Ἔχεις μοι εἰπεῖν, ὦ Σώκρατες, ἃρα διδακτὸν ἢ ἀρετή; ἢ οὐ διδακτὸν ἄλλ’ ἀσκητὸν; ἢ οὔτε ἀσκητὸν οὔτε μαθητὸν, ἄλλα φύσει παραγίγνεται τοῖς ἀνθρώποις ἢ ἄλλω τινὶ τρόπῳ
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ENTREPRENEURSHIP EDUCATION: WHY, WHAT, HOW AND WHEN

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ABSTRACT
Entrepreneurship should be treated as a general attitude, which could be functional not only for professional activities but also for everyday life. The key to improve young people’s perceptions and attitudes towards entrepreneurship lies in education. It is being supported that the best way to achieve entrepreneurial awareness and thinking is to introduce entrepreneurship at an early age in primary education through active learning based on children’s natural curiosity. The purpose of this paper is first to underline the importance of entrepreneurship education (why) and its contribution to the development of entrepreneurial spirit starting with young people at school. Second to consider what should be taught and how should it be taught and finally to explore the level of education it should be introduced in (when).

Keywords: entrepreneurship education, primary education, entrepreneurial spirit

1. INTRODUCTION
Entrepreneurship is an important factor for the economy, due to its effect on macro and micro economic level (Henry et al., 2003; Bruyat & Julien, 2000). Changes in the economy and labour markets have raised the profile and the significance of entrepreneurship (Minniti and Arenius, 2003). Moreover, its importance is also attributed to giving birth to new ideas, creating new enterprises and jobs, and fostering the economy in general (Hisrich and O’Cinneide, 1985).

The need for further promoting the entrepreneurial spirit has been recognized from the European Union not only as a means of creating new firms and promote business growth. But also Entrepreneurial skills have been identified as beneficial for the society beyond their use into business activity. Entrepreneurial skills are vital regardless of a person’s desire to become an employee or self-employed because they can be used in all aspects of our personal and working life (European Charter for Small Enterprises, 2001). The enhancement of entrepreneurial skills and associated behaviors provide social benefits that go beyond these skills in new business ventures.
The potential entrepreneur needs not only knowledge (science), but also new ways of thinking, new skills and new ways of behavior (arts). The traditional teaching methods include learning by doing and giving opportunities for students to act (Fiet, 2000a; Gorman et al., 1997). The entrepreneurial approach gives students the opportunity to take a new role and find their other hidden aspects, encouraging simultaneously, seeing from new perspectives (Sogunro, 2004). Moreover, it is important to know that, we may all be capable for entrepreneurial activity; all we have to do is give our self the “permission” to be free, creative and innovative. The culture of entrepreneurship among young people is necessary, not only for the enhancement of employment, growth, competitiveness and innovation but also for their everyday lives for example, at work and in various forms of participation in the society. Entrepreneurship needs to be understood in its widest sense since the personal qualities involved -creativity, initiative, responsibility, risk-taking and independence- have an importance far beyond the strictly business environment (Petridou & Sarri, 2011). During the last decade, Entrepreneurship education has become an issue of high priority on the European Union Education Policy Agenda. In light of this, various programs in all levels and types of education and especially secondary and tertiary education have been designed and introduced in most European countries. (Kuratko, 2005). However, in most cases curricula interventions and related actions rely on the initiatives of schools and teachers and the support of local business communities (European Commission, 2006).

To investigate the issue of entrepreneurship education, this paper will try to look into why should “entrepreneurship” be incorporated in education, when should it be introduced, and what should be taught and how should it be taught.

The paper consists of four major parts in addition to the Introduction. In the first part, an attempt is made to clarify major definitional issues. Then, the four major questions – why, what, how and when – are presented and finally, the last part serves as a capstone for the paper and suggestions for future research.

