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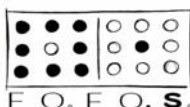
Desk study report on:

Comparison of entrepreneurship at partner countries' schools and training centres' curricula

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Introduction

This report is an endeavour to compare entrepreneurship teaching methods at schools and training centres in the following European countries: Austria, Finland, Poland and Romania. It is a part of an LdV project titled "*SELF-EMPLOYMENT - Guidance and Counselling for Self-Employment*". The objective of the entire project is to determine the place and relevance of support services directed to self-employed persons.

1. Entrepreneurship courses at schools and training centres in Europe

Courses and trainings in entrepreneurship taught in the following countries: Austria, Finland, Poland, Romania, can be compared with each other under the following aspects:

- 1) type of institutions organising the above mentioned courses and trainings,
- 2) general programme and subject matter of the courses,
- 3) teaching methods used during the courses,
- 4) financing of the courses/trainings,
- 5) effectiveness of the courses,
- 6) quality inspection of the courses taught.

1.1 Organisers

Realisation of entrepreneurship curriculum within the system of education is the responsibility of the Ministries of Education in individual countries. In Austria the teaching of entrepreneurship as an obligatory subject was introduced into schools already in the early 1990s. In Poland and Romania it was no earlier than 2003. Entrepreneurship promotion takes place at different levels of education. A tendency has been observed to gradually lower the age of learners who start their education in entrepreneurship. In Poland it is currently started by lower secondary school students at the age of 13 and in Austria – by 10-year-olds. In Finland it is compulsory starting from the first class of primary school (since 2004) and in Romania – from grade IV; the Ministry for Education and Research in Romania makes it possible for children in grades I-III to participate in entrepreneurship lessons within the framework of extracurricular activities.

Among government units not only the Ministries of Education, responsible for formation and supervision of the system of education, implement entrepreneurship lessons. It is also in the interest of the Ministries of Economic Affairs and Labour, which promote entrepreneurship by providing funds for execution of various entrepreneurship-related countrywide programmes and trainings. The Ministries affect in this way the amount and the kind of labour supply. They are organisers of such activities as career centres at primary and secondary schools and extracurricular courses in economics and contests concerning the acquired knowledge. The actions conducted by schools are often joined by non-governmental associations and foundations in individual countries. Schools often initiate the contact themselves, seeking in this way financial or subject-related support for their actions. These associations can also organise various projects and contests at national or regional level on their own. As organisers of such actions the associations may cooperate with one or more schools, depending on the project performed. An example can be simulations of mini-enterprises at Polish lower secondary schools and at Austrian schools. The author and executor of this project in Poland is the Small and Medium-Size Enterprise Foundation KOMANDOR and in Austria it is the Young Enterprise Austria. Also the Austrian Chamber of Commerce promotes entrepreneurship by providing teaching concepts and material (i.e. "entrepreneur driving licence") directly for the use in the educational system. Many initiatives carried out by governments are of supranational character. The European Union member states avail themselves of the EU funds, and the other (Romania) make use of the support of United Nations Conference on Trade and Development.

In addition to foundations and associations that act and work for promotion of entrepreneurship, there are the purely commercial organisations which offer more specific courses in chosen fields (see part 1.2).

The learning of entrepreneurship may also take place directly, by means of actions undertaken on a bottom-up basis by persons interested in self-development themselves. This is the case with various vocational activation centres created by European students or simulated enterprises founded on a voluntary basis. Activity including founding and managing of such organisations develops entrepreneurship qualities in individuals.

1.2 Subject matter of trainings

The collected information enables us to state that the subject matter and scope of entrepreneurship lessons at schools differs from that of courses carried out in training centres. The classes at schools have a more general character and teach knowledge from many fields.

The primary school curriculum, in all countries except Poland, includes elementary knowledge concerning the child's closest environment, which is communicated in a way adjusted to the children's young age.

Within the compulsory curriculum at lower and upper general secondary schools the following main topics are offered:

- a) General functioning of market and market economy
- b) National economy (role of state, functions of state budget, the concept of economic growth, functioning of banks and insurance system, risks e.g. corruption, etc.)
- c) Labour market and job counselling; choice of profession
- d) Entrepreneurship (knowledge about the functioning of small enterprises, necessary skills, formal and legal regulations, support sources)
- e) Development of individual personality qualities and vocational competencies

This is the minimum programme which is considerably expanded in case of the so-called business schools and enterprise centres, where besides general knowledge also specialist knowledge concerning self-employment and functioning in specific sectors of economy is being imparted. Enterprise centres/schools operate in all partner countries of the project. These are relatively new initiatives, even in the more developed countries (e.g. in Austria the first students of the 'Entrepreneurship Education' project which promotes gifted students at 'Schumpeter-Handelsakademie', carried out at Secondary College for Business Administration, will finish their education in 2005).

Entrepreneurship courses are also organised by higher schools. Their offer is directed not only to students, but also e.g. to unemployed persons or to all interested persons in general. However, it is mostly the young people that avail themselves of this offer.

Courses performed by training centres most often concern a selected subject matter comprising an element or a supplementation of the school knowledge, e.g. what needs to be done in order to register a one's own business, how to write a good business plan, how to overcome stress. As actually in all countries the teaching of entrepreneurship has been introduced only recently (in the 90s or at the beginning of the 21st century), in case of persons over 30 (and in some countries even those over 20) these courses need to substitute for the general knowledge that they won't obtain at school any more.

It must be remembered that the transfer of a more extensive knowledge is not tantamount to this knowledge being more valuable than that supplied during other courses. Its very generality may be its negative aspect. It is also worth noticing that the form of teaching the entrepreneurship subject at schools is unfavourable → lectures (see part 1.3).

Furthermore, there are no educational packages including subject matter aimed directly at self-employed persons. Entrepreneurship courses are of a too general character for their participants to get familiar with the real situation of a person running his/her own individual business.

1.3 Teaching methods

The basic method of teaching at schools in all countries is comprised by the traditional lectures. However, it's no news that this form is not conducive to focusing the students' attention on the subject described, and an excess of theory in relation to practice hinders the development of entrepreneurial qualities and the process of knowledge assimilation. Therefore, innovative teaching methods enjoy popularity among students and find approval also in the eyes of local representatives of the education system. Workshops and group works of all sorts make lessons more attractive and provide a possibility to use the

knowledge in a more practical way. Furthermore, seminars with participation of guests from business scene provide an opportunity to meet persons with entrepreneurial qualities, and meetings with experts on the local labour market help get acquainted with the current market trends and provide a hint while choosing the direction or continuation of one's career. These teaching methods are used in all countries.

Development of the Internet and multimedia techniques made it possible to introduce online courses in entrepreneurship, which are conducted in this way in various countries. However, because the accessibility of Internet and skills level in using a computer are different among populations of the individual countries, also the possibilities to use e-learning in order to acquire knowledge are limited (in general to the disadvantage of Middle and Eastern European countries and elderly people).

One of new ideas realised in all partner countries, comprised of a combination of an e-learning course (or a traditional one → lectures) with real operations of a company are the so-called simulated enterprises. Students / course participants taking part in such lessons create their own artificial mini-enterprise based on the theoretical knowledge they acquire prior to or simultaneously with the foundation of their mini-enterprise. Then they choose the departments appropriate for each of them and perform the relevant duties. In this way they can check the usefulness of the previously learned theoretical matters and apply them in practice.

The significance of the recent development of IT technology, the Internet and audiovisual techniques must be emphasized. Effecting a change in the form of education, it contributed to making the trainings more attractive and provided an opportunity to test the acquired knowledge in practice. The new technologies make it also possible to reach groups of people for whom the participation in trainings had been unavailable before (e.g. the e-learning course "My own business – A chance to live with dignity" directed to physically impaired people which was conducted in Poland in 2004).

