

HOW TO SUPPORT SELF-INITIATIVE AND ENTREPRENEURSHIP LEARNING COMPETENCES IN SECONDARY TECHNICAL AND PROFESSIONAL HIGH SCHOOLS

Leon Lešnik,
International School for Social and Business Studies, Slovenia
leon.lesnik@gmail.com

Abstract:

In this article we focus on and estimate the development of two key competences: self-initiative and entrepreneurship among high school pupils in their final year within the Savinja region. It is important that the approach and the method of learning in schools enable the acquisition of these entrepreneurship competences. Together with social partners, schools decide upon a big part of the educational content. Greater support must be given to the process of teaching these competences, and this can be done by the schools themselves, together with social partners. In order to test our hypothesis, we used the statistics software SPSS with our personal computer, which enabled us to filter and process several data and to choose the relevant analysis with a correct interpretation of the results. Using a regressive analysis, we established a regressive equation to predict the important variables. On the basis of the independent variable "Different approaches and methods of learning", we can predict an influence of 12,9 % on the other variable "Entrepreneurship intentions of pupils in professional and technical schools". Our research used precise questions to establish that social knowledge management also provides greater support of key components (social partners) in the process of learning these competences, which increases the intentions of pupils to embark upon their business venture. The discussion focuses on headteachers and teachers who make propositions to reinforce these competences, to provide high school pupils with a better and more effective way of learning.

Keywords: learning, self-initiative and entrepreneurship competences, support of social partners, final year high school pupils, Savinja region, social knowledge management

1. INTRODUCTION

Increased competition and improved value added will not be possible without more creative and enterprising individuals, capable of working in an enterprising and independent way, either within certain organisations, or as entrepreneurs in their own business (Rebernik, Širec, Močnik, 2014). Entrepreneurship as a concept has an influence on the economic and social development of society. Different high schools need help from the outside in order to provide these self-initiative and entrepreneurship key competences. In this article we examine the problem of the lack of self-initiative and entrepreneurship. This lack of self-initiative and entrepreneurship might be the consequence of some approach and methods of teaching of the social partners' Open Curriculum which doesn't encourage these competences. The support of the actors (social partners) does not effectively build and develop entrepreneurship competences. It is important to understand the players' roles and the achievements of the supporting entrepreneurship environment. All the mentioned factors can increase the entrepreneurship intentions of pupils who will soon arrive on the labour market.

In our article we focus on technical and professional schools, where self-initiative and entrepreneurship are taught as key competences. The theoretical definition of these competences as well as their practical implementation in the educational programs and their execution in school, often show that the actors in charge of the subjects and an innovative environment do not work well together in order to foster the improvement of the curriculum for the pupils (Štefanc, 2010, p.7). It must be stressed that a large part of these propositions are vitally important, especially regards the greater role played by the local and regional powers (European community 2013). With increasing links between schools and outside players and with social partners present in the process of teaching, it could be possible to increase the desire of entrepreneurship amongst young people. It would be a way to motivate the pupils or at least to increase their level of attention in this field.

“The economic policy and the policy of promoting entrepreneurship should take into account that not all enterprising activities are equal, the least equal being the motives behind developing a business venture. Creating the necessary conditions for an ambitious and innovative enterprise, usually developed by highly scholared individuals, is a completely different process to creating the necessary conditions for a single-person subsistence business. It is not so much the number of entrepreneurs and enterprises which enables economic development, but it is the fact that some entrepreneurs have the desire and the capacity to expand their businesses and hence offer jobs” (Rebernik, Širec and Močnik, 2014).

1.1. Research methodology

Our research sample consists of final year high school pupils in professional and technical schools in the Savinja region. Qualitative and quantitative methods are used to analyse the given empirical data. To process our regressive analysis we used the software SPSS. On the basis of deductive reasoning, we established a regressive equation to predict the importance of the “Entrepreneurship Intentions”. We used inductive reasoning to clarify the field of our research. The support provided by the social partners (Regional Chamber of Commerce in Celje, Chamber of Craft and Enterprises in Celje, The Agency for the Development of the Savinja region, The Regional Employment Bureau in Celje, the Youth Center in Celje and the City Council of Celje), and the social knowledge management approach, leads to effective teaching and realisation of that process.

