

DEVELOPMENT OF THE ENTREPRENEURIAL EDUCATION

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Abstract

Numerous changes that contemporary universities have to face with have also resulted in significant pedagogical implications. There is a growing number of criticisms toward contemporary universities that are often cited as being subject to market demands, which moves them away from basic science teaching activities. The aim of this paper is to examine the consideration of higher education in the context of the reality imposed by new and new goals of education. This goal is conceptualized within two tasks. The first task involves presenting different approaches to entrepreneurial education with significant pedagogical implications, primarily different teaching goals depending on the accepted conception. The second task presents various challenges facing the realization of entrepreneurial education as perceived by foreign authors. In conclusion the paper stresses that entrepreneurial education is a new field of research, but due to the increased importance of a practical application of knowledge in the changing conditions of work and life in the future it may become even more important.

Key words: university, entrepreneurial education, knowledge society.

РАЗВОЈ ПРЕДУЗЕТНИЧКОГ ОБРАЗОВАЊА

Апстракт

Бројне промене са којима се суочавају савремени универзитети за резултат су имале и значајне педагошке импликације. Све је већи број критика које се упућују савременим универзитетима, за које се често наводи како подлежу захтевима тржишта, што их удаљава од основних научно-наставних активности. Као циљ овог рада поставља се сагледавање високог образовања у контексту нових реалности, које намећу и нове циљеве образовања. Овај циљ концептуализован је у оквиру два задатка. Први задатак подразумева представљање различитих приступа предузетничком образовању са значајним педагошким импликацијама, првенствено различитим циљевима за наставу у зависности од прихваћене концепције. У оквиру другог задатка представљени су различити изазови са којима се суочава реализација предузетничког образовања на начин на који их виде инострани аутори. Као закључак

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рада истиче се да је предузетничко образовање новије подручје истраживања, али услед повећаног истицања значаја практичне примене научног у промјенивим условима рада и живота у будућности може да поприми још већи значај.

Кључне речи: универзитет, предузетничко образовање, друштво знања.

INTRODUCTION

The transition period of modern universities for last couple of decades is conditioned by a number of external reasons, primarily at global national, regional and local level. For the purpose of reconciliation of many contradictions and challenges faced by modern universities, universities' social responsibility is gaining in significance. Although universities' social responsibility can be approached in different ways for the purposes of this paper, attention is focused on the development of entrepreneurial education. The contemporary social context, in which universities operate, and from which they cannot be viewed in isolation, indicates the transformation of universities from the so-called universities as *ivory towers* towards *McUniversities*, that offer widely available and standardized service (Ćulum & Ledić, 2010). The commercialization of Higher Education reached its peak in America, but also it has resulted in harsh criticism due to numerous demands for university-based money profiting on the developmental line, from sports to education and research (Bok, 2005). Conrad Paul Liesmman (2008) also highlights the concern for contemporary universities, which, are in a so called "knowledge based society." The university's new roles have resulted in a number of criticisms from educational traditionalists, who point out that universities are increasingly growing as subjects to market demands and therefore moving away from their core activities, teaching and research toward market and entrepreneurial orientations.

The aim of this paper is to consider higher education in the context of new realities that impose new goals for education. The complexity of the situation is reflected in the attempt to reconcile contradictions that are put in front of higher education. The development of entrepreneurial education is one of the implications that results in numerous opportunities and even more challenges, but it is an inevitability of the functioning of modern universities and therefore it is necessary to consider it as a whole, with its all complexity.

