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The role of entrepreneurial learning in promoting entrepreneurial orientation and developing innovation: examples of successful international experiences

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Abstract:
The field of entrepreneurship, particularly concerning the fundamental factors that determine entrepreneurial success, has witnessed intellectual debates and diverse opinions. This process has yielded two main viewpoints: the first attributes success to innate creative talent, while the second attributes it to skills acquired through education and training. Ultimately, this has resulted in a general trend, with most researchers concluding that education and training are essential and necessary factors for developing entrepreneurial tendencies and fostering creativity in individuals, ultimately leading to their success. In this study, we adopted a descriptive-analytical approach and attempted to explore and analyze a sample of successful global experiences in this field.

Keywords:
Entrepreneurship; Entrepreneurship Learning; Innovation; Creativity; Economic Development.

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1. INTRODUCTION:

Entrepreneurship became one of the main and important fields in the economies of the contemporary world, whether in advanced or even developing countries. This can be explained by the advantages that entrepreneurship enjoys.

The emergence of entrepreneurial orientation is not limited to its economic dimension, but rather it is essentially cultural and educational in its essence, more than the economic and technological aspect. This is what made many countries around the world work to include entrepreneurial education in programs and curricula in order to encourage entrepreneurship and spread it among youth by creating programs dedicated to teaching entrepreneurship and promoting the qualities and qualifications of creativity, innovation and leadership and developing research capabilities and skills, creating appropriate environment for developing entrepreneurship in society.

- **Research problem**

Based on the above, we pose the research problem as follows:

What is meant by entrepreneurship and entrepreneurial education, and what are the most important lessons learned from global experiences?

- **Study hypotheses**

To answer the study problem, we propose these hypotheses:

- Entrepreneurship is an economic, social, educational and cultural phenomenon based on developing creativity and skills to create wealth.
- The entrepreneurial education model differs from classical education because it specializes in developing creativity skills based on experience.
- International experiences in entrepreneurial learning ranged between success and failure, and the most important successful experiences are in developed countries.

- **Importance of the study**

The importance of this study stems from the impact of entrepreneurial education on developing the human element and developing its capabilities, skills and thinking related to creating wealth and possessing a sense of initiative and success through determination and perseverance while exploiting its capabilities and skills to exploit market opportunities and manage money in the most efficient way, benefiting from the experiences in the field of entrepreneurial learning.

- **Study objectives**

To identify the various concepts related to entrepreneurship; Highlight the most important axes and elements related to entrepreneurship education;

To identify global experiences in entrepreneurship education and extract the most important results and lessons from them.

- **Methodology of research**

We used descriptive analytical approach as it is the most appropriate for analysing the elements and dimensions of the study components, realizing and understanding relationship between various concepts in relation with subject of study.

2. BASICS OF ENTREPRENEURSHIP:

2.1 Entrepreneurship and the Entrepreneur

2.1.1 The Concept of Entrepreneurship:

- According to J.B. Cunningham and J. Lischeron, the field of entrepreneurship is organized into 6 schools of thought: the first two schools (psychological schools) are based on the personal qualities of the entrepreneur, the third school (the classical school) recognized the concept of opportunity, the fourth and fifth (the school of management and leadership) are based on work and management, and the sixth (the school of entrepreneurship) is based on the study of entrepreneurship in organizations.

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Table N°01: Definitions of Entrepreneurship

Definition	Source
Benefits arising from uncertainty and risk	Knight (1921)
Realizing new combinations of business organizations – new products, new services, new sources of raw materials, new modes of production, new markets, new forms of organization.	Schumpeter (1934)
Creating new organizations	Gartner (1985)
A field of activity that seeks to understand how opportunities create something new	Shane & Venkataraman (2000)
A mindset or way of thinking that is oriented towards opportunities, innovative and growth-oriented. It can be found in large companies and responsible non-profit organizations.	Allen (2006)

Source: (EL BOUFFI EL BOUGHLI , DERKAOUI , & QUACHAR, 2023, p. 04)

2. 1. 2 The concept of the entrepreneur and its characteristics:

2. 1. 2. 1 Definition of the entrepreneur:

- Hoselitz considered since 1952 that "the entrepreneur is the individual who has the skill of creativity and leadership spirit. (Obaid & Ben Khadija, 2019, p. 104)

2. 1. 1. 2 Characteristics of the contractor: The need for achievement; Self-confidence; Future vision; Desire for independence. (Boutarfa & Saghir, 2020, p. 197)

