



LEONARDO DA VINCI

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**Guidance and Counselling for Self-
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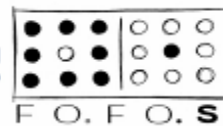
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Enterpreneurship in Romania school's and training centres curricula (WP5)

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Entrepreneurship in Romania school's and training centres curricula

This report on entrepreneurial education and training centres curricula in Romania is made within the framework of Self-Employment project, i.e. "Guidance and counselling for self-employment".

The aim of this study is to give a general description of entrepreneurship courses/ lessons in educational system in Romania.

General description of entrepreneurship courses

The measures and the actions undertaken by the National Agency for Small and Medium Enterprises and Co-operatives (NASMEC) and the Ministry for Education and Research - the main responsible factors in elaboration of policies for developing entrepreneurial culture to all levels – endorsed the introduction in the scholar curriculum of disciplines tied to developing initiative spirit and of professional orientation capacity, as well as the developing of entrepreneurial competences through long life learning.

The abilities and attitude towards entrepreneurship field start in primary education through both optional courses and implicitly approaching of a specific theme inside the Civic Education discipline. After that, the abilities (competencies) and entrepreneurship aptitudes are developed in a systematic way during secondary education, high schools and craft schools.

Entrepreneurship taught in primary education:

In primary schools the entrepreneurship competencies are taught, specifically to the age of pupils, within the subject "Civic education". The entrepreneurship is taught from the primary level, through the matters:

- first school year: "Ourselves" – optional course;
- second school year: "My family" - optional course;
- third school year: "Our community" - optional course;
- fourth school year: "Our town" - optional course.

Entrepreneurship in secondary education_(other than general economics courses)

1. In the lower secondary education (gymnasium, grades V-VIII) entrepreneurship elements are taught inside the common body subject "Technological education", one two hour per week.

2. In upper technical secondary education, "Entrepreneurship Education" is an option. It is inside the curricular area "Man and Society" and it has one hour per week for all the profiles and specialization school classes. "Entrepreneurship Education" has one hour per week: in the eleventh grades, twelfth grades and thirteenth grades – part time education.

In high school, at all profiles, inside the classes included in the curriculum, at the school's decision, one can taught contents referring to entrepreneurship competencies.

3. In professional schools, third year (classes in liquidation), basic curriculum – personal and social development - has allocated for "Educational entrepreneurship" one hour per week and it is targeted at developing the competencies to start a new business on their own for the young people.

Beginning with school year 2003-2004 at Art and Craft schools it has been introduced in national educational system for the IX classes "Civic Culture/ Educational entrepreneurship" subject for one hour per week to all the 16 fields. This branch of knowledge is part of curriculum area "Man and Society". The new plan-framework for Art and Craft School include the study of Educational entrepreneurship in the X – class only for economic area. In post high school education, the elaboration of a business plan is stipulated in "Information and vocational advice" subject, in basic curriculum – personal and social development.

After majoring the Crafts and Art school, students obtain professional qualifications necessary in: agriculture, industrial chemistry, trade, constructions, electric, electromechanic, electronic and automatic, aesthetic and human body hygiene, food industry, construction materials, mechanic, printing techniques, wood manufacturing, forestry, textiles and leather, public food and tourism. As part of curricular area "Technologies" it is provided the speciality culture and practical training based on professional training standards for 1st level of professional skills (2 years), as well as for completion year - second level of professional skills. "Civic culture/ Educational entrepreneurship" subject is stipulated in educational framework plan, settled by Order of the Minister of Education and Research no.3669/31.03.2003, which will be achieved through the Craft School. The curriculum for "Civic culture/Educational entrepreneurship" for IX-th class is settled by Order of the Minister of Education and Research no.4705/12.08.2003.

University level education on entrepreneurship

In universities, there are faculties and departments that have in their educational plans entrepreneurial education. There are also specialities that deal with priority

with this field of the future specialists' training: Economics, Economy of Commerce, Tourism and Services, Agricultural Economy, Economy of Enterprise, Economy of Environment, Science of Commodities, Business Administration, Cybernetics, Statistics and Economic Forecast, Finance and Banks, Accounting and Financial Administration Informatics, International Business Relationships, Management, Marketing, Agriculture, Political Sciences, as well as all the engineering specialities.