2. TEACHING SELF-INITIATIVE AND ENTREPRENEURSHIP COMPETENCES

2.2. Self-initiative and entrepreneurship competences

In the teaching field, a key skill is nowadays defined as the capacity of an individual to activate, use and adapt his own knowledge to complex, diverse and unpredictable situations. The European Community expresses it through its training and teaching programs, and through a broad analysis of documents, empirical research and debates among which should be noted OECD studies about the important factors needed for the teaching programs intended for secondary schools; the project DeSeCo is also particularly aimed at facilitating the development of competences (Rychen and Salganik, 2003). Self-initiative and entrepreneurship key competences are defined as “...capacity of the individual to realise his own ideas”, which requires “...creativity, innovation, risk-taking and the

capacity to plan and conduct projects to achieve goals” (Ur. List EU, 2006/962/ES, L 394/17). It represents something important for the economy and society, for it is the possibility to realise something according to previously determined standards (Krek in Metljak, 2011, p. 22). Thus is the definition of the concept of competences in the field of professional education.

The strategy for Europe 2020 (European Community 2013) insists on the fact that it is necessary to invest in creativity, innovation and entrepreneurship already at school level and that certain decisions need to be taken in order to teach and promote entrepreneurship and above all innovative ideas. Our research predominantly focuses on the aspect of the Slovenian entrepreneurial education which could greatly help improve self-initiative and entrepreneurship competences. We can observe a lack of knowledge about these key competences for pupils of professional schools, which we see as the result of the way the final exam is organised. This development depends for a large part on the support given by the social partners to the educational system. The presence of social partners including Chambers of Commerce, firms, administrations and syndicates who collaborate both with the relevant ministries and the schools, produces some schoolwork related to the professional and technical educational program which is defined by law (ZPSI-1, 2006, art. 18). The Open Curriculum means that in accordance with the basis of official educational programs, part of these programs shall be established by collaboration between schools and social partners (ZPSI-1, 2006, art. 13). The educational system or the key members of that system (schools, teachers, pupils) therefore need the support of social partners in order to develop the self-initiative and entrepreneurship key competences and to foster their interest in entrepreneurial actions.

David Mc Clelland can be considered as one of the foreign authors who set a benchmark to make key competences an object of knowledge and a scientific topic (1973, p.7). He proved that the success of an individual in the economic field depended on his competences, his motivation and his experience, and not on his intelligence. It is important to state that McClelland gives special attention to the testing of key competences, which should reflect real work the pupils would encounter in real-life situations, and testing should reflect the demands of the world of work. Svetlik (2005, p. 13) uses for the concept “competence” the same definition as that of Perrenoud (1997) and describes it as the possibility of an individual to activate, use and adapt his own knowledge to complex, diverse and unpredictable situations. Brown (1993, pp. 12–36) examines knowledge in relation to judgment, intuition and acumen. The concept of competence as used in the MCI is illustrated in the equation: knowledge + skills = competence. He suggests that a distinction could usefully be drawn between managerial processes which are competence-based and those which are based on meta-competences. He also proposes several typologies of knowledge which are related to the concept of meta-competence.

2.3. Competences in the curriculum

Weinert (1999, p. 11) describes the acquisition of competences at school and in a professional environment as linked to particular school subjects and professional work. The Open Curriculum is aimed at achieving goals at a local and regional level. The school and the social partners define together a one-year plan outlining the goals and the contents of the Open Curriculum, which enables pupils to develop more professional competences, to build upon their practical skills, to deepen and expand the theory of their technical knowledge and to develop key competences (Ermenc, Cencen, in Klančnik, 2007, p. 3). Delamare Le Deist in Winterton (2005, pp. 27–46) establish that cognitive capacities provide the prerequisite for action planning, thinking, successful learning and efficient interaction with the environment.

2.4. Competences in the professional world

Arpol Vučkovič et al (2013, p. 35) establish that the youth should be encouraged more to turn to professional and technical schools, which would also increase interest in professional education. On top of this, there exists a lack of several professional profiles in the labour market. The law regarding professional and technical education (ZPSI-1, 2006, čl. 9) describes that educational programs intended for professional or technical instruction are to be adapted to professional standards. This document determines the contents of a professional qualification and defines the necessary knowledge, abilities and general and professional capacities.

3. SELF-INITIATIVE AND ENTREPRENEURSHIP TEACHING SUPPORT

3.1. To foster entrepreneurship teaching

CPI is a central technical institution for development, counselling and evaluation of technical and professional schools. The 2012 evaluation presents a critical and reflexive insight on new school programs established during the 2004-2010 period for three generations of pupils (Medveš, 2013, p. 10). "Responsibility for instruction relies on schools even if the work is performed by employers. It has caused a decrease in social partner responsibility, and thus no Chamber of Commerce and no syndicate is conscious of the fact that the development of human resources is one of the primary economic fields, which is fundamental to the development of professional education." (ibid.). That is why they did not propose the Open Curriculum, which they could have organised (ibid, 25). "To achieve a successful partnership in the field of professional and technical education, the key role is detained by the Chambers of Commerce where all the employers gather, in whatever field or subject, either freely (GZS in TZS), or according to the law (OZS ali KZS)" (Krek in Metljak, 2011, pp. 226–227). Skubic Ermenc, et al (2011, p. 34) show that many employers have no idea about what the Open Curriculum entails. Half of them are not materially prepared to support the implementation of the Open Curriculum due to the economic crisis, the other half supports it financially, providing material, professional advice or other methods of support (ibid. pp. 124–126).

