

Entrepreneurship Education in Curricula – Case Slovenia

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Abstract

Entrepreneurship has a significant impact on employability and self-employment, innovation and entrepreneurial skills are essential for social cohesion. Sense of initiative and entrepreneurship is also one of the eight key competences, which are enshrined in the Recommendation of the European Parliament and the Council of EU (2006). Entrepreneurship education and entrepreneurial learning play a crucial role among youth: such approaches are not only about preparing the youth for the world of business and entrance in either self-employment or employment. Their role might be much broader - they could foster the development of competencies, attitudes and values such as creativity, innovation, management, as well as entrepreneurship, as well as help to develop the learners as individuals being able to recognize different kinds of opportunities, creatively solve the problems and conflicts, accept responsibility and risky decisions, as well as take the initiative. Therefore, it is necessary to start with the promotion of entrepreneurship already in primary schools.

In Slovenia, several initiatives support entrepreneurship education in primary schools, for example, business and entrepreneurial activities for pupils from grades 7-9, different project activities on entrepreneurship and summer schools, integration of topics into regular subjects in primary school, through other forms of activities eg, volunteering. At the secondary level, entrepreneurship education is supported in the following ways: as an independent subject, entrepreneurial content is integrated into regular (professional) subjects and practical lessons, use of active learning methods throughout the educational process, in the form of project activities, as practical learning in companies, as an activity of interest, through other forms of activities, e.g. charitable activities, volunteer work (Glas et al. 2006). At the tertiary level is entrepreneurship supported mainly in the following

ways: entrepreneurship study programmes, compulsory and elective courses on entrepreneurship, integration of topics into non-business courses, different project and activities.

In the last years more efforts are made, to empower students and teachers in primary schools and general secondary education (grammar schools) in the area of entrepreneurship, through different projects, and pilot development projects. At these levels, entrepreneurship is generally still underrepresented. (Government of Republic of Slovenia, 2020)

The research part of the paper will be reviewed how entrepreneurship education and entrepreneurial learning are understood and implemented in primary and secondary schools (in grammar, technical and vocational schools) as well as how they are applied at the tertiary level (especially among non-business studies), in case of Slovenia. The analyses will base on focus groups with participants from primary schools, secondary schools, HEs, each focus group will include leadership, two teachers/professors and two pupils/students.

Keywords: Entrepreneurship, empowerment, teachers, students, Slovenia