

Entrepreneurship Education at Faculties of Education

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This paper discusses the importance of entrepreneurship education and development of entrepreneurial competencies. Authors started from the meaning of entrepreneurial competencies as the person's ability to realise an idea, to possess a tendency of introducing changes and to accepting, supporting and adapting to innovations arising from external factors. Through a comparative overview of entrepreneurship education in some European countries and the Republic of Serbia, we wanted to underline the framework of this system with special emphasis on entrepreneurship education in higher education. Given the psychological attributes important for the development of entrepreneurial competencies (need for achievement, locus of control, tolerance of ambiguity, self-confidence and innovativeness), we presented ways to encourage and develop these attributes at faculties of education. The paper also proposes specific ways and forms of entrepreneurship education within compulsory and elective modules, as well as extracurricular activities through project teaching, practical activities within institutions and/or companies, and adequate theoretical framework.

Keywords: entrepreneurship education, entrepreneurial competencies, project teaching, faculties of education

Introduction

The idea of entrepreneurship education is not new. Many European countries have shown interest in entrepreneurship education based on the idea that it strengthens entrepreneurial culture and creates a more proactive workforce (Carić and Smieško 2011). Some authors emphasise the need for studying entrepreneurship which has an important role in modern economies and generates the creation of new jobs and new values (Rakićević, Omerbegović Bjelović, and Ljamić-Ivanović 2015). Entrepreneurship is recognised as a basic skill in the process of permanent education. Strengthening entrepreneurial competencies is a need of modern society and it has been

recognised as one of eight key competencies for lifelong education. As a key competency, it implies the ability to introduce changes on one's own, but also the ability to accept and adapt to innovations arising from external factors. In addition, entrepreneurship also involves accepting responsibility for one's own actions, developing strategic planning and motivation for success (Heder, Ljubić, and Nola 2011). However, many people lack entrepreneurial qualities which require education and training in developing entrepreneurial attitudes, knowledge and skills. Education plays an important role in developing entrepreneurial capacities and competencies (Arnaut, Brdarević, and Brdarević 2017). Entrepreneurship education during childhood and adolescence is an important step for later entrepreneurial intentions, and some authors emphasise a positive relation between entrepreneurship education and entrepreneurial intentions (Farashah 2013; Solesvik et al. 2013). The expert body of the European Commission sees the goal of entrepreneurship education in promoting creativity, innovations, self-employment, also including the development of personal attributes and skills that form the basis of entrepreneurial spirit and behaviour, as well as developing awareness of self-employment and entrepreneurship as potential career options in students and pupils (Heder, Ljubić, and Nola 2011).

Entrepreneurship Education in European Countries and Republic of Serbia

Innovations related to entrepreneurship education have been introduced to European education systems in the 1970s, whereas in the last fifteen years, great attention has been paid to developing a model for incorporating entrepreneurship education as a horizontal element at all education levels (Watkins and Stone 1999). In that sense, some models for adapting education systems so as to encourage and develop entrepreneurial competences have been analysed and implemented. In practice, the EU provides different forms of help and support for development of entrepreneurship education. Our comparative analysis of the establishment and implementation of entrepreneurship education will include several European countries as examples of good practice. United Kingdom has a well-developed system of entrepreneurship education at all education levels, which can be recognised in horizontal elements in all school courses, in government support to implementation of entrepreneurial teaching activities, in training and enabling teachers for entrepreneurial learning. In accordance with the topic of our paper, we must underline the role of universities in entrepreneurship education. UK universities are directly involved and provide support

to educational institutions by creating teacher manuals, publications and textbooks for students. We can say that universities employ an active approach to entrepreneurship education, which could be a good example toward which other countries should strive in the long run. In Finland, entrepreneurship education is an integral part of education at all levels. Intensification of entrepreneurship education at the level of higher education began in the period between 2001 and 2003 through national programs. The goals of the programs are directed toward: raising student awareness about self-employment and different career options; promotion and development of personal qualities relevant in entrepreneurship; developing technical and business skills necessary for one's professional growth and development. The issue of entrepreneurship education in Finland is focused on a research approach where special emphasis is put on the teacher's role in that process. Many researchers point out the need to redefine the teacher's role to increase the quality of entrepreneurship education, continuously re-examining its current status (Seikkula-Leino et al. 2010).