3.2. Subjects of a supporting environment for the learning of pupils

Professional instruction is performed by schools together with businesses, independent individual enterprises or independent workers (ZPOP-1, 2006, art. 5). Arpol Vučkovič et al (2013, p. 9) insist on the importance of better understanding and use of supportive activities when teaching to potential entrepreneurs. Teachers must acquaint their pupils with partners who are outsiders, and these social partners must provide more intensive career guidance. For instance, social partners can help parents by sharing case studies, giving information and offering encouragement. All the activities described below are included in the decision to promote entrepreneurship and its teaching, under the general expression : Principles of social partnership (Krek in Metljak, 2011, p. 248).

Actors supporting entrepreneurship development and entrepreneurship intentions of Slovenian high school pupils

- Promotion of the entrepreneurship culture and supporting environment through **public media** (television, radio, newspapers, internet). Publication of leaflets and other promotional material.
- **State and European Community** (State decisions: reinforcement of the entrepreneurship culture through funding of educational institutions, entrepreneurship instruction and promotion of subjects linked to an innovative environment and of their institutions for entrepreneurship). The State support for employers and employees in the field of developing professional education is too weak (Krek in Metljak, 2011, p. 230). On a smaller scale, other weaknesses lie with government policy, the interdependence between political, institutional and social entities, entrepreneurship educational and training institutions, (lack of) openness and competition in the internal market, government programs, structure of the working population and economic climate (Rebernik, et al, 2013, pp. 142–143).
- **Ministry of Education**, teacher training to establish pedagogical methods which will foster entrepreneurial skills and enable entrepreneurship initiatives. To make educational programs flexible (programs divided into units, modules, week-long projects, interesting activities, practical teaching and training on real work locations).
- **CPI, Center for professional and technical education** is an independent institution. (Ministry of Education, Knowledge and Sport; Ministry of Work, Family and Social Affairs; Chamber of Commerce, Chamber of Craft and Enterprises).
- **High Schools**, with implementation of propositions made by the Ministry of Education. Self-initiative of headteachers and teachers to teach and train pupils in collaboration with external partners providing a supportive environment (Open Curriculum).
- **Chambers of Commerce** determined by law and with whom are registered at least 30% of all the economic players legally allowed to register, and also professional associations and economic businesses the Minister officially allows to do so, who carry out the following tasks: organisation of the conditions necessary to execute practical professional work experience and the registration of

apprenticeship possibilities for training courses and developing individual or collective contracts for the apprenticeship places (ZPOP-1, 2007, art. 19). Different Chambers: Craft, Commerce, Industry (for instance the organisation of some technical work experience or jobs during the holidays, promoting activities, information for trainees etc.) Entrepreneurship should be included at all levels of the formal program with special emphasis on linking practice with theory.

- **Regional Agencies for Development** (for instance with some research work or development projects), accompanying and promoting competitive examinations for pupils. Organisation and collaboration of events, competitive examinations, professional meetings, and fairs in the field of entrepreneurial and craft activities, promotion of professions (Michael in Pearce, 2009, pp. 285–302). For instance the Savinja Region Development Agency (project Entrepreneurship in the world of enterprise 2014).
- **Regional centers** (Krek in Metljak, 2011, p. 231). “In these centers we find some groups of qualified technical workers in different specialised fields. It is possible to use quality equipment during the apprenticeship, to exchange experience with other enterprises and to establish good connections with local employers and several professional sectors.”
- **Local economic players.** Developing social partnership of groups interested in the labour market. Employers and employees and their local, general, national and branch unions (Medveš, 2013, p. 13), (for instance with technical experience, holiday jobs, models and competitions between trainees). Connecting and promoting activities of the whole supportive environment for enterprises and craft businesses. Presentation of good practice (successful entrepreneurs, socially responsible enterprises, presentation of interesting niche market).
- **League of free syndicates in Slovenia**, “The role of the branches of syndicates was to plan and organise professional education at the highest level, like experts, associations and sectoral boards in order to harmonize professional standards” (Krek in Metljak, 2011, p. 230).
- **Regional institutes**, Youth centers perform diverse projects in collaboration with the minister of Education and with European funding. All this support is exclusively aimed at developing pupils' self-initiative, who try to realise their ideas on that basis with the help of mentors, funding and infrastructure (Labič in Mejcen, 2013).