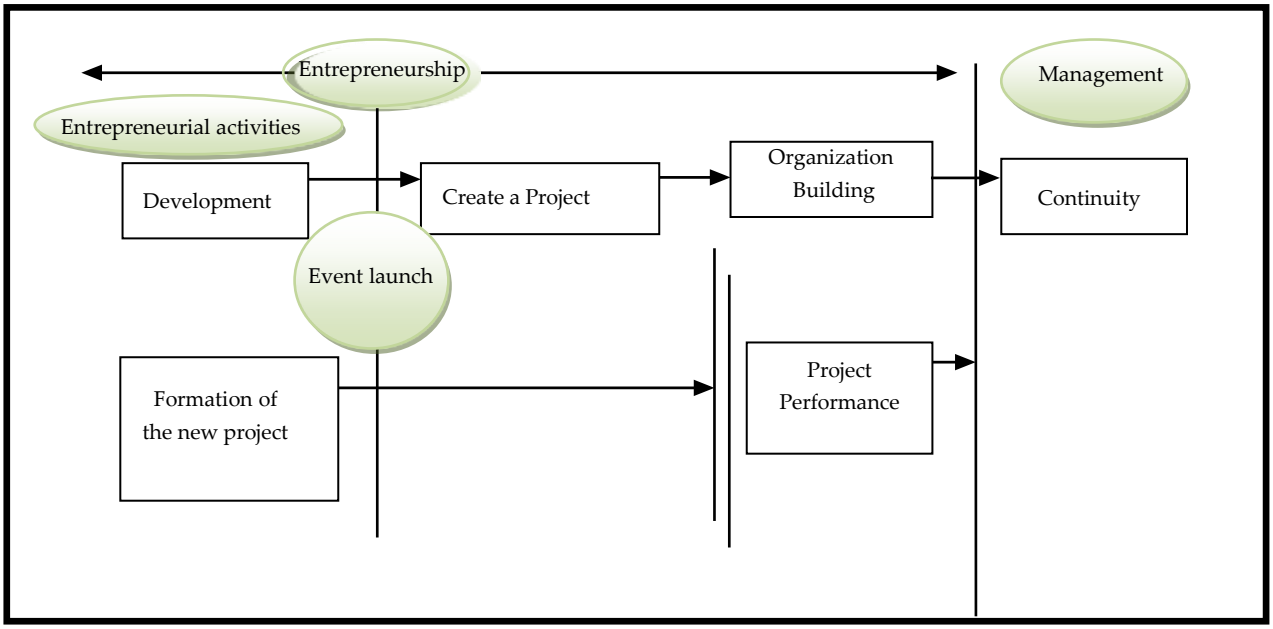
2. 2 Basic elements of entrepreneurship:

2. 2. 1 The entrepreneurial path:

Drucker indicates that entrepreneurship is a practice that begins with a specific event

or action such as establishing a new institution continues over time and achieves returns, and this is what is called the entrepreneurial path. In order to complete a new project, the internal and external environment must first be studied in order to identify opportunities, as defining the opportunity, evaluating the new project, the entrepreneur's characteristics and qualities, his previous experiences, the knowledge he possesses and the level of entrepreneurial education, the influence of a good role model, the support and influences of the environment in which the entrepreneur lives and the prevailing social values, are all factors that affect the establishment of a new project. Figure 01 illustrates stages of the entrepreneurial path. (Boutarfa & Saghir, 2020, p. 199)

Figure N°01: Stages of Bruyat's entrepreneurial path



Source: (Coster, 2003, p. 14)

2. 2. 2 The Global Entrepreneurship Monitor (GEM) model:

Entrepreneurship according to the GEM concept is the process of identifying, evaluating and exploiting business opportunities. Exploiting opportunities usually leads to the creation of new enterprises. The GEM project also differs from most other studies on entrepreneurship in that its measurements are not carried out at the level of institutions, but at the level of individuals. It examines the role and behavior of the individual regarding entrepreneurial attitudes, activities and ambitions, since new institutions are established by individuals who set the entrepreneurial behaviors and orientations of the established institutions. (GEMGlobal-Repport, 2012, p. 64)

In order to comprehensively visualize the phenomenon of entrepreneurship, the GEM study included the following variables: Figure 02.

