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# ADAPTATION OF ENTREPRENEURIAL EDUCATION AND TRAINING IN ECONOMICS FOR THE STUDENTS OF "ION IONESCU DE LA BRAD" UNIVERSITY OF LIFE SCIENCES (IULS) IAȘI, ROMANIA, IN THE CONTEXT OF CHANGING LABOUR MARKET NEEDS

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***Abstract***

*The role of university education in providing access to the labour market (employment) is reflected in increased employment opportunities for the educated population. The relationship between the unemployment rate and educational attainment is evident: the unemployment rate decreases as one moves from lower to higher levels of education. It can be seen that the unemployment rate, in terms of its size and dynamics, is inversely proportional to the level of education: it falls as the level of education rises, and vice versa. The aim of the research in this paper is to respond to the need to teach students with practical solutions for getting the skills needed to be easily employable in the labour market after graduation. The paper used a quantitative (questionnaire) and a qualitative (bibliometric) analysis. The data studied through the research shows the need for final-year students to receive additional practical skills training for employability. Entrepreneurship education, in addition to the university curriculum, can provide them with a viable alternative to increase their chances of integrating into the 21st century labour market. The innovative character of the work derives from the concrete practical activities that supported the optional entrepreneurial training of IULS students from Iasi. We can affirm, following the study undertaken, that the development of such additional and adapted educational activities increases young graduates' practical skills needed on the labour market. The access to non-reimbursable European funds, which offer additional educational opportunities to students, must be continued in order to produce the major economic effects expected by the whole Romanian society, with the aim of reducing youth unemployment.*

***Key words*****:** *entrepreneurship, education, students, labour market*

## INTRODUCTION

The future of the labour market in the 21st century is still a topic of constant debate, but despite the fact that experts have different views on what it will be, there is a consensus that *education systems must prepare young people for a changing and uncertain economic environment* [4, 12, 13].

Employers typically point to a significant difference in the skills and abilities they expect from young people and the skills they have when they graduate. The fact that youth unemployment is high, there is little on-the-job training, and many young people enter adulthood without having had enough work experience all serve to exacerbate this situation [5, 6, 8 ].

An educated person is more likely to be integrated into the labour market, to find a job in line with his or her level of competence, to be more mobile, more open to lifelong learning, to professional reorientation or diversification, etc.

In economic and social terms, they perform better. Education also plays a particularly important role in reducing long-term unemployment, both through initial training

and by equipping the workforce with the skills to cope with change [2, 3, 9, 10].

These new forms of education involved both new educational resources and pedagogical methods adapted to the new conditions [1].

The paper refers to studies on the adaptation of entrepreneurial education and training to changes in the labour market, the role of the University for Life Sciences of Iasi in the vocational training of young people, entrepreneurship among students, and the expectations of students at IULS for increasing employability through qualifications and occupations with entrepreneurial potential.

Promoting the integration of young people in the labour market, either as employees or entrepreneurs, is an essential component for increasing youth employment in the labour market, reducing youth unemployment, promoting youth autonomy, increasing the likelihood of adequate allocation of human resources at a geographical, occupational, and professional level, as well as developing their potential to contribute to the sustainable development of society in the NE Region of Romania.

**The objectives pursued for this analysis are as follows:**

O1: To investigate the training needs of students at the Faculty of Agriculture, specialisation in Economic Engineering in Agriculture (IEA), of the University for Life Sciences of Iasi by analysing the correlation of professional training (competences) in order to develop skills needed in the labour market.

O2: Identification of good practices for increasing the adaptability of young people to labour market requirements and supporting youth entrepreneurship through youth work.

The aspects analysed can be used to take a snapshot of the real situation of the level of skills that young economics graduates have after graduation and how this preparation for labour market integration can be supplemented by additional entrepreneurial education during the degree period [5, 7]. The research instruments used were the mechanisms through which the data in the present research were collected and the perceptions that were intended to be relevant to the proposed topic, the results of which were intended to provide insight into how young economists should be prepared for integration into the ever-changing labour market.

## MATERIALS AND METHODS

The research carried out through this paper aims to analyze the level of university education offered to economics students at IULS in Iași and whether it provides them with the necessary skills for employment after graduation on the labour market in order to reduce unemployment among young graduates in the NE Region of Romania.

The methodology used was selected appropriately to provide answers to the proposed research theme and is in line with it. A study was carried out beforehand on these and on the extent to which the data collected are relevant to the research objectives.

In order to study the relationship between education and the labour market, the investigation was carried out using both quantitative methods (questionnaires) and qualitative methods (bibliometric) analysis.

Questionnaire research is a very good technique or investigative tool for explaining human behaviour and identifying the factors that determine it. With the questionnaire as an investigative tool, questions and issues are asked that elicit various responses from the respondents.

The data obtained by conducting quantitative research allows the collection of important information through representative samples of students in their final year of study.