It is considered as significant the following knowledge regarding entrepreneurship education: setting up enterprises, rules for firm composition, general rules for trading, selling techniques, selling structures, commercial practices, basic concepts for consumer protection, general rules regarding packing and labelling, abusive clauses in commercial contracts.

Other entrepreneurship courses

Junior Achievement - Romania Program - is part of Junior Achievement Worldwide, US and Junior Achievement –Young Enterprise Europe.

Junior Achievement is active in 112 countries worldwide. Local, regional and multinational companies recognize the need for market economics education and support the quality of the Junior Achievement programs. Junior Achievement-Young Enterprise programs have been offered in Romania since 1993. All programs have been translated and adapted, are available in Romanian and are implemented according to the agreement signed with the Romanian Ministry of Education, Research and Youth.

Through the implementation of Junior Achievement in the secondary schools and high schools are introduced elements of entrepreneurial culture, necessary for pupils' education. Also, on the basis of a protocol of collaboration concluded between Ministry of Education and Research and Junior Achievement Romania, three specific pilot programmes were developed, at the university level: Student Company, Capital Market and Business Ethics. The results obtained certifies the programmes extension and the necessity of entrepreneurial culture introduction in the university curricula.

More than 250,000 students attended JA-YE programs till 2003. JA Romania strategic plan, ACCESS TO SUCCESS, is to reach at least one of four Romanian students by 2005. JA Romania provides training, materials, service and technical support to the schools that have chosen to implement JA programs as optional curriculum. Romanian JA students benefit of "Junior Achievers" scholarships and participate every year at International Student Conferences, Contests and Trade Fairs.

The mission of JA Romania is to serve all schools that develop and implement economic education programs for young people through a partnership between

business and education. JA programs are helping students to gain an understanding of:

- The importance of market-driven economies
- The role of business in a global economy
- The commitment of business to environmental and social issues
- The commitment of business to operate in an ethical manner
- The relevance of education in the workplace
- The impact of economics on their future

JA programs currently running in Romania:

- a,b,c- economy : - Me and My World (Elementary School Programs) Ourselves, Our Families, Our Community, Our City
- ABC of Business (Middle Grade Programs) Personal Economics, Enterprise in Action
- d-economy: - Business World (High School and University Programs) Student Company, Applied Economics, Business Ethics, Stock Market
- Connections (High School and University Programs) Success Skills, Workplace Internships, To be leader!
- Business Class (Programs in English) GLOBE, Student Company, YE Cambridge Examination,
- Fundamentals of Market Economy (University & Adults Programs)
- Economics for Leaders (University & Adults Programmes) My Money Business
- e- economy: - Management and Strategy Games, CAPS (Middle Grade Programs), MESE, BIA (High School and University Programs) SMG (High School and University Programs)
- Web Based Programs (High School and University Programs), Tourism & Travel Business, Student Company, Global Business Ethics

Participation at the programme ECO-NET permitted the creation of exercise firms in high schools and cluster economic high schools and development of a specific concept of economic entrepreneurial culture.

ECO-NET Programme represents a partnership between the economic schools from Albania, Bulgaria, Romania, Macedonia, Bosnia Herzegovina, Serbia and Montenegro, Croatia, within the Stability Pact in South-East Europe, financed by the Austrian Ministry for Foreign Affairs and implemented by KulturKontakt Austria.

Taking part in the ECO-Net Programme allowed the establishment of “training firms” in high schools and vocational groups for services (the economic branch) and developing a specific concept of entrepreneurial culture. Up to 2004, the number of “training firms” within schools is raising (7 schools have been included in the project, according to the O.M.E.C.T.), the total number of the schools involved is ten. It was also elaborated the Order MECT regarding the establishment of the Headquarter for the Network of Simulated Companies / Training Firms in Romania, order that revises the O.M.E.C. no. 3600/29.04.2002.

Control of quality of entrepreneurship courses / lessons in educational system

In Romania, the regulation under which operates the public and private schools/ education institutions is set up by the Ministry for Education and Research (www.edu.ro). MER approves the national Curriculum and the national system of assessment and it also supervise their implementation and compliance.

