

## EDUCATION LIKE SECTOR OF ECONOMIC LIFE

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### **ABSTRACT:**

*IN A WORLD IN WHICH NEEDS ARE VIRTUALLY LIMITLESS, AND RESOURCES FOR AT LEAST PARTIALLY SATISFYING THEM ARE LIMITED, EDUCATION BECOMES A MEANS BY WHICH THE ALLOCATION PROCESS CAN BE OPTIMIZED. INVESTMENT IN EDUCATION AND TRAINING GENERATES THE MOST IMPORTANT GAINS AND ANY INCREASE IN THE LEVEL OF EDUCATION OF THE WORKFORCE IS AN IMPORTANT FACTOR OF ECONOMIC GROWTH. THE MORE AN INDIVIDUAL INVESTS IN HIS / HER EDUCATION, THE HIGHER HIS CHANCES ARE AT HAVING A BETTER SOCIAL POSITION THROUGH GAINS ASSOCIATED WITH OCCUPATION.*

*THE MOST GENERAL PRINCIPLE OF EDUCATION IS THAT IT MUST CORRESPOND TO THE LIFE THAT INDIVIDUALS ARE CALLED TO FACE LATER. IN OTHER WORDS, THE PURPOSE OF EDUCATION IS SOCIAL ADAPTATION.*

**KEY WORDS:** ENTREPRENEURSHIP EDUCATION, STRATEGIES AND PRACTICAL IMPLEMENTATIONS

### **INTRODUCTION**

The knowledge triangle (education, research, innovation) plays a decisive role in stimulating growth and employment. Therefore, it is of the utmost importance to accelerate the process of reform, to promote excellence in higher education of university-business partnerships, and to ensure that all sectors of education and training play their full role in promoting creativity and innovation.

The profound transformations have had considerable effects on the education sciences, implicitly on the status and the role of the teaching staff. With the formal launch of the "education for all" paradigm, after 1990, the strategic directions that imposed greater responsibility and flexibility of the Romanian educational services consisted in the democratization of the school and in equalizing the chances of all the students, a new status and multiple roles.

The intense concerns of education specialists, particularly from the second half of the twentieth century, were to find new solutions to the challenges faced by the schools: difficulties in learning, problematic attitudes and behaviors, inclusive classes, absenteeism, school dropout, etc. By implication, they generated: concerns to find new formulas of human solidarity, ways to

prospect effective strategies to stimulate progress for all students, especially the gifted, modernizing the education and teaching staff.

In the last ten years of the 21st century, by modernizing information and communication technology, by endowing schools and renewing the content as a major exponential factor in the learning process, the modern teacher brings together a series of skills, qualities and roles.

The notion of teacher is associated in the mind of each of us with the "portrait of a certain person who embodies everything we believe to be the model of a teacher", or a series of features, selected from the set of examples provided on during school years". The necessity to transform the profession of teacher into the teaching profession was imposed by the fact that at the level of each state and in particular of the Romanian state, education is a national priority, whose main objective is the elaboration of an educational policy, on the basis of which human beings of any age are being prepared for life. The educational activity is complex, adapted, oriented, dynamic, and flexible to stimulate the ideal of every human being, expressed by "being and becoming", concisely: it manages to prepare people as active elements of social life. Modern education aims at conscious development of a person's biopsy potential and the formation of a personality type demanded by present and prospective conditions of society. The didactic activity of the modern teacher exceeds the highlighting of his personal qualities, appreciated by terms: vocation, talent, craftsmanship, by assuming a complex system of theoretical knowledge, forming skills, qualities and assuming roles, in a rigorous and controlled manner, which represents his professionalism.

## **1. Entrepreneurship education in Romania**

European Union Strategy for smart, sustainable and inclusive Europe 2020 strategy for knowledge, innovation, competitiveness and efficiency in resource exploitation, a higher rate of employment but also open in terms of cultural values and allows social, economic and territorial cohesion. The strategy has five objectives: employment, innovation, education, social inclusion and the environment. Promoting entrepreneurship policy integration activities requires smart, industrial, educational research and innovation.