- Entrepreneurs in emerging institutions (emerging entrepreneurs): They are the people who work on business projects in the founding phase. During this stage, the work

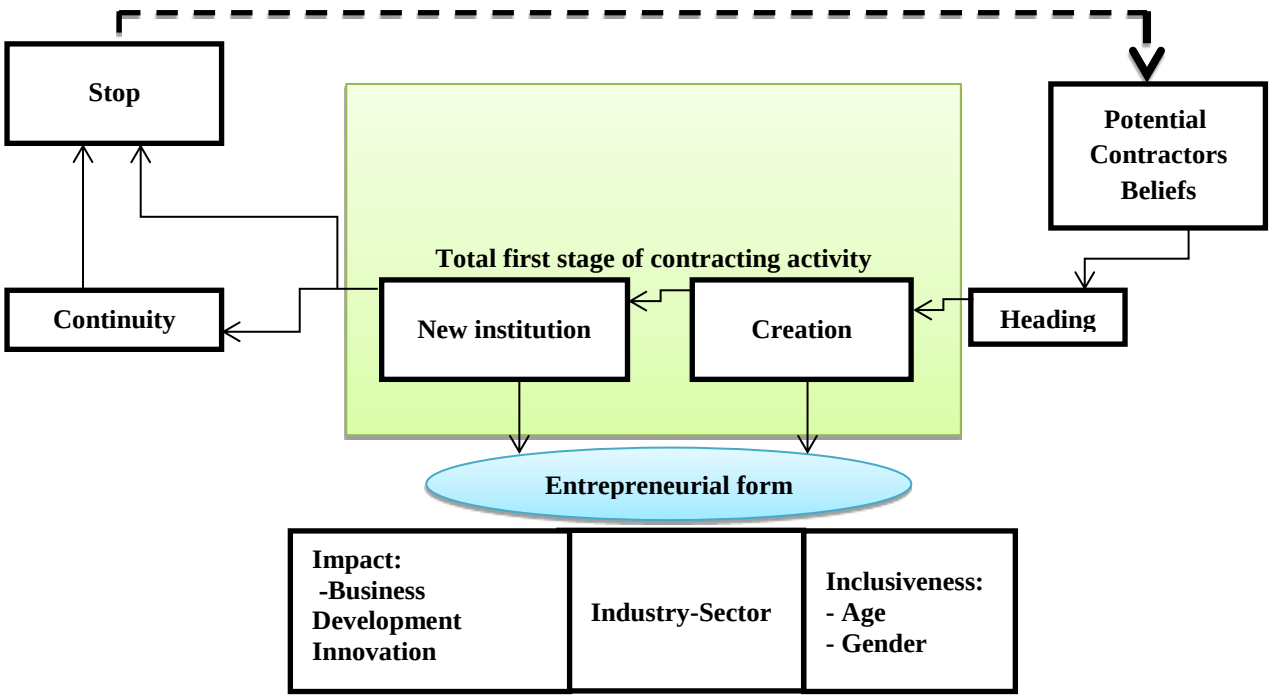
accomplished is, for example: writing a business plan, developing a prototype, filing patents, searching for capital or also contacting potential customers.

- Contractors in new establishments: owner-managers of establishments who have paid salaries for less than three and a half years at the time of the survey.

- Entrepreneurial activity rate: Indicators on emerging and new contractors who represent two basic criteria, but are characterized by entrepreneurship, TEA is taken which represents an excellent indicator of entrepreneurial activity.

- Contractors in established establishments (owner-managers): They are the owner-managers of establishments who have paid salaries for more than 3 and a half years at the time of the survey. covers a wide range of independent contractors who work for their own account in small medium-sized enterprises, as owner-managers in family enterprises. (Boutarfa & Saghir, 2020, p. 200)

Figure N°02: Entrepreneurial path according to GEM



Source: (GEMGlobal-Repport, 2012, p. 13)

2. 2. 3 Autio's model of entrepreneurial orientation:

In recent years, the number of researches related to entrepreneurial orientation has increased, but Autio's study was interested in building and testing a model that includes a number of influences on entrepreneurial orientation. Autio based his model on the models presented in recent research, especially the Davidsson model (1995), which he developed by introducing some modifications according to the characteristics of university students. The model was tested on a sample of 1956 university students, most

of whom were majoring in technological sciences in Finland, Sweden, Thailand, and the USA at the end of 1996 and beginning of 1997.

The results of the analysis showed that the main determinant of entrepreneurial orientation is the individual's entrepreneurial conviction that the entrepreneurial profession is the best alternative for him, in addition to the professional preferences of students, which is consistent with the concept of perceived desire and perception of control over behavior: (Ben Issa & Karboush, 2018, p. 48)

- **The university environment:** refers to the perceived support from the university environment, and is related to the degree to which the university is viewed as Supports entrepreneurial ambitions of university students.
- **Entrepreneurial image:** is the reward and outcome that students seek by creating their own businesses.
- **General attitudes:** represented by the need for achievement and change, earning money, and self-control, all of these attitudes have an impact on the entrepreneurial attitudes of university students.
- **Personal background:** age, gender, family, educational level... The personal background variables included in the model also include variables that are relevant to the student, such as marital status, breadth of work experience, and student status.

