

Title 2nd INTERNATIONAL CONFERENCE
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“Entrepreneurship approach to quality education”



Education Impact on Entrepreneurship
Performance and Future Leadership

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Performance and Future Leadership

Objectives of the session

1. Introduction
2. Key study based data from World Development Indicators: a) Government expenditure on education, total (% of GDP), b) Total GDP (\$) and Total Population for these country: Albania, Kosovo, Slovenia, Croatia, Macedonia, Serbia, Germany and France
1. Conclusion



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Introduction

Over the last 20 years, education and training programs have mushroomed, given their promise and potential to promote entrepreneurial skills and attitudes.

Education has a huge impact on entrepreneurship. A number of research has demonstrate the opportunities are a lot, when after finished the education in both secondary school and graduate are increase to create a business.

The expert in the field of entrepreneurship and education hold the different views- how impact the education on Entrepreneurship.

Kosovo is a new country the system of education will try to do the best in order that to have result.

Our education has evaluation during this time.

But we should invest much more in education. If we compare how much invest in education another country when see below the statistics.

Actually in Kosovo are 9 public University and 23 Private College.



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To boost the economy, Kosovo needs more people willing to become entrepreneurs, but this is depended by a good education.

By 2020, half of the jobs available in Europe will be required people with high skills. Only 15% will be available to those with such primary education. In this case the main question is: **What should do the higher education to chosen this situation?**



Source: World Development Indicator

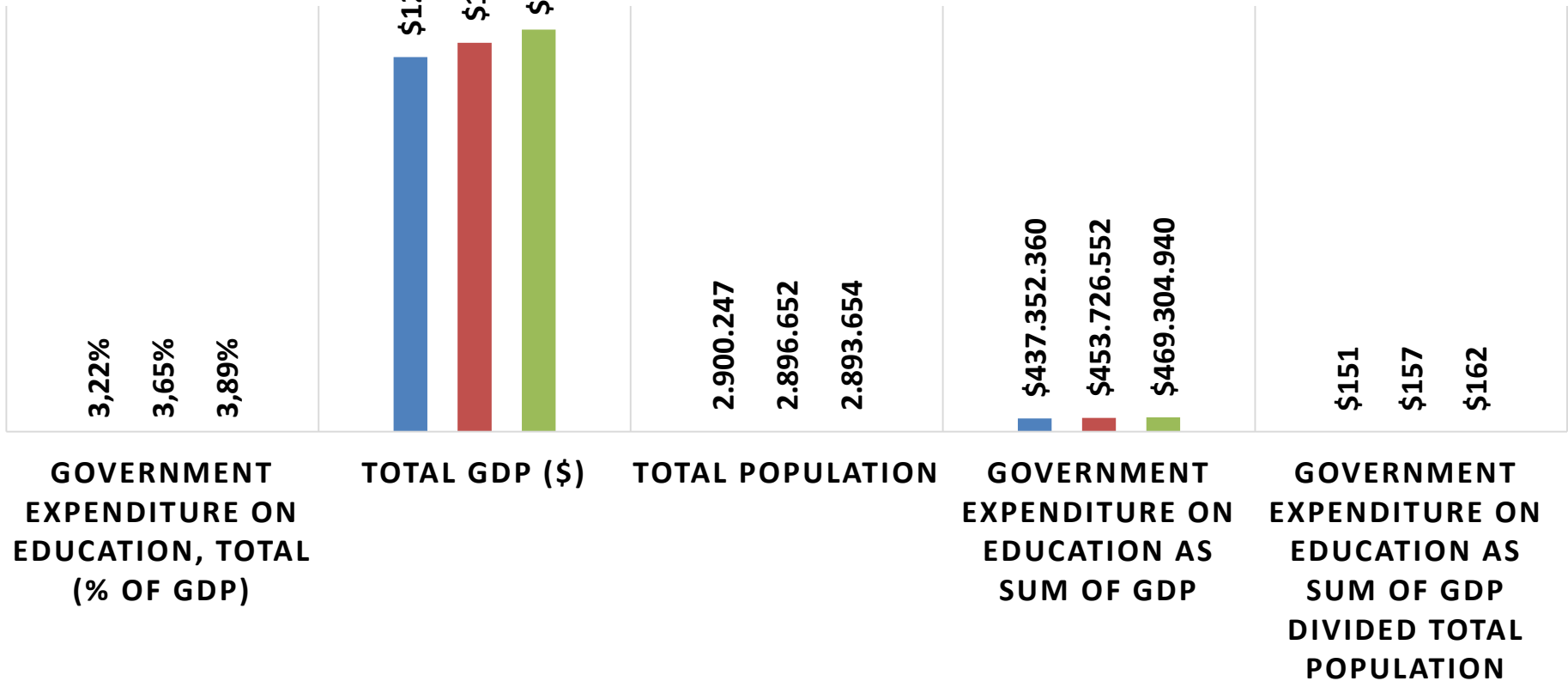
Country	Data	Government expenditure on education, total (% of GDP)	Total GDP (\$)	Total Population	Government Expenditure on Education as Sum of GDP	Government Expenditure on Education as sum of GDP Divided Total Population
Albania	2012	3.22	12,319,784,787	2,900,247	437,352,360	150.80
	2013	3.65	12,781,029,644	2,896,652	453,726,552	156.64
	2014	3.89	13,219,857,459	2,893,654	469,304,940	162.18
Croatia	2012	4.27	56,485,301,967	4,267,558	2,411,922,394	565.18
	2013	4.11	57,770,884,729	4,255,689	2,374,383,362	557.93
	2014	4.54	57,136,241,867	4,238,389	2,593,985,381	612.02
Germany	2012	4.93	3,543,983,909,148	80,425,823	174,718,406,721	2,172.42
	2013	4.95	3,752,513,503,278	82,132,753	185,749,418,412	2,261.58
	2014	4.89	3,879,276,587,199	80,982,500	189,696,625,114	2,342.44
Slovenia	2012	5.66	46,258,247,575	2,057,159	2,618,216,813	1,272.73
	2013	5.58	47,688,566,993	2,059,953	2,661,022,038	1,291.79
	2014	5.61	49,530,147,016	2,061,980	2,778,641,248	1,347.56
Serbia	2012	4.42	40742313861	7,199,077	1,800,810,273	250.14
	2013	4.43	45519650911	7,164,132	2,016,520,535	281.47
	2014	4.35	44210806366	7,130,576	1,923,170,077	269.71

