



# **The Impact of British PG (Business) Education on the Entrepreneurial Aspirations of returning foreign students: a Comparative Case Analysis of Russia and Kazakhstan.**

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# The Research Problem

- *'There is increasing pressure for enhancing the curriculum in many disciplines to embrace a wider global context'* (Gibbs 2013; p.11).
- British universities have placed increasing dependency on foreign students (Gibbs 2013).
- British universities have increasingly added programmes to attract overseas students, including but not limited to enterprise and entrepreneurship courses (recognised as a critical component of economic growth, however *have they been successful?*)
- Postgraduate students numbers are down by 7% in 2014 (Trends in International Student Mobility Report, 2014)
- According to Trends in International Student Mobility Report (2014) Female respondents were more likely than males to see themselves running their own business and those < 30 were slightly more likely to be aiming to run their own business in 10 years' time

**What does your university do to attract  
International Postgraduate students?**

# Research background

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- This exploratory research assesses the impact of British Postgraduate Enterprise education on the entrepreneurial behaviour and actions of foreign students, who return to their home countries to start a new business or join an existing business.
- The study is conducted with reference to three modern UK universities and from the perspective of foreign students and graduates.

# Data collected

The study will examine the issues from the ten year period, 2004 – 2014, and aims to bring together three ostensibly disparate units of analysis:



Semi-natural social settings will be considered for this particular research, in which participants will be interviewed individually about the activities in which they engaged in their natural settings.

# Why are these countries targeted?

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**Russia and Kazakhstan were selected for the following reasons:**

1. The researcher has access to a network of graduates who studied in the UK in the last ten years;
2. Both countries' business environments have undergone rapid change in the last five years and become more flexible and open to new business ventures;
3. Kazakhstan has strong links with the UK and the number of Kazakh students coming to study in the UK is growing every year;
4. Kazakhstan is socio-economically connected with Russia and recently (May 2014) signed a tripartite agreement to form the Russian-led Eurasian Economic Union
5. Russian language is native to both countries

# Targeted Countries



Country	Year	Doing Business In	Start-ups
Russia	2015	68	34
Russia	2014	64	58
Kazakhstan	2015	77	55
Kazakhstan	2014	76	53

*World Bank Group, Doing Business in Report, 2015*

# Business Support in Russia



- The Russian government has chosen the World Bank Doing Business Report as an indicator of SME sector development. Government measures implemented in 2012-13 helped Russian Federation to move up 20 positions being rated 3rd on the list of the top 5 countries improving the most in the year 2013. **The goal set by the government is to reach top 20 by year 2018**
- Federal Law on Developing Small and Medium Scale Entrepreneurship in the Russian Federation (2008). Introduced the terms ‘medium entrepreneurship’, ‘microenterprises’ and ‘infrastructure for support to SME’. Defined methods of support for various forms of SME.
- “Development Bank” (2007) defines objectives and functions of the development bank, in particular states SME support as one of the main functions.
- “Long-term state economic policy” (2012 May) sets measures and directions for improvement of entrepreneurship conditions, in particular through creation of mechanism of state’s guarantees to secure medium-sized companies investment projects.



# Business Support in Kazakhstan



- In 2011, the government launched the Business Road Map 2020 program, which supports small businesses. The program is aimed at ensuring the sustainable and balanced growth of the regional business in non-oil sectors of the economy and the preservation of existing and creation of new permanent jobs.
- The Program for the development of agriculture in the Republic of Kazakhstan for 2010-2014, the development of competitive agro-industrial complex of providing food security and increase exports.
- "Center for Engineering and Technology Transfer" JSC. The main objective of the Center is to develop and organize a competitive technology market in the Republic of Kazakhstan, as part of the innovative development of the country;
- Entrepreneurship Development Fund "Damu" JSC- promoting quality development of small and medium-sized businesses, as well as micro-finance institutions in Kazakhstan as an integrator and operator of delivering financial and consulting services

# Business Support in Kazakhstan

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- "National Innovation Fund" JSC provides financial support for innovative business initiatives by attracting investment and project financing;
- "Investment Fund of Kazakhstan" - financial support by investing in the share capital of companies producing in-depth processing of raw materials, using modern and advanced technologies;
- Technology parks, business incubators, industrial zones - logistical support of entrepreneurship at the stage of its formation and development;
- EBRD - a third phase of a programme with women and young entrepreneurs in Western Kazakhstan, with €250,000 of renewed funding from BG Kazakhstan, bringing their total contribution to €661,000. The EBRD, through its Small Business Support team, has helped more than 1,200 small and medium-sized enterprises in Kazakhstan to date to access the advice they need to grow their businesses.

# Pilot Study

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- *Ten graduates* who completed post-graduate Business / Management-related courses at Kingston and London South Bank Universities within the last 10 years, returned to their home countries and now run businesses, either on their own, in partnership or as part of their family;
- The interviews were conducted using Voice Over Internet Protocol (VOIP) product Skype®;
- Six (6) topics were discussed with the respondents to gain a better understanding and investigate *the clarity and quality of the research instrument*.