Representatives of Norway's education policy are actively involved and provide a strong contribution to the process, strategic planning and implementation of entrepreneurship education. Norwegian government is a good example of continuous adjustment of a government policy to modern trends in entrepreneurship education in Europe and the needs for entrepreneurial competencies at all education levels.

New members of the European Union and candidate countries for EU membership have the opportunity to get various forms of assistance and support for developing entrepreneurship education through various associated projects, teacher training, networking of educational institutions, development of teaching material, etc.

Based on the 'Mapping of Teachers' Preparation for Entrepreneurship Education' report (Curth 2011), it has been observed that some European countries (Finland, United Kingdom, Sweden, Austria, Scotland) have ways to realise teacher training for entrepreneurship at institutions of higher education. This is commonly achieved through educational modules within study programs (Training in Entrepreneurship, Entrepreneurship Education, and Entrepreneurial Thinking) and through the possibility of including future teachers into elective modules dedicated to entrepreneurship at different faculties. In addition, analysis shows that the basic values of entrepreneurship education are clearly defined within institutions' mission in program documents of pedagogical faculties, whereas the knowledge, attitudes and skills of teachers related to entrepreneurship education are defined in syl-

labuses of certain study courses. Many faculties of education in the aforementioned European countries participate in non-institutional programs and projects referring to entrepreneurship education.

System design of entrepreneurship education in Serbia is regulated by a number of documents adopted in recent years: umbrella policy law of education in the Republic of Serbia ('Zakon o osnovama sistema obrazovanja i vaspitanja' 2018); Strategy for the Development of Vocational Education and Training in the Republic of Serbia ('Strategija razvoja stručnog obrazovanja u Republici Srbiji' 2005); National Youth Strategy ('Nacionalna strategija za mlade' 2008); Strategy for Development of Education in Serbia 2020 ('Strategija obrazovanja u Republici Srbiji do 2020' 2012), which presents the role of education in initiating economic growth and social progress, developing the skills of comprehension and critical thinking, as well as encouraging initiative, creativity and entrepreneurial spirit using teamwork and positive social skills, which clearly shows that this document recognises the importance of entrepreneurship education; Memorandum of Understanding referring to design and implementation of the policy of lifelong entrepreneurship education ('Memorandum o razumevanju' 2009); General Competency Standards for Primary and Secondary Education ('Obrazovni standardi za kraj obaveznog obrazovanja' 2010; 'Pravilnik o opštim standardima postignuća za kraj opšteg i stručnog srednjeg obrazovanja' 2013).

The system approach to entrepreneurship education begins with the adoption of the aforementioned documents and elaboration of the action plans for implementation. The most visible changes in the implementation of entrepreneurship education in Serbia can be observed in the field of secondary vocational education, contrary to gymnasiums and art schools. The reform began in 2003 with the development of a curriculum, introduction of new and redefinition of old study programs, and the introduction of the Entrepreneurship course in several educational profile: agriculture and food processing, healthcare and social protection, construction and geodesy, mechanical and electrical engineering. Teacher training for the implementation of this course occurred simultaneously with the introduction of the course in the curriculum (Čekić-Marković 2015).

In the field of higher education, entrepreneurial trend is present at faculties of economics due to their native study field, faculties of technology and engineering which have special courses focused on entrepreneurship and faculties of organisational sciences. When it comes to faculties of teacher education, entrepreneurship education is scarce. In the formal sense, some teacher education faculties offer master's programs that study entrepreneurship in

education in some way through course content (master's programs: Leadership in Education, Educational Policies, etc.). On the other hand, the option of incorporating content related to entrepreneurship is left to the teachers and their courses. In other words, there is no system approach to introducing entrepreneurship in higher teacher education. However, we should not underestimate personal initiative and entrepreneurial spirit of university teachers, because both of them can represent a resource in developing entrepreneurial education.

If we compare the system of entrepreneurship education in European countries and Serbia, we can see that Serbia is in the early stages of that process, which began by the adoption of key documents and specific initiatives in secondary vocational education. Serbia can find potential solutions and development trends in the examples of good practice of European countries. Speaking about higher teacher education in Serbia in terms of entrepreneurship education, we believe that answers to many questions can be found in the experience of said European countries.