Another method serving the development of entrepreneurship are also career services and schools' centres for vocational development. Reaching them and participating in various trainings, practices, organising job fairs and seminars etc. requires personal initiative and increases the activity of individuals.

1.4 Financing of trainings/courses

Courses included in school curricula are carried out in European countries either for free at public schools or for a fee at private schools.

Apart from the free education at schools there is a wide range of cost-free or partly-paid courses conducted by local and regional non-governmental organisations, various foundations and associations of entrepreneurship. Many of the programmes executed are financed from the EU funds.

Of course, there are also some courses that are fully-paid, especially those organised by private institutions, business organisations and non-public schools.

1.5 Effectiveness of teaching

From the viewpoint of the „Guidance and counselling for Self-employment” project realisation, the best source of information about the effectiveness of the entrepreneurship trainings would be data concerning persons who have completed such courses and have started a one-person-business afterwards. However, we are not aware of any study of this kind.

There are no comparative studies concerning opinions about the quality and effectiveness of trainings conducted both within the system of education and by other institutions. To our knowledge, there are also no research projects that would collect general opinions and

evaluations of participants or outside observers of these courses within either the education system or extracurricular activities. This means both lack of studies in each individual country and lack of international research.

There are no accessible data concerning the grades obtained by learners who complete the education in entrepreneurship subjects, which could comprise another measure for the effectiveness of these courses. As regards other institutions, a part of them do not organise any exams at the end of the courses and do not grade the level of knowledge acquired by the participants at all.

1.6 Quality inspection of the courses

Depending on who organises the course, different units perform the inspection of the realisation of the course programme.

In individual countries the evaluation of the method of realisation of entrepreneurship courses is carried out within the framework of the education system. This is usually done on the basis of a division into particular regions or towns. The inspection is usually quite superficial and concerns more the question whether the lessons took place and how many hours were dedicated to them, and not how they were performed or whether they brought the desired effects. It must be stressed that the realisation of the obligatory subject matter is considered the necessary minimum, whereas conducting additional activities serving the introduction of economic knowledge is evaluated as particularly valuable, e.g. organisation of simulated enterprises or economics-related contests. However, also in this case it is more the mere fact that the initiatives have been undertaken by the schools that is stressed. The only measure of their effectiveness may be the students' willingness to participate in the unusual initiatives, as there are no means to measure the courses' effectiveness.

It needs to be mentioned that some countries are creating more detailed quality inspection tools for the courses conducted. In Finland, for example, there is the Development Plan for Education and Research for years 2003-2008, adopted in 2003, which assumes the development of such tool.

Other institutions that perform individual activities usually evaluate them on the basis of observation of the course participants and training groups. Then they state that e.g. throughout the course duration a person has displayed an increasing ability to work in a group. In this way they determine that the training has effected the desired behaviour with this particular participant, and in their opinion this means that the method and/or subject matter of the course is correct.

1.7 Summary

A number of entrepreneurship-related courses are conducted in all countries. They are commonly available, especially due to enterprise and employment support programmes from the EU funds. Their organisers are both government authorities and non-governmental institutions and foundations. The prevailing courses are those concerning general economic knowledge or detailed knowledge of individual issues, e.g. writing of a business plan or registration procedure for individual business.

In individual countries there are both theoretical and practical forms of teaching. In post-communist countries, less developed with respect to ICT and without continuity of tradition of individual entrepreneurship, teaching by practical means has been introduced only recently and acquires the state's support and the attention of non-governmental organisations. It must also be mentioned that self-employed people are a particular group of entrepreneurs. They operate independently, without the support of a team, as it is in bigger enterprises. Furthermore, they alone are responsible for the entire undertaking i.e. their business; they are the only beneficiaries of their activity, but at the same time they are the only ones to bear the risk and possible loss resulting from any wrong decisions. Because of these aspects,

participation in such initiatives as simulated enterprises will never allow a participant to understand the situation of a self-employed person.

No studies on effectiveness of trainings are available in any of the countries, so it is difficult to evaluate the real results of entrepreneurship courses.

What is noteworthy is the common cooperation of various institutions at local and regional level, aimed at entrepreneurship education.

2. Entrepreneurship at partners countries school's and training centres curricula

2.1 State of the Art in Austria

2.1.1 Entrepreneurship curricula within the system of education

Initiated by the Austrian Chamber of Commerce the project "entrepreneur driving licence" has been designed especially for pupils. The program aims to strengthen economical knowledge and social skills in an early stage of youth showing economy as an engine for jobs and social welfare of a nation. Besides that the "entrepreneur driving licence" should have a positive impact to economy in general and reduce fear of embarking on something new.

The program is subdivided into four modules:

- Module A) General contexts in economy (pupils from 10 – 14 years)
- Module B) Aspects of national economy (pupils from 14 – 19 years)
- Module C) Basics of business administration (pupils from 14 – 19 years)
- Module D – Test) Additional contents of business administration on the level of the test to receive the "licence"

The program is open to any type of school in Austria. Module A) has started in September 2003, followed by module B) in September 2004. According to information by a telephone interview with the Chamber of Commerce in May 2005, more than 600 tests have already been done successfully by 15 school teachers all over Austria qualified as trainer for this program. The program is still in its first pilot phase.

2.1.2 Other entrepreneurship courses

A) Training firms at Secondary Business Schools and Secondary Colleges for Business Administration

Training firms have been used as a method in various Austrian school-types for a long time. It is a part of the curricula of the Secondary Business Schools since 1992 and the Secondary Colleges for Business Administration since 1994 and has been a compulsory subject at these school types since then.

According to an evaluation of the EU project Entredue, the number of training firms established at Austrian schools has grown constantly:

1992/93: 50

1996/97: 300

1997/98: 780

2000/01: 1000

Following the Federal Ministry for Education, Science and Culture there were 112 Secondary Business Schools with approximately 12.500 students and 108 Secondary Colleges for Business Administration with more than 40.000 students in Austria in the 2000/01 school year.

Training firms simulate economic reality where virtual products and/or services are produced, sold and/or traded. The students act as employees in various positions in these firms, like management and marketing, accounting and finance, distribution, personnel management, etc.

In the training firm classes students apply for certain jobs and taking into account the tasks that are part of their position in the virtual company.

Teaching in training firms is interdisciplinary and task-oriented. Outside of their classical role, teachers become management consultants or business managers. The students work in the training company is an action-oriented way of learning, build on key qualifications like decision-making competencies, ability to co-operate and to work in a team, analytical thinking, problem solving, communication skills, etc.

As the summary of the EU project Entredu shows, the results of the observations of training firm classes are:

- The training firm is suited for working on different business cases
- The training firm enables team work and requires an independent work style
- The training firm bears high learning potential regarding business administration knowledge as well as social skills
- The limits of the training firm as a form of teaching become evident when students lack the required basic knowledge for working in a training firm. In this case the teachers have to adopt their traditional teaching function in order to support their students and not to disturb training firm operation.

B) Junior Firms Start-ups at Schools

This project has been introduced in Austria in the 1995/96 school year with three pilot projects on junior firms held at Austrian schools. According the EU project Entredu, the number of junior firms set up at schools constantly increased and reached 100 in the 2001/02 school year. Junior projects are carried out at schools on a voluntary basis. In 1999 the Federal Minister for Education, Science and Culture made a recommendation to the Regional Education Authorities to promote the implementation of Junior projects at Advanced Secondary General Schools (Upper-Level).

5 to a maximum of 15 students set up and manage a junior firm for a duration of one school-year. Junior firms can be founded at all school types at the secondary level, except for the Secondary Business Schools and the Secondary Colleges for Business Administration (please see 2) concept of training firms in these school types).