2. DEFINITIONAL ISSUES

There is a debate on whether entrepreneurs “are made or born” (Galloway and Brown, 2002; Garavan and O’Cinneide, 1994). While a certain flair or attitude towards taking risks is required, many of the aspects of entrepreneurship can be taught (Fiet, 2000a; Hynes, 1996). And as Peter Drucker, said, “The entrepreneurial mystique? It’s not magic, it’s not mysterious, and it has nothing to do with the genes. It’s a discipline. And, like any discipline, it can be learned” (Drucker, 1985). Another support came from Gorman, Hanlon, and King, (1997), who said that “…most of the empirical studies surveyed indicated that entrepreneurship can be taught, or at least encouraged, by entrepreneurship education”. Furthermore, according to Plaschka and Welsch, (1990) the question of whether entrepreneurship can be taught is “old”. Ronstadt (1987) went further, and support that the relevant question for entrepreneurial education is, “What should be taught and how should it be taught?”. Nevertheless, there is a close relationship between learning and
entrepreneurial achievement in which learning is the dynamic process, which enables entrepreneurial behaviour to be enacted (Rae and Carswell, 2000). The key to improve young people's perceptions and attitudes towards entrepreneurship lies in education.

Looking back to the definition of entrepreneurship, Entrepreneurship comes from the French verb entreprendre and the German word unternehmen (Okpara and Halkias, 2011; Schaper and Volery, 2007; Sarri & Trihopoulou, 2005; Swedberg, 2000). These words mean, “to undertake” something (Okpara and Ohn, 2008). However, Schumpeter has introduced the “modern” definition of entrepreneurship in 1934, saying that, the creation of business combinations is named enterprise and individuals are the entrepreneurs.

By the time, a lot of definitions have been given for Entrepreneurship. Timmons (1994) defines entrepreneurship as a creation and value building from something that almost does not exist. According to other scholars, entrepreneurs create and follow the opportunity independently by the sources that they have (Schaper and Volery, 2007; Hisrich et al, 2006). Venkataraman (1997) supports that search of entrepreneurship aims to understand how the opportunities have been discovered and from whom and with what consequences, while Carton et al. (1998), define entrepreneurship as the opportunity for creation followed by the willingness of value creation of participants whereas, entrepreneurs are the individuals that identify the opportunity, find the appropriate resources and create the business. According to David Audretsch and Max Keilbach (2004), entrepreneurship is crucial in driving the process of selecting innovations, hence in creating diversity of knowledge, which operates as a mechanism spilling out the knowledge. Mark Casson (2005) also defines entrepreneurship as a key to the growth and survival of firms in an unstable environment, because entrepreneurial judgment is necessary for making complex decisions under uncertainty. Additionally, Minniti and Levesque (2008), support that entrepreneurship matters for individuals, organizations and countries. In a broad sense one could say that entrepreneurship is identifying opportunities and innovative ideas and transforms them into value (financial, cultural or social) for others (Sarri, 2013).

Some definitions relate entrepreneurship to education, especially educational attainment. According to Bates (1990) and Dolinsky et al. (1993) the initial entry to entrepreneurship is increased with the increasing level of educational attainment. Cowling and Taylor (2001), support that education is positively associated with the probability of self-employment, while, Borjas and Bronars (1989) suggest that self-employed are more likely to be college-educated. Moreover, it is recognize, that the entrepreneurial role can seemingly be culturally and experientially acquired, while it is also supported that it is influenced by education and training interferences (Petridou et al., 2011). And, entrepreneurship in education can contribute by creating a more entrepreneurial spirit for young people.

At this point it should be stressed that education and entrepreneurship education are not synonyms! There is a distinct difference between general education and entrepreneurship education. Education focuses in supporting the...
development of knowledge and the “mind”, while entrepreneurship education focuses in human beings and their feelings, values and interests, even if they take no logical decisions (Kyrö, 2003b). OECD clearly bases its definition of entrepreneurship education on individuals’ self-development: “education for entrepreneurship is concerned with the inculcation of a range of skills and attributes, including the ability to think creatively, to work in teams, to manage risk and handle uncertainty”. (OECD, 2010).

3. ENTREPRENEURSHIP EDUCATION: WHY, WHAT - HOW AND WHEN

3.1. Why

Much of the teaching in entrepreneurship deals with the “classic” understanding of the term and focuses on exploiting opportunities and stimulating the start of a new business. Surveys findings related to the effects of entrepreneurship education in the context of starting a new business are both favorable and less favorable (McNally et al., 2010; Weaver et al., 2006). Among positive findings is the enhancement of optimism (Souitaris et al., 2007; Fayolle et al., 2006; Dyer, 1994) and entrepreneurship intentions (Athayde 2009; Galloway and Brown, 2002) and a positive impact on attractiveness and feasibility of new venture initiation or on actual startup activity (Souitaris et al., 2007; Fayolle et al., 2006; Peterman and Kennedy, 2003; Tkachev and Kolvereid, 1999). Whilst among negative aspects is a lowered intention to create a start-up (Oosterbeek et al., 2010; von Graevenitz et al., 2010). Nevertheless, even these studies reported an increase in students’ self-assessed entrepreneurial skills.