Entrepreneurial conviction of university students is influenced by the image of entrepreneurship as a job alternative, as well as the encouragement and support they receive from the university environment. Autio and Davidsson emphasized in their model that conviction is the most important determinant of entrepreneurial orientation. (Boutarfa & Saghir, 2020, p. 201)

2. 3 Entrepreneurial culture, intention, and spirit:

2. 3. 1 Entrepreneurial culture:

2. 3. 1. 1 Definition of entrepreneurial culture:

- It can be defined as a system represented by a set of inputs embodied in ideas, values, resources, knowledge, experiences, ..., in addition to the processes represented in the process of creation and the interaction of the elements that make up the inputs and finally the outputs embodied in behaviors, procedures, strategy, products, services, image The organization, etc. (Badrawi, 2015, p. 20)

2. 3. 1. 2 The importance of entrepreneurial culture:

It is the engine for establishing institutions, as culture plays a very important role in the cohesion of members and maintaining the identity and survival of the group. Culture is an effective tool in guiding the behavior of members of society and helping them discover their creativity and self-confidence, by stimulating psychological and financial motivations towards entrepreneurship. (Ben Wirda, Kerrouche , & Haboul, 2021, p. 351)

3.2.2 Components of entrepreneurial culture: entrepreneurial culture can be established in 04 places: family, school, institution, environment; explained as follows:

- **Social environment:** pushing towards establishing the institution.
- **Family:** family works to develop the entrepreneurial capabilities of children.
- **School or University:** its usual formative and educational role.
- **Religion:** from which derive many values (work, mastery, self-reliance... etc)
- **Customs:** influence tendency to establish institutions. (Badrawi, 2015, p. 75)

2. 3. 1. 3 Characteristics of entrepreneurial culture:

Valuing business activities; Valuing individual or collective initiatives; Valuing perseverance and determination; Living in a balance between security and risk. (Ben Wirda, Kerrouche , & Haboul, 2021, p. 351)

2. 3. 2 Entrepreneurial spirit:

Several definitions have been proposed for this concept, as mentioned below:

Table N°02: Definition of Entrepreneurial Spirit

Definition	Source	Year
"Entrepreneurship is the willingness to try new things or do things differently simply because there is a possibility of change" (quoted in Léger-Garneau, 2000)	Block & Stumpf	**1992**
"Entrepreneurship is above all a general attitude that certainly depends on skills linked to knowledge and know-how, but above all on skills linked to interpersonal skills such as, for example, perseverance, creativity, initiative or responsibility**".**	French Community of Belgium	**2005**

Source: (Radjhi, 2011, p. 101)

3. 2. 3 Entrepreneurial intention:

Intention makes it possible to predict behavior, understanding this process helps to identify the factors that motivate an individual's participation in the entrepreneurial process before looking for an opportunity or determining the type of business to launch, entrepreneurial intention will make it possible to explain the personal and situational factors that intervene in the entrepreneurial decision-making process where there is an increasing interest in attitudes and perceptions.

Entrepreneurial intention can be strongly influenced by entrepreneurial training, it is necessary to mention the 02 famous models entrepreneurial intention is based (Moreau, 2006) cited in:

First / The theory of planned behavior: defines and bases this intention on "attitudes related to behavior (having an idea, etc.), subjective criteria (need for achievement), and perceptions of behavioral control (entrepreneurial training)".

Second/ The entrepreneurial event (Shapero & Sokole): which takes into account 03 main factors, namely "negative displacements (such as job dissatisfaction), positive

displacements (such as the presence of potential investors) and intermediate situations (such as leaving school)" which are linked to "the individual's feasibility perceptions and desirability perceptions" to the extent that the development of the latter positively affects the intention to create a business. (EL BOUFFI EL BOUGHLI , DERKAOUI , & QUACHAR, 2023, pp. 6-7)

3. INTRODUCTION TO ENTREPRENEURSHIP EDUCATION:

3.1 Basic concepts about entrepreneurship education:

3.1.1 The concept of entrepreneurial learning:

Fayolle and L.J. Filion proposed a concept of entrepreneurship by linking it to the problem of education. They emphasize that the concept of entrepreneurship is linked to three different registers: way of thinking, behaviors, and attitudes. These registers relate to two dimensions of organized work; namely the individual dimension and the collective dimension. Thus, entrepreneurship can target an individual, a group, a company, another organization (association, public, etc.) or even society as a whole.