The target group of this program are students between 15 and 19 years in secondary schools and colleges with exception of those studying at the secondary schools and colleges for occupations in the business sector.

By starting up their own business, students get first experience and knowledge in all areas of a company like

- developing a business concept
- starting-up a company
- marketing
- production
- finance and accounting
- distribution

As basic objectives, the project aims to enable student's experience to include economic framework conditions for entrepreneurial decision-making and for starting up businesses as well as a general introducing into entrepreneurial thinking and acting.

Each junior firm should have at least one external expert or consultant. Person working the same or similar industry as the junior firm are preferred for this engagement. Those

consultants should meet with the junior firm several times during the program for assistance in economic and business administration know-how.

As initiator of this program, Young Enterprise Austria was founded as an association in 1996. It was established at the Adult Education Association (VWG, a non-party educational institution of the economy), which introduced the JUNIOR project in Austria. Since 1998 Young Enterprise Austria has been a member of Young Enterprise Europe (YEE) and was made the nation-wide co-ordinator of the project. The association also acts as the administrative and tax authority for the Junior firms.

C) Pilot project 'Entrepreneurship Education' – model to promote gifted students at 'Schumpeter-Handelsakademie' (Secondary College for Business Administration)

According to an evaluation of the EU project Entredue, the pilot phase of the project 'Entrepreneurship Education' was first introduced in one class of the 'Schumpeter-Handelsakademie', a Secondary College for Business Administration in Vienna, in the 2000/01 school-year, followed by new classes each school year. The programme lasts for 5 years and is completed with a graduation exam. The Schumpeter-classes are a continuous programme. In 2005 the first students will finish the programme.

Partners responsible and participating in the programme are besides to the 'Schumpeter-Handelsakademie' as the Secondary College for Business Administration in the 13th district of Vienna, the Regional School Inspector of Vienna, the Federal Ministry for Education, Science and Culture and the Department of Economic and Vocational Education of the University of Cologne, who provides scientific support during the whole pilot phase.

Secondary Colleges for Business Administration in general offer comprehensive general education and advanced commercial education in an integrated form. The 4 to 5 years lasting courses offer students as well the possibility of selecting a special focus. In comparison with the ordinary curricula of Colleges for Business Administration the curriculum of the 'Schumpeter-Handelsakademie' has been modified in the following ways:

- Project management tools in all subjects in the first two years of study.
- Special focus on 'Company Foundation and Business Management' starting from the third year of studying.

In the third study year students carry out a project work in the subject 'Practical Training in Business Administration and Project Management' in co-operation with a company. Until their 4th year of studies students furthermore do a two-month work placement in a company. Between their 4th and 5th years, students do another work placement abroad for at least three weeks.

Besides economical and entrepreneurial skills the curriculum includes two foreign languages; the students also attend additional courses at an external training institution. The curriculum provides several hours per week for individual or social learning and the participation in extra-curricular study groups which are organised by students, teachers, parents or external persons from companies to fulfil educational tasks that are not restricted to one subject.

Contents in the field of entrepreneurial and management skills are focussed on:

- General basics of founding a company (professional image, social position and image of an entrepreneur, kinds of self-employment)
- Framework and company foundation
- Developing business concepts

- Analysing foundations (factors for success and failure, new foundation, take-over, franchising)
- Marketing
- HR management
- Accounting
- Strategic business management
- Strategic and operational controlling
- Company development and crisis management

2.2 State of the Art in Finland

2.2.1. Entrepreneurship curricula within the system of education

According to the Finnish Government Programme, measures will be taken to promote entrepreneurship at different levels of education. The Finnish Government's policy programme includes five actions, one of which is entrepreneurship education and guidance. The other actions are: the setting up of businesses, growth and internationalisation, taxes and contributions affecting business activities and the operation of the markets.

Entrepreneurship education is now compulsory in primary school education (from the year 2004 on).

The aim of the Ministry of Education is to boost entrepreneurship education and training and entrepreneurship know-how within the programme in order to enhance the skills of those who want to set up businesses of their own. The aim is to make entrepreneurship more attractive as a career choice. Measures to strengthen the knowledge base in entrepreneurship concern the education system as a whole. The aims of the entrepreneurship policy programme have been incorporated into the Ministry's Action and Economic Plan 2005–2008 as entrepreneurship education and knowledge-based entrepreneurship, entrepreneurship projects in general education, and entrepreneurship in teachers' in-service training and development projects.

In the Ministry of Education sector, the aims set for entrepreneurship education and training relate to:

- 1) The creation of an entrepreneurship culture and a mindset and climate conducive to entrepreneurship;
- 2) The promotion of internal and external entrepreneurship, the creation of new business, and innovation; and
- 3) Support to entrepreneurs and their businesses and to generation changes in businesses.

The first and second aims concern all pupils and students in the whole education system.

The Finnish National Board of Education's also supports the development of entrepreneurship education. Entrepreneurship courses are included in the national core curriculum of the primary education in Finland. The entrepreneurship courses there are usually named "*Participatory Citizenship and Entrepreneurship*".

"Participatory citizenship and entrepreneurship" courses in **the primary schools' national core curriculum** include the following themes:

- Participatory citizenship and entrepreneurship are to be manifested
 - as extensive, integrated education encompassing all instruction
 - in cross-curricular themes
 - in the objectives, core contents and working approaches of subjects
 - in joint events
 - in the school's operating and learning culture
- Goal-conscious education incorporated in learning situations
- Developing pupils' own abilities so that they become initiative-taking, responsible and independent citizens

According to the Ministry of Education, important themes in the development of entrepreneurship in **primary and secondary general education** are:

- Acquainting entrepreneurs with school cooperation,

- Including entrepreneurship in teachers' in-service training,
- Strengthening teachers' contacts with the world of work,
- Developing work immersion periods to include entrepreneurship,
- Developing guidance counselling to include entrepreneurship as one career option, and
- Producing material relating to these.

2.2.2 Other entrepreneurship courses

According to the Ministry of Education, important themes in the development of entrepreneurship in **vocational education and training** are:

- Developing training for on-the-job instructors,
- Developing teachers' in-service training,
- Strengthening vocational teachers' links with the world of work,
- Developing guidance counselling to promote entrepreneurship and business activities,
- Developing curricula to support entrepreneurship and business activities,
- Developing and increasing the use of practice firms as a teaching method,
- Using the support programme for work-based learning to promote entrepreneurship,
- Developing on-the-job learning to promote entrepreneurship and business,
- Creating prerequisites for the disabled to learn on the job and to set up businesses,
- Anticipating needs for entrepreneurial knowledge in order to enable the education and training committees to take appropriate joint action,
- Developing the Vocational Qualification in Business and Administration into a programme providing versatile entrepreneurial knowledge and skills, and
- Producing material in support of entrepreneurship

According to the Ministry of Education, important themes in the development of entrepreneurship in **adult education and training** are:

- Ensuring teachers' knowledge and competencies,
- Developing further and specialist qualifications and other further vocational training in response to entrepreneurs' needs,
- Undertaking other adult education projects relating to entrepreneurship,
- Assigning the adult education and training centres tasks relating to entrepreneurship, and
- Promoting regional cooperation between different partners.

Authorities are responsible for controlling education in entrepreneurship. The education policy is defined by the Parliament and the Government. In addition to educational legislation, these policy definitions are specified in various development documents and in the state budget. A central development document in the educational sector is the **Development Plan for Education and Research**, which the Government approves every four years for the year of its approval and for the following five calendar years. The currently effective development plan for 2003–2008 was approved at the end of 2003. The development plan includes development measures for each field and level of education, as well as the main definitions for education and research policy and the allocation of resources.