Source: World Development Indicator

Country	Data	Government expenditure on education, total (% of GDP)	Total GDP (\$)	Total Population	Sum of Money for Capita divided by GDP (\$)	Sum of Money Divided Total Population
France	2012	5.53	2,681,416,108,537	65,659,790	148,282,310,802.12	2,258.34
	2013	5.55	2,808,511,203,185	65,972,097	155,872,371,776.79	2,362.70
	2014	5.46	2,839,162,443,235	66,495,940	155,018,269,400.64	2,331.24
Kosovo	2012	4.38	6500321213	1,805,200	284714069.1	157.72
	2013	4.70	7073021774	1,818,117	332432023.4	182.84
	2014	4.50	7384901154	1,812,771	332320551.9	183.32
Macedonia, FYR	2012	4.22	9745251126	2,065,888	411249597.5	199.07
	2013	4.37	10817712139	2,072,543	472734020.5	228.09
	2014	4.44	11318966947	2,075,625	502562132.4	242.13

ALBANIA

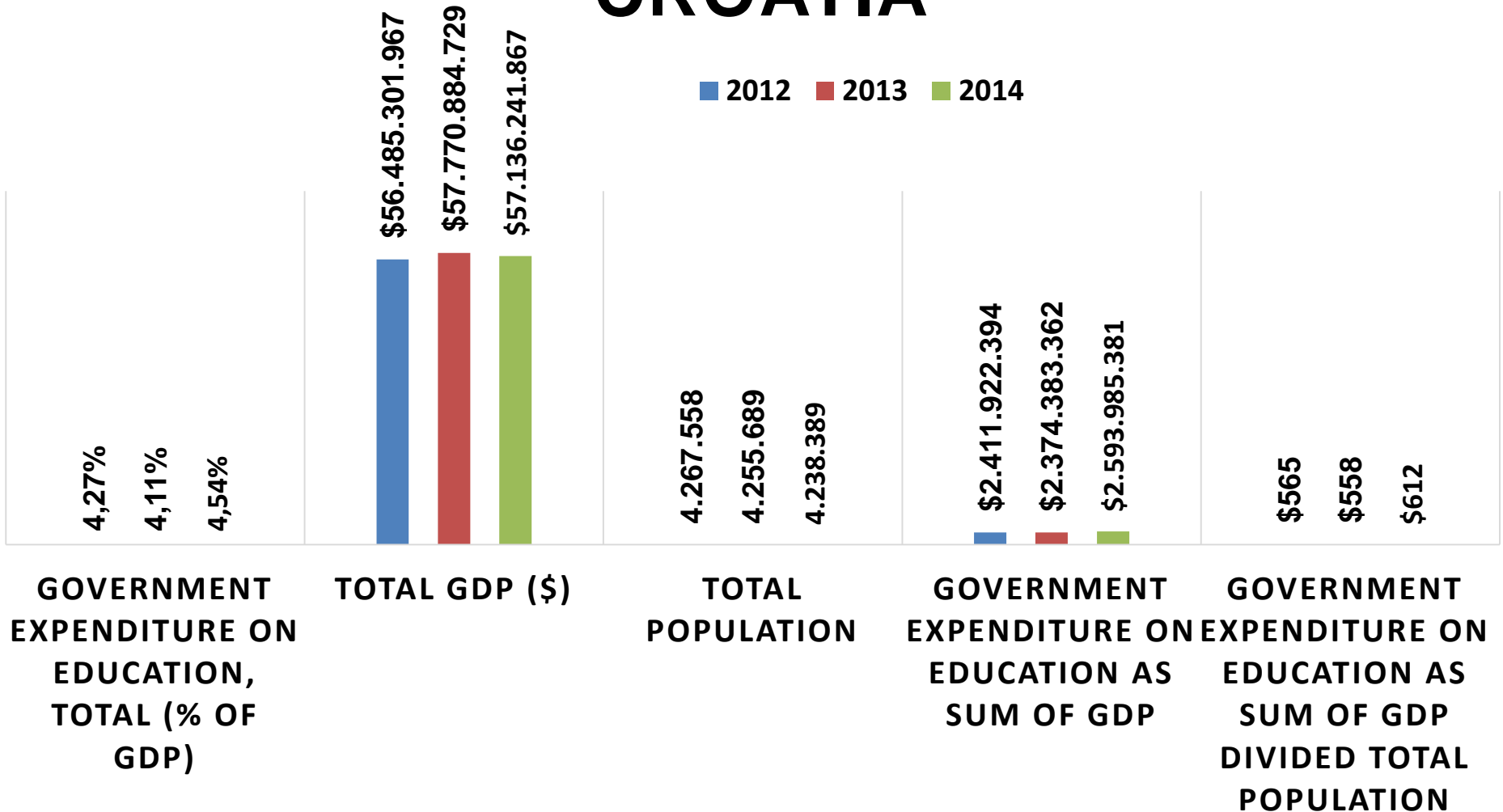
■ 2012 ■ 2013 ■ 2014



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CROATIA

■ 2012 ■ 2013 ■ 2014



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GERMANY

2012 2013 2014

4,93%
4,95%
4,89%

\$3.543.983.909.148
\$3.752.513.503.278
\$3.879.276.587.199

80.425.823
82.132.753
80.982.500

\$174.718.406.721
\$185.749.418.412
\$189.696.625.114

\$2.172
\$2.262
\$2.342

GOVERNMENT EXPENDITURE ON EDUCATION, TOTAL (% OF GDP)