The questionnaire was administered to a sample of 38 students of Agricultural Business Engineering and Management 4th year, day courses, year 2019, of the 44 enrolled students, i.e. a degree of representativeness of 88.63%, so that the precision of the results leads to pertinent conclusions to be extrapolated to the total number of students from the economic profile.

The evaluative items on which the study was based were the following:

Item 1: How do you rate the curriculum and course offerings during your undergraduate studies?
Item 2: How do you rate the programme during your undergraduate studies?
Item 3: How do you rate the teaching process during undergraduate studies?
Item 4: How do you rate your assessment and grading during your undergraduate studies?
Item 5: How do you rate career counselling and guidance during undergraduate studies?
Item 6: Why did you choose to do your undergraduate studies?
Item 7: Does an advanced level of education help you find a job?
Item 8: Does the vocational training system correspond to the requirements of the labour market (in terms of quality of studies, supply-demand ratio)?
Item 9 : What are your chances of employment, according to your profession, after graduation?,
Item 10: What is the correspondence between the work of employed students and the field of study?
Item 11: Have you worked during your years of study, did the experience you gained later help you in your employment?
Item 12: What actions should universities take to increase graduate employability?
Item 13: What do you think are the reasons why you or your colleagues have had difficulties in finding a job?
Item 14: Which of the following criteria do you think are given priority consideration when hiring someone?
Item 15: What ways/resources do/will you use in your job search?
Item 16: Have you volunteered during your years of study?
Item 17: Why did you decide to volunteer?
Item 18. Did the volunteering activity correspond to your field of study?
Item 19: Did volunteering during your years of study help you to gain experience later on in your employment?
Item 20: Does USV Iasi provide me with the necessary tools to achieve my personal and professional goals?
Data processing was done using statistical methods, the results being then presented through the interpretations, graphs in the paper.
In order to ground the study theoretically, we used a qualitative research method, namely a bibliometric analysis of the literature on the topic. The literature on the adaptation of entrepreneurial education and training of economics students at IULS in Iași in the context of the changing needs of the labour market was analyzed using the VOSviewer programme using the Web of Science collections database. This method represents a preliminary stage of the individual study's validation.

## RESULTS AND DISCUSSIONS

The paper aimed to investigate the training needs of economics students at IULS in Iasi and what practical solutions regarding the training of skills needed to easily engage in the labour market after graduation can be offered to them [1, 3, 5].
For this purpose, a literature review on sustainable rural development using support measures analysed through the VOSviewer programme was carried out for the whole topic addressed in the paper.
In order to validate the individual literature study on the relationship between entrepreneurship and education among students, a bibliometric keyword correlation analysis was conducted to validate the increased interest in the topic.
To perform this analysis, Vosviewer academic software was used by accessing the Web of Science database. The limitations of the search were those related to the keywords correlated with the subject analysed, namely: entrepreneurship, labour market, entrepreneurship education, employment rate, and business.
Subsequently, following the selection of a sample of bibliographically suitable papers, a total of 2,990 articles were generated for the keyword co-occurrence map. It can be said that their number is relatively small, which can be considered a limitation of this analysis.

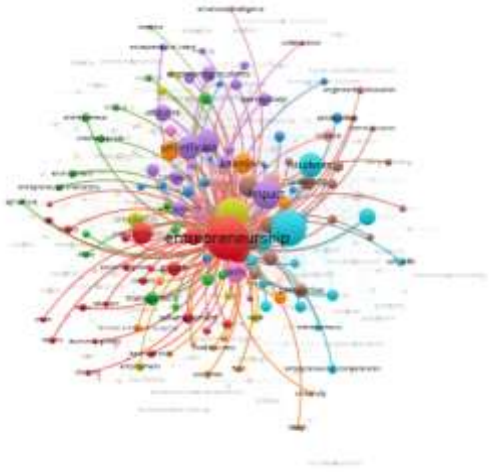



Fig. 1. Keyword co-occurrence map
Source: Generated by the authors using Vosviewer by Web of Science.