Entrepreneurship education is a form of education with practical aspects, which includes community and encourages pupils and students to be active and learn about entrepreneurship and develop their entrepreneurial abilities (Young Enterprise Danmark, 2011). It is about students receiving incentives and acquiring knowledge about entrepreneurship and entrepreneurial thinking and developing their abilities to act entrepreneurially since taking action and starting something new are important features of the entrepreneur. Entrepreneurship Education refers both to the content and the pedagogical and didactic methods. In terms of content, it induces domain specific knowledge while in terms of the methods used it develops and strengthens students’ entrepreneurial behavior in a more practice oriented way by encouraging them to act, feel, and do things on the basis of acquired knowledge and experience (Fayolle and Verzat, 2009). Entrepreneurship education is a “practice-oriented” teaching. Furthermore, “pedagogy and didactics imply a high degree of involvement by the students. The pupils and students get the drive and motivation needed for the learning process, when they experience how they can use what they have learned in school in other contexts, namely when they get real assignments from someone other than the teacher in the real world outside of school” (The Danish Foundation for Entrepreneurship, 2012).

The culture of entrepreneurship among young people is appropriate for progress in the area of employment, growth and innovation and at the same time
Entrepreneurship education can contribute to create a more entrepreneurial spirit in the society. According to Matlay and Carey (2006), over the last few decades, entrepreneurship education has flourished in most industrialized economies. Thus, it is expected that more and better entrepreneurship education might increase the number as well as the quality of entrepreneurs. Additionally, it might contribute to various stages of entrepreneurial activities, such as start-up activities of nascent entrepreneurs and established business ventures (Edelman et al., 2008; Matlay, 2008). Through entrepreneurship education, entrepreneurs have the opportunity to obtain valuable skills and capabilities in order to identify new entrepreneurial paths as well as to avoid various obstacles and challenges (Oviawe, 2010).

Furthermore, it provides individuals with the ability to identify business opportunities and develop their self-esteem, knowledge and skills. It also involves training in traditional business disciplines such as management, marketing, information systems and finance (Jones and English, 2004). According to Laukkanan (2000), entrepreneurial education could be considered not only as a task of producing entrepreneurially oriented individuals but also as a social mechanism which supports and promotes business growth.

As already mentioned, entrepreneurship education, as a broader concept is important not only for entrepreneurial achievements as a career opportunity but also for everyday life. Therefore, among its objectives should be personal skills’ development for young people, such as creativity, innovation, initiative, responsibility, ability to cope with risk and independence. Entrepreneurial skills are developed in both formal and informal framework. The objectives of entrepreneurship education are many. Some of these are:

1. Encouraging the development of personal skills, such as creativity, initiative, independence, risk taking and accountability.
2. Providing early knowledge, contact with business world, and development of understanding the role of businessmen in the community.
3. Increasing the awareness of students about self-employment as a career option.
4. Organization of learning activities through practice, such as creation of small enterprises or virtual companies by the students.
5. Providing specific training for the establishment of a new business (especially in technical or vocational schools and university level).

Consequently, it has been found that entrepreneurship graduates have more possibilities to start a new business and have stronger entrepreneurial intentions than other graduates (Rasmussen and Sorheim, 2006).

3.2. What – How

It is very significant to stress that teaching entrepreneurship should not be confused with teaching general principles of economics. Teaching entrepreneurship could aim both to encourage the development of certain personal skills from an early age,
which are also the basis of entrepreneurial behavior and to encourage self-employment. There may be areas where, these two could overlap. For example, when giving in primary school the basic knowledge for the function of the economy and the role of business, or when teaching business administration in higher education, entrepreneurship has to be seen as an innovative approach to teaching methods or as autonomous course, depending on the level of education (European Commission, 2004). Already in primary school, some programs successfully combine these qualities with a simple concept of business activity. At secondary level, pupils can experience entrepreneurship in practice, while at university and in technological institutions; students can be taught how to draft business plans and spot commercial opportunities.