TOTAL GDP (\$)

TOTAL POPULATION

GOVERNMENT EXPENDITURE ON EDUCATION AS SUM OF GDP

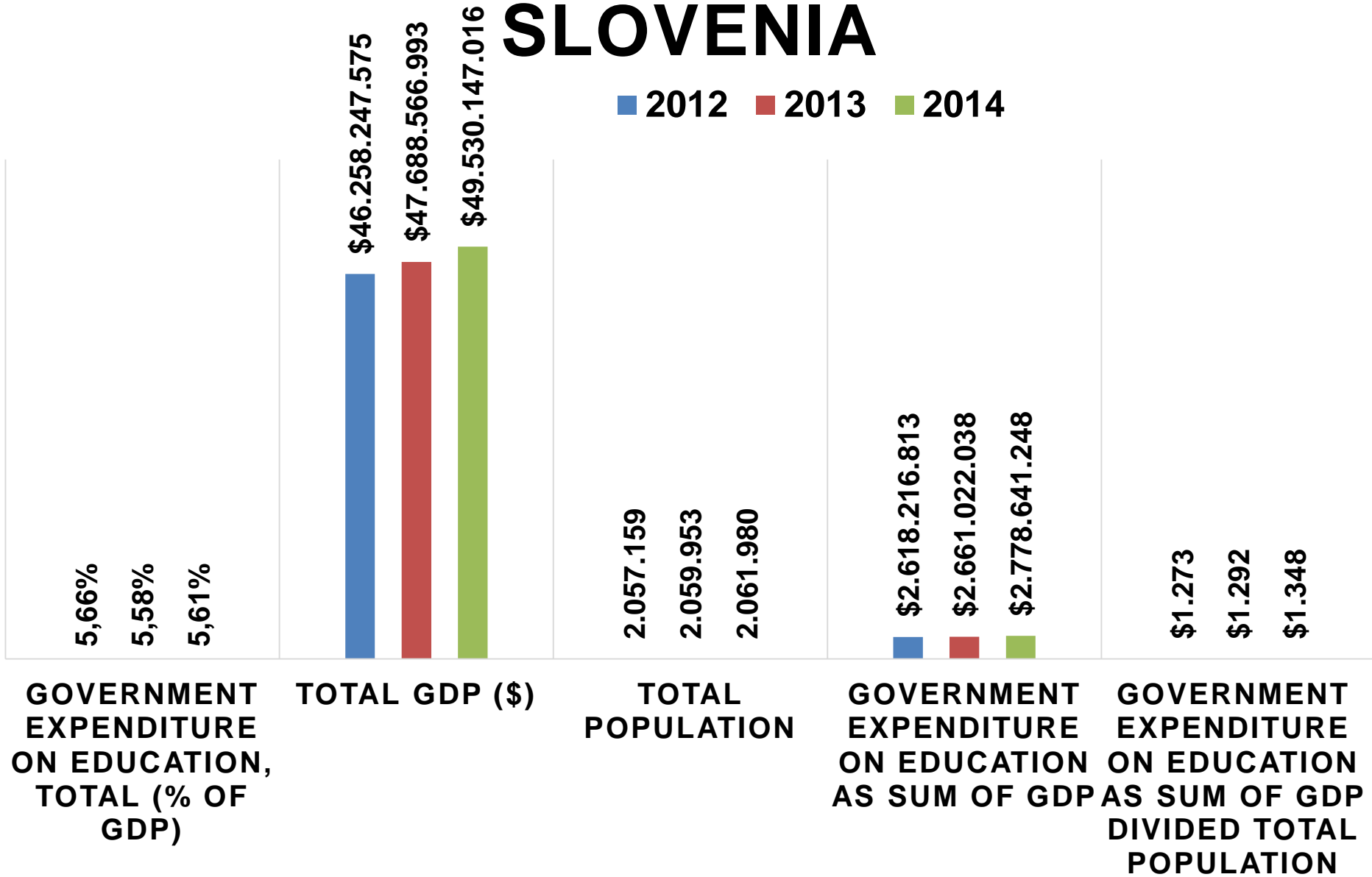
GOVERNMENT EXPENDITURE ON EDUCATION AS SUM OF GDP DIVIDED TOTAL POPULATION



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SLOVENIA

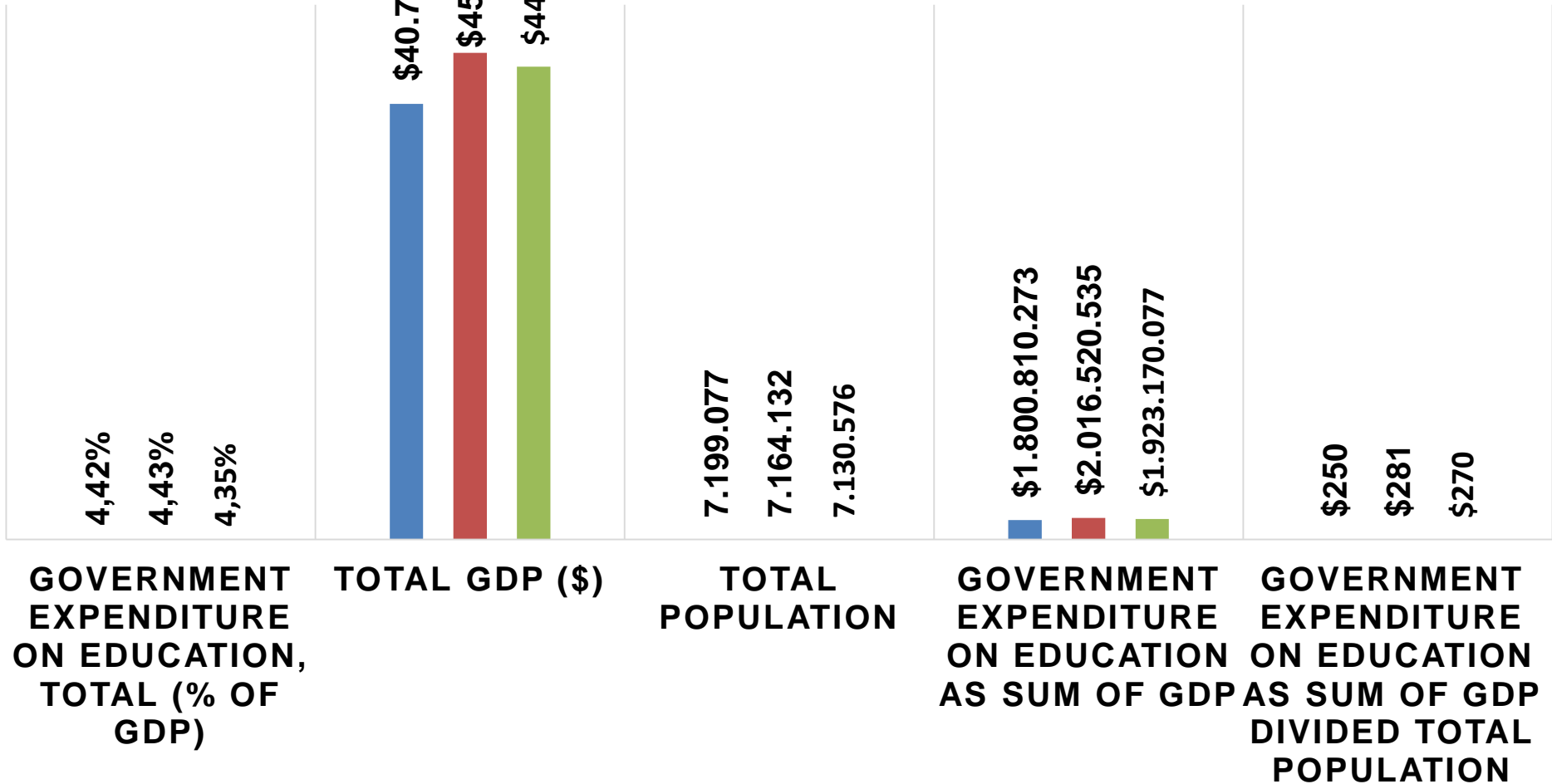
■ 2012 ■ 2013 ■ 2014



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SERBIA

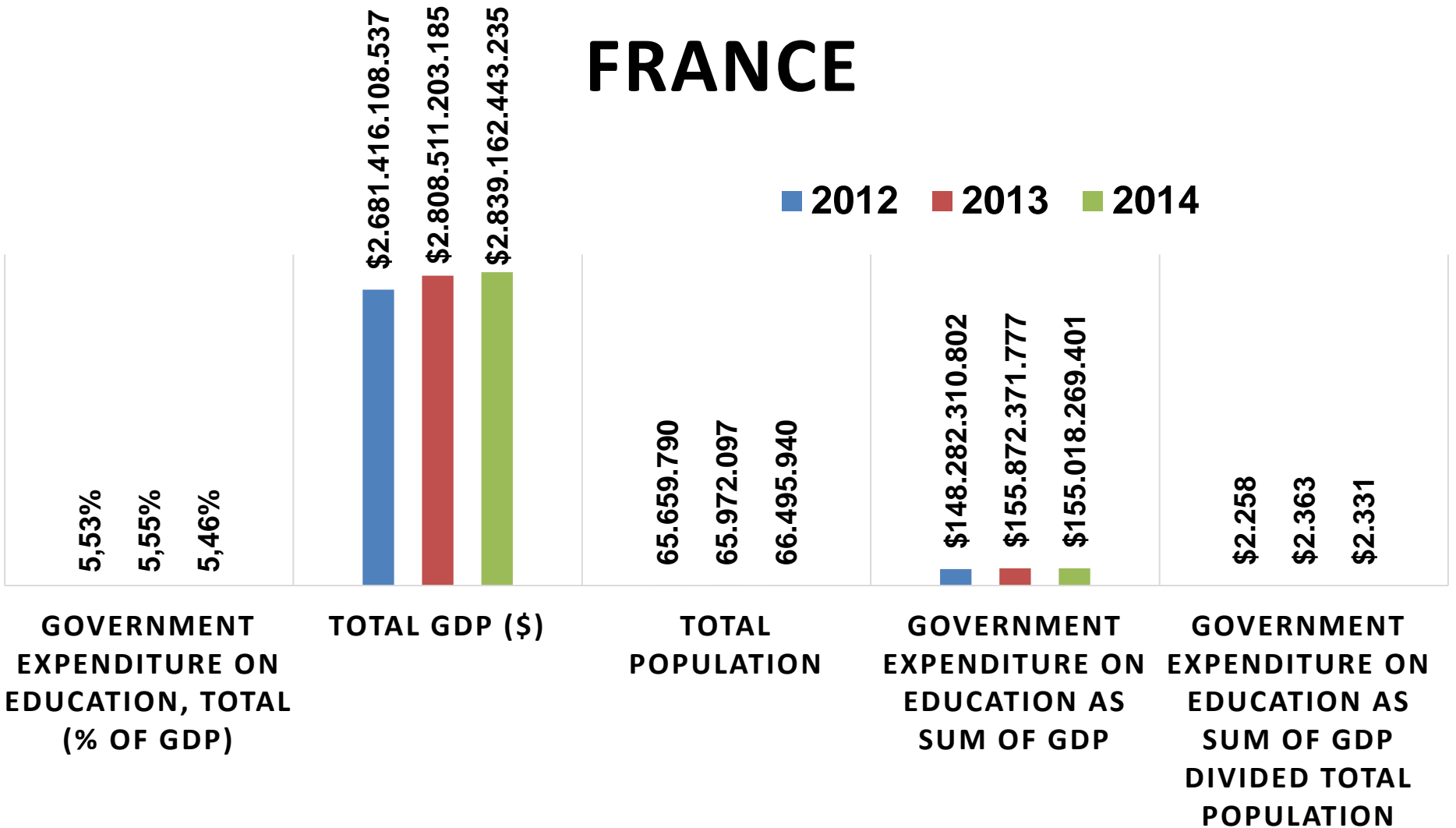
■ 2012 ■ 2013 ■ 2014



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FRANCE

■ 2012 ■ 2013 ■ 2014



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KOSOVO

■ 2012 ■ 2013 ■ 2014

4,38 %
4,70 %
4,50 %

\$6.500.321.213
\$7.073.021.774
\$7.384.901.154

1.805.200
1.818.117
1.812.771

\$284.714.069
\$332.432.023
\$332.320.552

\$158
\$183
\$183

**GOVERNMENT
EXPENDITURE
ON EDUCATION,
TOTAL (% OF
GDP)**

TOTAL GDP (\$)