For the purposes of **regional** administration, Finland is divided into six administrative areas called provinces. Each province has a general administrative body called the Provincial State Office, which functions under the guidance and supervision of the appropriate Ministries in discharging the duties of different administrative fields. In matters concerning educational and cultural administration, as well as sports and youth affairs, the Provincial State Offices function under the guidance and supervision of the Ministry of Education.

The Basic Education Act does not contain any provisions on the **administration and management of schools**; instead, the administration of schools providing basic education is primarily subject to the general provisions of the Local Government Act concerning municipal administration. Consequently, the administrative bodies of schools may be determined by the administrative regulations and standing orders issued by the local authority in question. Nevertheless, each school is required to have a rector, who is responsible for its operation.

In schools popular teaching methods are mainly lecturing, workshops and visitors/visits. Nevertheless, lessons contribute more to the theoretical skills.

Later on also written assignments and project work are common (in addition to lecturing, workshops and visitors/visits).

There are nowadays some e-courses available, e.g.:

- <http://www.yle.fi/multifoorumi/multiradio/zgo.php?z=20031221150613375781&q=16>
- http://koulut.somero.fi/virtuaalikoulu/Opas/lkkuna_salo08092003.htm
- http://www.sogsakk.fi/verkko_opetus/verkkokurssit.html

Universities also offer a great deal of entrepreneurship education in Finland. At the moment every Finnish university offers enterprise education, however, the supply and activities are very heterogenic (see Table 1).

Table 1. Enterprise education in Finnish universities

University	Entrepreneurship as a major subject	Entrepreneurship studies (separate courses or integrated into other courses)	Entrepreneurship through a mutual cooperation agreement
Åbo Akademi University		X	X
Academy of Fine Arts		X	X
Helsinki School of Economics and Business Administration	X	X	X
Helsinki University of Technology		X	X
Lappeenranta University of Technology		X	X
National Defence College			X
Sibelius Academy		X	X
Swedish School of Economics and Business Administration	X	X	X
Tampere University of Technology		X	X
Theatre Academy		X	X
Turku School of Economics and Business Administration	X	X	X
University of Art and Design Helsinki		X	X
University of Helsinki		X	X
University of Joensuu		X	X
University of Jyväskylä	X	X	X
University of Kuopio	X	X	X
University of Lapland		X	X
University of Oulu		X	X
University of Tampere		X	X
University of Turku		X	X
University of Vaasa		X	X

Source: Paasio, Kaisu – Nurmi, Piia – Heinonen, Jarna (2005) Yrittäjyys yliopistojen tehtävänä? [Entrepreneurship as a task for the universities?] Opetusministeriön työryhmämuistioita ja selvityksiä 2005:10. Opetusministeriö, Koulutus- ja tiedepolitiikan osasto.

As a major subject entrepreneurship can be studied in five universities (three are schools of economics, two are multifaculty universities) and many others offer different curricular entities related to entrepreneurship. Part of the given teaching contains issues explicitly related to entrepreneurship while others are integrated into other subjects and carry the topic more implicitly. Finnish universities have a mutual cooperation agreement, which enables students to include entrepreneurship in their respective curricula, even when the schools they are enrolled in do not offer such studies. Also people that are not studying at universities as graduate students can get access to most of these courses through the Open University system.

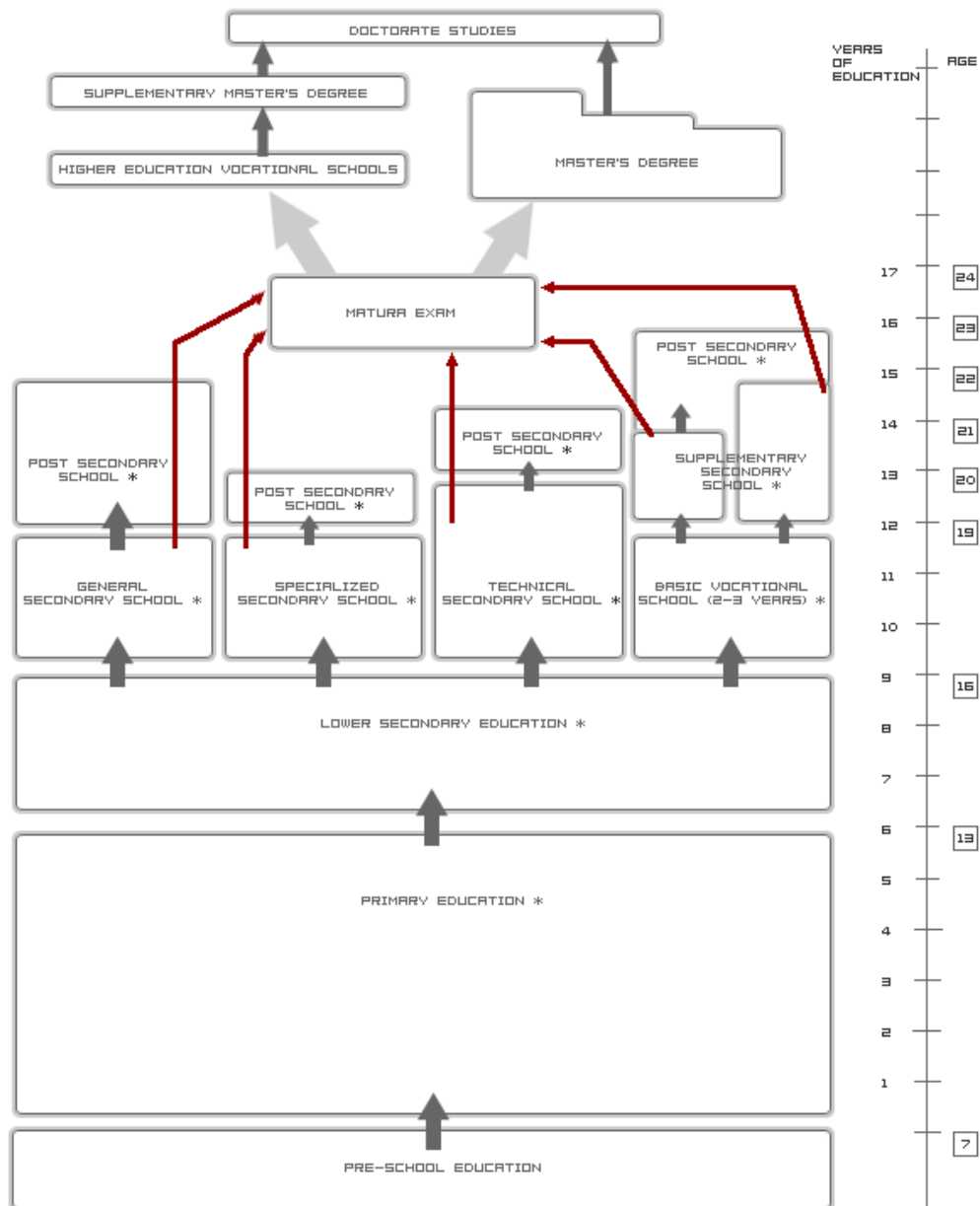
2.3 State of the Art in Poland

2.3.1 Entrepreneurship curricula within the system of education

Figure no. 1 shows the structure of the education system in Poland, valid since the school year 1999/2000. In the same school year subjects related to promotion of entrepreneurial attitude were introduced into schools. The Minister of National Education and Sport specified in his order dated 6th November 2003 a new curricular basis for general education in individual types of schools. This basis determines the content and the objectives of classes dealing with entrepreneurship which are taught at lower and upper secondary schools¹.