All these actions will also contribute to strengthening the confidence young people have in their skills and in their knowledge. Along with this, they will be introduced to the principles of enterprise work and to the basic entrepreneurial qualities; moreover they will be helped to better understand their potential and to plan their future with greater accuracy. This will foster a faster transfer of new ideas to the market and raise the level of respect for entrepreneurship and entrepreneurial activities.

3.3. Swot analysis of the entrepreneurial teaching environment for pupils in the Savinja region

Table 1: Swot analysis for teaching entrepreneurship within the Savinja region

<p>Advantages: geostrategic position, good network of high schools, high percentage of youth in the educational program, regional scholarship fund scheme.</p>	<p>Dangers: Discouraging environment, low registration rate for programs in deficit, discrepancy between educational programs and the socio-economical needs (formation of specialists who are not sought after in the economy), brain drain, increasing number of jobless among young people.</p>
<p>Weaknesses: Low number of innovative enterprises, lack of good entrepreneurial practices, too few connections between real economy and education programs, lack of precise professional profiles, too few self-initiative people, not enough practical knowledge of jobseekers.</p>	<p>Opportunities: Better connections in all fields of economy and education, supportive institutions, presence of technological center Technopolis, Meeting school/BO/ to get a profession, creativity and innovation fostering, promotion of professions introduced in the 6th year and no longer in the 8th and 9th year, adaptation of schools to regional needs, educational system upgrade from an economic perspective, life-long training and learning, attitude to work, knowledge and environment.</p>

Source: Štinek, 2013.

Swot analysis shows the regional development of entrepreneurship. Analysis contents are from propositions made by teachers and headteachers, who, together with social partners, can improve the Open Curriculum.

3.4. Social components of the support of the outside environment

Wigg (1997) defines knowledge management as the support brought by knowledge, to managers' activities such as creation, conservation, transformation and use. Wigg (2007, pp. 141–156) presents in his article the fundamental challenges encountered by cities, regions and states in a globalized economy of knowledge. People with special competences are responsible for the success of cities, regions and states which can attract them with their favourable conditions.

- Increased public and political efforts to strengthen our knowledge on the foundations of knowledge collaboration.
- Inclusion of the whole society towards determined goals and knowledge planning.
- Development and transformation of cities and regions in a national knowledge network of competitive enterprises and independent workers with an educated labour force. For this, it is necessary to have a technical education infrastructure, which demands effective political support for planning and increased public funding.
- Ensuring research and development projects for a well-qualified society.
- Teaching innovations and new theories in connection with their practices to different workers, from specialists to craftsmen.

4. DEDUCTIVE RESEARCH METHOD

4.1. Approach and methods of teaching influence entrepreneurial intentions of technical and professional high schools pupils.

Model Summary: R – multiple correlation (coefficient) between independent factors and free variable; R square – % variability of the dependent variable which is explained by the independent variables. Durbin-Watson tested the hypothesis to find out if there would be a serial correlation (autocorrelation) between variables, which could lead to mistakes in a regressive model, mistakes we can estimate between 1,5 and 2,5 (1.656 in our case ok.)

Table 2: Model Summary*

Model	R	R square	adapted R square	Standard error estimation	Durbin-Watson
1	,272 ^a	,074	,067	1,17213	
2	,359 ^b	,129	,118	1,13935	1,656

Independent variables: Factors of model 1: (constant), Ways of teaching, Compulsory programs with entrepreneurial contents at school, Organisation of entrepreneurial contents outside school, teaching at school, active methods of teaching (R 0,272 = 7% in our case).

Independent variables: Factors of model 2: (constant), Ways of teaching, Compulsory subjects with entrepreneurial contents at school, Organisation of entrepreneurial contents outside school, teaching at school, active methods of teaching, question: is there an entrepreneur among the members of your close family? Educational Intentions, Gender (R 395 = 12,9% in our case).

Dependent variable : Entrepreneurial intentions.

ANOVA: tests the statistical possibility of the two models – for instance Sig, (0,0000) = Model is statistically important we insist also on the F value (10,129), which can be used only for the calculation Sig.