Competencies Developed by Entrepreneurship

Entrepreneurship education is viewed in a broader and narrower context. In the narrower sense, entrepreneurship education refers to acquiring knowledge about starting one's own business and economic literacy, whereas in the broader sense, it is focused on developing personal qualities and skills which are considered necessary for individual's success as an entrepreneur. Entrepreneurial competencies are defined as abilities of a person to turn an idea into action. They include the tendency to introduce changes on one's own and the ability to accept, support, and adapt to innovations arising from external factors. Entrepreneurship involves accepting responsibility for one's own positive and negative actions, developing a strategic vision, defining and achieving goals (Carić and Smieško 2011). Entrepreneurship competencies include specific knowledge, skills and attitudes. Specific knowledge refers to available options and their identification for the purpose of personal and professional activities of a person. Skills refer to abilities necessary for a cooperative and flexible approach to teamwork, ability to identify personal strengths and weaknesses, ability for proactivity and positive reaction to changes, as well as the ability to take risks in situations when such course of action is justified. Entrepreneurial competencies also involve taking initiative, a positive attitude toward changes and innovations. Personal qualities, attitudes and skills of individuals can be developed in any part of education system. Developing entrepreneurial competencies should be or-

ganised in different ways, depending on the level of the relevant educational institution. Education system should make sure that children develop their creativity and curiosity as the basis of entrepreneurial competencies and entrepreneurial intentions as early as possible, whereas university students can learn practical and theoretical things necessary for entrepreneurship (Dinis et al. 2013).

From the aspect of entrepreneurship education at university level, the most relevant elements are psychological factors related to entrepreneurship. Some research confirms this, stating: need for achievement, locus of control, tolerance of ambiguity, self-confidence and innovativeness, whereby the need for achievement has the longest history. It is based on the expectations that something should be done better and faster than others or better than one's previous achievements. Business people have a stronger need for achievement, which implies that this quality is very important for professions related to economic development and business success (Hansemark 1998). Locus of control refers to the expectation of success or failure in key tasks. Brockhaus (1980) emphasises that entrepreneurs have a stronger locus of control in relation to the general population. The reason is simple, because entrepreneurs believe that the outcome of a business enterprise is based on their own effort and personal initiative. There is an interesting result stating that young adults that were involved in different programs or that were trained in different entrepreneurial courses had a higher internal locus of control which led to a more positive entrepreneurial attitude (Hansemark 1998; Robinson et al. 1991).

Tolerance of ambiguity can be observed as a tendency toward observing ambiguous situations in a more neutral way. A person with a high tolerance of ambiguity is a person that considers unclear (ambiguous) situations as a challenge and strives to overcome unstable and unpredictable situations in order to perform their job well (Koh 1996). We could say that it is expected for individuals with a tendency toward entrepreneurship to exhibit a higher tolerance of ambiguity than others (Sarachek 1978).

Self-confidence and self-esteem are used as analogous terms and explain how an individual experiences their own ability. Self-confidence shows whether an individual accepts certain knowledge about himself as true, how much he values it, if he sees himself as a hard-working person, a person who deserves to be appreciated and respected and to what extent. This indicates the perception of the level of self-confidence, satisfaction with oneself, one's qualities and abilities.

Kourilsky (1980) concluded that self-confidence and self-esteem are im-

portant variables in predicting one's success as an entrepreneur. Robinson et al. suggest (1991) that self-esteem is especially related to business and therefore, makes a prominent entrepreneurial quality.

Innovativeness refers to perception and action in business in a new and unique way. As suggested by Mitton (1989), innovativeness is a central point of entrepreneurship and an important entrepreneurial characteristic. Evidence from entrepreneurship literature shows that entrepreneurs are far more innovative than others (Robinson et al. 1991).

The aforementioned aspects of entrepreneurial competencies are necessary for the professional role of the teacher as well. On one hand, they enable teacher's professional development and career development, and on the other, teachers need to develop entrepreneurial initiatives in their students. The said teacher qualities should create an environment that will encourage students to ask questions and seek new approaches. Teachers should encourage students to exhibit creativity and ingenuity, to provide knowledge they will need for later professional orientation, to encourage them to take initiative in different activities, in accordance with their education level. The idea of entrepreneurial initiative of students can also be developed through project teaching which is not sufficiently represented.