Higher Education in the Context of New Realities

The increasing interest in higher education in recent decades has led to the emergence of numerous international organizations and international agreements, which, as Ćulum and Ledić (2010) point out, are primarily political and economic organizations such as the EU (European Union), ASEAN (Association of Southeast Asian Nations), NAFTA (North Ameri-

can Sree Trade Agreement), etc. In this context, it is inevitable to approach education and from the perspective of entrepreneurial education. Altbach (2008) warns that market-oriented academic tendencies of the 21st century are the cause for concern as universities increasingly lose their character as a social institution of public good. Popović (2019) points out that in the early stages of the development and change of the European Union, its educational policy was significantly different from that created and imposed by the World Bank and the OECD, and much closer to the educational policies of the UN and UNESCO. The last decade has seen a dramatic approximation of their ideologies and values that they promote through educational policy. Even UNESCO, traditionally committed to humanist discourse, has adopted the rhetoric, concepts and approach of the World Bank, but more so the OECD.

It is the European Commission's intention that knowledge must be a stronger driver of economic growth and development, and therefore the knowledge-based syntagm aims to modernize universities and higher education. The goal is to make Europe the most competitive economy in the world. In this context, the Lisbon Strategy (2000) underlines in its principles and principles the importance of increasing market orientation and linking universities with the economy. Talking about the European dimension of education, Avramović (2003) points out that at the level of principles it proclaims political and social goals, not educational ones. Education is considered as a "factor of transformation and change" of society. The UNESCO International Commission on Education for the 21st century emphasizes the need to pay particular attention to the goals and means of education (Milutinović, 2008). The new philosophy and strategy of education is expressed in the form of four fundamental goals that Delors (1996) calls the pillars of development. These are: *learning to know* that includes knowledge that enables people to understand their environment and at the same time enables them to make critical judgments independently. It is particularly important here to emphasize that learning for knowledge presupposes the learning of a learning skill based on higher cognitive processes rather than just memory of information, thereby increasing learning efficiency and quality of knowledge. The next pillar of *learning to live together* states that one of the most important learning goals is to adopt the values of pluralism, tolerance of difference, multiculturalism, mutual understanding, community action and the like. One of the reasons for its growing importance, as stated by Milutinović (2008), is the increasing interdependence of groups and individuals. The pillar of development *learning to be* consists of the contribution of education to the overall development of the individual- spirit and body, intelligence, sensualists, sense of aesthetics, personal responsibility, spirituality.

For the purposes of this paper, particular attention is dedicated to the pillar, which involves *learning to do*, that, although closely related to

learning for knowledge, unlike it, is more closely linked to professional development. This goal of education, as stated by Milutinović (2008), consists in developing the capacity for practical application of the learned in the changing working and living conditions, as well as in developing the ability to cope with many life situations and teamwork skills. This goal of education can be linked to fostering the development of entrepreneurial education as a way of developing the capacity to put into practice the lessons learned in changing working and living conditions. Within education, Raposo & Do Pako (2011) highlight the following important reasons for fostering entrepreneurship: education provides individuals with a sense of independence; education enables people to be aware of alternative career choices; education broadens individuals' horizons and thus makes people better equipped to perceive opportunities and finally, education provides knowledge that individuals can use to develop new entrepreneurial opportunities.

Development of the Entrepreneurial Education and its Challenges

The concept of the knowledge society indicates that knowledge is a key personal and economic resource (Milutinović, 2008), which is increasingly emphasized within the knowledge economy. Although the business world and academia are based on different principles, we are witnessing their growing convergence and interdependence. As the Commission of the European Communities, (2006) points out, entrepreneurship is a key competence for growth, employability and personal fulfillment. Entrepreneurship involves the ability of an individual to turn ideas into action. These include creativity, innovation and risk-taking, as well as the ability to plan and manage projects to achieve goals. It helps everyone in everyday life at home and in society, makes employees more aware of the context of their work and better opportunities to take advantage of, and provides a foundation for entrepreneurs who set up social or commercial activities. Also, it is emphasized that the development of generic attributes and skills is the basis of entrepreneurship, and it is complemented by the transfer of specific knowledge about business in accordance with the level of education.