Coefficients - focus on Unstandardized B

Table 3: Anova*

Model	Sum squared	df	Average Square	F	Sig.
1 Regression	69,578	5	13,916	10,129	,000 ^b
Residual	871,045	634	1,374		
Total	940,623	639			
2 Regression	121,507	8	15,188	11,700	,000 ^c
Residual	819,116	631	1,298		
Total	940,623	639			

4.2. Regressive equation to predict the dependent variable Entrepreneurial intentions

Table 4: Coefficients

Model	Nonstandard coefficients		Standard coefficients		Sig.
	B	Constant error	Beta	t	
1 (constant)	1,653	,233		7,081	,000
Teaching in school	-,040	,074	-,028	-,544	,587
Learning entrepreneurial contents outside school	,309	,069	,230	4,486	,000
Compulsary programs with entrepreneurial contents in school	-,055	,049	-,049	-1,114	,266
Active methods of teaching	,125	,085	,077	1,469	,142
Ways of teaching	,095	,088	,050	1,072	,284
2 Constant	1,233	,253		4,875	,000
Teaching in school	-,021	,073	-,015	-,294	,769
Learning entrepreneurial contents outside school	,285	,067	,211	4,230	,000
Compulsary programs with entrepreneurial contents in school	-,025	,048	-,022	-,518	,605
Active methods of teaching	,108	,083	,067	1,304	,193
Ways of teaching	,126	,087	,066	1,460	,145
Gender	,369	,093	,151	3,965	,000
Studies and education intentions	-,085	,104	-,031	-,821	,412
Is there an entrepreneur among the members of your close family?	,416	,094	,166	4,418	,000

Model 2 Entrepreneurial intentions = - 0,021* Teaching in school + 0,285* Organisation of entrepreneurial contents outside school - 0,025* Compulsary programs with entrepreneurial contents at school + 0,108* Active method of teaching + 0,126* Ways of teaching + Gender 0,396* - Studies and education intentions 0,058* + 0,416* Is there an entrepreneur among the members of your close family + 1,233 constant= 12, 9%

Approaches and methods of teaching influence entrepreneurial intentions of technical and professional schools pupils. Model 2 is better. H7: Hypothesis is confirmed. Therefore we can make predictions on the basis of independent variables with the regressive equation of the dependent variable **Entrepreneurial intentions**. Approaches and methods of teaching have (as predicted) a 12,9 % influence on entrepreneurial intentions of pupils in technical and professional schools.

5. INDUCTIVE METHOD TO INTERPRET THE RESEARCH QUESTIONS

5.1. Savinja region social partners support with teaching

The European Community (2013, p. 5) insists on the fact that new mechanisms of economic organisation need to be implemented in order to develop entrepreneurship at a regional level. Wigg (2007, pp. 141–156) notices that people with special competences make success of cities, regions and states which attract them with their stimulating social environment. He also insists on development and transformation of communities and regions in a national knowledge network of competitive enterprises and independent workers with an educated labour force. To ensure that this goal is met, it is necessary to have a technical education infrastructure, which requires effective political support for planning and more public funding. Increased public and political efforts could help strengthen our knowledge on the foundations of knowledge collaboration. Rebernik et al., (2013, p. 122) ask the question: Are measures taken to accelerate the mechanisms of entrepreneurial activities oriented towards entrepreneurial intentions? These mechanisms are social partners: Chambers of Commerce, economic players, independent workers, institutes, syndicates who work together with ministries and schools which establish some work linked to technical and professional education, as defined by the law (ZPSI-1, 2006, art. 18). Skubic Ermenc et al., (2012, p. 19) list the people who can contribute to that support, such as the employees of public institutes, the Ministry of Education, the Institute of school, headteachers, teachers and social partners like local and regional powers. With all that support, competence teaching in the Open Curriculum will improve, which will in turn increase entrepreneurial intentions.

5.2. Research topic. Social partner support as a mechanism of social knowledge management can help teaching and develop entrepreneurial intentions

Our inductive method of reasoning allows us to explain the research topic. In the Savinja region (SR) the network of secondary schools is well developed, mostly with technical schools connected to traditional economic activities. In SR there are six partners involved in development (Chamber of Commerce in Celje, Chamber of Craft and Enterprises in Celje, Savinja Region Development Agency, Institute for Employment in Celje, Youth Center in Celje, City Council Celje), social knowledge management enables players to improve the organisation of the supportive mechanisms. Rebernik, et al., (2013, p. 129) estimate that entrepreneurship is not an accidental process, and that it is highly dependent on individual's particular traits, his knowledge, and also on the regional environment where the individual lives and works.

In the Open Curriculum, schools and employers stimulate self-initiative and entrepreneurship learning, both competences expressing the individual's ability to transform ideas into concrete outcomes, and also his capacity to promote and support innovations brought by outsiders. It involves creativity, innovation, taking responsibilities, planning and realising projects, all skills needed to reach determined goals. The individual is therefore given an opportunity to develop his skills and to acquire some knowledge useful in entrepreneurial and commercial activities.