¹ The Order of the Minister of National Education and Sport dated 6th November 2003 amending the order concerning curricular basis for pre-school education and general education in individual types of schools: http://www.menis.gov.pl/prawo/wszystkie/rozp_260.php

Figure 1. System of education in Poland



* including special schools

Figure 1. Source: Polish Ministry of National Education and Sport website:
http://www.men.gov.pl/menis_en/education/new_system.php

Lower secondary school (gymnasium)

To the teaching scope of the subject „Knowledge about society” a module named „Education towards active participation in economic life” was added; it is supposed to enable learners' comprehensive development aimed at preparing them for active participation in social and economic life of the country. The task of lower secondary schools, besides providing elementary economic knowledge, is to develop the learners' spirit of entrepreneurship in accordance with the principles of honest competition and observance of the law as well as stimulation of imagination and creativity with regard to future vocational activity. This aim is served by providing knowledge about skills characteristic for an entrepreneur and about procedures accompanying the start of a business activity, as well as discovering and developing together with the learners their individual vocational predispositions and ability to orient themselves on the local and wider labour market².

Upper secondary school (general secondary school, specialized secondary school, technical secondary school, supplementary general secondary school, supplementary technical secondary school, basic vocational school³)

The subject „Elements of entrepreneurship” is supposed to prepare for active and conscious participation in economic life through formation of entrepreneurial attitude, development of interest in undertaking and running a business activity as well as general vocational activity. This aim is served by providing knowledge about the functioning of market and market economy, retirement provision system and tax system, introduction of procedures accompanying the initiation of a business activity, familiarization with the forms of obtaining capital and the methods of investing it, as well as introduction of the principles of how to run financial accounts. Furthermore, the subject is supposed to develop the learner's ability of self-presentation. The scope of the subject „Elements of entrepreneurship” enhances the range of knowledge provided during the lessons in „Education towards active participation in economic life” taught in lower secondary schools and further develops the entrepreneurial attitude by practicing conversations with potential clerks and partners in simulated circumstances, by calculating the financial results of a 'made-up' enterprise as well as preparing sample documents and using the required procedures in order to found and run a business activity as a natural person⁴.

2.3.2 Other entrepreneurship courses

The compulsory classes in entrepreneurship that are taught within the framework of the education system are not the only activity of this type undertaken in Polish schools. Other institutions and organisations, including those of higher level, have also noticed the necessity to initiate actions for development of widely-meant activity and entrepreneurship among young people. One of these institutions is the Labour Market Department at the Ministry of Economic Affairs and Labour.

Development of entrepreneurial attitude is aimed at improving the situation of young people on the labour market. The Minister of Economic Affairs and Labour, within the Framework of the First Job Programme for Vocational Activation of Graduates initiated in 2002, undertook the initiative to create School's Career Centres at lower and upper secondary schools with public school rights. Since 2003 schools can apply for grants in order to create School's

² The Order of the Minister of National Education and Sport dated 6th November 2003 amending the order concerning curricular basis for pre-school education and general education in individual types of schools, annex no. 1, http://www.menis.gov.pl/prawo/wszystkie/rozp_260_1.pdf

³ In basic vocational schools the curriculum of elements of entrepreneurship is somewhat limited, compared with the curriculum in other types of schools.

⁴ The Order of the Minister of National Education and Sport dated 6th November 2003 amending the order concerning curricular basis for pre-school education and general education in individual types of schools, annexes no. 2 and 3, http://www.menis.gov.pl/prawo/wszystkie/rozp_260_2.pdf, http://www.menis.gov.pl/prawo/wszystkie/rozp_260_3.pdf

Career Centres; 233 such centres have been created since then⁵. The creation of these centres involves the environments of individual schools (teachers, students and their parents) as well as local environment entities: self-government authorities, employers, local media, etc.

A School's Career Centre is a place where students can acquire knowledge and skills, develop attitudes and behaviour necessary to follow their vocational course, learn the rules governing the labour market and have the possibility to acquire information concerning educational paths and local labour market as well as obtain basic information on labour law. The work with young people at the centre may have various forms: lectures, trainings, instructions, skill courses, group workshops, individual counselling, and independent work under the guidance of a school's job counsellor. In order to carry out these activities it is necessary to equip the centres with various job-related materials, tools and methods for planning of vocational career, databanks with educational and vocational information, multimedia programs etc. Additionally, in places with a higher unemployment rate, especially rural areas and former state farms, a School's Career Centre aids not only the students of a specific school, but also all people interested in acquiring information concerning personal development and improvement of skills which could help obtain or maintain a satisfactory job⁶.

Another initiative concerning classes in entrepreneurship are extracurricular meetings with lower secondary school students, introduced within the framework of the so-called "September Packet", during which a programme promoting modern entrepreneurship is realised, with the use of computers and the Internet, in order to develop active attitudes among students. The "September Packet" is an educational project of the Small and Medium-Sized Enterprise Foundation KOMANDOR carried out since 2002. During the lessons students learn about issues concerning management of a business and subsequently create their own artificial mini-enterprise, choose the departments appropriate for themselves and perform the related duties. The teaching is supported with 27 multimedia lessons (e-learning courses), which include the theoretical introduction to the simulation and the practical tasks. The teaching method proposed by the Foundation – a combination of a multimedia e-learning course and real activities of an enterprise – allows the participants to verify their knowledge and use the theory in practice at once. The students prepare, among other things, an offer of articles promoting their company in the Internet, they can take part in national contests for the best brand mark and advertisement of a company, and they have to promote their mini-enterprise in the Internet from among other enterprises founded by students of other lower secondary schools. The students do all the work under the supervision of a teacher trained by the Foundation, who has contact with a coordinator from the Komandor Foundation. The Foundation particularly emphasizes the role of the teacher who carries out the classes and his/her importance in reliable transfer of knowledge to the students. The evidence of it is the „National contest for September Packet tutors”, organised annually within the project, where the teachers are awarded valuable prizes⁷.

Also in higher education young students and graduates often work for realisation of entrepreneurship courses at their universities and within the framework of Academic Career Services they seek contact with organisations that would sponsor the courses. It must be stressed that the present-day students were not educated in entrepreneurship, as the currently valid curriculum in lower and upper secondary schools has been introduced only quite recently.

One of the examples of students' initiative are free trainings in entrepreneurship in Katowice, directed not only to students, but to all unemployed people under 26. These persons, after

⁵ Website of the First Job Program ("1Praca"), <http://www.1praca.gov.pl/index.php?id=13&tresc=2415>

⁶ http://www.1praca.gov.pl/pliki_do_pobrania/2415_Zasady%20-III%20edycja%20SZOK-i.doc

⁷ Website of the Small and Medium-Size Enterprise Foundation KOMANDOR, <http://www.fundacja.komandor.pl/?akcja=1>

they have finished the training, will be offered an opportunity to start their own business within the framework of the so-called Academic Enterprise Incubators⁸.

The students show clearly their need for additional education in entrepreneurship and activity development. Indications thereof are the various initiatives undertaken at public and private schools in Poland. We would like to mention two more of them.

One of them is the fact that the European Integration Centre of the Adam Mickiewicz University in Poznań has proclaimed the year 2005 to be the "Year of Entrepreneurship". Throughout the year 2005 there are going to be organised actions promoting students' activity aimed at fulfilment of their vocational plans. One of the most important initiatives is organisation of a cycle of trainings for university and academy students in Poznań, with the objective to stimulate entrepreneurial thinking, facilitate the founding of their own businesses, and show that an enterprise can be based on one's passions and interests. Workshops including personality trainings lectures in law and finances, and exercises in business plan writing are supposed to convince the students that a good idea and consistency in carrying it out are the basis for achieving a success⁹.

The other initiative is the Subjectivity and Creation Portal of the Academy of Humanities and Economics in Łódź and the Creativity and Enterprise Centre. The Portal gives information about educational activities serving the development of innovative and creative attitudes. It prepares courses and trainings and practicing of skills¹⁰.

