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# ELEMENTARY SCHOOL LEARNING ABOUT ENTREPRENEURSHIP

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**Abstract:** *Learning about entrepreneurship should start from a young age. Developed countries have such educational systems that preparing children for entrepreneurs. In our country this started later. Training of teaching staff on entrepreneurship is underway. Entrepreneurship learning is planned to be introduced into primary schools from the first grade and to last throughout the entire education. Contents, skills, and crafts about entrepreneurship will be acquired according to the age of the students. Project teaching is the basis for this type of study. An indispensable factor is the use of ICT technologies. It is a significant change that is being introduced into the primary schools of our country. It involves changing the way teachers work. From teachers is required interlinked competencies, ICT knowledge, new methods and work methods, and many other skills and knowledge.*

**Keywords:** *entrepreneurship, school, teachers, students*

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## INTRODUCTION

Entrepreneurship takes an important place in the learning of European Union countries. In these countries, special attention is dedicated to the development and promotion of entrepreneurship. One way is learning about entrepreneurship in education systems. We are also trying to develop and promote through learning in schools. Learning about entrepreneurship is a novelty in our elementary schools. It has been announced for a couple of years and it started with realization since last year. The Ministry of Education, Science and Technology of the Republic of Serbia announced the education that all teachers and professionals should pass. Entrepre-

neurship is announced as a distinct teaching subject, but, however, is introduced in a different way. It will be taught through teaching subjects. Since last year, school plans and programs have been changed, and has been introduced obligatory a new teaching subject for all pupils – informatics. The subject technical and informatics education has changed its name into technology and technology, and entrepreneurship should be developed through it. From the next school year, entrepreneurship will be taught from the first grade. This learning should build and nurture an entrepreneurial mindset. Our elementary school belongs more to the past than to the present and needs to be changed. These changes should be fundamental and qualitative so that knowledge will be the same. By introducing learning about entrepreneurship, we should approach learning in the countries of the European Union, because the long-term strategic goal of these countries is right on the promotion of entrepreneurship.

## CONCEPT OF ENTREPRENEURSHIP

Entrepreneurship is very current today, but as an idea it has its own history. It's as old as human society. It is related to all aspects of human behavior and behavior related to creativity, new ideas, innovation, and so on. It is important to point out that this is not just an economic concept, as some theorists claim. There are many definitions of entrepreneurship, but there is no unique definition. Definitions vary and depend on the approach, the point of view, and the time in which they occurred. There are usually three approaches: economic, psychological and sociological, but there may be more.

“Entrepreneurship is focused on starting, organizing and innovating the business of the company, with the main goal of creating a new market and generating profit. It is related to all aspects of human behavior and action - it develops creativity, promotes the creation of ideas and enriches human needs.” ( Penezić N., Beograd, 2003.).

Entrepreneurship is a way of thinking, that is, the process of creating and developing economic activities by combining risk, creativity and innovation with a reliable management structure within a new or existing organization. (European Commission, „Green paper“, 2003.).

It is very important understanding of P. Drucker that an entrepreneur is not born it's already being created (Drucker, 1993.).

These definitions show the multidisciplinary character of entrepreneurship. During the learning of this phenomenon we touch various areas: management, psychology, history, philosophy, ethics and others. This is important because they are important for its understanding. And just such an approach should be learning about entrepreneurship within the education system. The importance and significance of education for the economic, cultural, social and other development of the country is known.

“If entrepreneurial considerations are narrowed down to the notion of entrepreneurial learning, then it is a process in which those who learn, that is, students (if we are talking about entrepreneurial learning in the education system) acquire a wide range of competencies that can have a wider individual, social and economic benefit, because the acquired competencies can be applied in every aspect of life and throughout their lives.” (Jasminka Čekić-Marković, 2015.).