Methods of promoting an open “attitude” towards entrepreneurship include working on projects, playing games, case studies and visits to local businesses. These activities support the motivation of students who learn better with practical activity. Especially, at later stages of primary education programs that are associated with entrepreneurship combine successfully creativity, innovation and a concept of business. Examples include selling products in school markets, creating virtual businesses, role-playing etc. An example of good practice is the "Young Inventors Competition". These programs runs in primary schools and lower secondary schools in several European countries, such as, Finland, United Kingdom, Iceland and Norway for children aged 6-16 years and aims to encourage students' creativity develop their ideas and participate in a competition.²

The presence of programs promoted by international networks and NGOs such as the network of Junior Achievement-Young Enterprise in Estonia, Latvia and Lithuania, Czech Republic and Hungary are by far the most important activities related to entrepreneurship in primary education. In Greece, there is almost no central planned action by educational authorities at the moment, but there are schemes introduced in primary schools by universities as part of related research projects such as the University of Western Macedonia.

In some European Countries, the practical experience of entrepreneurship has been set in the form of structured courses. For example in Ireland, within the curricula, «Transition Year», «Leaving Certificate Vocational Programme» and «Leaving Certificate Applied» give students the opportunity to learn about entrepreneurship in practice. In Luxembourg, the program for 6th grade (pupils aged 11/12 years) of Francophone education includes a section dedicated to the creation of a business, based on the animated film «Boule et Bill créent une entreprise» used in all primary schools. The cartoon is also used in the mathematics program for basic financial analysis (European Commission, 2006).

Furthermore, in Germany, there is the “dual system”, in which training takes place at school, in a firm, and in the final stage, and young people are taught how to establish their business. In Finland, in 2002 has been established a steering committee for entrepreneurship, to develop and coordinate entrepreneurship at

² In COM 33 Final (European Commission, 2006)
different levels of education, with members of different ministries, organizations and educational institutions. In Norway, the “Young Enterprise Norway” is a partner of the Government for entrepreneurship education. Due to their contribution in 2004, 14% of all students leaving upper secondary school had participated in the “Student Company Program”. The objective of this intervention was to help students develop a real economic activity on a small scale, or to simulate the way that companies work in a realistic way through mini-companies that they run at school. They also learned how to work in groups and developed their confidence. It is estimated that each year more than 200,000 students participate in these programs in the EU 25 and Norway.

In universities, the training in entrepreneurship provides specific preparation on how to start and run a business, encouraging students’ business ideas. For example, at the University of Macedonia in Greece students who have chosen entrepreneurship courses are expected to formulate their innovative business ideas and prepare a feasible study acting as potential entrepreneurs. These help students to develop skills and competences required in the process for creating business start-ups, and influence their general attitudes towards a useful and respectable career prospect positively (Collins et al., 2004; Kolvereid and Moen, 1997).

Moreover, to further encourage entrepreneurial behavior, a supportive environment fostering entrepreneurship is needed. Business plan competitions are an effective way to bring students in contact with investors whilst incubators and Science Parks are some other important actors as well as the support and creation of spin-offs, aiming to stimulate the local economic development. The projection of role models is also very important (European Commission, 2006).

Furthermore, the introduction of various modules and courses in universities regarding social, leadership, negotiation and solving-problem skills, critical thinking and time-management capabilities might be beneficial for students in order to develop their business as well as their personal skills (Rae, 1997)\(^3\).

Although, teaching entrepreneurship is feasible generally, is neither considered, nor promoted. There are many obstacles that hinder the development of entrepreneurship education, such as the lack of teaching materials, specific training for the teachers as well as unawareness of its importance (Gustafsson-Pesonen and Remes, 2012). Additionally, entrepreneurship education programs are called to deal with low spirit of competition, poor enterprising culture, lack of financial resources (Oviawe, 2010). Therefore, the change of the national curriculum to embed entrepreneurship is not the main problem for most countries. Priority should be given to providing incentives and training for teachers, because they are, the “machine”. The above should be empowered by the adoption of additional support measures in order to encourage educational institutions to engage in activities related to entrepreneurship such as the funding of pilot projects, connections between schools and business, teaching material and the supporting of networks and NGOs.\(^4\)

\(^3\) In Matlay (2008)

\(^4\) In Final Report of the expert group (European Commission, 2004)
3.3. When

Given the importance of entrepreneurship in everyday life as well as in its economic dimension and the fact that it can be taught, it is being supported that entrepreneurship should be introduced into education systems in the early school years. This is the best time for the skills that lead to better management of every individual’s life, and the foundations to be developed. This view is also shared by the European Union, which identifies primary education as the starting point for introducing entrepreneurship education.