The regional Chamber of Commerce in Celje facilitates teaching and performing entrepreneurial intentions. With this aim, the director Drago Polak (personal communication, 27th January 2014) has announced some key supportive decisions. The role of the Chamber as a social partner is to support pupils and schools. Promoting and fostering all innovative activities must be the priority. Chamber of Commerce can join in the field of education, connecting economic, academic and educational spheres and acting at several levels. High schools can also join in the tender for the award ceremony, which is organised every year and celebrates innovations and awards in the region of Celje. High schools specialised in mechanics and electronics regularly participate in this event.

Chamber of Craft and Enterprises in Celje (OPZC in Slovenian) enables learning and realisation of entrepreneurial activities. For that purpose, the director Tatjana Štinek (personal communication 28. January 2014) announced some key decisions aimed at improving that support. As a social partner, the role of the Chamber is to help pupils and schools. It can carry out projects under the patronage of the Center for professional instruction, inform and counsel in the field of professional formation. Secondary school pupils were given information about professions and careers in the form of round tables, courses and workshops by the Chamber of Craft and Enterprises in Celje, which is now specialised in that.

Savinja Region Agency for Development (RASR in Slovenian) also enables learning and realisation of entrepreneurial activities. Its role as a social partner is crucial for the young who finish their studies and seek a job. With this in mind, mag. Barbara Mikuš Marzidovšek (personal communication 28. January 2014) announced some key decisions aimed at improving that support. Savinja Region Agency for Development (RASR) is responsible for the entrepreneurial network incubator in the Savinja region, which is not creating enough jobs at the moment. The acceleration of entrepreneurial activities in the Savinja region is one fundamental task, so educational activities are carried out to improve the level of entrepreneurial intentions, especially among young people. The Savinja Region development program 2014-2020 is a key document at regional level.

Youth Center Celje (MCC in Slovenian) enables learning and realisation of entrepreneurial activities. Mr Tadej Lebič, leader of the development department (personal communication 21st January 2014) made some key announcements aimed at improving that support. As a social partner, the role of the MCC is to help pupils and schools. In Slovenia, the program "Youth in action" transformed youth initiative by establishing it as a recognised field. It provides an excellent opportunity to reinforce the key competences needed by the youth to bring their ideas to fruition. Young people plan, execute and evaluate projects which are basically theirs, hence a high level of motivation and an excellent opportunity to learn outside any formal frame. MCC executes its whole program in the form of initiatives made by youth. They are in charge of the program, and the Center only acts as a support at all levels (counselling, informative, organisational, expertise and financial). In that context, the Center welcomes initiatives from young people and helps them to develop and realise their projects.

Institute for Employment (ZZC in Slovenian) enables learning and realisation of entrepreneurial activities. Ms Karmen Leskovšek, deputy director, (personal communication 18th January 2014) announced some key decisions in support of this. The institute's role is to help young people who finish their studies to find proper jobs. Many young people register with the institute when they finish their studies. They can thus join the network aimed at fostering entrepreneurial activities among youth. This includes workshops or personal mentoring (insiders or outsiders), which is performed by the Institute or through collaboration with other social partners (RGZC, RASR, POPZC, employers who seek specific professional profiles). For that purpose and with the help of mentors and social partners, we foster independent work, as a way of helping the unemployed.

City Council of Celje. Ms Janja Romih, President of the economic bureau of the City Council and ambassador of the town, provides good local infrastructure and a stimulating environment to ensure economic development, in accordance with the law and possibilities. The Celje City Council project for 2020 is that the town becomes economically successful and self-sufficient, providing many goods for its citizens. The economic development fundamentally lies with a stimulating professional environment, with a particular emphasis on entrepreneurship and craft supportive activities and actions.

6. CONCLUSION

Individuals performing entrepreneurial activities do not only seek opportunities to build up their own businesses, but they also realise their ideas and make use of diverse skills: creativity, innovation, self-confidence, adaptability, risk-taking and responsibility. Besides, all entrepreneurial training is not equal. The most influential is that which can help develop enterprises, because only this offers enough jobs and is competitive in an ever-increasing interconnected and interdependent international employment market (Rebernik, Širec and Močnik, 2014).

On the basis of deductive reasoning, our regressive analysis has shown that the variable "Approaches and methods of teaching" had an influence on the entrepreneurial intentions of professional and

technical high schools pupils. Hence with the help of our regressive equation we can predict the influence of other variables on the dependent variable "Entrepreneurial intentions". Approaches and methods of teaching have an influence (according to our research) of 12,9 % on the entrepreneurial intentions of professional and technical high schools pupils.