**TOTAL
POPULATION**

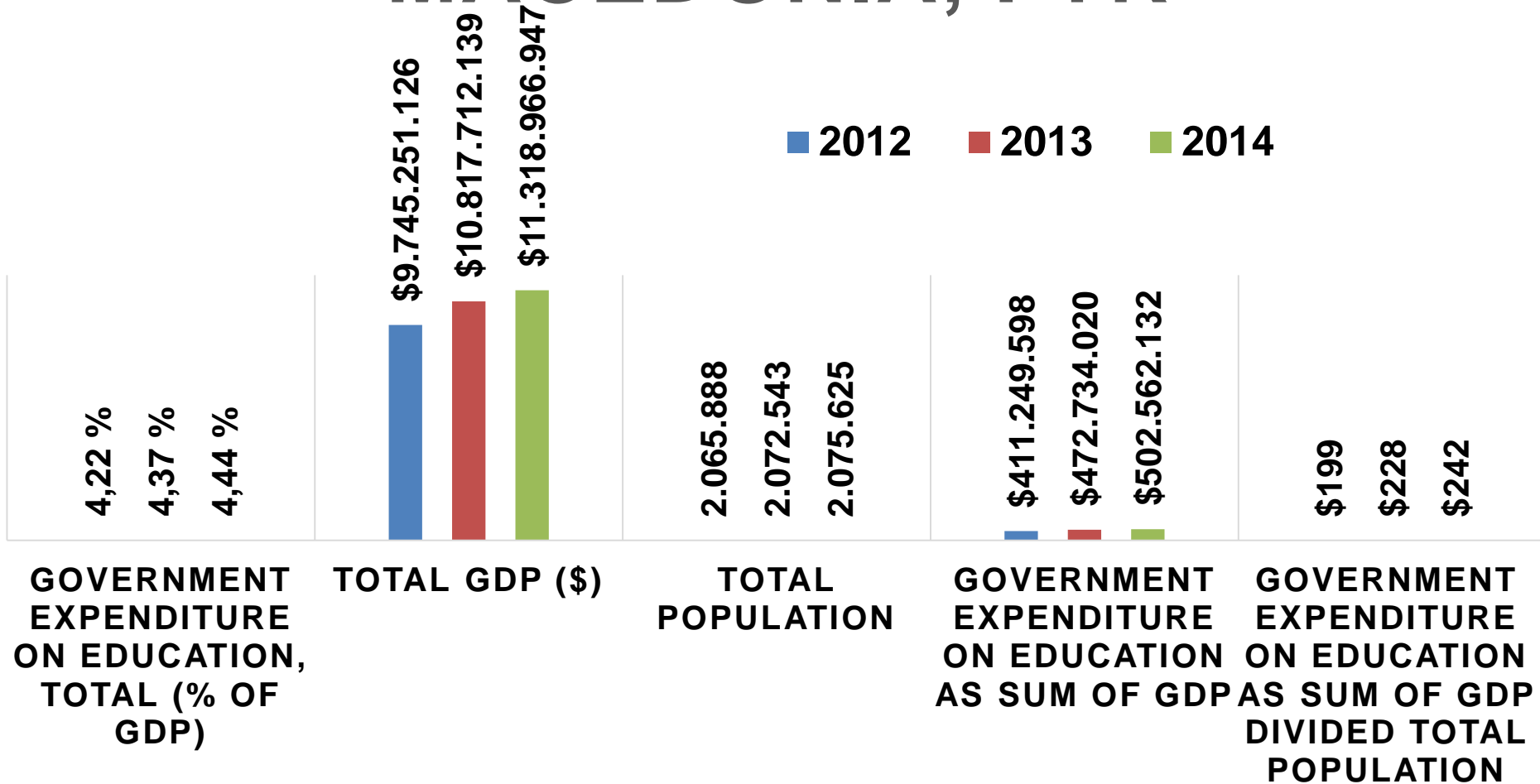
**GOVERNMENT
EXPENDITURE
ON EDUCATION
AS SUM OF GDP**

**GOVERNMENT
EXPENDITURE
ON EDUCATION