# Pilot Study

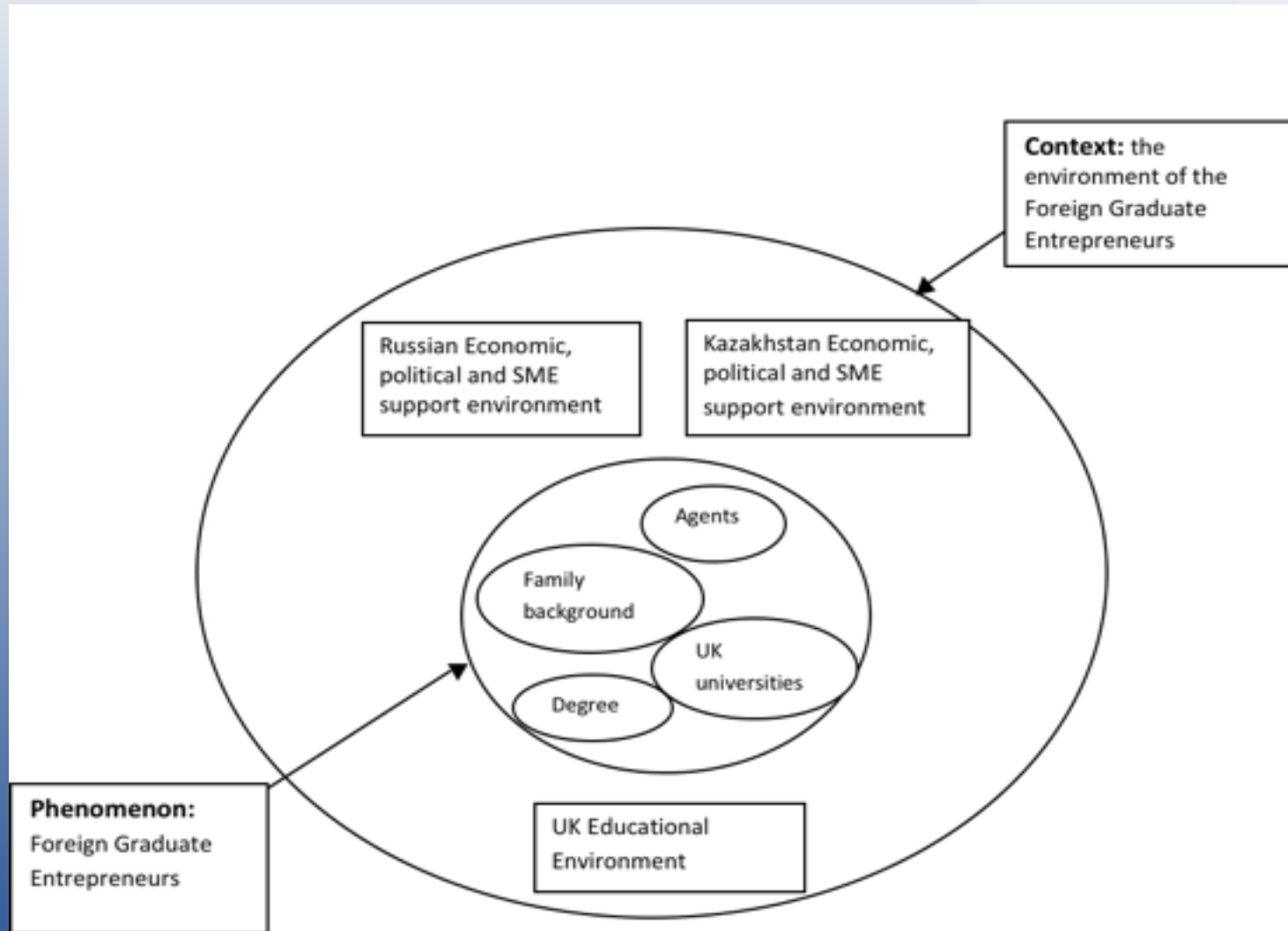
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## List of topics:

- Time spent in UK
- Learning experience
- Student Experience
- Motivation to study and Entrepreneurial Intent
- Business and Management course / programme
- Entrepreneurship and Enterprise degrees / modules / extra-curriculum activities
- New Business Venture at home / existing family business

# Conceptual Framework



# Summary of the Findings

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- Russian students are likely to research their university options for up to two years before making a final decision whether potential students from Kazakhstan may take much quicker decision with average decision time being 6 months;
- Over 80% consider very important of what parents say about their future career;
- More women consider self-employment as a career. In fact, over 47% of entrepreneurs in Kazakhstan are female

# Summary of the Findings

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- Entrepreneurship and Enterprise Education (EEE) is increasingly becoming an option for foreign students to study, especially those from a family-business background
- The actual teaching style, practical approach to delivering a course is very important and that is something graduates were looking for when choosing the right university and course for them
- Modern UK universities generally overlook the family business strand of EEE, with none offering full time courses at the Master's level.

# Summary of Findings

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- Transition of Russia to the development of market relations opened an opportunity for many Russian citizens to be engaged in entrepreneurship.
- The modern changes taking place in Russia raise new requirements for training in development of *family businesses, and improvement of their efficiency* (Glukhov et al, 2015) but it also raises the issue of non-standard educational practices to be in place to support family-owned business development.
- Majority of family-run businesses rely on higher education institutions in terms of education of values necessary to conduct a family business (Glukhov et al, 2015).



# Summary of the Findings

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- The UK has a direct influence on foreign student attitudes towards starting or running a business and entrepreneurial intent as some of the respondents *changed their intentions after completing their course from thinking of getting into employment to becoming self-employed* and creating jobs at their home countries;
- Key factors for choosing a course included the recommendations of family, friends and agents, an opportunity to obtain a *professional qualification while on the course, practical elements of the course*, networking opportunities, which helps with expanding social capital and university ranking;

# Summary of the Findings

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- Enterprise and Entrepreneurship Education is virtually non-existent in Russia and Kazakhstan, however both countries are looking into the ways to develop and implement programmes through international partnerships with UK-based universities, which creates a great opportunity for UK- based universities.
- Enterprise and Entrepreneurship Education also needs to look at integrating flexible learning paths, looking at individual needs and take individual approach referring to the internal and external information environment in the most convenient mode of studying.



**THANK YOU  
FOR  
your  
ATTENTION!  
ANY QUESTIONS?**

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