We can see that for the period under review, the interest of researchers in analysing the link between entrepreneurship, young students, and their skills was very high. Entrepreneurship is correlated with students, their performance, their intentions, the university environment, and education in different fields, especially engineering. The appropriateness of the large nodes representing the primary linking areas that have been associated can explain these facts.
The limitations of the analysis were that each scientific article should include the terms introduced but also have a minimum of four keywords relevant to the current study. Thus, out of a total of 2,990 papers, only 2,850 were considered to be relevant.
In the following, we will present how the two objectives pursued for this analysis have been addressed.
**Objective O1**: Education and the labour market are in an interdependent relationship in which sometimes education is dominant and sometimes the labour market is not. Many economists are of the opinion that there are three types of relationships between education and the labour market that also have the quality of giving specificity to a country: at the level of the education system (training system, qualification, and mobility), at the organisational level (workplace, hierarchy, and organisational management), and at the industrial level (industrial relations, ways of resolving conflicts within companies).
In any relationship, including that between education and the labour market, there are social constructions resulting from negotiations and compromises between different actors.
Insertion into the labour market is not only dependent on the adaptation of university education but also on independent factors: the specificity of the job (complexity of tasks, personnel policy, etc., e.g., economic engineering), the level of experience associated with the job, and the type of tasks associated with the job.
Social partners, in particular employers, play a crucial role in this process, helping to maintain the adaptability of the workforce and contributing to improving the quality of education and training. In this context, the university education system in Iasi has to face important challenges: to anticipate labour market requirements in terms of qualifications, skills, and competences; to attract companies to collaborate in training students by providing them with the experience required in their first job; and to create ideas for new businesses and appropriate qualifications for them.
In an age where information is the most important asset, entrepreneurship is certainly a model for the economic development of an individual or a team and is even sustainable at the national level, especially among young people.
Specific courses at an entrepreneurial university include: Introduction to Entrepreneurship, Developing a Business Plan, Financing a Small Business, Legal Aspects of a Small Business, and Small Business Case Studies.
In order to see if the IULS in Iasi offers economics students the level of training they expect in order to be able to integrate into the labour market, quantitative analysis was used as a method of investigation by applying a questionnaire. This questionnaire aimed to monitor the indicators of quality of studies at the Agronomic University, Iasi, Faculty of Agriculture, to identify the general level of student satisfaction, to determine the strengths

and weaknesses of the services and resources provided by the university, the quality of the teaching process, and the level of opportunities for personal and professional development, and to collect suggestions and formulate measures to improve the quality of the level of education offered to students of the EMAB specialisation of the Faculty of Agriculture in relation to the conditions of professional development provided by the IULS in Iasi.

Students were asked to answer the following questions by selecting the appropriate answer for the situation they found appropriate. As far as personal data is concerned, students were only required to fill in their study programme and year of study (the questionnaire was anonymous). They were informed that the information requested was useful to us in the framework of the project "Active measures to increase participation in tertiary entrepreneurial education of students from disadvantaged backgrounds", POCU/379/6/21/124388, in order to get a better picture of students' expectations.

After the application of the questionnaire, through which we aimed to investigate the students' satisfaction with education, their training needs, their information needs, and their expectations from the IULS-EMAB specialisation, we interpreted it as follows:

***Statistical interpretation***

The questionnaire was applied to a sample of 38 students of the Agricultural Business Engineering and Management specialisation, 4th year, day courses, year 2019, chosen in order to gather as wide a range as possible of students' expectations regarding the areas of agri-food activity in the areas of interest.

***Qualitative interpretation of questionnaire data of the 4th year - EMAB.***

The questionnaire applied to the students of the Faculty of Agriculture, specialisation EMAB 4th year, is composed of 20 items distributed in such a way as to provide information both on their opinions and on the concrete actions they undertake regarding the proposed theme.

In this regard, 20 closed questions were formulated with pre-defined answer options, giving respondents the opportunity to freely express their opinion or to present their knowledge, especially in relation to the conditions of professional development provided by the IULS Iasi.

***Item 1*: How do you rate the curriculum and course offerings during your undergraduate studies?** Students had to make judgements on a number of content items, namely: the subject matter covered in the courses, the relevance and usefulness of the courses for the chosen specialisation, the number and variety of optional courses, the complementarity and interrelation between courses, the development of the ability to work in a team, the development of communication skills, the development of the ability to learn and understand new things, the development of the ability to work with specialised software, the development of skills such as leadership, problem solving, critical thinking, creativity, student practice activity, etc. Respondents rated positively the aspects related to the relevance and usefulness of the courses for their chosen specialisation by 55.26%, and some activities were less satisfactory, i.e., developing skills to work with specialised software by 2.63% (Fig. 2).

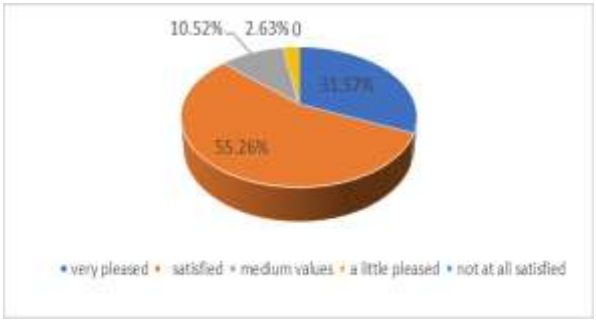



Fig. 2. The situation of students who appreciate the curriculum and the offer of courses during undergraduate studies
Source: own processing.

***Item 2*: How do you rate the programme during your undergraduate studies?** Rated with a range of ratings from very satisfied to not at all dissatisfied, it brings to respondents' attention issues related to how the programme is adapted to personal needs and pace, the weekly schedule (timetable, modularly organised courses), or the flexibility of the learning pathway (transfer, credits, etc.). Respondents rated aspects of the weekly

programme (timetable, modularly organised courses) positively by 42.10%, and some activities were less satisfactory, i.e., the programme is adapted to personal needs and pace by 5.26% (Fig. 3).