AS SUM OF GDP
DIVIDED TOTAL
POPULATION**



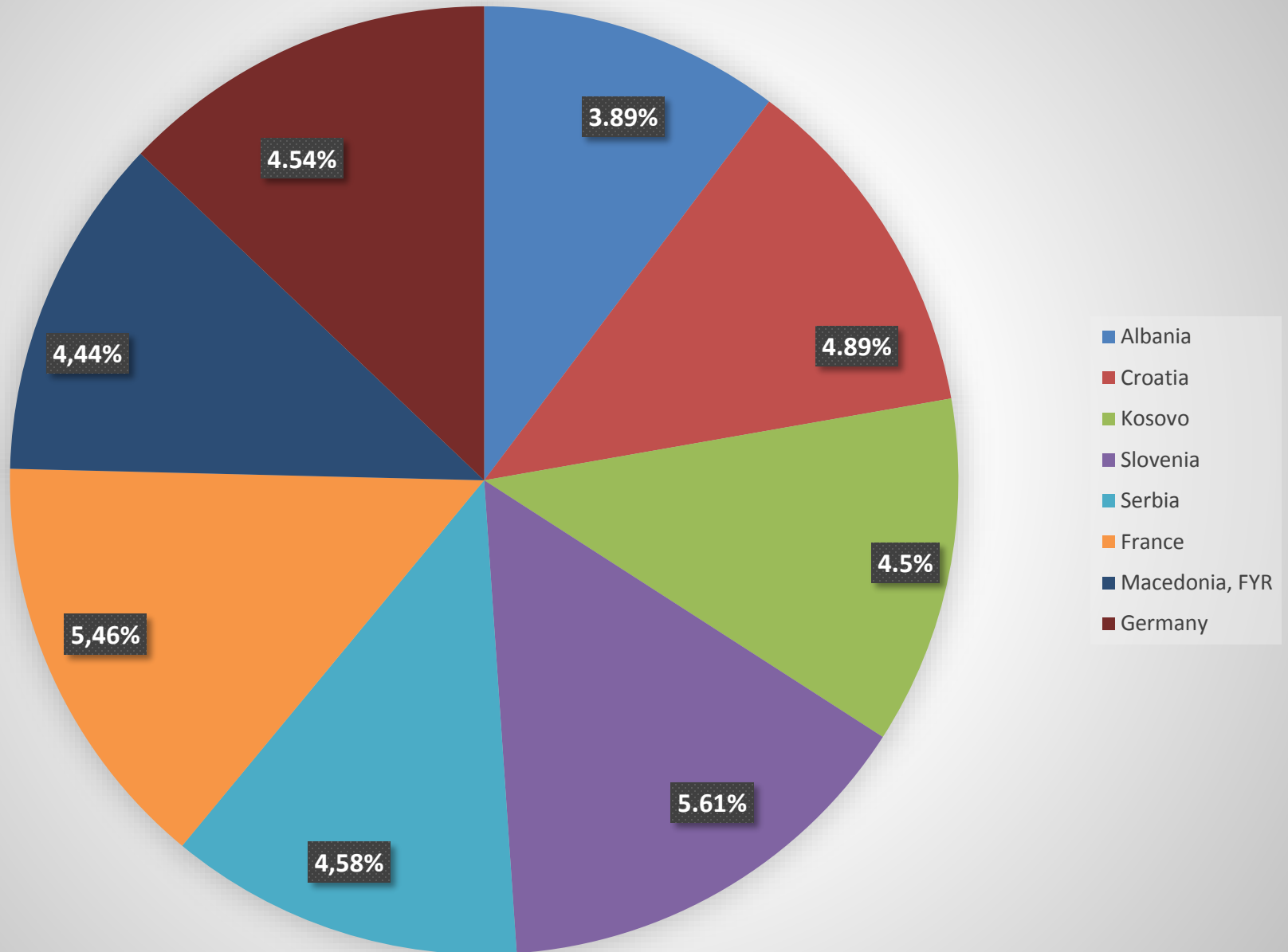
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MACEDONIA, FYR