The document (Commission of the European Communities, 2006) emphasizes that entrepreneurial competences need to be acquired throughout lifelong learning, thus emphasizing the importance of education from primary school to university, including secondary vocational education (initial vocational education) and technical tertiary education institutions. The paper focuses on the development of entrepreneurship education at the university level. Within this framework, the Commission of the European Communities (2006) proposes the promotion of entrepreneurship in higher education within the following steps: higher education institutions should integrate entrepreneurship in different subjects, especially in scientific and technical studies; the support of national authorities is particularly needed

to provide training for high-level teachers and to develop networks that can share good practice; teacher mobility between the university and the business world should be encouraged, along with the involvement of business people in teaching.

Based on the literature reviewed, the paper starts from the view that although most of the papers dealing with the study of entrepreneurial education represent research efforts from the perspective of economics and management, this topic needs to be approached from the perspective of pedagogy as well as presented in Figure 1. The development and challenges of creating entrepreneurial education within pedagogy can be viewed in relation to university missions, teaching goals, context, and challenges. This approach sets out to be a conceptually methodological framework for a more detailed analysis of the development of entrepreneurship education and its pedagogical implications.

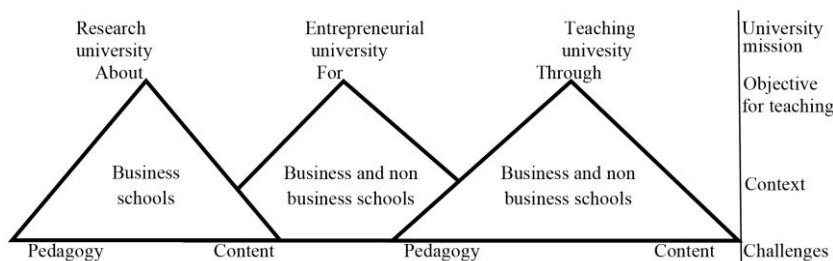


Figure 1. Teaching entrepreneurship in different contexts

Source: (Heinonen & Hytti, 2010, p.314)

(a) *University Missions.* In the study of the development of entrepreneurial education and its dimensions, it is necessary to focus on the dominant university mission, which also determines the way of approach toward entrepreneurial education. Considering the fact that the emergence of entrepreneurial education is a consequence of contemporary aspirations within the knowledge economy, it is important to point out that there is still no uniform approach and generally accepted definition. However, it is the fact that increasing attention is being paid not only to entrepreneurial education, but also to the creation of entrepreneurial universities, which points to the inevitability of analyzing the development of entrepreneurial education, depending on the primary university mission. In addition to teaching and research, as a core academic activities, especially during the transition period, the university's third mission is significant, reflected in the university's participation in economic development and the construction of civil society and democratic values (Spasojević, Kleut & Brankovic, 2012). The participation of universities in economic development from the angle of pedagogy involves studying the development of entrepreneurship education. It is important to note

that teaching-oriented universities will have a different approach to entrepreneurial education compared to research-oriented universities, as well as universities whose primary focus is the development of an entrepreneurial university.

However, attention should also be paid to the criticisms addressed to the concepts of university missions and their pedagogical implications. Thus, Bodroški Spariosu (2015) points out that students and professors from constituent members of the academic community become "stakeholders," equal with stakeholders from private and public sector employers, central or local government representatives, alumni and by donors, etc. By definition, an interest group is interested in maximizing its own, not social, well-being. If everyone had the same interest in a social issue, there would be no different interest groups. What kind of university will exist in society depends on the results of the conscious action of different interest groups, which may have completely conflicting preferences regarding mission, institutional arrangement or organizational solutions. On the whole, the issue of university missions is a controversial topic that is being addressed in many ways, but its definition and institutionalization are becoming more and more common rhetoric within the academic community.

b) Objectives of entrepreneurship education for teaching. As shown in Figure 1, Heinonen & Hytti (2010) highlight three forms of entrepreneurial learning.