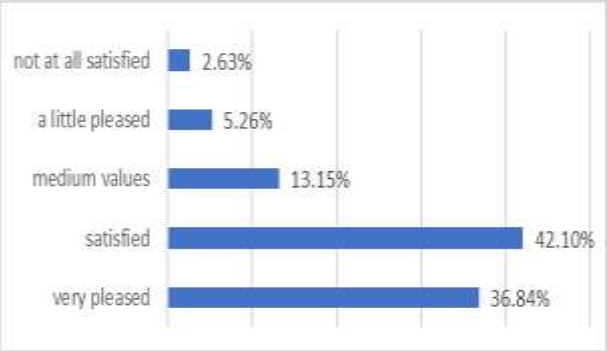



Fig 3. The situation of the appreciation of the program during your undergraduate studies
Source: own processing

***Item 3:*** **How do you rate the teaching process during your undergraduate studies**, wanted to get ratings on the following aspects: clear and appropriate communication of concepts, timeliness and usefulness of the concepts taught, practicality of the concepts taught, interactive teaching methods, adaptation of the teaching style of the teacher to the needs and possibilities of learning, effective use of new technologies, the availability of auxiliary materials (course materials, practical workbook, etc.), the availability of teachers (consultation, guidance) or the quality of the activities in the specialist practice.

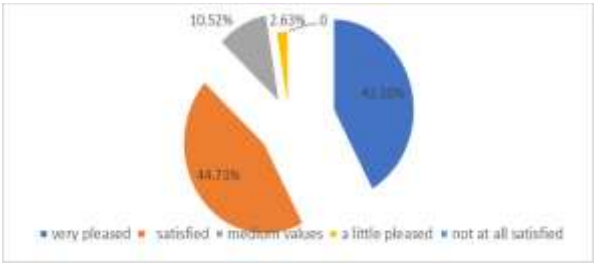



Fig. 4. The answer to the How do you rate the teaching process during undergraduate studies:
Source: own processing

Respondents rated aspects related to the topicality and usefulness of the notions taught positively at 44.73%, and some activities were less satisfactory, i.e., the practicality of the notions taught in some core subjects at 2.63% (Fig. 4).

***Item 4:*** **How do you rate assessment and grading during undergraduate studies**, aimed at students' appreciation through transparency of the assessment process, balance between continuous assessment and final assessment, feedback provided by the teacher for formative purposes, objectivity and fairness of assessment and grading, possibility of challenging assessment and grading results, procedures for reassessment/grading. The students of the EMAB specialisation rated positively the aspects related to the balance between continuous assessment and final assessment in 42.10% and some activities were less satisfactory, i.e. re-assessment procedures/mark increases 2.56% (Fig. 5).

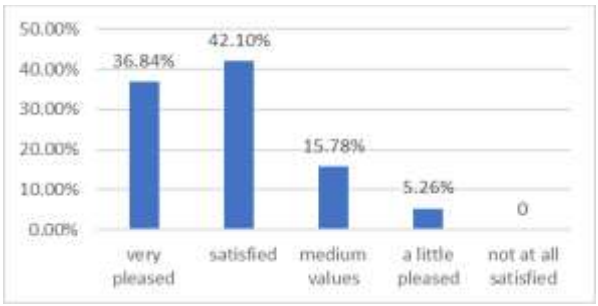



Fig. 5. Respondents rated of assessment and grading during your undergraduate studies
Source: own processing.

***Item 5:*** **How do you rate career counselling and guidance during undergraduate studies?**

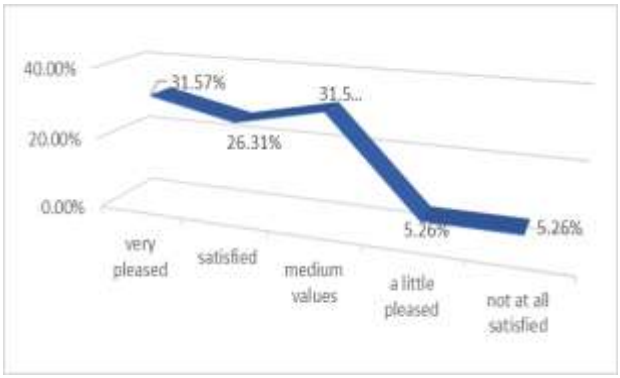



Fig. 6. Respondents rated of career counselling
Source: own processing.

With the existence of a faculty consultation programme, liaison with the tutor and year tutor, academic counselling (choice of courses, organisation of study programmes, effective learning), and advice on involvement

in extracurricular activities within the university, EMAB students rated positively the aspects related to the link between the tutor and the students with 31.57%, and some activities were less satisfactory, i.e., advice on involvement in extracurricular activities within the university with 5.26% (Fig. 6).

***Item 6:*** **Why did you choose to attend higher education?** Students had to answer the following items: offers better chances to find a job?, offers better wages?, offers career opportunities?, provides flexibility?, offers better chances to go abroad? Nearly 69% of them seem to have understood that higher education gives them a better chance of finding a job. Moreover, 23.68% of the sample chose to answer that higher education offers them better salaries, which shows a correct knowledge and understanding of the advantages and disadvantages of vocational training and further education (Fig. 7).