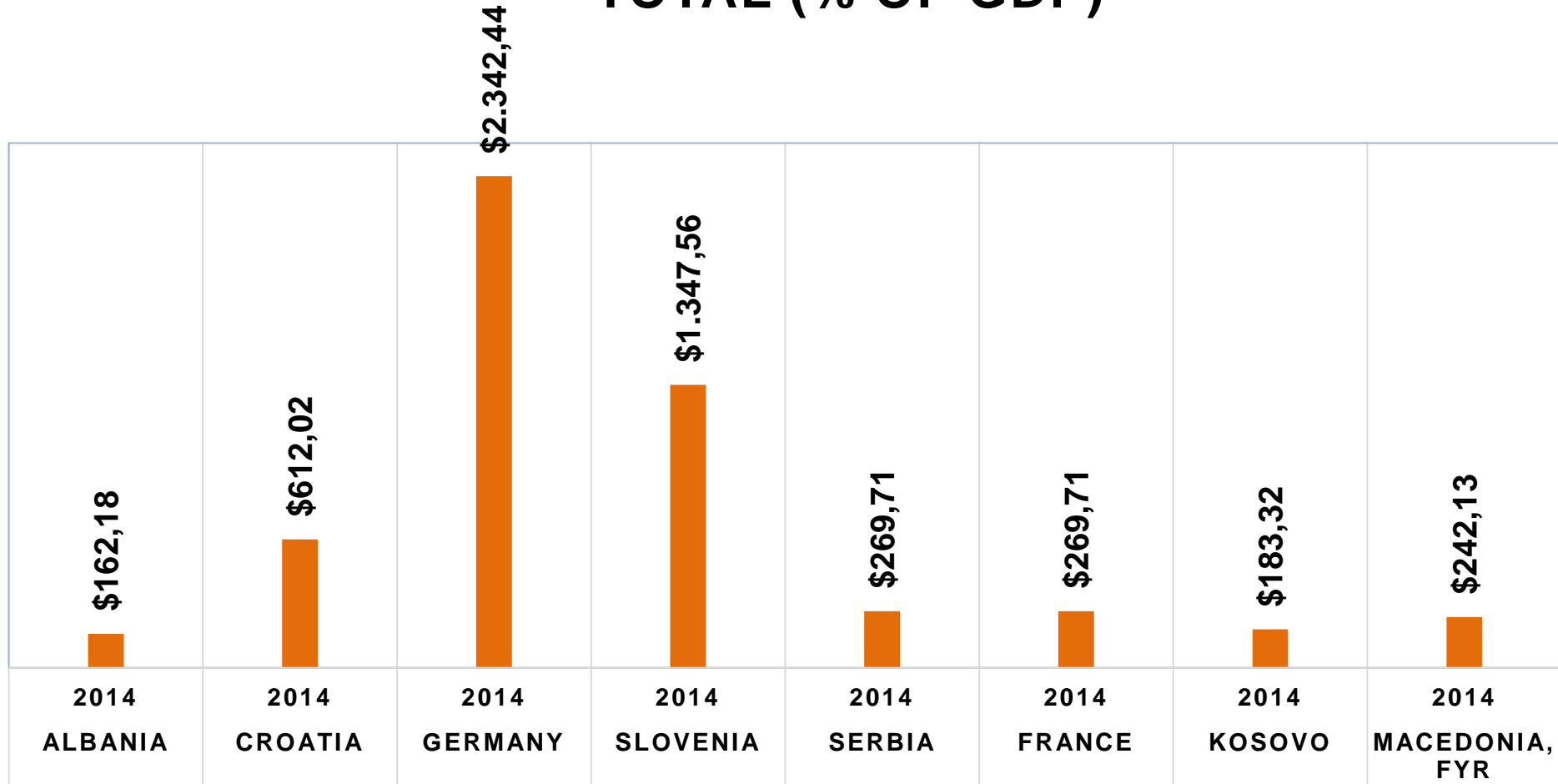
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Government expenditure on education, total (% of GDP)



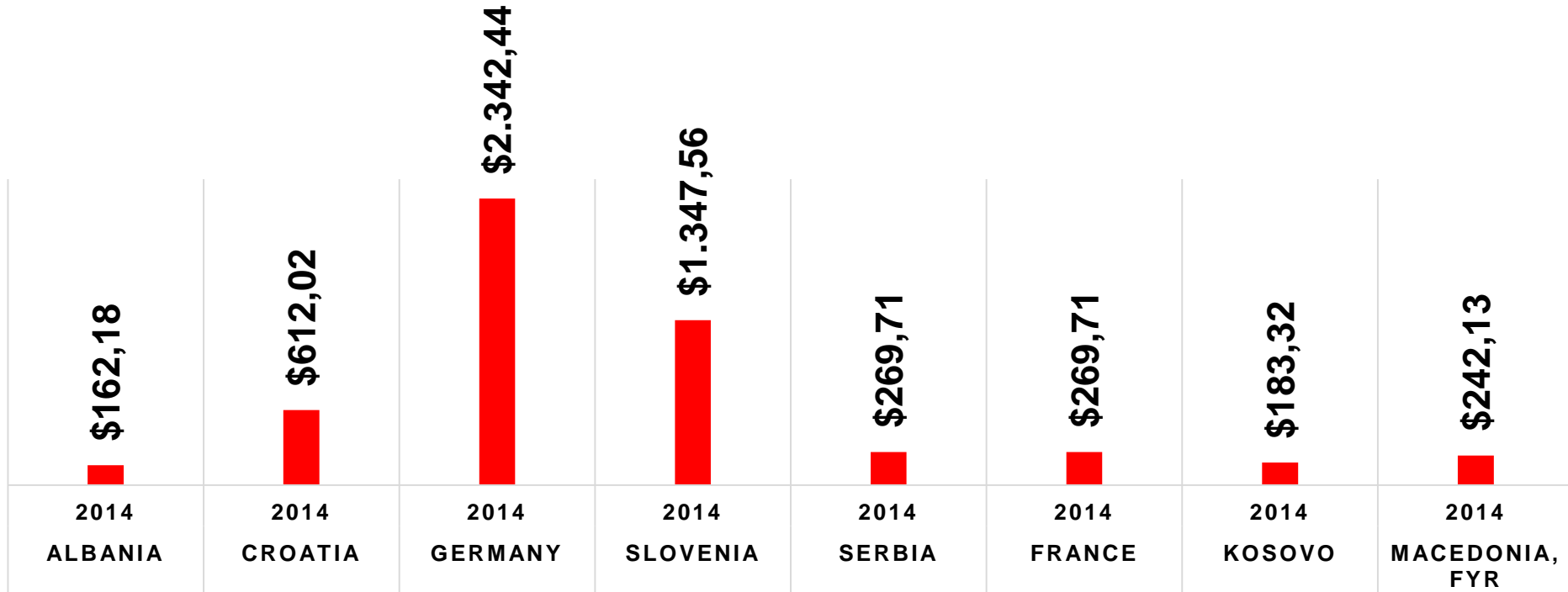
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GOVERNMENT EXPENDITURE ON EDUCATION, TOTAL (% OF GDP)