Teaching about entrepreneurship is a feature of research universities. This approach involves studying entrepreneurship as an academic subject. The programs focus on individuals who are intellectually motivated to understand entrepreneurship and want to gain insight into the world of entrepreneurship. To this end, entrepreneurship is approached as a research discipline within the university, and thus entrepreneurial studies are aimed at developing students' research skills.

Teaching for entrepreneurship aims to provide individuals with both the knowledge and skills needed to start, develop and grow one or more businesses. The starting point is that the university curriculum will have a positive impact on providing entrepreneurial skills to fulfill their roles satisfactorily. Any academic discipline can offer a wealth of entrepreneurial opportunities.

Teaching through entrepreneurship emphasizes the role of the entrepreneurial process. It is about entrepreneurship and innovative individuals interacting with their environment, discovering, evaluating and taking advantage of opportunities. This approach suggests that entrepreneurship can be learned within other subjects, which may be basic capabilities embedded in frameworks other than business or management. The outcome is that learners know what they can achieve and understand how to move forward to maximize any role in society. Having in mind changing work life, entrepreneurial skills and behavior are considered necessary

and significant. However, the narrowly utilitarian idea of education must be avoided. As Milutinović (2008) states emphasizing the importance of providing a workforce capable of working in the economy must not suppress the basic function of education-which is the realization of a person who fully learns to exist, to enable human beings to become, not just instruments of development, but to justify that development. One of the challenges in the future, when it comes to education, starts with the view that it will be about finding a balance between the utilitarian and liberal ideas of education. However, exclusive focus on one idea can be as unrealistic and harmful as negating the importance of their coexistence. The results of the Aznar (2013) survey of students have shown that, in order to meet students expectations, it is necessary to find solutions that harmonize both, liberal and entrepreneurial education. Sullivan (Sullivan, 2004) points out that, despite economic and social changes, there is still a great need for liberal education. Although liberal education is a concept with different definitions, within the presented research it implies the role of education that can enlighten individuals, society and humanity as a whole. Unlike the entrepreneurial education that places emphasis on knowledge management, liberal education embraces knowledge for its own sake. Overall, teaching goals must both, entail and encourage entrepreneurship education, but also should not neglect the development of liberal education.

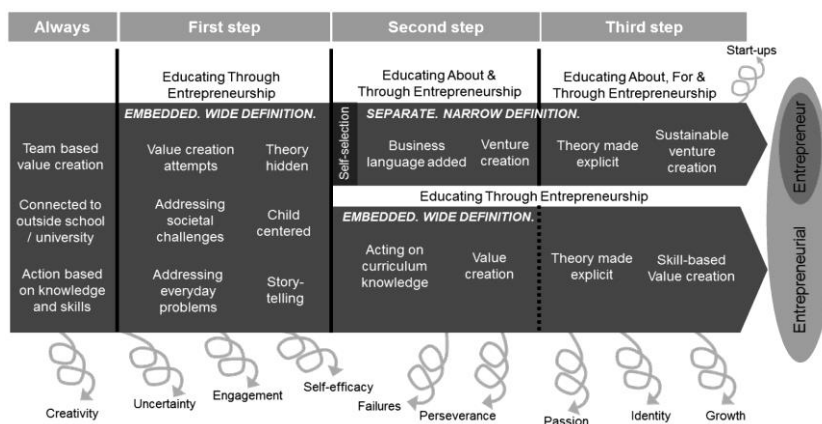


Figure 2. A unified progression model for entrepreneurial education (Lackeus, 2015: 25)
 Source: (Lackeus, 2015, p. 25)

The progressive model of entrepreneurial education is presented in Figure 2 and it represents all three forms of entrepreneurial learning, as well as their successive combination.

