



EDITORIAL

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Educación para el emprendimiento. Miradas sobre los desafíos actuales

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Educación emprendedora. Reflexiones sobre los desafíos actuales

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The word “*entrepreneurship*” is clearly traced from the french noun “*entrepreneur*” (an undertaker or contractor) as well as from the verb “*entreprendre*” (to undertake, start, initiate). But also in Portuguese and Spanish can we find the homologue “*empreendedor*”, a simple result from the way Latin languages have to produce it by joining “*em*”, referring to a something and “*prehendere*”, meaning to catch, capture, hold or undertake, which allows one to easily produce the word “*emprenhendere*”: to undertake. Moreover, it is even possible to trace back the term to the Sanskrit “*antha prena*”, referring to someone self-motivated and sounding very much alike our contemporary common expression.

Approaching the subject by the etymological way –how fallible it may be–, give us the opportunity to advance a first stance on the matter. To be an entrepreneur could just result from being someone with substantial initiative and creativity for undertaking any kind of project that one may propose –which arises an ethical issue– to oneself or involving others, although not necessarily in the realm of business. This may prevent us letting the concept to be captured by a hegemonic understanding, which is nowadays prevalent, and installs the totalitarianism of an “*instrumental rationality*” (Habermas, 1968) or “*performativity*”, in the words of Lyotard (1984), for a consumerist society and in search of a paradoxical happiness (Lipovetsky, 2006).

Therefore, as we have tried to show elsewhere (Reis & Formosinho, 2014), we should not accept that something corresponding to an entrepreneurship attitude or ability could be placed above the core educational teleological aims like creativity or happiness, which are, in our point of view, of a superior order. That would be to take the means for the ends, thus short-circuiting the critical teleological chain that must be discussed as such, while it would pull the whole education system to fall very quickly into a perspective that directly links schools to companies, thus imposing to schools the role of supplying workers for the markets, namely entrepreneurs. However, regardless of the current dominating “*managerialistic*” scope, education has to address a multidimensional purpose of qualification, socialization and subjectification – a domain that “*has to do with the way in which children and young people come to exist as subjects of initiative and responsibility rather than as objects of the actions of others*” (Biesta, 2015, 77); meaning this that education ought, above all, to address the empowerment and the emancipation of living minds.

Yet it is also meaningful, for our case, that we are beings of endeavours, of projects, through which we project ourselves. From far ages and distant places we got innumerable examples of

breakthrough achievements of all kinds, because it is in human nature to always try to reach beyond. For instance, the registered fact that Marco Polo (1254-1324) attempted to establish a trade route to the East in order to sell the goods of a man (a capitalist), while running physical and emotional risks in his endeavors, thus becoming known as "*the entrepreneurial adventurer*" (Dornelas, 2008, 14). In the same sense, Richard Cantillon (1680-1734) used the term entrepreneurship for distinguishing the entrepreneur (the one who takes risks) from the capitalist (the one that provides the capital). He named entrepreneurs those who take risks and buy raw materials, usually an agricultural product with a determined price that should be improved. Besides, one can also distinguish between his approach and the use made by Jean Baptiste Say (1767-1832), a French economist, that apply the term "*entrepreneur*" to someone considered more of a "*planner*" (Brewer, 1992).

There should be no surprise though that in the late nineteenth century Cantillon was appointed by William Stanley Jevons, Henry Higgs, Joseph Schumpeter and Friedrich Hayek as the father of business economics, liberal and neoliberal, would we say. The backbone of nowadays globalized neoliberal capitalism that is taking education, health and justice as goods instead of rights, while work is becoming more and more precarious. Besides, neoliberalism is also disseminating an ideology that inculpates unemployed people for a personal condition much more due to stances played at a macro-level dimension, while imputing each citizen the responsibility of creating his/her own employment. And that is when we come to have to deal with entrepreneurship as a panacea for all economic problems, thus establishing an imaginary framework in which everyone could (should!) be considered a player, if one so wish, of game, of struggling for a place in a world of infinite resources.

Yet it is not for denying the will and the capacity of each human being to assert him/herself by an entrepreneurial attitude. Nor shall we deny those who have initiative and creativity to open new ways of enriching our societies with their value. The case is that for ensuring competitive, innovative, sustainable, inclusive and just societies, as the European Commission so well puts it, takes us to the current dilemma of indefinite growth without really having indefinite resources; an issue that takes us to face the environmental problems as well as the need for equity of growth.

So being, we now must address at the same time the problem of entrepreneurship and sustainability, not just as problems but as scopes of education, i. e., entrepreneurship and sustainability education. An antinomy not commonly considered but often disregard or even hidden. Nevertheless, we also have to tackle the growing demand, even if we should control it, we have to tackle, human ambition even if it should be restraint. Thus we must pursue a line of endeavor or entrepreneurship balanced with a line of respect for difference and diversity as core issues of sustainability.