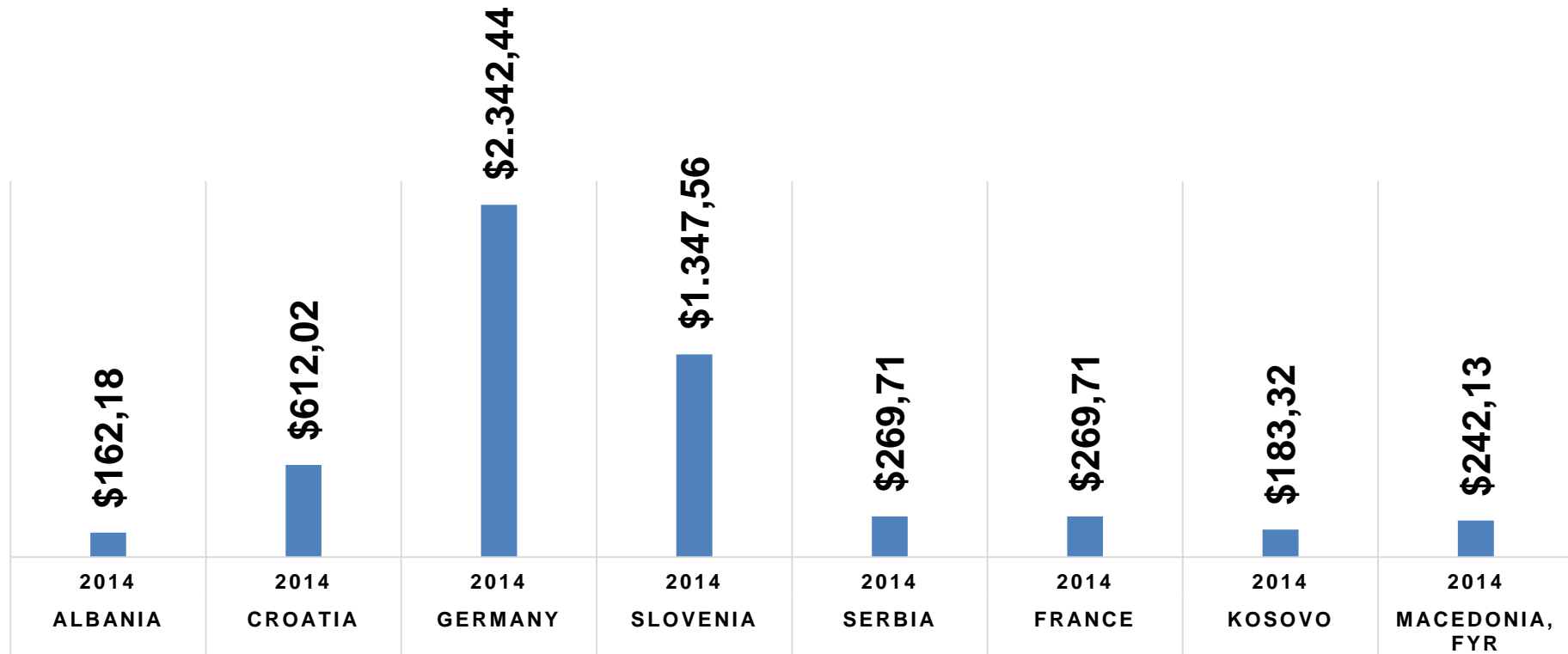
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SUM OF MONEY FOR CAPITA DIVIDED BY GDP (\$)



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GOVERNMENT EXPENDITURE ON EDUCATION AS SUM OF GDP DIVIDED TOTAL POPULATION 2014



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Education can impact in entrepreneurship if the policy of education are focus in this factor:

To invest in people with a clear vision - the driving force of an enterprise which means specific idea but which are not available for marketplace.

To encourage new generation who can promote the vision with enthusiastic passion.

To choice people who can develop strategies to change the vision

To invest people who can take the initial responsibility to cause a vision to become a success

“without education, no entrepreneurs”



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Transformative changes are happening in Higher Education Institutions worldwide as a result of good education.

These changes are conceptual as well as technological due to the upheaval in the global, social, political, and technological environment.

We argue that the process theory of Alfred North Whitehead best explains why entrepreneurship education does not always have the same results



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Based on this data every country should prepare new policy to invest more and more in Education.

As we saw on the data we can conclude the Germany, France and Slovenia they focused their attention on Education.

This presentation I will finished with this comment by Angela Merkel:

“In Germany teachers have the highest salaries in country. In conference some doctors and engineers requested to Chancellor Merkel to have equal salaries as teachers, and Merkel replied: “How can I equate you with those who taught you!?”



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Thank
you
for
your
attention !



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