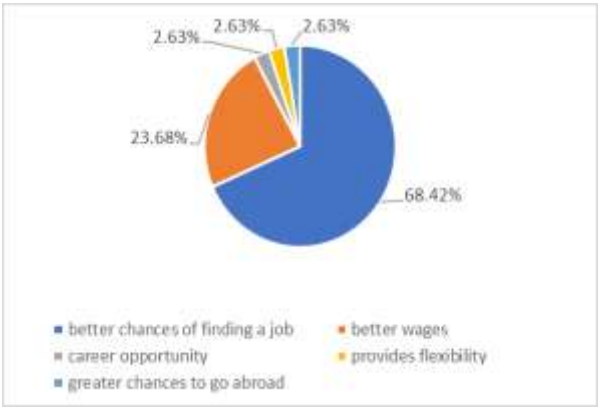



Fig. 7. Respondents rated of Why did you choose to do higher education?
Source: own processing.

***Item 7:*** **Does a higher education level help you to get a better job?**

In order to get a more accurate picture of the information already held by students and hence their interest in professional development, they were asked to indicate whether an advanced level of education helps them find a job or can benefit their work. Students responded as follows: faster/easier (44.73%), with decent conditions (10.52%), with a higher salary (31.57%), and with opportunities for professional growth (13.15%) (Fig. 8).

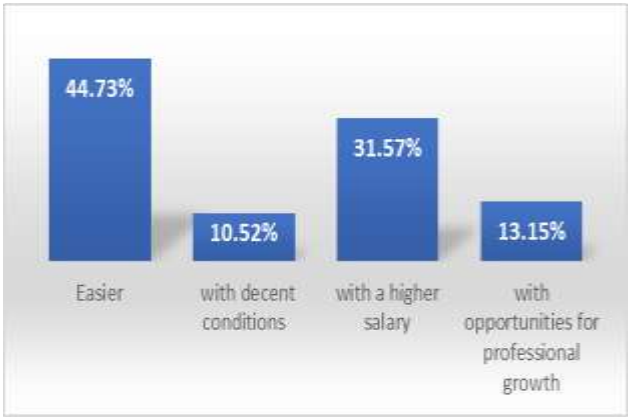



Fig. 8 Respondents rated of the answer to finding a job
Source: own processing.

***Item 8*: Does the vocational training system correspond to the requirements of the labour market (in terms of quality of studies and supply-demand ratio)?** It led to the following opinions: Yes, 78.94% and 21.06% No. A very high percentage of non-answers (10%) was also given when students were asked to define, from their own perspective, the correspondence between the demand-supply ratio on the labour market.

***Item 9:*** **What are your chances of employment, according to your profession, after graduation?,** students answered as follows: high chances (65.78%), low chances (21.05%), and very high chances (13.15%).

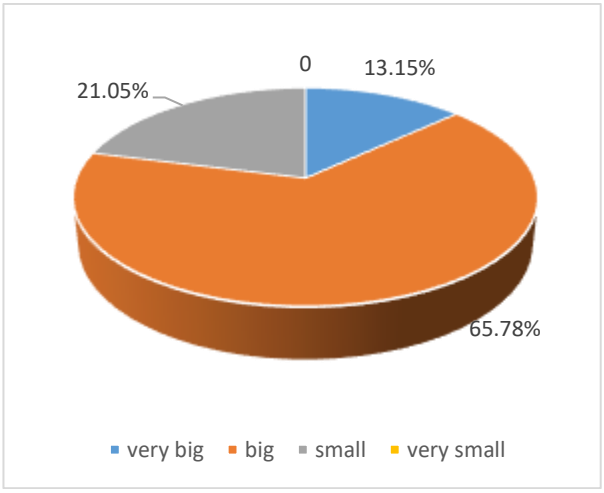



Fig. 9. Respondents rated of employment opportunities
Source: own processing.

***Item 10*: Regarding the correspondence between the work of employed students and the field of study**, 84.12% of the students had an affirmative answer, i.e., yes, and 15.79% did not agree with this aspect.

***Item 11*: How did the experience accumulated working during the years of study help you to find a job?** 39.47% of the respondents said yes, I found a job faster (due to the experience I gained), and 36.84% of the EMAB 4th year students are not working yet but are still looking for a job, being in the last semester of study and need to find a job for the near future (Fig. 10).

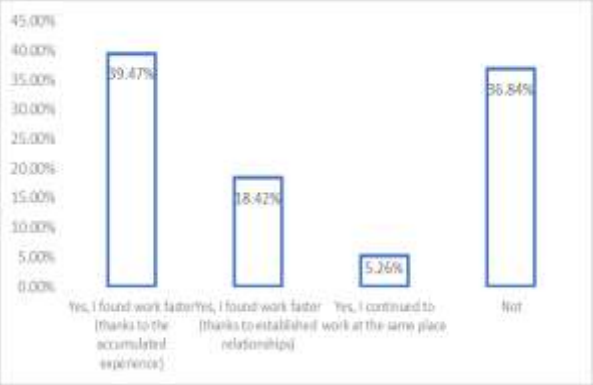



Fig.10. Respondents rated of help finding a job
Source: own processing.

