (16.9%) and motivation and perseverance 7.8 %). We have not revealed any significant differences in the structure of priority entrepreneurial competencies depending on the field of vocational training of students.

The possibility of developing entrepreneurial competencies at courses and trainings is also differently evaluated by young men and girls (Fig. 4).

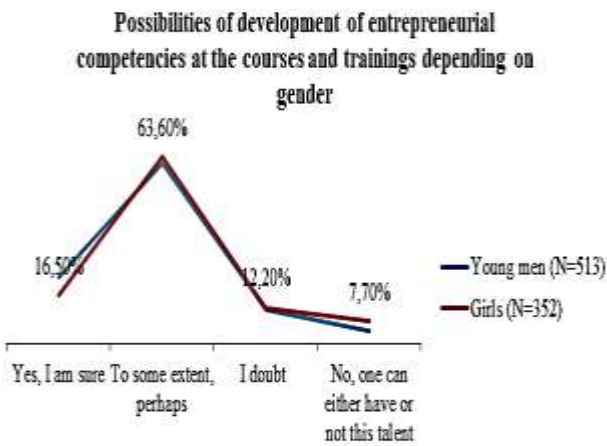


Fig. 4. The gender aspect of the evaluation of the entrepreneurial competencies development in the framework of training courses and trainings.

Girls are somewhat more skeptical about the possibility of developing entrepreneurial competencies within the framework of entrepreneurship education programs than youths. In general, the majority of girls and youths consider the development of these competencies as possible (at least partially).

The evaluation of the entrepreneurial competencies development depending on the specialty in which students are trained is presented in Fig. 5.

The interest in entrepreneurship courses and the motivation to learn at these courses is also different for girls and youths. Girls are more interested in such courses and trainings than youths, and they express a greater willingness to learn.

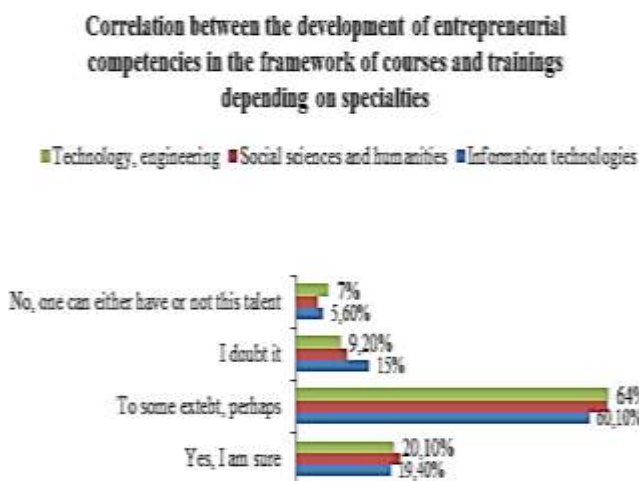


Fig.5. Assessment of the development of entrepreneurial competencies, depending on the direction of vocational training

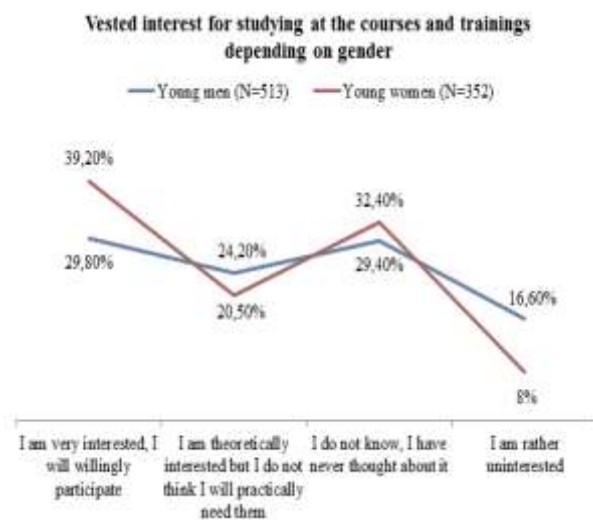


Fig. 6. Vested interest of students in studying at courses and trainings in the gender aspect

We examined how much the interest of young men and women for additional entrepreneurial education differs depending on the specialty of study (Fig. 7).

Both male and female students in the field of social sciences and humanities show the greatest interest and motivation to study at such courses. In the authors' opinion, the idea of entrepreneurship is not yet sufficiently propagated for future engineers and computer scientists.

The views of students on the success of entrepreneurial activity, depending on gender, are shown in Fig.8.

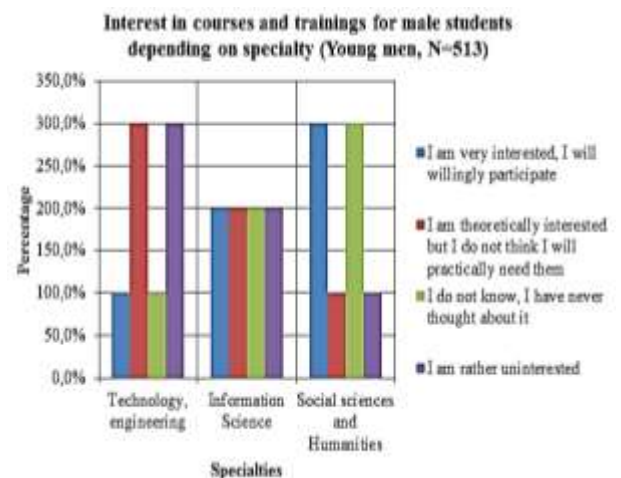
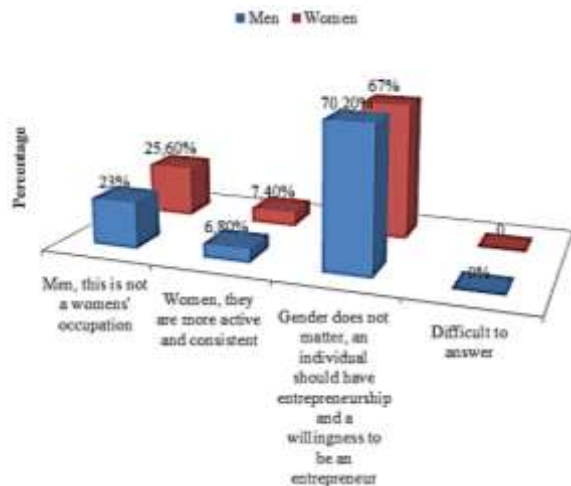


