

ENTREPRENEURSHIP EDUCATION – INNOVATIVE WAY OF CURRICULAR RESTRUCTURING

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The paper brings into discussion the concept of entrepreneurship education, presenting its impact on school organization. The author proposes an innovative approach, presenting, at the same time, several action directions which argue the fact that entrepreneurship education can become a new paradigm of postmodern education. The content elements are meant to be subject of reflection in order to identify and capitalize the present opportunities in the educational field. The opportunities of realizing the activities proposed by this new model of entrepreneurship education will contribute to the development of a new profile of students' and teachers' personality, in accordance with the challenges of today's society and the educational ideal of the Romanian society. We propose that entrepreneurship education must be seen as an innovative way of projecting, organizing and realizing the school curriculum; it presupposes the realization of a certain type of personality, with an unique configuration of traits, attitudes and behaviors, model called entrepreneurship personality. In our vision, entrepreneurship education constitutes itself in a new paradigm of education which has the strength to restructure the entire school curriculum by capitalizing, at a formal level, non-formal and informal contexts. This way of projecting postmodern education refers to two social categories which constitute themselves in two target-groups for entrepreneurship education. They are represented by students, as well as teachers. The aim of entrepreneurship education is developing entrepreneurs both among students and teachers. In order for the teachers to become an entrepreneurship model desirable to be followed by students, they have to become entrepreneurs themselves. The personality model for both target-groups can find itself under more hypostases on a social plan.

Key words: entrepreneurship education, entrepreneurial teacher, school

Postmodern education has a purpose-oriented character, clearly delimiting the finalities pursued before the beginning of the activity itself. It functions based on the interaction: subject (of education) – object (of education), a permanent and dynamic, formative-instructive interaction, in a complex socio-psycho-pedagogic context. We agree therefore to a perspective crystallized in pedagogic literature by authors such I. Nicola: “education is a complex social activity which realizes through an endless chain of actions in a conscious, systematic and organized manner, a subject – individual or collective – who acts on another subject – individual or collective- in order to change the latter in an active and creative

personality, corresponding to both present and future historical-social condition and the individual bio-psycho potential (1996)” and S. Cristea: “education represents the psycho-social activity projected at the level of pedagogical finalities which aims at realizing the function of long-life training-development of the human personality through a pedagogic action structured at the level of the correlation: subject / teacher – object / student, realized in an open pedagogic area” (2004)

The central aim of education is represented by the conscious, systematic and organized development of the individual’s personality for his efficient integration in the social life. One of the fundamental challenges school has to meet today is organizing the curriculum in such a way as it should lead to the development of these competences which will assure the successful achievement of educational aims.

MATERIAL AND METHOD

In our opinion, entrepreneurship education can be seen as an innovative way of projecting, organizing and developing the entire school curriculum (a restructuring of school and out-of-school curriculum from the perspective of entrepreneurship education requirements, desirable to be implemented). This way of seeing entrepreneurship education represents the postmodern stage – of reconceptualization (see E. Soare 2008a), where entrepreneurship education is proposed to be an innovative way of projecting into interdependence, according to curriculum paradigm (launched by Ralph Tyler in 1949), the formal-non-formal-informal curriculum. It restructures curriculum, presenting itself as a new paradigm of education.

From the latest perspective, entrepreneurship education refers to the development of a certain type of personality which we are to call entrepreneurial personality. It is active, autonomous, involved, responsible and creative. It means to complete the profile of teachers’ competences in order for them to capitalize the educational opportunities and to generate projects of school and professional development. The product of this type of education is called educational entrepreneurship.

This specific way of actions reflects our vision on the way entrepreneurship education has to be seen.

Therefore, although the concept of entrepreneur is linked to the business field, we do not present teachers an unique hypostases they can identify with. In our opinion, this perception on entrepreneurship represents just one of the various hypostases teachers can identify with. In the context of the present study we focus on the *entrepreneurial teacher*. This hypostasis represents the teacher who approaches the learning process and all the activities required by the new profile of competences from the perspective of innovation, action, cooperation and entrepreneurship paradigm of education. He is the person who involves in the extended school life and answers its challenges by designing, realizing and implementing projects of educational development. This hypostasis presupposes the existence of the same personality profile and configuration of competences as in the case of other hypostases, but it becomes specific of school institution. It represents a standard of teacher’s professional competences which makes possible the satisfying of the exigencies required by today’s educational context.

Whether, in one way or another, explicitly or implicitly, the hypostases of the entrepreneur can be found in specialty literature, THE HYPOSTATISIS OF THE ENTREPRENEURIAL TEACHER REPRESENT AN INNOVATION and our proposal for analysis and reflection for the actors of the educational field, in order to promote a new model of teacher's competences adapted to the changes and challenges brought by school community.

This profile of competences can be a new one or it can represent, to the extent in which it cannot be identified yet, a rounding-up of the existent one and presupposed by the curriculum paradigm.

RESULTS AND DISCUSSIONS

Suggestive for the present problems is a classification of organizations elaborated by M. Pattison (2006). Therefore, there are five types of organizations:

1. the ones which make things happen
2. the ones which think they make things happen
3. the ones watching things happening
4. the ones which wonder what is happening
5. the ones which do not know that something has happened

It is interesting to see in which of the five categories we can place school today. School has to become an incubator for the realization of a type of culture which allows for the development of the entrepreneurial personality. It represents one of the most important challenges which school faces today. Our main preoccupation is related to teachers. They represent the central element of creating and disseminating entrepreneurial culture. Often, we observe how students are preoccupied with finding the best instruments in order to make a career and excel in developing those abilities which could provide their success. Yet, most of them do not have the chance of discovering they might become their own bosses.

Teachers are those who can encourage these ideas by the disciplines they teach, regardless the area, profile or level. They can stimulate students' creativity in the direction of using the assimilated knowledge, thus contributing to creating an environment adequate for the development of entrepreneurial personality. Any school discipline can become a source for developing entrepreneurial competences. In school, entrepreneurial education can be realized by the help of all disciplines' contents or new ones. It cannot be realized by teaching one discipline only. Students have to be involved in authentic learning experiences, where they have the possibility of assuming risks, of coordinating results and learning from the results obtained. For example, a business can be identified within the opportunities offered by school and realized by extracurricular activities.

In US, over 1500 colleges and universities offer programs on entrepreneurship. The most frequent courses are in the area of Small businesses management, Entrepreneurship and Development of new businesses. According to Chaney and Libercap (2000), it is not at all surprising that the graduates of entrepreneurial education programs are involved in creating new businesses and in realizing the initiatives of a socio-educational type three times more than the graduates of educational programs unrelated to entrepreneurship. The

entrepreneurship-oriented education, as well as the specific type of culture (promoted especially in the US) have represented the fundament of creating the infrastructure which led to the creating of ones of the biggest companies today, offering more than 36 million new jobs (Timmons, 1999). Entrepreneurship must become a dimension of professional culture (Boyce, Shepard, 2000).

CONCLUSIONS

This new type of school situations asks for the development of a new profile of teachers' competences, a profile which may be realized only by entrepreneurial education programs. If we cannot ask from teachers competences necessary for starting a business with no relation to the pursued specialty and development profile, we can, we can ask them competences related to projects conceiving and management. The former are the results of the entrepreneurial education. Entrepreneurship cannot be learnt outside practice; students have to be offered permanent opportunities of developing visions, ideas, initiatives and behaviors specific to a successful entrepreneur. The competences and skills which entrepreneurial education proposes to develop can lie at the basis of the individual's own success both in school career and professional and social life.

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