***Item 12:* What actions should universities take to increase graduate employability?** referred to as including temporary jobs in degree programmes, including practical experience in courses, and revising courses to match employers' needs.

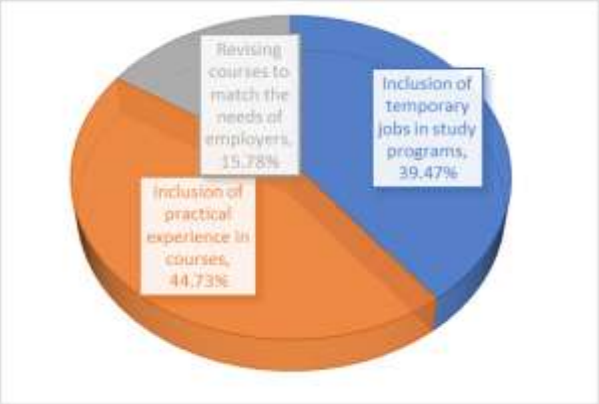



Fig. 11 Respondents rated of increase graduate employability
Source: own processing.

44.73% of students said that including practical experience in courses is a priority activity, while 39.47% of them think that including temporary jobs in degree programmes in the form of internships can bring them more practical experience and additional financial means (Fig. 11).

***Item 13:* Which are the reasons why you or your colleagues have had difficulties in finding a job?** This is the one that tried to identify the main difficulties in finding a job, such as lack of work experience, lack of jobs for your qualifications, age, lack of education or qualifications in a certain field required in the labour market, lack of knowledge of a foreign language, lack of computer or IT skills, lack of entrepreneurial skills, as well as a lack of certain professional or practical skills. According to the students, the main reasons are: lack of work experience (26.3%), lack of jobs for the qualification (23.28%), and lack of certain professional or practical skills (18.42%) (Fig. 12).

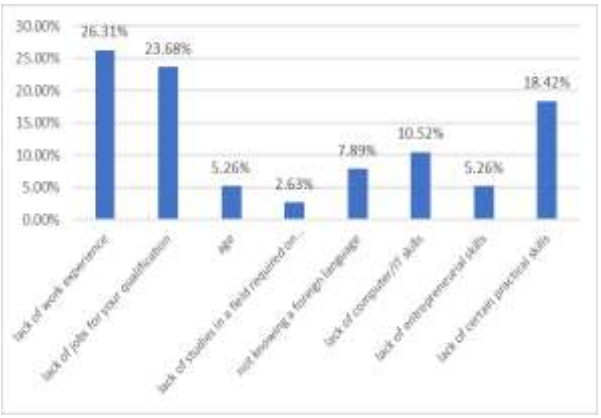



Fig. 12. Respondents rated of difficulties in finding a job
Source: own processing.

***Item 14:* Which of the following criteria do you think are given priority consideration when hiring a person?** Namely: work experience, age, education, qualifications, or professional skills or practical abilities. From the responses we received, we could see that 60.52% of the students agreed that work experience has priority when hiring a person, and 21.05% of them say that education, qualifications, professional skills, or practical skills also have a great influence.

***Item 15*: What ways/sources do you use/will you use when looking for a job**, i.e., print media, private recruitment firms, job vacancy websites, AJOFM, friends, acquaintances, and family? The students of the EMAB specialisation estimated that they would use

information from job vacancy websites with 39.47%, and another way would be, in order of importance, information from friends, acquaintances, and family with 23.68% (Fig. 13).

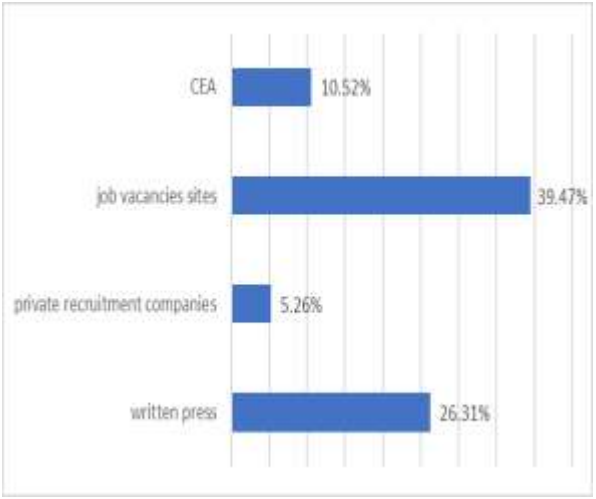



Fig. 13 Respondents rated of sources used in finding a job
Source: own processing.