Entrepreneurship education has a positive impact on the younger generation, on the attitude and willingness of private initiative and ultimately its role in society and the economy. Free entrepreneurship education to individual capacity, to stay within budget, the efficient allocation of resources, compliance deadlines, elements that lead not only to successful business but to a personal career development. Entrepreneurial educational objectives are related to improving the entrepreneurial skills of young people fostering creativity and confidence. Entrepreneurial skills considered are: creativity, innovation, risk taking and project management capability and objectives.

A great majority of European countries address entrepreneurship education through national strategies or initiatives. This clearly reflects the wide recognition of the importance of entrepreneurship education in Europe. Nearly half of the countries have incorporated the objectives linked to the promotion of entrepreneurship education within broader strategies (lifelong learning, education and youth, growth), while several countries, located mainly in Northern Europe, have launched specific entrepreneurship education strategies [1].

After the financial crisis of 2007-2008, humanity entered what economists have already called the "Great Recession World." Gross domestic gross domestic product has fallen dramatically, investment has declined year by year, and population consumption (around the world) has fallen to low levels not seen since the Cold War. Although apparently everything started from a financial crisis generated by bad investment in the US real estate sector, only modern media and marketing science have fled the planet from a new crisis of overproduction and an economic depression like that of 1929. In What the journalists at The Economist have called "The collapse of manufactures" has nothing to do with the fact that, at the level of the entire planet, the production capacity is superior to the human consumption demand. Mankind now has the means to produce cars, computers, telephones and other commodities for two or three planets. And in all these factories, from day to day, technical progress is replacing more and more people with robots and machines that never get into sick leave.

For nearly two decades, at the level of the European Union, young people find it increasingly difficult to find a place in the economic gear. At present, statistics show that the unemployment rate among young people under 25 is 22%. And this is the average in the European Union, not the situation in a wretched country on the edge of the world. As a consequence, the need for sustainable solutions for the prosperity of future generations has become more and more evident, and since 2006 the European Parliament has recommended that (along with computer science, civic education and foreign languages) entrepreneurship education should be considered a key competence in the learning process .

But entrepreneurship education, as a subject of study, succeeds where an entrepreneurial culture already exists, where the mentality is ready to accept business principles and models. Or, in Romania, even young people from business families are not being transferred "from home" to entrepreneurial culture; their parents, concerned about their business, preferring to make sure they give the children what they have materially lacked in their childhood. In Romania, in general, education is left only in the care of the school.

## **2. Strategies and practical implementations**

In Romania, after a long period of centralized economic system, characterized by dictatorial autarchy entrepreneurial spirit could not manifest and develop. So there is no tradition, experience that young people can take to develop and use.

The European Union Strategy for smart, sustainable and inclusive growth, Europe 2020 is the strategy for knowledge, innovation, competitiveness and resource efficiency, a higher rate of employment but also openness to cultural values and allowing social, economic and territorial cohesion.

Smart growth requires knowledge and innovation. Sustainable growth requires competitiveness and efficiency in resource exploitation. inclusive growth implies a higher rate of employment but is permeable in terms of cultural values and allows for social, economic and territorial cohesion.

The strategy has five objectives: employment, innovation, education, social inclusion and the environment. Promoting entrepreneurship involves activities integrating policies of smart, industrial growth, research and educational innovation.

Entrepreneurial education has a positive impact on the evolution of the young generation, on the attitude and desire of the private initiative, and ultimately on its role in society and

economy. Entrepreneurial education creates an individual's ability to organize, embrace budgets, allocate resources efficiently, meet the deadlines, leading not only to the emergence of successful business but to personal career development.

The objectives of entrepreneurial education are related to improving the entrepreneurial abilities of young people, encouraging creativity and self-confidence. The principle from which the project starts is to develop students' skills not by transmitting knowledge but by simulating economic activities. By using this method, students will first acquire social skills: interaction, conflict resolution, team spirit, responsibility, leadership. At the same time, participating in enterprise-specific actions, target group members will learn flexibility, learning to learn, critical spirit, initiative creativity.