Using inductive reasoning we found out that the support from social partners, as mechanisms of social management knowledge, enabled better learning and increased entrepreneurial activity. Celje Chamber of Commerce actively collaborates at several levels in the field of educational training and supports the connections between the economic network and the regional schools interested in that collaboration. We suggest that more schools join in this collaborative process. The Chamber of Craft and Enterprise organises counselling and many educational events for diverse enterprises (seminars, presentations, workshops and fairs). It coordinates links between the real economic world and schools. Its role is important to help pupils find professional work-experience in craft businesses and enterprises and it reinforces their collaboration. The Youth Center (MCC) works as a supportive mechanism at all levels (counselling, informative, organisational, expertise and financial), allowing the young to realise their projects as independently as possible. Schools should actively encourage pupils to realise their projects with the guidance of the MCC.

Among cultural and social norms, foreign and local entrepreneur models prevail. The market niches, the employment opportunities and the geographical situation of the Savinja region have an influence on the entrepreneurial potential. When the environment changes quickly and with the current economic crisis, the economic climate can accelerate the evolution of enterprises. Advantages of the regional environment rely on a qualitative educational system for professional and technical high schools. Pupils can continue their education in the Regional Higher Education Institutes. There is good financial support from the Slovenian Enterprises Guarantee Fund, from business angels and other supportive schemes at a national level. With a high percentage of unemployed, the labour force should be directed to developing independent businesses. Instruction, education and training can influence the path and values of individuals, in order to convince them to try an independent entrepreneurial career. Entrepreneurial intentions are in fact of key importance in understanding the whole process of entrepreneurship, because they represent the conditions of the possibility of entrepreneurial activity. The educational system should be able to give individuals the education required to choose the profession they desire.

6.1. Discussion of headteachers and teachers

Critical reflection and questions

- Was there any evaluation of the efficiency of the social mechanisms (social partners) and other ways used to support entrepreneurship at the high school level? Are there good examples showing that support at a regional level, which could be used as general models for regions in that field of professional and technical education?
- Is it necessary to think about including examples of local and regional entrepreneurs whose production and innovation are part of the regional economical system?
- A problem common to many local markets is the discrepancy between educational programs in professional schools and the needs of the local or regional labour market. It is necessary to consider the possibility of adapting school programs to the particularities of the local and regional labour market.

Teaching entrepreneurship needs to be part of a pedagogical process, and high schools must be fully included in the whole entrepreneurial process, as much at a local and regional level as at a national one. There is a significant drop of Slovenian schools in the international classification of secondary and high schools based on the criteria of entrepreneurship, from rank 12 down to 21, out of 29 European countries (Rebernik, Širec and Močnik, 2014). The commission does not clearly define methods to be used by teachers to acquire some entrepreneurship experience. Skubic Ermenc, et al., (2012, p. 234) claim: "Frontal teaching is a method by which the teacher transmits essential knowledge and skills through presentations and demonstrations. Doing this he presents new information in a clear and logical way and demonstrates step-by-step some know-how. That process includes exercises, some testing of understanding and knowledge verification, followed by pupil

testing". We think that teachers should transmit knowledge to pupils in a way that would allow them to respond to given situations, to help them understand "where" and "how" to search for data and information needed to complete homework or a set task. Knowledge is not only a matter of memory. It is important that pupils know how to talk about or discuss details of knowledge they gained during the course. The technological environment required to fulfill the demands and needs of customers for services or productions is always more demanding. Teachers must be practical, which means linking approaches and methods of teaching and using them practically.

The Commission proposes further development and improved quality of entrepreneurship teaching and the reinforcement of the educational role in fostering entrepreneurship in Europe. Thus it uses a broad definition of entrepreneurship as knowledge and also professional information and a collection of skills, whose importance is crucial to economic development, (European Commission, 2013). Entrepreneurship education must be performed using practical and experiential forms of teaching, leading to concrete experiences of entrepreneurs, within the educational system as well as in the supportive environment of social partners (Michael in Pearce, 2009, pp. 285–302).

Headteachers and teachers must play a greater role in the regional environment, in terms of connecting social partners and in developing the Open Curriculum for the interests of everyone. Success depends of course on particular schools and the external factors mentioned in our article. In the data analysis and interpretation, we mentioned the rigidity of social partners collaborating with the educational system. Economic conditions exert a big influence and to a lesser extent the rigidity of subjects actions. Despite that, we think that headteachers and teachers showing self-initiative can enable stronger connections to the support mechanisms of the regional environment. Some partners, as written in the article, call on pupils to be part of the entrepreneurial activities which support the local-regional environment.

