



# THE DEVELOPMENT OF ENTREPRENEURSHIP COMPETENCE IN CROATIAN COMPULSORY EDUCATION - THE TEACHERS' PERSPECTIVE

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## Knowledge Based Society and New Key Competencies

- development of the knowledge based society  
- new challenges
- development of key competencies necessary  
for work and life in the knowledge society
- adequate curricular changes are needed

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- political and academic importance of the  
key competencies
- education for new competencies - a  
strategic importance in the development of  
economic competitiveness and strengthening  
of social cohesion (EU and OECD countries)

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## The European Key Competences Framework

- common objectives of the educational  
systems in EU include definition of new  
areas of key competencies
- eight *areas* of key competencies  
including entrepreneurship competence
- inclusion of the key competencies in  
compulsory education curriculum - a  
goal of the curriculum reform in Croatia

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## Concept of the entrepreneurship competence

- economic literacy and knowledge
- personal characteristics/behaviours that are prerequisites for becoming a successful entrepreneur

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## Entrepreneurship competence in the Croatian national curriculum for compulsory education - the research results

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## The study sample and research instruments

- Year: 2006
- 25 elementary schools (grades 1-8) from different regions in Croatia
- N = 688 teachers:
  - class teachers (38%) and
  - subject teachers (62%)
- The administered questionnaire consisted of:
  - closed questions mainly set on Likert scales and
  - open-ended questions

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## The aim of the research

- to identify:
  - teachers' understanding of entrepreneurship competence
  - teachers' opinions on ways entrepreneurship competence might be introduced into Croatian compulsory education
  - teachers' estimates of the degree of inclusion of entrepreneurship competence in current teaching programmes and teaching practice
  - teachers' perception of barriers to the inclusion of entrepreneurship competence in elementary schools
  - teachers' perception of their professional capacity to teach entrepreneurship

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## Teachers' definition of entrepreneurship competence

- economic literacy or knowledge and personal characteristics/behaviours that are prerequisites for becoming a successful entrepreneur



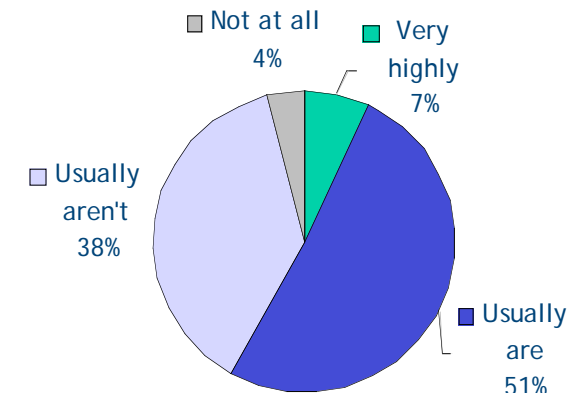
Should the entrepreneurship competence be systematically taught in compulsory education?	Teachers' responses (%)
It should not be taught	24
Yes - as economic literacy or knowledge	8
Yes - as personal characteristics/behaviours	20
Yes - as both economic literacy or knowledge and as personal characteristics/behaviours	48



How should entrepreneurship competence be taught ?	Teachers' responses (%)
As a separate subject	16
As a cross-curricular theme/module	37
As homeroom meetings	8
As extracurricular activities	18
It should not be taught at school	5
I cannot decide	16



## The inclusion of entrepreneurship competence in new syllabi





School activities related to the development of entrepreneurship competence in pupils:	Teachers' responses (%)		
	never	sometimes	often
Activities through which pupils can learn about successful entrepreneurs	25	64	11
Activities promoting pupils' solidarity and taking care of those who are socially deprived	5	55	40
Activities through which pupils can learn about different occupations	9	62	29
Extracurricular activities through which pupils independently develop a program and a procedure for their work	23	53	24



Teaching practice related to the development of entrepreneurship competence in pupils	Often or almost always present (%)	Mainly or very important (%)
Encouraging pupils' independence in their work	69	99
Encouraging the development of pupils' team working skills	65	97
Teaching the students how to plan their activities	35	98
Teaching the students how to earn money to meet their own needs	17	83
Teaching the students how to judge the consequences of their own decisions	48	99
Teaching the students how to evaluate risk taking opportunities	46	97
Encouraging the students to take part in activities fostering cooperation with local communities	29	85

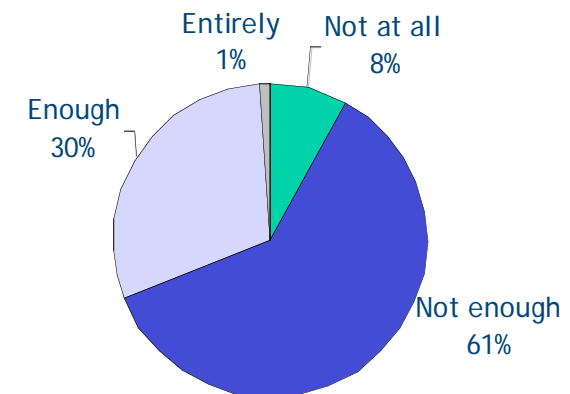


Obstacles to the inclusion of the entrepreneurship competence in compulsory education :	N	Teachers' responses (%)
Insufficient financial resources	249	82
Low social status of teachers	227	76
Low financial status (salary) of teachers	213	71
Lack of teaching resources	210	70
Lack of teaching materials	187	62
Lack of teaching time	174	60
Unsatisfactory in-service teacher training	177	59
Low students' motivation	141	48
Unsatisfactory legislation	129	44
Insufficient school autonomy	111	38
Insufficient teacher competencies	107	37

N = 324



## Are teachers appropriately trained for teaching entrepreneurship ?



N = 324



## The need for training in:

- mastery of entrepreneurial knowledge
- teaching methods and teaching skills
- pupils' career counselling
- development of teaching materials
- communication with the local community



## Conclusions

- Croatian schools have a certain level of experience in teaching entrepreneurship competence
- entrepreneurship education should have a more important position in compulsory education
- unsatisfactory material conditions of teaching, financial and professional status of teachers - obstacles to successful implementation of entrepreneurship competence
- teachers are not appropriately trained for teaching entrepreneurship



## Recommendations (I)

- entrepreneurship education in Croatia should be:
  - more clearly conceptualised
  - introduced and taught in schools in a systematic way
  - should be primarily delivered as a cross-curricular theme or module



## Recommendations (II)

- prerequisites for the systematic inclusion of entrepreneurship in schools:
  - more appropriate pre-service education and continuous in-service teacher training
  - better material conditions for teaching in general
  - the improved financial status of the teaching profession
  - the teaching profession's higher status and prestige in society