

ELEMENTS REGARDING ENTREPRENEURSHIP EDUCATION INTEGRATION IN SCHOOL CURRICULUM

ELEMENTE PRIVIND INTEGRAREA EDUCAȚIEI ANTREPRENORIALE LA NIVELUL CURRICULUMULUI ȘCOLAR

SOARE E.

University of Pitesti, Romania

Abstract. *The present paper focuses on the concept of entrepreneurship education, presenting its impact on school curriculum and philosophy. The author proposes an innovative approach which argues the fact that entrepreneurship education can become a new vision of postmodern education. The opportunities of realizing the activities proposed by this model of entrepreneurship education will contribute to the development of a new profile of students' personality, in accordance with the challenges of today's society and the educational ideal of our society. We propose that entrepreneurship education must be seen as an innovative way of projecting and organizing the school curriculum; it presupposes the realization of a certain type of personality, with an unique configuration of traits, 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. 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 paper presents some strategies to integrate education for values into realization of entrepreneurship education. This way, entrepreneurship becomes a new value that must be present in today's school priorities.*

Key words: entrepreneurship education, curriculum, postmodern education, values

Rezumat. *Lucrarea de față se centrează asupra conceptului de educație antreprenorială, prezentând impactul acesteia asupra filosofiei și curriculumului școlar. Autorul propune o abordare inovatoare care argumentează faptul că educația antreprenorială poate deveni o nouă viziune a educației postmoderne. Oportunitățile de realizare a activităților propuse de acest model al educației antreprenoriale vor contribui la dezvoltarea unui nou profil al personalității elevilor în concordanță cu provocările societății de astăzi și ale idealului educațional al societății noastre. Propunem ca educația antreprenorială să fie văzută drept o modalitate inovatoare de a proiecta și organiza curriculumul școlar; ea presupune realizarea unui anumit tip de personalitate, cu o configurație unică a trăsăturilor, model numit personalitate antreprenorială. În viziunea noastră, educația antreprenorială se prezintă drept o nouă paradigmă a educației cu puterea de a restructura întreg curriculumul școlar prin integrarea, la nivel formal, a contextelor non-formal și informal. Scopul*

educației antreprenoriale este de a dezvolta antreprenori atât în rândul elevilor cât și în rândul profesorilor. Pentru ca profesorii să devină un model antreprenorial demn de a fi urmat de elevi, aceștia trebuie să devină ei înșiși antreprenori. Articolul prezintă și o modalitate de integrare a educației pentru valori la nivelul realizării educației antreprenoriale. Astfel, antreprenoriatul devine o nouă valoare ce trebuie integrată la nivelul priorităților școlii de astăzi.

Cuvinte cheie: educație antreprenorială, curriculum, educație postmodernă, valori

INTRODUCTION

In our opinion, entrepreneurship education can be seen as:

1. a study discipline (already included in school curriculum, a not quite sufficient variant)
2. a module of specific courses and activities (sometimes present within formal and non-formal programs)
3. an innovative way of projecting, organizing and developing the entire school curriculum (a restructuring of school and extra-school curriculum from the perspective of the requirements of entrepreneurship education, desired to be implemented)

These ways of applying entrepreneurship education at the level of school curriculum emphasizes the stages it follows in order to attain its specific objectives, in a determined socio/historical environment.

MATERIAL AND METHOD

The research was carried out using qualitative strategies, combining the method of content analysis, data quality analysis and studies of specialty document.

Choosing a way consecrated at the pedagogical level in order to delimit the evolution of a study area (see the stages followed by the concept of curriculum proposed by S. Cristea, 1998, 2000, 2004 etc.), we propose the following classification as regards the evolution of the curriculum meanings:

1. The classic – traditional stage. It is a phase of entrepreneurship education foundation, as a curricular discipline. In Romania, it is present in school curriculum, the Technological group, “Technology” curricular area, 12th grade and, later, at all profiles, the curricular areas “Man and Society”, 10th grade and VET profile, 11th grade.

2. The modern stage – the extension one. Entrepreneurship education extends and generalizes itself at a formal and non-formal level under the form of multiple courses especially organized and of modules integrated in various study programs. At a non-formal level it is represented by this type of training initiative. At a formal level it realizes through optional, out-of-school activities, social partnerships, integrated, cross-curricular themes etc.

3. The post-modern stage – of reconceptualization. Entrepreneurship education is conceived as an innovative way of projecting, in inter-dependence, according to the curriculum paradigm (launched by R. Tyler in 1949) the formal – non-formal – informal curriculum. *It restructures curriculum, representing a new paradigm of education*

Education fulfills an important role related to the disseminating of the society's values-structured assembly. It proposes itself, especially in the periods of crises as regards the socio-cultural values of the society, a system of values.

Education for values has countless correspondences and applications at the level of entrepreneurship education.

According to I. T. Radu and L. Ezechil (2006), education for values presupposes unfolding the education activity on several levels, namely:

- Knowing and understanding the principles, norms and rules which govern the social life, which presupposes the assimilation of cultural values and a moral-civic instruction of the members of the communities, which means achieving an axiological competence and developing the skill in order to discern values from non-values.
- Developing the capacity of observing the appearance of new norms and values, along with the ability of adapting one's behavior to them
- Developing beliefs correspondent to the socially-acknowledged values, which means he adhesion to the values system.
- Developing the usage of adopting attitudes and developing behavior in harmony with the system of the values socially accepted, as well as developing a militant attitude as regards obeying the norms by the whole community.