In case of both initiatives the participation for interested persons is partly paid.

One of initiatives carried out outside of schools was the programme "My own business – A chance to live with dignity" („Własna firma – Szansa na godne życie") conducted by the Support Foundation for Physically Impaired Mathematicians and IT Specialists. The training was performed with financial support of the National Bank of Poland in the framework of the programme of economic education carried out by the Bank. It was directed to disabled students of universities, academies and post-secondary schools. It was based on distance learning, so various persons could participate irrespective of the severity of their physical impairment. The course took place at the beginning of 2004 before Poland joined the EU. The objective of the course was to impart practical entrepreneurship-related knowledge in the light of EU regulations and standards which were going to come into force in Poland after the accession, including information on new legal regulations, possibilities of contracting a loan and acquiring business contacts within the European business environment. 2000 students were given a free multimedia training program on CD under this project, and another 20 persons had the additional opportunity to get in touch with specialists in the fields of entrepreneurship, law and accounting by means of phone or the Internet¹¹. The project included a plan of an action for promotion of enterprises created as a result of activation of the project's disabled participants; however, because most of the participants are still studying and have not undertaken an income-yielding job yet, the promotional action has been suspended for the time being¹².

Many initiatives with regard to entrepreneurship courses have been possible to carry out thanks to the financing from European Social Fund. The Fund enables the realisation of additional actions for the benefit of unemployed persons within the framework of district labour offices. Furthermore, it provides a possibility to perform other local initiatives by organisations not connected with labour offices. For instance, in the region of Łódź, under the Sectoral Operational Programme – Human Resources Development, Polish Economic Society Division in Łódź offered 150 unemployed persons aged 25 or less a cycle of courses in issues concerning the running of one's own company. This cycle of courses was carried

⁸ <http://forum.gazeta.pl/forum/72,2.html?f=322&w=22411566>

⁹ Website of the European Integration Centre of the Adam Mickiewicz University in Poznań, <http://centrum.amu.edu.pl/index.php?page=viewer&typ=1&id=149>

¹⁰ Subjectivity and Creation Portal, <http://podmiotowosc.wshe.lodz.pl/>

¹¹ Website of the programme „My own business – A chance to live with dignity", <http://www.wlasnafirma.idn.org.pl/>

¹² Bartosz Penduszewski, Support Foundation for Physically Impaired Mathematicians and IT Specialists

out under the project "Let's start together – a way towards your own company" ("Zacznijmy razem - droga do własnej firmy"). The courses include 30 hours of workshops, during which modern training methods are used, including audiovisual media, aimed at activating the participants.

Under the same sectoral programme another project directed to young people is currently being realised; its name is "Zosia-Samosia"¹³ or self-employment and promotion in the region of Łódź ("Zosia-Samosia czyli: samozatrudnienie i promocja przedsiębiorczości w regionie łódzkim"). The project's executor is the Foundation Together (Fundacja Razem). The project emphasizes the importance of having the knowledge about individual steps accompanying the founding of one's own business and the meaning of motivation for independent activity. Besides up-to-date information on economic activity, the Foundation offers ongoing support by entrepreneurship counsellors, e-consultants, which can be obtained at the Foundation's website. Additionally, it proposes guides in the form of e-books and films on DVDs. Similar projects financed from the European Social Fund are carried out in entire Poland.

Also other local institutions like Regional Development Agencies and Enterprise Development Foundations are active in the area of organisation of entrepreneurship trainings^{14 15}.

While summarising, it should be stressed that in Poland an increase in the number of entrepreneurship courses offered has occurred only in the last years. This is largely connected with the necessity to counteract the unemployment rate which has been high in the recent period (February 2005) and find a solution for this situation. Since then self-employment has been promoted as a favourable alternative to full-time job (there are few offers of full-time work, lower social security fees). In 1999 entrepreneurship lessons have been introduced into the curriculum of lower and upper secondary schools, as a need to promote entrepreneurial attitudes at a young age was perceived. Other institutions' offer range has been expanded. The significance of development of IT technology, Internet and audiovisual techniques must be emphasized, as they have effected a change in the form of education and thus contributed to making the courses more attractive and providing possibilities of practical use for the acquired knowledge (e.g. "September Packet"). New technologies make it also possible to reach groups of people for whom the participation had not been possible till then (see the course "My own business – A chance to live with dignity"). Of considerable importance is the financial support from the European Union in the form of subsidies granted for realisation of projects in the field of enterprise development.

There are no comparative studies of opinions on the quality and effectiveness of courses conducted within the educational system and by other institutions. To our knowledge, there are also no research projects to collect general opinions and evaluations of entrepreneurship courses within either the system of education or extracurricular activities. However, we found a report on a research conducted in January 2004 on a group of teachers who were attending a postgraduate study for teachers of entrepreneurship at schools and on a group of learners who were attending a few days' training on the running of mini-enterprises at schools. The teachers emphasized, among other things, the efficiency of workshop-based method in gaining the learners' interest as well as the important role of the teacher; if he/she is passionate about the subject, it is easier for him/her to get the learners to like it. They are certain that young people who are involved in extracurricular activities, such as mini-enterprises, thanks to the experience and knowledge gained consequently stand on a "winning position" on a local labour market, as compared with their equals. The teachers also stated that entrepreneurship should be taught since the earliest school years. Learners, in

¹³ Translator's note: Zosia-Samosia is the name of the female title character from a poem by Julian Tuwim, which has become an archetype of person who would do everything by herself

¹⁴ <http://www.kurier.crk.pl/239/abc.htm>, <http://www.jfrp.pl/index.php?p=9/#9>

¹⁵ <http://wiadomosci.ngo.pl/labeo/app/cms/x/35111>

turn, appraised highly the practical knowledge which they gained during the course in the running of mini-enterprises¹⁶.

The school superintendents conduct studies in individual regions concerning the methods used in entrepreneurship classes within the obligatory curriculum in lower and upper secondary schools. Co-operation with other local institutions and performing of additional activities and programmes within the framework of the subject are emphasized as good practice¹⁷. This may mean that the programme contained in the courses „Education towards active participation in economic life” and “Elements of entrepreneurship” alone is not sufficient to activate the learners. That’s why innovative initiatives, such as the above mentioned “September Packet”, that provide a possibility to use the acquired knowledge in practice are popular.

Komentarz: W przypisie zostawiłabym polskie tytuły projektu i książki, a angielskie tłumaczenie dałabym w nawiasie, dla wyjaśnienia, bo książka została chyba wydana jedynie po polsku...?

¹⁶ A report from qualitative research conducted under the project titled “Promotion of entrepreneurship attitude in secondary schools”; [from] M. Kubisz [ed.] “Work, education, partnership”, Polish Agency for Enterprise Development, Radom 2004.

¹⁷ COLLECTIVE INFORMATION of the School Superintendent for Małopolska Province on the results of a study of methods used in the courses “Elements of entrepreneurship” at schools, conducted between 16th October 2003 and 15th January 2004, http://www.kuratorium.krakow.pl/user/11/kontrola_przedsiębiorczosc.doc

2.4 State of the Art in Romania

2.4.1 Entrepreneurship curricula within the system of education

The measures and the actions undertaken by the National Agency for Small and Medium Enterprises and Co-operatives (NASMEC) and the Ministry for Education and Research - the main responsible factors in elaboration of policies for developing entrepreneurial culture to all levels – endorsed the introduction of disciplines tied to developing initiative spirit and of professional orientation capacity into the schools' curriculum, as well as the developing of entrepreneurial competences through long life learning.

The abilities and attitude towards entrepreneurship field start in primary education through both optional courses and implicitly approaching of a specific theme inside the Civic Education discipline. After that, the abilities (competencies) and entrepreneurship aptitudes are developed in a systematic way during secondary education, high schools and craft schools.