Fig. 7. Interest and motivation for studying at the entrepreneurial courses among young men.

The majority of young men believe that success in business activity does not depend on gender (70.2%). 23% of male respondent believe that men are more successful in entrepreneurial activity, and this is not a women's occupation. Only 6.8% of male respondents believe that women are more successful in entrepreneurial activities.





**Fig. 8. The gender aspect of success in entrepreneurial activities**

The majority of girls also believe that success in business activity does not depend on gender (67.1%). 25.6% of female respondents believe that men are more successful in entrepreneurial activity, and this is not a female occupation. Only 7.4% of girls believe that women are more successful in entrepreneurial activities.

The data analysis did not reveal any significant differences in the opinions of male and female respondents concerning the success in entrepreneurial activity, but it enables us to see that a quarter of respondents do not perceive entrepreneurial activity as possible for women. We assume that these statements are related to gender stereotypes in professional activities.

#### IV. CONCLUSION

The analysis of studies and documents in Europe, Russia and Ukraine in the field of business education allows the authors to draw the following conclusions.

(1) Extensive research on entrepreneurial education in Europe is conducted primarily under the auspices of the European Union and its many bodies.

(2) There is a contradiction between the advantages of entrepreneurial education, which ensure sufficiently high guarantees on the labor market, and the extent of students' involvement in entrepreneurial activities.

(3) Competitiveness of European educational programs in the field of entrepreneurship is high at the moment, however, the goal is to raise the quality of entrepreneurial education.

(4) As an innovative approach to entrepreneurial education, we should note the development of the concept of social responsibility of future entrepreneurs and cross-cultural skills, as well as the use of online platforms for learning.

(5) The system of entrepreneurship education in Russia is in its formative stage. However, in Russian universities more and more attention is paid to the implementation of educational programs in the field of entrepreneurship; one can consider a non-interrupted educational trajectory in "entrepreneurial-type" programs to be formed.

(6) There is a difference between Russian educational programs and the European ones, which implies focusing on either theory or practice in teaching. According to the

authors, these differences should be analyzed in detail in order not to lower the competitiveness of national entrepreneurs in the international labor market.

(7) Recently in the Ukraine centers and schools in the field of entrepreneurship have also begun to develop actively. The problems of entrepreneurial education are not ignored by sociologists engaged in international projects, and this fact indicates a great public interest in entrepreneurial programs in general.

(8) The competence-based approach in entrepreneurial education assumes the existence of a list of competencies that must be mastered in the learning process. However, at present, there is no single list of competencies, and this creates certain difficulties in the implementation of systems for assessment and validation of entrepreneurial competencies.

As a result of analyzing the gender aspects of entrepreneurship and entrepreneurial education based on the data from desk studies and applied sociological research, the authors concluded:

(1) Gender identity distinguishes the results of entrepreneurship learning and entrepreneurial intentions. Stimulating entrepreneurial intentions by including relevant subjects in a university curriculum is particularly efficient for women.

(2) In Russia there is a high need for women's educational programs in the field of entrepreneurship. Russian women are active in managing programs of socially-oriented business and education, but their share in small business is still small compared with European countries.

(3) Problems of women's entrepreneurship and entrepreneurship education in the Ukraine have much in common with European and Russian problems.

(4) In drawing up the general picture of the competences inherent to an entrepreneur, students from different groups of vocational training specialties were practically unanimous. The choice of male and female respondents had some differences which the authors relate to the value aspects.

(5) Young men are more reserved in expressing their interest in entrepreneurial courses. Girls are more motivated to learn.

(6) Both young men and girls of social and humanitarian specialties are more motivated for additional entrepreneurial education than students of engineering technical specialties and computer science are. Entrepreneurial education in these areas requires innovative approaches.

(7) A gender approach can improve the quality of the educational process in the field of entrepreneurship, as it will take into account the specific perception of the formed entrepreneurial competencies as a value.

The authors see the need to integrate education in entrepreneurship in the following areas:

- Analysis and consideration of the experience of organizing such training in Europe, Russia, Ukraine in the preparation of training programs.

- Further development of the core of entrepreneurial competencies in joint research of scientists and entrepreneurs from different countries, the study of national and regional specifics of the perception of entrepreneurial competencies by various categories of trainees.

- Engagement of women entrepreneurs in developing programs for teaching entrepreneurship to female students and the participation of women entrepreneurs in trainings.

- Development of network models of entrepreneurship education by international teams of teachers and entrepreneurs, including the models with a gender perspective for students.

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