In Romania, the Business Plan Competition, aimed at all registered training firms, was introduced in the school year 2008/09 as a joint initiative of the Ministry of Education, Research, Youth and Sports, the National Centre for the Development of Vocational and Technical Education, Kultur Kontakt Austria and other social partners.

Entrepreneurial education items placed on different levels of education are however far from satisfactory. Following the example of most countries in solving this problem Romania introduces elements of entrepreneurial education in particular through practical applications.

Entrepreneurship Program 2020 is based on three strategies:

- development of education and training in entrepreneurship
- models and involvement of specific groups
- creating the right business environment

Anyone wishing to become entrepreneurs face a difficult environment: education does not provide the necessary foundation for a career as an entrepreneur!

On the other hand, according to the European Commission's between 15% and 20% of students participating in a program of the small enterprise during secondary education will then establish their own firm. We want to climb in the coming years this percentage to 80%!

Youth in entrepreneurial studies assimilate not only business knowledge, skills and attitudes but also important including creativity, initiative, tenacity, team spirit, ability to understand risk and a sense of responsibility. According to Eurostat [2], Romania ranks second in the EU in terms of risk of poverty or social exclusion, 41.7% of the population being affected.

- According to data available from the National Institute of Statistics, in the fourth quarter 2014, youth unemployment was 24.1% versus 5.4% for adults. Which indicates a ratio of 4.46 to an unemployed young adult. In 2015 unemployment rate was 6.8% nationally, similar to last year's level, but the highest rate among young people aged 15-24 years, 21.7% respectively.
- With 24 SMEs per thousand inhabitants, Romania is the second lowest in the European Union under the European average of 40 SMEs
- The number of new businesses in 2014 was 101,000, with almost 19% lower than in 2013 representing the lowest number of companies created in the last 7 years in Romania. In the first part of 2015, after years of decline, the number increased by only 1%.
- According to Eurostat, we have one of the highest dropout rates in Europe, almost 20% of young people aged 18-24 drop out of school.

a. Role Models - to form mixed teams of entrepreneurs and managers from multinational to meet frequently with students from all over the country, to go to kindergartens, schools, colleges,

universities, disadvantaged areas, in rural areas and to share not only our success stories, but proactively identify potential young entrepreneurs and to form.

b. Creating practical entrepreneurial opportunities. As I said, studies show that between 15% - 20% of high school students who participated in programs organized by companies, later they will open their own business.

c. In over 50% of the EU countries, is part of entrepreneurship education and secondary education is compulsory. In Romania, entrepreneurship education is taught 1 hour per week in class X has High School. The European Union proposed that entrepreneurship education should be compulsory at primary, secondary, tertiary. And we must just happen. The weaknesses of entrepreneurship education were raised by entrepreneurs among the most important obstacles to business development in Romania.

d. The introduction of entrepreneurship education in kindergarten: systems are currently teaching at children aged 3-6 years that stimulate children's curiosity, independence, discretion, etc. They are currently used in private kindergartens, but with a little effort we can introduce in all kindergartens in the country, especially since no license is required or additional costs.

Also, students with parent entrepreneurs can capitalize on entrepreneurial education received at home by presenting good practices to their colleagues, proposing them to become mentors for their colleagues. Business ideas born on school banks should be as widely discussed, analyzed and why not promoted if they do not affect the good course of preparation for national exams and competitions. It has often been found that they are doing well together because they increase the self-esteem and the overall value of the students.

Let us not forget the main purpose of key competences training, where entrepreneurship competence is found, precisely because the number of entrepreneurs in Romania and the European Union is still very small compared to the number of active people on the labor market. The skills to set up and manage a smaller or larger firm are so necessary in a strong competitive environment, both on the labor market and on the one of products and services. The need to consume and thus to make the best and cheaper products makes school a good environment for preparing future entrepreneurs.

ETwinning, Erasmus + and other projects that have an important entrepreneurial connotation are more attractive to pupils and parents and with long-term social and economic impact. A stable economic environment that is rooted in school preparation for businesses that will support education in the future by paying taxes and taxes to the budget is the key to a secure success for all stakeholders in education.

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