- Way of thinking: When it comes to the individual, the focus is on the problem of the spirit of initiative. When it comes to a company or a group, it is appropriate to emphasize the encouragement of the spirit of initiative. Entrepreneurial ideas and attitudes can be transmitted to the individual through his family circle, through the education system as a whole, through society, as well as through other social environments linked to geographical spaces or professions. For the company, the manager and the environment can directly influence entrepreneurial attitudes and the way of thinking that corresponds to them.

- Behavior: Individual or collective entrepreneurial behavior is a concrete manifestations of the world of thought through consent and risk, identifying and seizing opportunities, taking initiative, solving problems, working collectively. Iindividual to develop his entrepreneurial behavior, he is obliged to adjust specific aspects of his performance. This behavior is developed by reinforcing the training "learning by doing", based on teaching through apprenticeship (learning a profession).

- Cases: Cases in entrepreneurship are multiple. Being synonymous with uncertainty, risk, the coupling between the project and the man (entrepreneur) and the creation of value. It may be a source of free choice, chance or even to meet a need. Entrepreneurship situations can be summarized as:

- Creating businesses (by copying, imitating or innovating); - Creating businesses by spin-off; - Taking over healthy or struggling companies; - Creating activities, developing new products, managing profit centers in existing companies; - Self-employment. (EL BOUFFI EL BOUGHLI , DERKAOUI , & QUACHAR, 2023, pp. 8-9)

These situations are the subject of training and education as the education system provides training and transfers appropriate knowledge to those concerned through targeted training. Awareness of entrepreneurship learning may have a direct impact on individuals' skills, attitudes and perceptions regarding their orientations and their choice of career. The goal is to develop entrepreneurial skills through training.

3. 1. 2 Objectives of entrepreneurial learning:

- Identify and prepare potential entrepreneurs to start or advance their projects;
- Enabling students to prepare business plans for their future projects;
- Focus on important issues before implementing project (market research, competitor analysis, financing, legal procedures, tax). (Boutarfa & Saghir, 2020, p. 200)

3. 2 Requirements, programs strategies for entrepreneurial learning:

3. 2. 1 Requirements and patterns of entrepreneurial education:

3. 2. 1. 1 Requirements for entrepreneurial education:

Providing infrastructure; Human resources; Providing an enabling environment; Responding to the great pressures and challenges; Benefiting from global experiences. (Hamli & Houhou, 2019, p. 630)

3. 2. 1. 2 Types of entrepreneurship learning programs: Many classifications for entrepreneurship learning programs provided, but 03 international organizations (the International Management Development Network, the International Labor Organization, and the U N Development Program) agreed to provide a definition for the entrepreneurship development program, includes a set of stages (table 3):

Table N°03: Types of entrepreneurship learning programs

Program Type	Program Objectives
Entrepreneurship Awareness	Learn more about entrepreneurship
Establishment of the institution	Form technical and human skills to generate revenue, create a private enterprise and create jobs
Development of institutions	Respond to the special needs of owners and managers
Development of managers	Develop skills in consultation, education and monitoring of small enterprises

Source: (Belkhader, 2022, p. 199)

3. 2. 1. 2 Teaching Methods:

The most appropriate learning methods for entrepreneurship education should combine classical teaching methods with teaching methods based on the accumulation of experiences and learning through and on the job Table.

Table N°04: Differences between educational learning models and entrepreneurship

learning models	
Entrepreneurial model	**Educational model**
Only mutual learning from each other	Teaching by the teacher
Learning by doing	Passive student in listening mode
Learning through interpersonal exchanges and conversations/discussions	Learning through writing
Learning in a flexible, informal environment	Learning from feedback from the main person: the teacher
Learning under pressure: there are goals to be achieved	Learning without pressure of direct goals
Learning by borrowing from others	Contribution of others discourages
Learning by trial and error	Fear of failure and mistakes
Learning by solving problems	Learning through note-taking
Learning by discovery guided by the teacher	Learning through a network of "experts"

Source: (Fayolle , 2012, p. 3)