***Item 16*: Did you volunteer during your years of study?** When directly questioned about volunteering actions that students may have done during their study years, we find that 60.52% have carried out such actions, especially greening the spaces on the IULS campus or carrying out charitable activities together with the teaching staff, while 39.48% of students have not had such activities.

***Item 17*: Why did you decide to volunteer?** More than 50% of IEA students stated that they volunteered to get work experience, and 39.48 of them stated that they wanted to get involved for a good cause.

***Item 18*. Did the volunteering activity correspond to the field of study?** and the answers received were negative (52.63%) and positive (47.37%).

***Item 19*. If you volunteered during your years of study, did the experience you gained later help you in your employment?** Students were asked the following questions: Yes, I found a job more quickly (because of the experience I gained); yes, I found a job more quickly (because of the relationships I made); yes, I will continue to work at the same place after graduation. No. 62.52 of the EMAB students rated Yes, I found a job more quickly (because of the experience I gained), and 26.31% of them said Yes, I found a job more quickly (because of the relationships I made) (Fig. 14).

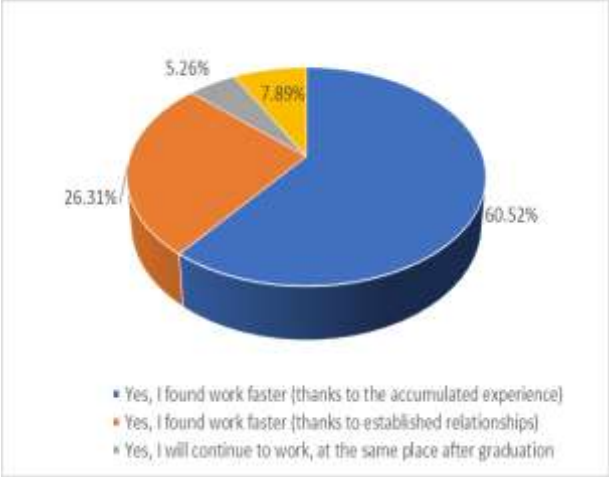



Fig. 14. Respondents rated of the importance of volunteering for employment
Source: own processing.

***Item 20*. On general aspects of the university**, with reference to questions such as: I am confident that the degree obtained will guarantee valuable professional skills on the labour market and in life. If I had to choose again, would I still choose this university? Would I recommend IULS to other people? Does IULS provide me with the necessary tools to achieve my personal and professional goals? Is IULS open to receiving feedback from students to improve? From the analysis of this item, we deduced the following opinions: 52,63% of the students of the EMAB specialisation, 4th year, appreciated that they are confident that the degree obtained will guarantee valuable professional skills on the labour market and in life, and 26,31% of them would choose this IULS in Iasi because of the study and social conditions offered (Fig. 15).

The answers from the students who were questioned were interpreted, and the results show that students in the 4th year day courses at the Faculty of Agriculture, specialisation EMAB, want to do a self-assessment of their need for guidance in order to learn more about the subject. More than half of the respondents felt that they only needed support to some extent, and only 35% were aware that without competent support they did not know how to

proceed in this area. A small percentage, approx. 10%, stated that they did not need further information and that they knew how to obtain the data they were interested in, although here we met both people who said they were well informed and students who admitted to being less informed. One possible explanation is that students do not assess their need for information in relation to the knowledge they already have but in relation to the usefulness it might have for their work, and this is not well understood.

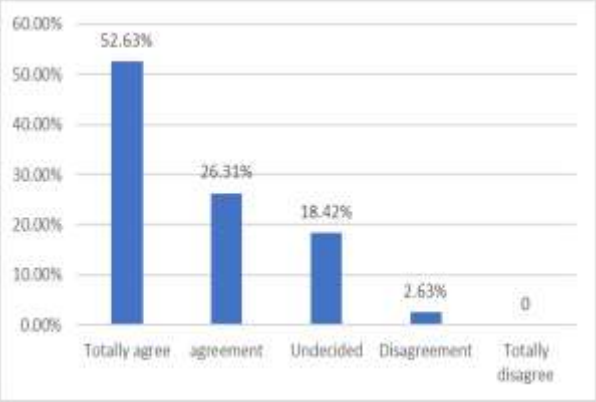



Fig. 15. Respondents rated of the general aspects regarding the university

Source: own processing.

The need for additional questions arose, and a questionnaire was applied to the students of the Faculty of Agriculture of Iasi, specialisation EMAB, 4th years, day courses, and it was revealed that more than 63% of the respondents want to start their own business in the next two years, while about 53% of the students who answered the questionnaire would prefer to be entrepreneurs and not managers.

Also, about 3% of them "are willing to work hard for what they want to achieve" and 86% "are willing to take risks", which leads us to consider that there is significant potential for possible entrepreneurs in IULS.

We noted that 79% of the surveyed students considered that they have at least one entrepreneur in their circle of acquaintances outside the family, while 47% of them have an entrepreneur in their family. Regarding the most important quality of a successful entrepreneur, 61% of student respondents indicated vision, while 42% indicated lack of capital as the most important problem in becoming an entrepreneur.