(c) Context. As presented in Figure 1 and Figure 2, learning about entrepreneurship, although predominantly targeted at entrepreneurial

schools, may include those who are not. Čekić and Marković (2015) point out that entrepreneurial learning can be divided into narrower and broader entrepreneurial learning. The first form of learning educates and empowers for entrepreneurial business activity, and the second for entrepreneurial behavior, thinking, or acting. In formal education, narrow entrepreneurial learning is encompassed by the subject of entrepreneurship, a virtual enterprise or a training firm, which have been introduced as a separate subject by vocational education reform and cover specific economic competences and knowledge. Broader entrepreneurial learning in formal education develops the knowledge, skills and attitudes of entrepreneurship as a way of thinking and acting. In this context, a broader entrepreneurial learning approach and non-entrepreneurial schools can foster the development of an entrepreneurial mindset and action. The pedagogical importance of studying entrepreneurial education is within the broader context of entrepreneurial learning.

(d) *Challenges.* One of the basic challenges of entrepreneurial education can be cited as a still insufficiently articulated theory and a generally accepted definition. However, within the challenges of entrepreneurial education, it is also important to present challenges at a broader level as well, that is, the challenge of creating entrepreneurial universities. Sporn (2001 according to: Mugabi 2014) uses the concept of “adaptive university,” a term that closely links it to the term entrepreneurial university, and emphasizes seven factors critical to creating adaptive universities: when it comes to the environment, it could be defined as a crisis or an opportunity for universities; a clear mission and goals that guide decision making, planning, orientation and integration of all members into a traditionally decentralized and loosely connected academic organization; a specific organizational culture - for example, an entrepreneurial approach that emphasizes individual responsibility and rewards creativity; a differentiated but coordinated institutional structure that allows universities to respond quickly to various environmental demands; professionalization of university management; joint management or integration of university actors in the decision-making process, as well as dedicated leadership. These challenges also have direct implications for entrepreneurial education.

The challenge particularly emphasized by Heinonen & Hytti (2010) when it comes to entrepreneurial education is the tension between academic and pragmatic in a university context. As presented in Figure 3, the relationship between university and business needs to be analyzed in view of the typical differences. As Ješić (2015) points out, the relationship between science and the business world in contemporary conditions should be seen as a highly complex process in which all differences in goals, interests and priorities must be understood, but at the same time in the legal status and management style of these two vital spheres of the social system. On the other hand, although they entail numerous and signif-

icant differences, the importance of studying their relationship is of particular importance at a time when dual education in higher education is increasingly being actualized and advocated. The future brings a growing rapprochement between universities and the economy, which will further enhance entrepreneurship education. The key question is how best to combine these approaches that appear to be quite different without the nature of one destroying the nature of the other.

Figure 3 Differences between university and economy

University	Economy
academic freedom	profit and commercial sustainability-time and money
instant publishing, scientific reputation	profit and commercial sustainability-time and money
cooperation	competition "destroy competition"
long-term basic research, creation of new knowledge	short-term commercial use of new knowledge
thematic research, research stimulated by curiosity -	mission-oriented research and development.
job creation for researchers	problem solving
adapting research and development activities to specific problems and needs of the economy	development of human resources
prestige	technology monitoring
	prestige

Source (Ješić, 2015, p.122)

Heinonen & Hytti (2010) state the difference between entrepreneurial pedagogy that supports the “art” of entrepreneurship (creative and innovative thinking) and content-based content that supports “science” (business and management). There are also certain arguments against entrepreneurship education, which are presented in Figure 4.