Table N°05: Strategy for making the educational environment more entrepreneurial

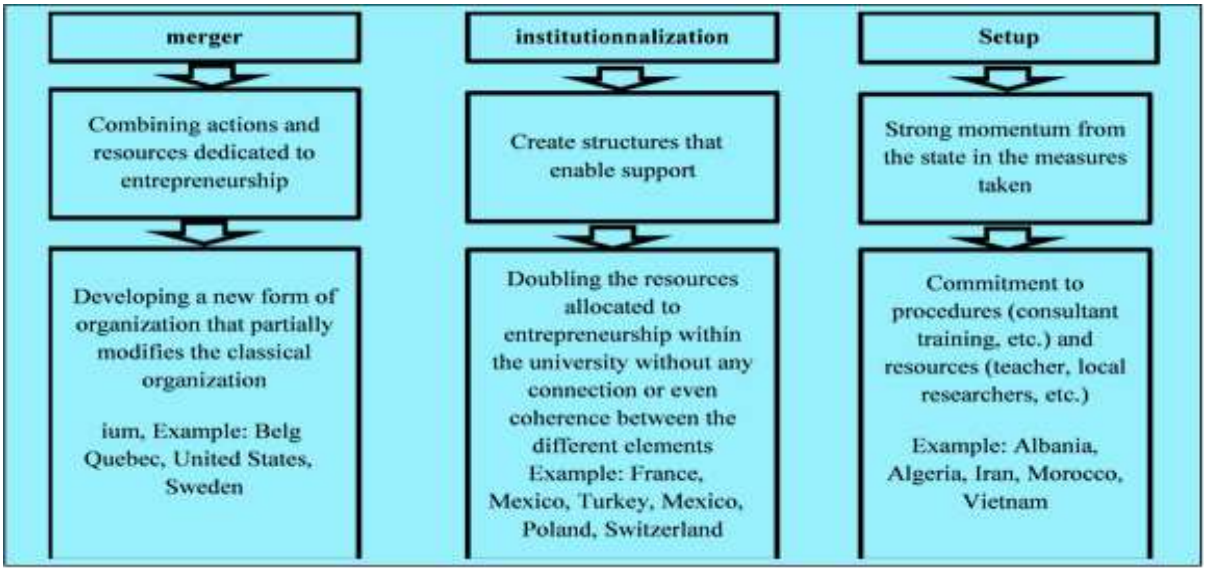
Entrepreneurship learning	Teaching entrepreneurship culture	Entrepreneurship in learning
- Promoting entrepreneurship as a profession - Training teachers - Making program schedules more flexible - Exploring entrepreneurial potential - Using diverse teaching methods	- Developing entrepreneurial skills and traits - Rebuilding the corporate climate in the classroom - Promoting the company as a place and way of learning - Promoting entrepreneurs as mandatory references - Managing the project according to the tasks required to be done in the company	- Belief in the power to make a difference - Learning to collaborate - Prejudging the ethics of entrepreneurs - Promoting the school as a place for the birth and growth of projects - Engaging everyone in the community for change

Source: (KOUBAA , ELOUAZZANI ECH CHAHDI, & YASSINE, 2014, p. 17)

3. 2. 3 Structure of learning:

The relationship between the university and entrepreneurship takes several forms. In his work, Schmitt was interested in this relationship and tried to classify the university space in terms of teaching entrepreneurship into three categories. He divided these categories into 3 categories: preparation, institutionalization, and integration of the relationship between the university and entrepreneurship.

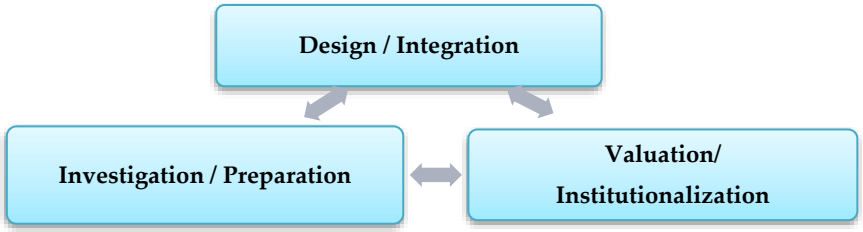
Figure N°03: Structure of teaching entrepreneurial education by Schmitt



Source: (KOUBAA , ELOUAZZANI ECH CHAHDI, & YASSINE, 2014, p. 18)

Through the components of the 3-category model, it was possible to identify a specific model of entrepreneurship on which the university relies.