The legislative framework for adult training was consolidated in November 2003 by the regulation on the authorisation of training providers and on the methodology for the certification of adult training. A National Qualification Agency (www.cnpfa.ro) including social partners has been established, paving the way for closer integration of initial and continuing vocational training. Planning for Technical and Vocational Education (VET) is no longer done at central level but by the Regional Consortia at regional level which have developed Regional Educational Action Plans with a mid-term perspective.

The main initiatives of the Ministry of Education and Research regarding the education and training of the entrepreneurs were:

- Elaboration of normative regulations concerning the inclusion of entrepreneurship notions in the basic curriculum of the educational system;
- Realizing alternative textbooks;
- Participation in the ECO-NET Programme through: revising the legislative framework, organizing seminars for disseminating the concept of “training firm” (for professors teaching economic disciplines and for headmasters);
- Partnership M.E.R.-The Romanian Centre for Economic Education.

Within Ministry of Education and Research, the elaboration of normative regulations regarding the development of entrepreneurial spirit is in the responsibility of General Directorate for Pre-University Education, and it was materialised in:

- Elaboration of Order of Ministry of Education and Research (O.M.E.C.) regarding the approval and applying the school curricula for the core curriculum discipline of Technological Education for the 5th and the 8th grade, including the development of the entrepreneurial spirit and the capacity of professional education, as an objective of reference.
- Including, by O.M.E.C.T. Plans of Education for the 9th and the 10th grade, first cycle of high school education, theoretical, vocational and technological, the core curriculum discipline of Entrepreneurial education (for the 10th grade), which is studied one hour a week;
- Including, by O.M.E.C.T. Plans of Education for the 9th and the 10th grade, at the Arts and Apprenticeship School (SAM), the core curriculum discipline of Civic/Entrepreneurial Culture, for the 9th grade – all fields and for the 10th grade – the economic field;

- Approval, by O.M.E.C. of the curriculum for Civic/Entrepreneurial Culture for (SAM), which is studied one hour a week;
- Elaboration of the O.M.E.C. project regarding the curriculum approval for the discipline Entrepreneurial education at the 10th grade;

As far as the professional and technical education is concerned, the National Centre for the Development of the Professional and Technical Education (CNDIPT) proposed that the entrepreneurial competences to be acquired through the programs of the specialist theoretical and practical disciplines. Learning based on work represents the main objective that is aimed at through the content of the curriculum for practical training, which derives from the professional training standards. It is important to mention that the standards for professional training have been validated by the social partners (O.M.E.C.T. no. 3451/09.03/2004 regarding the approval of the curriculum for specialist culture and the practical training within the curricular area “Technologies”, at the 9th and 10th grades, SAM, as well the differentiated curriculum for specialist culture and the practical training within the curricular area “Technologies” at the 9th and 10th grades – technological high school;

The alternative textbooks have been elaborated according to the approved curricula:

- Entrepreneurial education for the 10th grade - theoretical, vocational and technological fields;
- Civic / entrepreneurial culture for the 9th grade - SAM;
- Civic / entrepreneurial culture for the 10th grade SAM –economic field.

The initiatives of Ministry of Labour, Social Solidarity and Family

- In accordance with the legislation in force, the National Agency for Employment, yearly elaborates the National Plan for Vocational Formation. Its implementation ensures the vocational formation for unemployed people, by increasing adaptability through acquiring skills and correlated to the workplaces' requirements.

- 5 regional centres for adults' vocational formation were set up in 2003 and one new centre was set up in the first quarter of 2004, in Braşov.

General description of curricula -Entrepreneurial Education

Within the context of social-humanistic sciences, the study of Entrepreneurial Education in high schools aims at developing an autonomous and creative personality, which should act in an efficient and responsible manner in society. Entrepreneurial education aims at forming at students the specific competencies which will allow the subsequent professional guidance towards entrepreneurship, and furthermore, by putting to good use their potential so as to efficiently act in every domain.

The curriculum has been developed so as to form nominal competencies, specific to constructive thinking, to develop the capacity of social insertion, and of a set of personalized skills as well, which will allow for tailoring actions according to changing realities.

This educational curriculum is designed for the common core of all specializations, that is the vocational orientation, and has in view the nucleus type of curriculum (1 hr/week).