REFERENCE LIST

1. Apohal Vučkovič, L., Bendaš, M., Brložnik, J., Ivas, K., Kajzer, A., Kušar, J., Murn, A., Stare, M. in Vasle, B. (2013). *Poročilo o razvoju 2013*. Ljubljana: UMAR. Pridobljeno s http://www.umar.gov.si/fileadmin/user_upload/publikacije/pr/2013/POR_2013s.pdf.
2. Evropska komisija. (2013). *Sporočilo Komisije Evropskemu parlamentu, Svetu in Evropskemu ekonomsko-socialnemu odboru in odboru regij: akcijski načrt za podjetništvo 2020: oživitve podjetniškega duha v Evropi*. (2013). Bruselj: Evropska komisija. Pridobljeno s <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2012:0795:FIN:SL:PDF>.
3. Brown, R. B. (1993). Meta-competence: a recipe for reframing the competence debate. *Personnel review*, 22(6), 25–36.
4. Delamare Le Deist, F. in Winterton, J. (2005). What is competence?. *Human resource development international*, 8(1), 27–46.
5. Krek, J. in Metljak, M. (ur.). (2011). *Bela knjiga o vzgoji in izobraževanju v Republiki Sloveniji 2011* (1. izd., 2. natis). Ljubljana: Pedagoški inštitut.
6. Lebič, T., in Majcen, S. (2013). *Od mladinske pobude do prve zaposlitve*. Celje: Celjski mladinski center, javni zavod za mladinsko kulturo, izobraževanje, informacije in šport.
7. McClelland D. (1973). Testing for Competence Rather Than for »Intelligence«. *American Psychologist*, (28), 1–14. Pridobljeno s <http://www.lichaooping.com/wpcontent/ap7301001.pdf>.
8. Medveš, Z. (2013). Poklicno izobraževanje je pred desetletjem skrenilo na slepi tir. *Sodobna pedagogika*, 64(1), 10–31.
9. Michael, S. C. in Pearce II, J. A. (2009). The need for innovation as a rationale for government involvement in entrepreneurship. *Entrepreneurship & Regional Development*, 21(3), 285–302.
10. Rebernik, M., Tominc, P., Crnogoj, K., Širec, K., in Bradač Hojnik, K. (2013). *Nezaznane priložnosti: GEM Slovenija 2012*. Maribor: Ekonomskoposlovna fakulteta.
11. Rebernik, M., Širec, K. in Močnik, D. (2014). *Stanje slovenskega podjetništva in izzivi izobraževanja za podjetnost: slovenski podjetniški observatorij 2013*. Maribor: Ekonomskoposlovna fakulteta.
12. Rychen, D., in Salganik, L., H. (2003). *Key competencies for a Successful and Well-Functioning Society*. Seattle. Toronto, Bern, Gottingen: Hogrefe and Huber.
13. Skubic Ermenc, K., Rutar Ilc, Z., Slivar, B., Milekšič, V., Klarič, T., Bauman, B. in Stolnik, K. (2012). *Z evalvacijo do sprememb*. Ljubljana: Center RS za poklicno izobraževanje.
14. Svetlik, I. (2005). O kompetencah. V S. M., Pezdirc (ur.). *Kompetence v kadrovski praksi* (str. 12–27). Ljubljana: GV Izobraževanje.

15. Štimek, T. (2013). *Strategija razvoja gospodarstva Mestna občina Celja 2014-2020*. Celje: Obrtno-podjetniška zbornica.
16. Štefanc, D. (2012). *Kompetence v kurikularnem načrtovanju splošnega izobraževanja*. Ljubljana: Znanstvena založba Filozofske fakultete.
17. Weinert, F. E. (1999). Concepts of Competence. Munchen: Max planks institute for psychological research.
18. Weinert, F. E. (2001). Concept of Competence: A Conceptual Clarification. V D. S. Rychen, in L. H. Salganik (ur.), *Defining and Selecting Key Competencies (45–67)* Seattle, Toronto, Bern, Goetingen: Hogrefe & Huber Publishers.
19. Wiig, K. M. (2007). Effective societal knowledge management. *Journal of Knowledge Management*, 11(5), 141–156.
20. Wiig, K., M. (1997). Integrating intellectual capital and knowledge management. *Long Range Planning*, 30 (3), 399–405.
21. Zakon o poklicnem in strokovnem izobraževanju (ZPSI-1). (2006). *Uradni list Republike Slovenije*, št. 79.