Figure N°04: Representation of the three-category education structure of Schmitt



Source: (KOUBAA , ELOUAZZANI ECH CHAHDI, & YASSINE, 2014, p. 18)

The configuration/implementation model: The implemented actions are based on mechanisms that favour the realization of the project around a product or service. Here, the university focuses on the internal approach (entrepreneurship revolves around the relationship between the individual and the creative project) of the entrepreneurial phenomenon. This is manifested in the creation of programs dedicated to entrepreneurship, or tools (business plan, financing plan, etc.) or even advice in the field of entrepreneurship. Accordingly, the work here is concerned with discovering projects and project leaders. This makes it possible to partially respond to the social demand for employment. Thus, university's function is based on the initial stage of the entrepreneurship process while neglecting the final stage.

- **The institutionalization/evaluation model:** This model complements the implementation model. Its purpose is to promote university projects. By working

to support projects to reach the implementation stage outside the university to integrate the market. The university allocates several means, the most important of which is the development of specific structures, such as university incubators, innovation centres, etc. This model has a dual role. It includes both: local development, and mediation between the university and the economic fabric.

- **The integration and design model:** Unlike previous models, this model aims to combine the different procedures and means in the field of entrepreneurship at the university. Therefore, it works to produce new projects, not existing projects. It also works to dismantle training and research programs. Therefore, it is necessary to modify the traditional organization of the university. Through a complete reform of the traditional organization of the university. Through this model, the university is not limited to support, but is at the forefront of the entrepreneurship process. (KOUBAA , ELOUAZZANI ECH CHAHDI, & YASSINE, 2014, pp. 18-19)

3. 3 The Entrepreneurial University:

3. 3. 1 The concept of the entrepreneurial university: some cited in table 6

Table N°06: Definition of the entrepreneurial university

Definition	Source	Year
"The Entrepreneurship University, on its own, seeks to innovate the way it does business. It seeks to engineer a fundamental change in the organizational character in order to reach a more promising position for the future**".**	Clark	**1998**
"An entrepreneurial university is characterised by closer partnerships between the university and the business sector, greater faculty accountability for accessing external funding sources, and management ethics in governance, leadership and institutional planning**".**	Subotzky	**1999**
"Entrepreneurial university refers to the activities of individual teachers or teams who are particularly successful in self-financing in general by marketing their knowledge (research + training) to specific clients in public and private sectors**".**	Fuller	**2005**
"To be considered prestigious, a university must be innovative, proactive and responsive to the needs of its various stakeholders. This means that, in addition to teaching and research, an entrepreneurial university must be significantly involved in the economic and social development of the region and the country, and be an active factor in promoting a knowledge-based economy. Entrepreneurship seems to be the gold standard for any dynamic university today**".**	Miclea	**2006**

Source: (Radjhi, 2011, p. 101)

4. EXPERIENCES ON ENTREPRENEURSHIP EDUCATION:

4. 1 The American experience:

A week is held in the United States of America every year called Entrepreneurship Week to encourage young people to practice entrepreneurial work, during which many activities and events are held such as: simulation exercises, online games, business plan competitions, a guest lecturer program, various workshops, and local forums for

entrepreneurial activities. The American government also designs educational websites on the Internet that allow students to learn about their abilities and interact with specialized teachers to explore students' entrepreneurial abilities and skills.

There are also many entrepreneurial centres in the United States that provide educational and training programs for new generations of entrepreneurs, which provide assistance to men and women, especially in the information and communications technology sector, who intend to establish new, advanced and successful technological companies, and conduct many scientific studies and research related to developing new projects.

The US government also conducts extensive media campaigns targeting young people of all ages to encourage them to engage in entrepreneurship and freelance work in order to create a willingness and orientation towards entrepreneurial work and create a job opportunity rather than searching for a profession or job in government agencies. These media campaigns rely on telling the true stories of well-known entrepreneurs and businessmen in the business environment.

American universities offer integrated educational programs in the field of entrepreneurship, and also offer many scientific courses. American universities have led many other universities in the world towards teaching entrepreneurship, with the University of Southern California being the first university to offer the first modern and advanced scientific course in entrepreneurship in 1971, followed by other American universities and other universities in many countries around the world.