## **LEARNING ABOUT ENTREPRENEURSHIP IN THE ELEMENTARY SCHOOL**

The educational system in our country is an institutionally organized form of learning and therefore it has a great importance for acquiring knowledge, skills and crafts. This also applies to elementary school as its important subsystem. Elementary school lasts eight years and includes education and upbringing from seven to fifteen years. It is a very important period of life if we look at it from a psychological, pedagogical, sociological, and every other point of view. During the eight year period, children acquire knowledge, making habits that are of great importance in the future life. Research and testing shows that our children have reproductive rather than functional and usable knowledge. Reproductive knowledge means reproduction of the learned. The time in which we live and who comes, asks for a different knowledge. This also terms to entrepreneurship. We need usable knowledge, creativity, new ideas, cooperative attitude, respect, and a number of other factors that should emphasize our education and education system.

## **ENTREPRENEURIAL EDUCATION IN EUROPE**

In the countries of the European Union, entrepreneurial education has begun and it has been implemented in curricula. Developed countries have understood the importance of education for entrepreneurship development and have given it an important place in their strategies. One of the long-term strategic goals of the European Union is the development of entrepreneurship as one of the key competences.

Development Strategy of Europe 2020 foresees that education should include: creativity, innovation and entrepreneurship. As a key factor in economic development, it is recognized that entrepreneurship is based on innovation. The basis for adaptation and harmonization of educational systems is the European framework of key competences for lifelong learning, in which entrepreneurship competences play an important role. Entrepreneurship is seen as an individual's ability to translate ideas into work, which involves creativity, innovation and readiness to take risks, as well as the ability to plan and manage projects. Education for entrepreneurship represents the development of personal qualities and skills such as creativity, initiative,

creativity, and many others. The World Economic Forum in its 2009 report states that entrepreneurial education consists of personal and business development and the development of entrepreneurial skills. Under personal development is considered, development of self-confidence, strengthening of entrepreneurial spirit, personal improvement, desire for success and initiation of activities.

Business development includes the development of technical and financial literacy, self-employment and entrepreneurship skills in the function of personal advancement, and this requires curricula that are economically oriented. Entrepreneurial skills include: problem solving, opportunity recognition, leadership, presentation, team management.

The importance of developing entrepreneurial spirit and culture has an effort to establish and develop entrepreneurship spirit and culture in EU countries, what is confirmed 2013., when the Entrepreneurship 2020 Action Plan was adopted. This plan envisages that all EU Member States integrate entrepreneurial competence into curricula at all levels of education - primary, secondary, higher and adult education - by the end of 2015. Each student should be provided with at least one opportunity to gain an entrepreneurial experience as part of compulsory education. This can be accomplished in various ways: through running a student company or by borrowing students to manage certain projects (European Commission, 2013). Countries that have specific strategies for entrepreneurial education are: Norway, Sweden, Denmark, Estonia. In most other countries, goals related to entrepreneurship education are often found within other strategies, such as lifelong learning strategy, education in general, or youth strategies (which usually apply the concept of key competences) as well as strategies for economic growth.

In 2015., a European network of European Entrepreneurship Education NETWORK EE-HUB.EU was established. This three-year initiative of the European Union aims to promote learning for entrepreneurship and to develop guidelines that can be implemented through national education systems. Considering the integration of entrepreneurial learning into education systems, it can be concluded that all the countries of the European Union are trying to integrate entrepreneurship into education.

Thus, two thirds of European countries explicitly apply entrepreneurial learning at the level of primary education. It is dominated by a transversal, horizontal and inter-subject approach based on learning outcomes. Dominant access to primary schools is a cross-curricular approach. In most cases, entrepreneurship is not taught as a separate subject. The cross-curricular approach of entrepreneurial learning is integrated in teaching in: Sweden, Norway, Iceland, Scotland, Bulgaria, France, Spain, Hungary, Cyprus, Estonia. Entrepreneurship, as a separate and compulsory subject or integrated in other compulsory subjects, is in: Wales, Northern Ireland, Austria, Poland and Lithuania. In England, entrepreneurship is a special elective subject or is integrated as a topic in other elective subjects.