Entrepreneurship taught in primary education:

In primary schools the entrepreneurship competencies are taught, specifically to the age of pupils, within the subject "Civic education". The entrepreneurship is taught from the primary level, through the subjects:

- first school year: "Ourselves" – optional course;
- second school year: "My family" - optional course;
- third school year: "Our community" - optional course;
- fourth school year: "Our town" - optional course.

Entrepreneurship in secondary education (other than general economics courses):

1) In the lower secondary education (gymnasium, grades V-VIII) entrepreneurship elements are taught within the common body subject "Technological education", one two hour per week.

2) In upper technical secondary education, "Entrepreneurship Education" is an option. It is inside the curricular area "Man and Society" and it has one hour per week for all the profiles and specialization school classes. "Entrepreneurship Education" has one hour per week: in the eleventh grades, twelfth grades and thirteenth grades – part time education.

In high school, at all profiles, within the classes included in the curriculum, at the school's decision, one can be taught contents referring to entrepreneurship competencies.

3) In professional schools, third year (classes in liquidation), basic curriculum – personal and social development - has one hour per week allocated for "Educational entrepreneurship" and it is targeted at developing the competencies to start a new business on their own for the young people.

Beginning with school year 2003-2004 at Art and Craft schools the "Civic Culture/ Educational entrepreneurship" subject has been introduced in national educational system for the IX classes for one hour per week to all the 16 fields. This branch of knowledge is part of the curriculum area "Man and Society". The new plan-framework for Art and Craft School includes the study of Educational entrepreneurship in the X class – only for economic area. In post high school education, the elaboration of a business plan is stipulated in the "Information and vocational advice" subject, in basic curriculum – personal and social development.

After majoring the Crafts and Art school, students obtain professional qualifications necessary in: agriculture, industrial chemistry, trade, constructions, electrics, electro-

mechanics, electronics and automatics, aesthetics and human body hygiene, food industry, construction materials, mechanics, printing techniques, wood manufacturing, forestry, textiles and leather, public food and tourism. As part of the curricular area "Technologies" a speciality culture and practical training is provided, based on professional training standards for first level of professional skills (2 years), as well as for completion year - second level of professional skills. The "Civic culture/ Educational entrepreneurship" subject is stipulated in educational framework plan, settled by the Order of the Minister of Education and Research no. 3669/31.03.2003, which will be achieved through the Craft School. The curriculum for "Civic culture/Educational entrepreneurship" for IX class is settled by the Order of the Minister of Education and Research no. 4705/12.08.2003.

University level education on entrepreneurship

In universities, there are faculties and departments that have in their educational plans entrepreneurial education. There are also specialities that deal primarily with this field of the future specialists' training: Economics, Economy of Commerce, Tourism and Services, Agricultural Economy, Economy of Enterprise, Economy of Environment, Science of Commodities, Business Administration, Cybernetics, Statistics and Economic Forecast, Finance and Banks, Accounting and Financial Administration Informatics, International Business Relationships, Management, Marketing, Agriculture, Political Sciences, as well as all the engineering specialities.

The following knowledge is considered as significant regarding entrepreneurship education: setting up of enterprises, rules for firm composition, general rules for trading, selling techniques, selling structures, commercial practices, basic concepts for consumer protection, general rules regarding packing and labelling, abusive clauses in commercial contracts.

General description of curricula – Entrepreneurial Education

Within the context of social-humanistic sciences, the study of Entrepreneurial Education in high schools aims at developing an autonomous and creative personality, which should act in an efficient and responsible manner in society.

Entrepreneurial education aims at developing among students the specific competencies which will allow the subsequent professional guidance towards entrepreneurship, and furthermore, by putting their potential to good use so as they act efficiently in every domain.

The curriculum has been developed so as to form nominal competencies, specific to constructive thinking, to develop the capacity of social insertion, and of a set of personalized skills as well, which will allow for tailoring actions according to changing realities.

This educational curriculum is designed for the common core of all specializations, i.e. the vocational orientation, and has in view the nucleus type of curriculum (1 hr/week).

The present curriculum comprises the new model of curricular design. Its structure implies the following competencies:

- Introduction
- General competencies
- Specific competencies and content units
- Values and attitudes
- Methodological suggestions

It must be mentioned that:

- the promotion of this curricular and teaching proposal is done through an end result perspective by:
 - high school - through general competencies
 - study of the Entrepreneurial education – through specific competencies
 - evaluation is designed by correlating content units with specific competencies

- methodological suggestions tend towards concrete teaching ways for transposing the curriculum in school practice
- the curriculum gives specific values and attitudes that are of paramount importance to the entrepreneur's status

General competencies

- 1) Identifying facts, processes, and concepts specific to the field of social sciences and to the relations between them, by using concepts specific to social and humanistic sciences.
- 2) Use of tools specific to the social and humanistic sciences, so as to generally and specifically characterize a theoretical and a practical problem.
- 3) Explaining facts, phenomena and processes specific to the social sciences field, by using theoretical models.
- 4) Interpreting the results of an analysis, or research, and the different approaches studied through the perspective of social sciences.
- 5) Realizing connections between knowledge acquired in the field of social and humanistic sciences, by applying them to evaluating and optimizing solutions intended for critical situations.

Specific competencies and content units

SPECIFIC COMPETENCIES	CONTENT UNITS
1.1. Identifying facts, processes and concepts specific to the field of activity 1.2. Identifying and understanding entrepreneurial actions 2.1. Use of adequate tools for developing the action 2.2. Identifying the skills of the entrepreneur 2.3. Identifying own skills 3.1. Applying provisions of specific legislation	The universe of the entrepreneur's activity • The entrepreneur's role • Entrepreneurial relations • Legislation conditions in entrepreneurial actions • Characteristics and skills of the entrepreneur
1.3. Identifying market opportunities 5.1. Evaluation of changes and tendencies manifest in the business environment 3.2. Design of a business plan 5.2. Applying specific skills while developing the business plan 5.3. Executing and adapting the business plan to the environment conditions during its execution 5.4. Evaluating business end-results	Initiating and developing the entrepreneurial action (business) • Ways and criteria for identification and selection of market opportunities • Setting the time table • Business plan: basis and structure • Realizing, developing and diversifying a business
1.4. Recognizing necessities and implications asked for by contracts' execution, according to the legislation in force 3.3. Understanding the risks implied by entrepreneur's business behaviour 4.1. Risks counteracting	Business behaviour • Contract justification for entrepreneurs • Types of business behaviour • Accountability in business
1.5. Identifying risks in cases under focus 1.6. Identifying common and specific elements for business success	Business success • Success models in business • General and particular in realizing a successful business

Values and attitudes

General and specific competencies that the process of teaching/learning of the subject Entrepreneurial Education should develop are based on the following values:

- economic freedom
- economic efficiency
- economic security
- creativeness in the use of resources
- economic development

These should be expressed in attitudes corresponding to the following essential characteristics of the person, as entrepreneur:

- the capacity to manifest initiative
- economically active behaviour
- assuming calculated risk in business
- responsibility for management

Methodological suggestions

The curriculum of the subject Entrepreneurial Education is designed to allow for:

- teacher's didactic creativeness and adapting his/her actions to students' particularities
- forming competencies specific to entrepreneurship
- students covering a cognitive route adequate both to the internal and teaching logic, specific to the subject.

Content units are presented in a non-compulsory order. Their treatment is recommended so as to take into account the characteristics of the Romanian economy.

The correlation between specific competencies and the content units is not biunivocal.

A shift of stress significance is suggested, from contents to specific competencies, and focusing on student as the subject of the teaching activity.