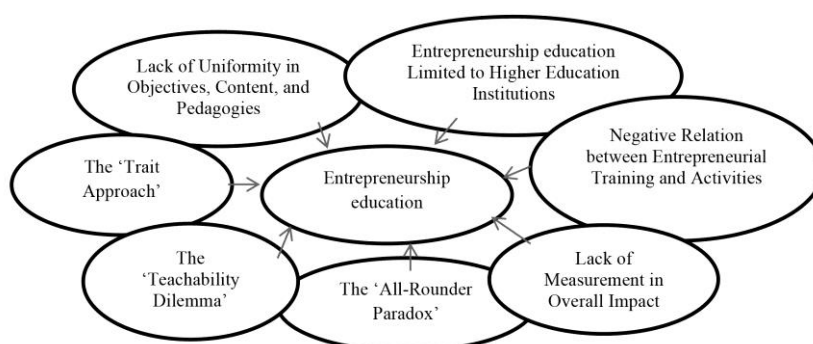


Figure 4. Seven Arguments against Entrepreneurship Education

Source: Lautenschläger & Haase (2011, p. 149)

When it comes to the *lack of uniformity in content and pedagogy* goals, fundamental concern relates to the economic and social goals of entrepreneurship education. Fayolle (2008) defines the goals of entrepreneurship education within theories, that is, entrepreneurship education of professors and researchers, ways of thinking, preparing entrepreneurial individuals, skills, training of entrepreneurs or professionals in the field. Depending on the focus, methodologies vary significantly within the model. However, when it comes to shaping entrepreneurial individuals, as pointed out by Lautenschläger & Haase (2011), consensus regarding the pedagogies that exist implies appropriate experiential and project-based learning as appropriate. Such methodologies increase motivation and encourage the emotional and intuitive dimensions of entrepreneurship.

The *'Trait Approach'*. The fundamental debate remains as to whether entrepreneurship is a regulated capacity. The basic premise emphasized by Lautenschläger & Haase (2011, p. 150) is that entrepreneurs have a unique characteristic of stable, inherent and enduring personality characteristics that favor entrepreneurial activities. These traits should be permanent and remain consistent across time and context. Opportunity identification is presented as one of the key competences of entrepreneurship and includes not only entrepreneurial knowledge but also less tangible forms such as vigilance, creativity, innovation, proactiveness, risk taking and the need for achievement. Then, the same authors point out that entrepreneurial education cannot make up for missing qualities such as talent and temperament. Also according to research (Klein and Bullock, 2006 according to: Lautenschläger & Haase, 2011), the conclusion is that it is not possible to teach the discovery, recognition, decision making and nature of an entrepreneurial personality. Therefore, it is concluded that some traits are inseparable from entrepreneurship and their ability to develop depends on individuals' predispositions.

The teachability dilemma. One of the basic dilemmas when it comes to entrepreneurship is whether it can be learned or entrepreneurs are born. Hindle (2007) believes that entrepreneurship can be learned, with differences in performance highlighting differences in levels of *intrinsic factors* (for example, greater intelligence, greater natural dexterity), different levels of *stimulation* (more or less suitable environment), and different *external factors* (for example, a deeper and longer study of principles or more practice). Also, the same author emphasizes the importance of highlighting the differences between the *lectures that relate to the phenomenon* (professional field) from *teaching about the phenomenon* (about its meta aspects, its theory and how this phenomenon affects other phenomena), as well as highlighting the difference between *the end results with the process*. In discussions about the entrepreneurship learning Henry et al., (Henry et al., 2005 according to: Lautenschläger & Haase, 2011) emphasize that at least some aspects of entrepreneurship can be successfully learned. Rae & Carswell (2001) cite business world and functional

knowledge management as well as business plans as components that are easy to learn, however they state that creativity and innovation as competencies are not easy to learn. Blenker et al., (2008) dispute that the current education system is capable of developing motivation, competencies and skills in entrepreneurship-related students. They point out that universities have not mastered the required learning methods, pedagogical processes and frameworks for entrepreneurial learning.

Lack of Measurement in Overall Impact. Lautenschläger & Haase (2011) state that measurement means defining commonly agreed or standard indicators of success, but because of the lack of alignment on what teachers want to achieve through a pedagogical approach, there are many measures. There is a debate about appropriate measures of influence that can be interpreted as changes in various aspects of entrepreneurship such as intention, desire persuasion, willingness, perception, attitude, risk assessment, feasibility, confidence, skills and abilities as variables of pedagogical effect. Then, there are tangible effects, that is, measuring the economic outcomes of entrepreneurial success. Lautenschläger & Haase (2011, p. 152) point out that both types of effects cannot be judged separately; rather there exists a linkage spanning from the pedagogical to the economic impact.