Europe, as a nation of free nations, has shown awareness about the growth-justice dilemma by supporting European entrepreneurship as well as citizenship education starting from a propaedeutic level, namely at initial teacher education. This is where one must start if one wants to develop rooted and long lasting attitudes. I have personally experience the European Union effort while participating in *Erasmus Intensive Programmes* on both (sustainability an entrepreneurship) issues and having the privilege to participate in the *Dublin European Workshop for 'Educators of Teachers on Entrepreneurship in Education' (Ireland, 2-4 May 2012)*.¹ Fortunately, I had also the pleasure to meet at that event Malcolm Hoare and other colleagues that helped me organizing the *Conference on Enabling Teachers for Entrepreneurship Education 2013 (ENTENP 2013)*.² Especially, we all owe José Gijón Puerta

¹ Developed after the visionary meeting that the *Budapest Agenda on Enabling Teachers for Entrepreneurship Education* brought forth (European Commission, 2011).

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the stamina to bear the torch and taken the process a step further by organizing ENTENP 2014, at Granada University, which was a breaking through event that gave birth to a wider partnership, from which we are expecting great achievements. Since this last meeting we have encourage a group of experts to come up with papers that our readers can now take in consideration for further developments as entrepreneurs –we expect them to be–, not just in a simple egotist advance but also aiming to the greater good of mankind.

This issue of the *Journal for Educators, Teachers and Trainers* (JETT) presents a broad spectrum of insights on entrepreneurship education (EE) we hope it could be a contribute to help scholars and practitioners tackling current challenges and opening new paths. The first three papers form a section that explores some EE theoretical issues; while the second group focuses in the practical realm. A third group also explores concrete issues regarding different fields of appliance of EE and the last one, while considering entrepreneurship of small or micro companies give us a strong critical reading of a misleading mainstream understanding of the concept, thus opening up the subject to a broader and more complex approach.

The first paper considers the impact on the institutional culture and pedagogy necessary to implement the changes indicated by the so called Budapest Agenda, while introducing the concept of the entrepreneurial school as a prerequisite for change as well as a strategy for designing appropriate teacher professional development. Deepening a close connected subject, the second paper starts with the baseline goal of improving EE and training as set out by the European Commission, highlighting the challenges that are faced in fostering an entrepreneurial attitude within educational institutions, namely the need to support teachers through training programs that pursue a long-term policy commitment simultaneously creative and well-conceived. A good pedagogical appointment is presented by the third paper that focuses on explaining how individual differences and alternative assessment techniques could be used by entrepreneurial teachers to implement entrepreneurial teaching.

The forth paper puts in perspective a robust model of a pilot EE programme for the new junior cycle curriculum, capable of extended implementation across all years of second level education. In particular, the study identifies the key elements of its conceptualisation and structure, to implement it as an integral and holistic contribution to a sustainable EE input, by relying in a pilot programme developed in a flagship school that suggests a novel and credible way to integrate EE into the full curriculum, something unprecedented in Ireland. The paper also highlights the necessary supports and the crucial importance of a broad yet precise definition of EE in line with Irish and EU parameters that will lead to credible learning outcomes for individual students, the economy and society as a whole. For its part, the fifth paper analyzes entrepreneurial education in higher education, giving the example of two centers (Learning and Development Center for Children – CeADIn and Science, Tradition & Culture Center – CT&C), that want to educate children, youth and adults for entrepreneurship, involving in the process the students of teachers' education courses. Also in the same line of practical concern, the sixth paper points out what makes the originality of Reims Champagne-Ardenne University way of teaching entrepreneurship.

The seventh paper describes two theories, the discovery theory and the creation theory, in order to undertake a discussion of some of their broader theoretical implications for the fields of entrepreneurship and strategic management. In particular the paper addresses the implications for social entrepreneurship theory and management practice, and discusses some policy directions. As to the eighth paper, it endorses a comprehensive review of the different approaches and definitions associated to Entrepreneurship in order to establish the basis for a wide analysis of immigrant Entrepreneurship reality, including motivations, abilities and specific challenges to achieve success. With the ninth paper the reader may get aware of the structural characteristics of the Andalusian entrepreneurial model in comparison with other Spanish regions, namely the qualitative profile of the structural weaknesses of the existing businesses and their entrepreneurs, which is the basis for supporting a differential proposition for an embedded education towards entrepreneurship, by identifying the content and pedagogical techniques necessary to overcome the referred weaknesses. Closing this third section, the last paper is a special case that gives us a strong critical counterpoint of Entrepreneurship, while

considered as a specific individual inclination, thus misleadingly conceived as being able to render the small enterprise competitive in the contemporary capitalism arena. Avoiding criticizing the small business or the entrepreneur in themselves, it deconstructs the ideological meaning that structures the discourses used to conform the agent and his “*thinking style*”. The paper concludes by showing that the importance granted to certain aspects such as disposition to risk, creative ability and adaptation to scenery changes are touted as being “*natural*”, along with the assumption by the individual of all responsibility for what happens in his entrepreneurial action, while thus obtaining the legitimation of the functionality of the small enterprise concerning the systemic reproduction of contemporary capitalism.

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