This is the reason for which the following means are recommended:

- use of active methods (e.g. learning by discovery, problem-oriented learning, learning by cooperation, by simulation, role play)
- realizing business and case-study portfolios, with the use of computer (simulation exercises for exercising entrepreneurial competencies)
- interpreting economic facts, phenomena, processes by using different explanatory versions.

It is also recommended to develop teaching activities with the involvement of business communities, consultants from competent organization and involving students in entrepreneurial education projects.

This curriculum implies making interdisciplinary links and organizing the teaching activity by putting in relation and correlation the study areas. The applicative character of the Entrepreneurial Education subject asks for the development of the operational dimension of the student's personality.

In Romania, the regulation under which the public and private schools / education institutions operate is set up by the Ministry for Education and Research (www.edu.ro). MER approves the national Curriculum and the national system of assessment and it also supervises their implementation and compliance.

The legislative framework for adult training was consolidated in November 2003 by the regulation on the authorisation of training providers and on the methodology for the certification of adult training. A National Qualification Agency (www.cnpfa.ro) including social partners has been established, paving the way for closer integration of initial and continuing

vocational training. Planning for Technical and Vocational Education (VET) is no longer done at central level but by the Regional Consortia at regional level which have developed Regional Educational Action Plans with a mid-term perspective.

The main initiatives of the Ministry of Education and Research regarding the education and training of the entrepreneurs were:

- Elaboration of normative regulations concerning the inclusion of entrepreneurship notions in the basic curriculum of the educational system;
- Working with alternative textbooks;
- Participation in the ECO-NET Programme through: revising the legislative framework, organizing seminars for disseminating the concept of "training firm" (for professors teaching economic disciplines and for headmasters);
- Partnership MER – The Romanian Centre for Economic Education.

Within the Ministry of Education and Research, the elaboration of normative regulations regarding the development of entrepreneurial spirit is the responsibility of General Directorate for Pre-University Education, and it was materialised in:

- Elaboration of Order of Ministry of Education and Research (O.M.E.C.T) regarding the approval and applying the school curricula for the core curriculum discipline of Technological Education for the 5th and the 8th grade, including the development of the entrepreneurial spirit and the capacity of professional education, as an objective of reference.
- Including, by O.M.E.C.T Plans of Education for the 9th and the 10th grade, first cycle of high school education, theoretical, vocational and technological, the core curriculum discipline of Entrepreneurial education (for the 10th grade), which is studied one hour a week;
- Including, by O.M.E.C.T Plans of Education for the 9th and the 10th grade, at the Arts and Apprenticeship School (SAM), the core curriculum discipline of Civic/Entrepreneurial Culture, for the 9th grade – all fields and for the 10th grade – the economic field;
- Approval, by O.M.E.C.T of the curriculum for Civic/Entrepreneurial Culture for SAM, which is studied one hour a week;
- Elaboration of the O.M.E.C.T project regarding the curriculum approval for the discipline Entrepreneurial education at the 10th grade;

As far as the professional and technical education is concerned, the National Centre for the Development of the Professional and Technical Education (CNDIPT) proposed that the entrepreneurial competences be acquired through programs of specialist theoretical and practical disciplines. Learning based on work represents the main objective that is aimed at through the content of the curriculum for practical training, which derives from the professional training standards. It is important to mention that the standards for professional training have been validated by the social partners (O.M.E.C.T no. 3451/09.03/2004) regarding the approval of the curriculum for specialist culture and the practical training within the curricular area "Technologies", at the 9th and 10th grades, SAM, as well as the differentiated curriculum for specialist culture and the practical training within the curricular area "Technologies" at the 9th and 10th grades – technological high school;

The alternative textbooks have been elaborated according to the approved curricula:

- Entrepreneurial education for the 10th grade – theoretical, vocational and technological fields;
- Civic / entrepreneurial culture for the 9th grade – SAM;
- Civic / entrepreneurial culture for the 10th grade SAM – economic field.

The initiatives of Ministry of Labour, Social Solidarity and Family

- In accordance with the legislation in force, the National Agency for Employment elaborates yearly the National Plan for Vocational Formation. Its implementation ensures the vocational formation for unemployed people, by increasing adaptability through acquiring skills and correlated to the workplaces' requirements.
- 5 regional centres for adults' vocational formation were set up in 2003 and one new centre was set up in the first quarter of 2004, in Braşov.

2.4.2 Other entrepreneurship courses

Junior Achievement - Romania Program - is part of Junior Achievement Worldwide, US and Junior Achievement – Young Enterprise Europe.

Junior Achievement is active in 112 countries worldwide. Local, regional and multinational companies recognize the need for market economics education and support the quality of the Junior Achievement programs. Junior Achievement-Young Enterprise programs have been offered in Romania since 1993. All programs have been translated and adapted, are available in Romanian and are implemented according to the agreement signed with the Romanian Ministry of Education, Research and Youth.

Through the implementation of Junior Achievement in the secondary schools and high schools are introduced elements of entrepreneurial culture, necessary for pupils' education. Also, on the basis of a protocol of collaboration concluded between Ministry of Education and Research and Junior Achievement Romania, three specific pilot programs were developed, at the university level: Student Company, Capital Market and Business Ethics. The results obtained certify the programs' extension and the necessity of entrepreneurial culture introduction in the university curricula.

More than 250,000 students attended JA-YE programs till 2003. JA Romania strategic plan, ACCESS TO SUCCESS, is to reach at least one of four Romanian students by 2005. JA Romania provides training, materials, service and technical support to the schools that have chosen to implement JA programs as optional curriculum. Romanian JA students have the benefit of "Junior Achievers" scholarships and participate every year at International Student Conferences, Contests and Trade Fairs.

The mission of JA Romania is to serve all schools that develop and implement economic education programs for young people through a partnership between business and education. JA programs are helping students to gain an understanding of:

- The importance of market-driven economies
- The role of business in a global economy
- The commitment of business to environmental and social issues
- The commitment of business to operate in an ethical manner
- The relevance of education in the workplace
- The impact of economics on their future

JA programs currently running in Romania:

- a, b, c-economy: - Me and My World (Elementary School Programs) Ourselves, Our Families, Our Community, Our City
- a) ABC of Business (Middle Grade Programs) Personal Economics, Enterprise in Action
- d-economy: - Business World (High School and University Programs) Student Company, Applied Economics, Business Ethics, Stock Market
- a) Connections (High School and University Programs) Success Skills, Workplace Internships, To be leader!
- b) Business Class (Programs in English) GLOBE, Student Company, YE Cambridge Examination,

- c) Fundamentals of Market Economy (University & Adults Programs)
- d) Economics for Leaders (University & Adults Programs) My Money Business
 - e-economy: - Management and Strategy Games, CAPS (Middle Grade Programs), MESE, BIA (High School and University Programs) SMG (High School and University Programs)
- a) Web Based Programs (High School and University Programs), Tourism & Travel Business, Student Company, Global Business Ethics

ECO-NET Programme represents a partnership between the economic schools from Albania, Bulgaria, Romania, Macedonia, Bosnia and Herzegovina, Serbia and Montenegro, Croatia, within the Stability Pact in South-East Europe, financed by the Austrian Ministry for Foreign Affairs and implemented by KulturKontakt Austria.

Taking part in the ECO-Net Programme allowed the establishment of "training firms" in high schools and vocational groups for services (the economic branch) and developing a specific concept of entrepreneurial culture. Up to 2004, the number of "training firms" within schools is rising (7 schools have been included in the project, according to the O.M.E.C.), the total number of the schools involved is ten. An Order MECT was also elaborated regarding the establishment of the Headquarter for the Network of Simulated Companies / Training Firms in Romania, order that revises the O.M.E.C. no. 3600/29.04.2002.

Kommentar: of ?

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