The specificity for many European countries is to define specific learning outcomes for entrepreneurial education through competencies. In primary education, half of countries have set learning outcomes, and they mainly refer to entrepreneurial attitudes as well as transversal entrepreneurial attitudes. No country deals with practical entrepreneurial skills at elementary level.

In all areas of learning about entrepreneurship, the European Union policy is based on general recommendations and a common strategic framework, but national legislation, concretization and practical arrangements for the implementation of recommended measures have been left to member states. There is no single and uniform system for monitoring and evaluating entrepreneurial learning in all countries, but there is a defined indicator framework for monitoring it, which should be the basis for assessing the current state of entrepreneurial learning across Europe. Only the definition of the framework and the possibility of comparisons of data allow comparison between member states, but also learning from one another. In 2012., the European Commission established the Group for the Development of Indicators for Entrepreneurial Learning and Competences. The Group produced a report containing: priority indicators for monitoring entrepreneurial learning and competencies at the level of the European Union. Case studies on the monitoring and evaluation of entrepreneurial education, learning and outcomes at the level of Member States have been developed. The studies contain conclusions and recommendations regarding the development and/or implementation of the evaluation and the framework for monitoring entrepreneurial education.

## **LEARNING ABOUT ENTREPRENEURSHIP IN ELEMENTARY SCHOOLS IN SERBIA**

Serbia strives to join the European entrepreneurial education process and has made a number of steps leading to the full implementation of this learning in the education system. In Serbia, since 2002., through various stages, a project for reforming and modernizing secondary vocational education and training is being implemented. It is financed from the funds of the European Union, within which the introduction of entrepreneurship as subjects into curricula and experimental secondary vocational schools has begun. Thus, the Standards for General Competence for the End of Primary and Secondary Education in 2014. were completed. Unlike primary and secondary school education courses that defined goals for individual subjects, these standards determined learning outcomes at the competence level for elementary and secondary school. According to this entrepreneurship and entrepreneurial competence is a set of knowledge, skills, abilities and attitudes: knowledge of available possibilities, creativity, resourcefulness, proactivity, self-initiative, perseverance, decisiveness, comprehensiveness, skill, inclination to make changes and respond positively to them, willingness to take risks, motivation, planning, or-

ganization, analysis, communication, power of assurance, self-confidence, creating new value and from “nothing”, accepting responsibility for their actions and life, developing a strategic vision, systematic approach to the problem, setting goals and their accomplishment, undertaking action, monitoring and evaluation and reporting; creation and implementation of projects; ability of team work, flexibility, ability to recognize their own strengths and weaknesses, spotting opportunities, ability to promote; positive attitude towards changes and innovations, willingness to recognize areas for entrepreneurial skills.

RULEBOOK ON THE NATIONAL FRAMEWORK FOR EDUCATION AND UPBRINGING (“Sl. glasnik RS”, No. 98/2017) states in section 2.2. Values on education and upbringing and entrepreneurship “4) Entrepreneurship - activating the personal potentials of the person in a creative, constructive and innovative manner in order to achieve the desired goals; entrepreneurship involves recognizing opportunities, willingness to act, and the tendency to take reasonable risks, which is assessed as an important competence to learn in everyday life and a rapidly changing world of work; “ Through elementary education a pupil should recognize the possibilities of turning the idea into activity. A primary school that introduces many changes should also enable students to readily accept changes, take responsibility and demonstrate an initiative to achieve goals. As part of this learning, there is also training for decision making, for example, about the future of education in the framework of professional orientation.