The present curriculum comprises the new model of curricular design. Its structure implies the following competencies:

- Introduction
- General competencies
- Specific competencies and content units
- Values and attitudes
- Methodological suggestions

Mention must be made that:

- the promotion of this curricular and teaching proposal is done through an end-result perspective by:
 - high school - through general competencies
 - study of the Entrepreneurial education – through specific competencies
- evaluation is designed by correlating content units with specific competencies
- methodological suggestions send towards concrete teaching ways for transposing the curriculum in school practice
- the curriculum gives specific values and attitudes that are of paramount importance for the entrepreneur's status

General competencies

1. Identifying facts, processes, and concepts specific to the field of social sciences and to the relations between them, by using concepts specific to social and humanistic sciences.
2. Use of tools specific to the social and humanistic sciences, so as to generally and specifically characterize a theoretical and a practical problem.
3. Explaining facts, phenomena and processes specific to the social sciences field, by using theoretical models.
4. Interpreting the results of an analysis, or research, and the different approaches studied through the perspective of social sciences.
5. Realizing connections between knowledge acquired in the field of social and humanistic sciences, by applying them to evaluating and optimizing solutions intended for critical situations.

Specific competencies and content units

SPECIFIC COMPETENCIES	CONTENT UNITS
1.1. Identifying facts, processes and concepts specific to the field of activity 1.2. Identifying and understanding entrepreneurial actions 2.1. Use of adequate tools for developing the action 2.2. Identifying the skills of the entrepreneur 2.3. Identifying own skills 3.1. Applying provisions of specific legislation	The universe of the entrepreneur's activity <ul style="list-style-type: none"> - the entrepreneur's role - Entrepreneurial relations - Legislation conditions in entrepreneurial actions - Characteristics and skills of the entrepreneur
1.3. Identifying market opportunities 5.1. Evaluation of changes and tendencies manifest in the business environment 3.2. Design of a business plan 5.2. Applying specific skills in developing the business plan 5.3. Executing and adapting the business plan to the environment conditions during its execution 5.4. Evaluating business end-results	Initiating and developing the entrepreneurial action (business) <ul style="list-style-type: none"> - Ways and criteria for identification and selection of market opportunities - Setting the time table - Business plan: basis and structure - Realizing, developing and diversifying a business
1.4. Recognizing necessities and implications asked for by contracts' execution, according to the legislation in force 3.3. Understanding the risks implied by entrepreneur's business behaviour 4.1. Risks counteracting	Business behaviour <ul style="list-style-type: none"> - Contract justification for entrepreneurs - Types of business behaviour - Accountability in business
1.5. Identifying risks in cases under focus 1.6. Identifying common and specific elements for business success	Business success <ul style="list-style-type: none"> - Success models in business - General and particular in realizing a successful business

Values and attitudes

General and specific competencies that the process of teaching-learning of the subject Entrepreneurial Education should form are based on the following values:

- economic freedom
- economic efficiency
- economic security
- creativeness in the use of resources
- economic development

These should be expressed in attitudes corresponding to the following essential characteristics of the person, as entrepreneur:

- the capacity to manifest initiative
- economically active behaviour
- assuming calculated risk in business
- responsibility for management

Methodological suggestions

The curriculum of the subject Entrepreneurial Education is designed to allow for:

- teacher's didactic creativeness and adapting its actions to students' particularities
- forming competencies specific to entrepreneurship
- students covering a cognitive route adequate both to the internal and teaching logic, specific to the subject

Content units are presented in a non-compulsory order. Their treatment is recommended so as to take into account the characteristics of the Romanian economy.

The correlation between specific competencies and the content units is not biunivocal.

It is suggested the shift of stress significance from contents to specific competencies and focusing on student as the subject of the teaching activity.

This is the reason for which is recommended:

- use of active methods (e.g. learning by discovery, problem-centered learning, learning by cooperation, by simulation, role play)
- realizing business and case-study portfolios, with the use of computer (simulation exercises for exercising entrepreneurial competencies)
- interpreting economic facts, phenomena, processes by using different explanatory versions.

It is also recommended to develop teaching activities with the involvement of business communities, consultants from competent organization and involving students in entrepreneurial education projects.

This curriculum implies making interdisciplinary links and organizing the teaching activity by putting in relation and correlation the study areas. The applicative character of the Entrepreneurial Education subject asks for the development of the operational dimension of the student's personality.

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