At the primary level, the support of creativity and the spirit of adoption initiatives help the development of entrepreneurial attitudes. The best way to achieve it is through active learning, based on children’s natural curiosity. In addition, the better knowledge of society must include the early knowledge and contact with the world of work and business, and the understanding of the role that entrepreneurs play in the community. Some programs successfully combine these qualities with a simple concept of business activity. Also, in some Member States, curricula encourage schools to “drive” children towards taking initiatives and responsibilities. However, there are not many examples of specific training on entrepreneurship. The programs imposed by authorities on education, are rare in primary education and often the stakeholders are “external”, such as, non-profit organizations (NGO’s) supported by private sector. At secondary level, pupils can experience entrepreneurship in practice, while, at university, students can be taught how to draft business plans and spot commercial opportunities.

With regard to the secondary level, education should raise students' awareness of self-employment and help them consider entrepreneurship as an option in their future career. Furthermore, entrepreneurial attitudes and relevant skills should be promoted through learning in practice; that is through acquiring practical experience on entrepreneurial issue, with specific projects and activities. At this point, it is worth mentioning that entrepreneurship education in this educational level is particularly important and more spread in Europe.

There are countries that have revised, or are revising, their national curriculum in order to identify and enhance entrepreneurial competences. Although only in a few cases, reforms were on different levels and types of education, there are positive examples worth highlighting. For example, in Poland the course "Basics of Enterprise" is obligatory in all schools of general secondary and vocational education. Learning objectives include the development of entrepreneurial attitudes and learning of how to start a business. On the other hand, in Austria entrepreneurship is part of the curriculum of technical and vocational secondary education, in the form of managing a “fake” firm from the pupils (European Commission, 2006).

Still, in most European countries, curricula have broad objectives and include courses that allow learning about the entrepreneurship (for example, social and economic studies, geography, etc.). However, the implementation relies on the
Entrepreneurship education is different from education itself since it forms a “practice-oriented teaching” which encourages young people (pupils and students) to acquire knowledge about entrepreneurship and develop their entrepreneurial skills and attributes. Through this learning process, pupils and students experience are introduced real world with a hands on approach.

In recent years, there has been a growing interest in entrepreneurship and
entrepreneurship education, especially in higher education, as an increasing number of entrepreneurship courses and seminars are offered (Henry et al., 2003; Katz, 2003; Solomon et al., 2002; Klofsten, 2000; Vesper and Gartner, 1997).

Moreover, it is argued that in primary as well as secondary level of education the implementation of entrepreneurship programs is mostly associated with the development of pupils’ entrepreneurial spirit though learning in practice. Educational programs seem to play an important role for the development of entrepreneurship education in these levels of education worldwide, especially in European countries.

However, many obstacles have been identified, such as the insufficiency of teaching materials, lack of teachers, poor societal and entrepreneurial culture, and limited financial resources.

The present study provided insight into the role of entrepreneurship education for individuals and society, giving answers to four main questions; why should entrepreneurship be incorporated in education, what should be taught and how should it be taught, and when should it be introduced (level of education).

Furthermore, an attempt was made to discuss through literature the definition of entrepreneurship education and whether it is feasible to be implemented in each level of education separately. According to recent studies, entrepreneurship education has a vital role to all levels of education, as it is important not only to students in universities and technological institutions but also to pupils in secondary and primary education level since it contributes to the development of skills such as creativity, innovation, initiative, responsibility, ability to cope with risk and independence through learning in practice.

However, entrepreneurship education is an emerging concept as the majority of empirical studies does not apply to all levels of education. Instead, they have been mainly emphasized on the university level of education.

The paper serve as an introductory attempt to the debate about the significance of entrepreneurship education and its central role to the development of young people’s entrepreneurial attitudes and skills at all levels of education. Literature review revealed that the impact of entrepreneurship education is an arena that lacks systematic examination. Therefore it is suggested that this concept needs further theoretical as well as empirical development.

A suggestion for future research is the investigation regarding the impact of entrepreneurship education on the development of entrepreneurial characteristics to all levels of education as well as on entrepreneurial outcomes related to self-employment and the development of individual skills and capabilities. Finally, a supportive environment fostering entrepreneurship education is required for the benefit of current and future entrepreneurs. Hence, it is proposed that despite the existing challenges, investment in the development of entrepreneurship education, and more specifically in primary level of education, might deliver positive outcomes in the long-term.
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