## **CROSS-CURRICULAR COMPETENCIES, PROJECT TEACHING AND ENTREPRENEURSHIP**

In our elementary school, entrepreneurship has not been introduced as a special or elective teaching subject, but as interdisciplinary learning. By introducing learning about entrepreneurship in elementary school, teachers are required to have knowledge of cross-curricular competencies. This is novel in the work of teachers because teachers have so far learned the subject competencies and outcomes within the teaching subject they taught. Now teachers are asked to link teaching materials across multiple subjects with the use of ICT technology. RULEBOOK ON THE NATIONAL FRAMEWORK FOR EDUCATION AND UPBRINGING (“Sl. glasnik RS”, No. 98/2017) determines „Teacher competence standards are determined in relation to learning aims and outcomes and should provide learning criteria that will be considered professional and successful. In a concept where learning is defined as a lifelong process of competence building, classes and teachers get a different function. Learning is organized as: learning to acquire knowledge, learning how to act, learning to live together and learning for a lifetime. The basic starting point of the modern approach to learning is that it is a process of active knowledge construction in a particular context. It takes place through interaction with a specific physical

environment and social environment, through the development of the relationship of exchange and cooperation”.

Our elementary school still belongs to the past and many changes are in progress so that it will turn to the future. The old way of learning is planned to be replaced by a different one. Learning and teaching should be based on: a variety of modernism methods that will stimulate students' activity, primarily their motivation and autonomy in work and learning. This will be done through various research, projects, teamwork, etc. By this learning, a student needs to rely on his strengths and thus develop self-esteem and competence. Learning should connect knowledge with life circumstances, to apply acquired knowledge rather than to reproduce them. Therefore, the student places an active role in the role of the subject rather than the object. In this way, the students respect individuality. It is necessary to develop and nurture critical thinking, creativity, initiative, solidarity, tolerance, respect for others and a number of qualities that are just desirable for entrepreneurship.

## PROJECT TEACHING

Project teaching is introduced from the next school year. It is introduced into the curriculum of the first grade with one class per week. The relevant ministry points out that the key points of the reform are teaching outcomes. It defines what the student should know at the end of a particular class, that is, the level of education, with interdisciplinary linking of content, whose goal is for students to acquire functional knowledge instead of learning facts factually. Vesna Nedeljković from the Ministry of Education in the public explained that the project teaching will be implemented according to the instructions that implies that they are thematically and connect the content of different subjects, with the obligatory use of information and communication technologies. This type of work will develop interdisciplinary competences that are explicitly defined in the new law and include, among others, team work, problem solving, cooperation, entrepreneurship. Creative teachers have so far carried out part of the teaching in this way, but we wanted to systematically introduce this modern approach to realization of program contents and reaching the planned outcomes in the first cycle, in order, beside other, indirectly introduced gradual and planned use of digital technology in the educational process. The public is arguing whether the project teaching is something new or old.

Dewey and Kilpatrick introduce the concept of project teaching in educational practice and literature. Alternatively, this concept is called experience education. Their effort was to introduce research methods in traditional teaching to increase students' activity. Project teaching is focused on solving the problem, but the student is actively involved in the process. One of the specificities of this kind of learning is the connection of known and unknown, learning by applying knowledge and combining logical and creative thinking. Students have the opportunity to choose topics

in the project and independently collect information, analyze, present, etc. Good preparation and organization is important for this teaching. In the planning, organization and realization of project teaching, the partnership between teachers and pupils is important.

## CONCLUSION

When introducing all the changes, and so to the learning about entrepreneurship, it is necessary to fulfill certain conditions. First of all, it is necessary to make clear legal provisions. In order for the implementation of entrepreneurship learning to be successful, it is necessary to change curricula. All this extensive process is in progress. It is necessary to do vertical correlation of harmonization of learning plans for entrepreneurship in elementary school with learning-plans in high school. This link is very important because the introduction of changes that were partial and unconnected has proven to be unsuccessful. It is necessary to define cross-curricular competencies, because if this is not done in the right way, overlapping content will occur. All this requires education of teaching staff as well as directors of schools that do not have entrepreneurship education. Contemporary equipping schools with modern teaching technology, which is very important for learning about entrepreneurship, is also one of the important conditions. By linking students' contents to subjects, they should be ready for an entrepreneurial mindset. In this way, functional knowledge is acquired, not reproductively, as it was before. Although we are late for many countries in the region, it is important to start a serious process of introducing learning about entrepreneurship in the right way. One can give the right results.

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