The students of the Faculty of Agriculture of Iasi, specialisation EMAB, 4th years, day courses, interviewed in the framework of the project POCU 124388 Antre_S showed that they would like additional support from higher education institutions in all the steps that need to be taken to set up a start-up, starting from the idea and during all the stages until the start of the business and, later, for the period immediately after the business takes a legal form.

Other student requests were to promote best practice models through a series of conferences and workshops, mainly with successful alumni, but not necessarily. Students considered these facilities insufficient, as they felt that access to university infrastructure was restrictive and not sufficiently developed. There was a need for the development of real business incubators, where advice on business plan preparation could be provided, contact with potential investors could be facilitated, and additional help could be offered, particularly from a legal point of view, but not only in terms of accessing funding lines.

Analysing the particularities of the form of employment of the students of the Faculty of Agriculture of IULS, we can see that 12% of undergraduate students are employed and 54% of master students. In addition, 2% of undergraduate students have a business, and 8% of master students do not. If a third of the undergraduate students are employed in a job, 65% of the master students have such a position. Approximately one-third of bachelors and masters say that their first job is a job.

Some of these measures are a reality in the university environment, but they are carried out in isolation, at a minimal level, without an overall vision, and without following up on the impact of their deployment among students. Only 48% of students mentioned that professionals with experience and know-how in the field of study were invited to the courses or seminars they attended.

**Objective O2**: Identify good practices on increasing young people's adaptability to

labour market requirements and supporting youth entrepreneurship through youth work, we found that both the literature and the research undertaken in this paper reveal that universities only prepare young people to an average extent to become entrepreneurs.

Thus, it was possible to initiate the promotion of the acquisition by all IULS graduates participating in the project of fundamental transversal competences, such as competences in the digital environment and "learning to learn" entrepreneurship. Partnerships were developed between the business community and IULS to ensure a better focus of young people on the skills and competences needed in the labour market.

A modern society, which registers an increasingly alert pace of development, digitization becomes one of the most important elements of the development of all the society's systems, and education, as its top sector, must constantly adapt to these changes [1, 11, 14].

We present below the activities undertaken within the project POCU/379/6/21/124388, entitled "Active measures to increase participation in tertiary education of students from lack of education", Leader: University for Life Sciences "Ion Ionescu de la Brad" from Iasi, in order to support the training of additional skills of young graduates to increase their chances of employment after graduation according to the requirements of the labour market.

Concretely, a platform has been created: PILOT ON LINE "ANTREPRENOR" with 2 components: the simulator "Entrepreneur on-line" and the simulator "E_JOB," developed and operational for minimum GT students, but also 1 on-line platform, including complementary courses, developed and maintained for the provision of courses in on-line/webinar environments with databases of open educational resources. 3 plans for the development of the offer for programmes with entrepreneurial scholarships for students from disadvantaged categories (https://studentantreprenor.ro/).

The developed platforms also came to the support of students with: a link with practical studies and labour market analysis activated; a link to information and promotion of enhanced offers with an entrepreneurial component; and an online database of employers and specific services related to educational offers (e-jobs, internships, etc.).

All students in the target group have participated in the certified complementary entrepreneurial course programme. Thus, it was possible to implement in the 6 majors of the Faculty of Agriculture of IULS in Iasi 6 undergraduate programmes with complementary entrepreneurial courses for final-year students and applied courses implemented with objectives, themes, and practical components appropriate to undergraduate studies. These courses have been and will continue to be run at IULS in Iaşi in the 2 laboratories set up by the project: the ENTREPRENEURIAL MENTORING LAB https://studentantreprenor.ro/evenimente/evenimente,noutati/laborator-mentorat-antreprenorial/) and a DIGITAL COMPETENCE LAB (https://studentantreprenor.ro/evenimente/evenimente,noutati/laborator-tic-lider/

In order to provide students with concrete examples of employers' expectations, 20 university-employer experience exchanges were carried out with ESF funding, and 3 labour market partnerships were concluded.

After the students were taught how to make business plans, an "Entrepreneurship" competition was held at IULS in Iasi with 124 prizes, in which the best ones were awarded. Entrepreneurship manuals were also printed and distributed to students, but they constitute an electronic database at IULS for students, teachers, and employers.

## CONCLUSIONS

We believe that all these activities carried out for the formation of entrepreneurial skills for students at the Faculty of Agriculture of IULS were very useful and that a successful model was created for future students in the final years in order to create additional skills for increasing employability upon graduation.

As long as they are motivated, students build a solid foundation of professional, including

entrepreneurial, knowledge and cultivate their personal skills.

Employers believe that the current labour market offers enough opportunities for recent graduates to invest in their professional futures during their study years by participating in workshops and internships.

Universities should definitely adopt a number of measures, such as introducing courses on entrepreneurship for students, supporting extracurricular activities related to this field, improving the quality and increasing the diversity of internships, supporting the establishment of business incubators and accelerators for student entrepreneurs, and developing business plan competitions.

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