Many American universities organize competitions to encourage the spirit of entrepreneurship among students, with the Massachusetts Institute of Technology offering a prize of $50,000, targeting researchers and students alike, and the institute requires that at least one member of the project team be enrolled in the institute on a full-time basis. Yale University also awards prizes of up to $50,000 through university-wide project plan competitions. This grant provides a sum of money to start the project, in addition to advice, guidance, and follow-up for university contractors. (Gharbi & Noui, 2016, pp. 9-10)

4. 2 The French experience:

Most researchers who have addressed the subject of entrepreneurial education in France agree that there are 03 dialectical elements in this model, which are:

- **The objective of entrepreneurial learning:** It was divided according to the objectives into three types of education, the first is educational, informative and sensitizing about entrepreneurship and its importance, with reference to the schools that addressed the subject and stimulate creativity, initiative and develop independence, and the second objective is specialized education for students in the fields of work to organize to

encourage entrepreneurs to create projects, the last type of entrepreneurial education is to accompany and support students in completing their projects, and in management process, these 3 objectives are integrated and achievable;

- **Target group:** Its learning needs, levels of responsibility and individual expectations differ depending on whether students are young entrepreneurs or businessmen, so that students lack experience compared to others and may have limited career ambitions, however, the diversity of student characteristics can compensate for the lack of experience;
- **Forms of entrepreneurial education:** Teaching methods are practiced according to the objectives and target groups, through the learning content, and the required material and human educational resources. Teaching strategies are determined in advance by teachers (university, entrepreneur or expert) and by students.

We will discuss each type of entrepreneurial education below, focusing on the objectives that each type seeks as follows:

- **Information and awareness:** This type is concerned with students in the early stages as well as informing people at a certain stage of their lives, by calling on them to start businesses or participate in creating economic activities by following a method of motivation and enriching intellectual and personal abilities, and working to provide the necessary knowledge to remove the ambiguity about creating activities in general and economic projects in particular.
- **Specialized education programs:** The main objective of specialized education is to allow students who wish to work in the areas of freelance work and project creation, to deepen their knowledge and learning, to understand the diversity of entrepreneurship and to give them this entrepreneurial spirit, and therefore it is not only a matter of preparing entrepreneurs, but also of motivating other individuals.
- **Accompanying and supporting project holders:** The purpose of this type of education is to accompany, support and guide students in establishing economic projects, or participating in the implementation of such projects, in the context of teaching them the spirit of entrepreneurship, not only through acquiring intellectual and cognitive skills, but also through learning skills, activities and training that enable the individual to accomplish his own project, and teaching learning methods for implementing projects to provide the greatest possible opportunity in practical reality, privately or collectively, therefore this type is based on conducting study courses that focus on the needs of the project, as supporting and monitoring projects requires a great ability to listen, support and advice in implementing work plans, with training and support. (Gharbi & Noui, 2016, pp. 9-10)

4. 3 Lessons learned from previous global experiences:

- The necessity to integrate entrepreneurial education into curricula at various educational levels, by providing integrated educational programs;
- The importance of providing trained and qualified human resources that contribute to training, consulting and supporting potential entrepreneurs;
- Working to involve higher education institutions, training institutes, successful company managers, representatives of banks and financial institutions, and local administrations in developing and implementing the entrepreneurial education strategy and striving to encourage this role more;
- Carrying out numerous reforms in the educational and pedagogical system, aiming to bridge gap between university outputs and labor market needs;
- The necessity to conduct extensive media campaigns targeting young people.

5. CONCLUSION:

Through this study we understand the function of entrepreneurial learning and the importance of the pivotal role it plays in spreading entrepreneurial culture, providing young people with competencies and skills, and instilling a spirit of creativity among them.

Successful international experiences provide tools, experiences, and exemplary ideas by valuing the elements that were the reason for success and avoiding and correcting the mistakes that led to stumbling in relation to entrepreneurial learning and spreading entrepreneurial culture and spirit in society, especially the youth category.

Entrepreneurial learning contributes to supporting individuals' orientation towards entrepreneurship, and developing their entrepreneurial thinking, by investing in their capabilities and developing them with maximum efficiency while having a strategic vision and wisdom in decision-making.

Based on the above, we reached the following:

Regarding the research hypotheses: Proving the main hypothesis and secondary hypotheses. Accordingly:

- Entrepreneurship is an economic, social, educational and cultural phenomenon based on developing creativity and skills to create wealth.
- The entrepreneurial learning model differs from classical education because it specializes in developing creativity skills based on experience.
- The most important successful experiences are in developed countries.

We also reached other additional results that can be summarized as follows:

- Entrepreneurship is an ideal model for unleashing individual capabilities and energies to achieve development and create wealth through creativity and intelligence.
- Entrepreneurial learning has proven through the experiences of successful countries that

it is capable of harnessing individual thought by creativity and success.
- Modern countries have begun to direct their educational system to be a nursery for creating creative and skilled entrepreneurs.
- Providing an environment that encourages the success of entrepreneurial projects in parallel with entrepreneurial education and training increases the success.

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