These levels mentioned above and aimed at by the axiological function of education can find a correspondent in realizing the entrepreneurship education. They can be treated as levels of education performance and success.

RESULTS AND DISCUSSIONS

Therefore, we propose the model of entrepreneurship education as a whirling process, with the following level (stages):

1. knowing the social problems
2. developing the entrepreneurship personality
3. identifying the opportunities
4. starting and developing the initiative
5. getting involved in entrepreneurship education

Graphically, the levels of entrepreneurship education realization present themselves in figure no. 1, as follows:

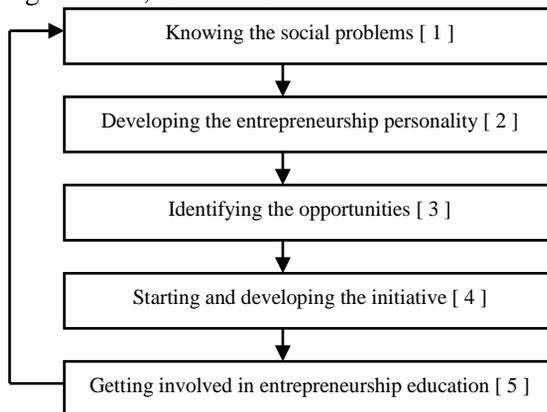


Fig. 1. Levels of entrepreneurship education

The process of entrepreneurship education starts from a good knowledge of the social life problems and the community in which the individuals activate. This is the first stage. Following the development of an image concerning the individual and social training needs, the process of developing the entrepreneurship personality begins.

This should be the answer the school might offer to the challenges presented by the social environment. The entrepreneurship personality leads to identifying the opportunities for change, as regards individuals' internalization of society's values and challenges.

The internalization of these realities is manifested under the form of entrepreneurship. Due to identifying the opportunities for action and innovation a new form of organizing (from an economic, social, school perspective) the resources necessary to their capitalization is created. The result of this type of education is materialized at a social level under the seven hypostases of the entrepreneur, identified at the beginning of the course.

The next step would lead to involving the successful entrepreneurs in implementing the entrepreneurship programs offered to school and community.

From an educational perspective, we are interested in the entrepreneur seen as an exclusive product of an educational system, not in the type of the entrepreneur who is created due to other configuration of factors.

The cycle of entrepreneurship education ends in the moment in which the entrepreneurs, who are created due to the process of educational entrepreneurship return to the educational system and get involve in realizing the entrepreneurship education. This is the final aim pursued by any program of entrepreneurship education.

In this way, entrepreneurship education presents itself as a process of whirling steps, starting from promoting an education program, following which the new-created personality initiate, in its turn, a program of education etc.

Between entrepreneurship education and curricular disciplines there can be an interdependence relation. Therefore, the competences specific of entrepreneurship education can be developed with the help of all basic disciplines included in the school curriculum. In this way, every discipline can contribute, by specific activities and contents, to the development of the entrepreneurship education.

On the other hand, including (and extending, from the perspective of the post-modern stage) entrepreneurship education in school curriculum can facilitate the transfer of the competences to all disciplines.

We present, as follows, several disciplines and the way they can contribute to fulfilling the objectives of entrepreneurship education (see also A. Ojala, 1995):

Communication, mother tongue: elaboration of business letters, advertising materials, sells, business presentations, negotiation etc.

Mathematics:

- the calculus of costs, investments and profits
- establishing the prices

- money circuit
- budget design etc.

Foreign languages:

- business customs
- negotiation techniques
- telephone communication
- types of behavior in public etc

Geography:

- commercial partnerships
- activities of import and export

Socio-humanistic studies:

- the European context
- international partnerships and collaborations
- labor market globalization etc.

Arts disciplines:

- exhibitions on entrepreneurship themes
- advertising, promotion
- messages and language in advertisement

Practical disciplines:

- producing and selling various goods
- aesthetic property of various articles
- simulations of handicraft
- hand-made objects
- design of different objects

Diverse optionals such as:

- applied economy
- basic entrepreneurship abilities
- starting small businesses
- business management etc.

We can observe ways of integrating entrepreneurship education at the level of school curriculum. To the extent to which there cannot be included new disciplines at the level of study programs, we can provide a new orientation to the taught contents.

CONCLUSIONS

Synthetically, we can estimate that education is a process which is realized according to some finalities projected before launching the processes, it has an intentional sense and aims at a clearly-configured result. Depending on the anticipated finalities, there are subsequently selected the values which are to be transmitted, there are chosen the most adequate methods and means for this

transmission, there is provided a satisfactory organization of the activity, for the pursued result to be obtained.

The main results pursued in the educative action are those anticipated at the level of the finalities. Therefore, the finalities, the values, the methodological system and organization forms constitute themselves in the fundamental premises of the educational success.

Neglecting any of these components orientates the formative action towards educational contexts, stressing the conditions of manipulation, indoctrination, training, instructive-formative dimensions of the human actions, sometimes attached to the educational one.

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