Forms of Entrepreneurship Education at Faculties of Education

Entrepreneurship education at faculties of education in Serbia is still in the initial stage of development. System framework has been defined by relevant legislation, but actual introduction of entrepreneurship education has just started at some pedagogical faculties in Serbia. Given the need for training teachers in the field of entrepreneurship, we believe that the future trend of entrepreneurship education development at faculties of pedagogy could be implemented through different forms.

One of the potential forms is the implementation of content that encourages and develops entrepreneurial competencies as part of *compulsory courses* within study programs. Realisation of such content would have better effects through a theoretical approach, practical projects and study visits to institutions and/or companies. A practical approach would provide students with a direct insight and allow them to exchange experiences with the employees about the skills, knowledge and abilities necessary for individual professions. Analysing the visit and exchanging ideas between students would open possibilities for new experiences and solutions which could be implemented in teaching and hospitiation with students. Students should be allowed to see a complete cycle of project work and develop ideas through

teamwork and within compulsory courses, and to present the results to other students when the cycle is completed.

Another way of introducing entrepreneurship education to faculties of education would be through *elective courses*. Elective courses of entrepreneurship in initial teacher education could introduce students into the world of entrepreneurship with a specific and concentrated approach, including basic economic knowledge and entrepreneurial competencies. Similarly to compulsory courses, elective modules could also contain a theoretical part, working on projects and one or two weeks of hospitation at institutions/companies in order to familiarise students with entrepreneurial practice. Student motivation for entrepreneurship as an elective course could be improved if they are guided by positive experiences of older students

Extracurricular activities could also contribute to entrepreneurship education of students. They provide an opportunity for students to expand their experience and knowledge of business, or to undertake specific steps in project-related activities realised at their faculty. In addition, they could be part of specific training realised by other institutions, non-governmental organisations or company representatives. By learning about the business plan, fund raising, lobbying, etc., students can participate in certain activities in a local community, thus developing the necessary skills for entrepreneurship.

Experiences of other countries show that entrepreneurship education has better effects if introduced in the third and fourth year of study due to the integration of knowledge and skills from their chosen profession and knowledge and skills related to entrepreneurship.

Conclusion

Entrepreneurship is one of the key competencies within permanent education. The necessity of entrepreneurship education at all levels of education requires the preparation of future teachers so they could develop their entrepreneurial competencies. In Serbia, entrepreneurship education is still in the development stage and is being gradually implemented in schools and institutions of higher education, so there is a need for competent employees who will be able to realise this process. On the other hand, the real situation shows that there is a large number of unemployed teachers that are unable to find positions in educational institutions. Knowledge and skills of entrepreneurship would allow them to establish and develop their own business, alone or in cooperation with others. This is why faculties of education must systematically develop and implement different forms of en-

trepreneurship education. This would imply expanding and modernising existing study programs at graduate and master's level with content relevant for entrepreneurship education, which would develop entrepreneurial competencies in students.

Forms of entrepreneurship education at faculties of education can be organised through different approaches within compulsory and elective modules, as well as within extracurricular activities. Dominant forms within these activities, which are believed to yield the best effects in learning about entrepreneurship are: project teaching, practical activities within different companies/institutions and accompanying theoretical part.

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Podjetniško izobraževanje na pedagoških fakultetah

Prispevek obravnava pomen podjetniškega izobraževanja in razvoja podjetniških kompetenc. Avtorji izhajajo iz razumevanja podjetniških kompetenc kot zmožnosti neke osebe, da uresniči zamisel, ter njene nagnjenosti k uvajanju in sprejemanju sprememb, ki izvirajo iz zunanjih dejavnikov. S primerjalnim

pregledom podjetniškega izobraževanja v nekaterih evropskih državah in Republiki Srbiji želijo avtorji prikazati njegovo razširjenost, še posebej v visokem šolstvu. Glede na psihološke značilnosti, ki so pomembne za razvoj podjetniških kompetenc (želja po uspehu, osredotočenost, sprejemanje negotovosti, samozavest in inovativnost), so prikazali načine za spodbujanje in razvijanje teh značilnosti na pedagoških fakultetah. Prispevek predlaga tako posebne oblike in načine podjetniškega izobraževanja v okviru obveznih in izbirnih modulov, kakor tudi izvenštudijske dejavnosti, kot sta projektno učenje in praksa v podjetjih oziroma ustanovah, ter ustrezen teoretični okvir.

Ključne besede: podjetniško izobraževanje, podjetniške kompetence, projektno učenje, pedagoške fakultete