Negative Relation Between Entrepreneurial Training and Activities. Bosma et al. (Bosma et al., 2009 according to: Lautenschläger & Haase, 2011) conclude that governments with low levels of entrepreneurial activity are investing more in entrepreneurship education and training to increase entrepreneurial activity.

Entrepreneurial education limited to higher education institutions. Although the importance of introducing entrepreneurship education from the earlier levels of education is emphasized, it most often comes down to higher education, which, as Lautenschläger & Haase (2011) point out, a significant number of potential participants are excluded from the opportunity to participate in entrepreneurship education. Commission of the European Communities (2006) emphasizes the importance and provides guidelines for the development of entrepreneurial competences to be acquired during lifelong learning, emphasizing the importance of education from primary school to university. However, in order to realize the incorporation of entrepreneurship education at lower levels, changes in teacher education are also needed.

The '*All-Rounder Paradox*'. Entrepreneurs need to be versatile, that is, have multiple skills and expertise in a significant number of subject areas. Being a successful entrepreneur, as Lautenschläger & Haase (2011, p.154) point out requires being a generalist with the ability to bring a series of disciplines and talents together in a practical manner. Nevertheless, a type of education that is unilaterally and uniquely directed towards the creation of new businesses cannot 'produce' generalists or all-rounders. Entrepreneurial

education should therefore be designed to incorporate the broad range of entrepreneurial skills and competences that make up entrepreneurs.

Abgonlahor (2016) cites the following functional challenges for implementing entrepreneurship education: lack of capacity of adequate lecturers; absence of curricular capacity to support the training; lack of infrastructural support; overemphasize on theory delivery, as well as absence of research support and connectedness. Overall, the numerous challenges facing entrepreneurship education indicates significant and numerous pedagogical implications.

CONCLUSION

The interest in higher education that has been growing in recent decades within various international organizations points to the inevitability of studying the new goals that are being imposed on higher education. The importance of studying the development of entrepreneurship education is growing in the context of the growing connection between universities and the business world and the economy. As presented in the paper, there are many controversial issues regarding the implementation of entrepreneurship education. However, the current tendencies that result in the introduction of dual education and higher education indicate the importance of studying this topic, which may take on even greater significance in the future. Within the teaching process, it is of the utmost importance to highlight the differences between education about, education for and education through entrepreneurship. Also, during implementation, it is important that the learning objectives are in line with the university mission in relation to its dominant orientation, that is, whether the university is primarily geared towards teaching, research, or is the development of entrepreneurship the core mission of the university. In order to minimize the negative phenomena caused by the process of economization of higher education, it is important to study this topic from the perspective of pedagogy as well. Also, if entrepreneurship education is updated in the future, it will also entail significant changes in the education of future teachers. From the perspective of pedagogy, the importance of studying entrepreneurial education does not imply an end result, but an entrepreneurial mindset that is expected of students. In this context, the development of entrepreneurial education needs to be approached, critically and analytically, from the perspective of new educational policies as well as various university missions.

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РАЗВОЈ ПРЕДУЗЕТНИЧКОГ ОБРАЗОВАЊА

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Резиме

Савремени универзитети суочавају се са бројним променама и изазовима који су највећим делом нови захтеви и очекивања од стране спољашњег света. С једне стране образовни традиционалисти усмерени су на очување традиционалних улога образовних институција, док су образовни прогресивисти склонији њиховом преиспитивњу и прилагођавању новонасталим околностима. Допринос овог рада односи се на аналитички приступ развоју предузетничког образовања којем је с једне стране могуће приступити као неминовности, док се с друге стране истичу и бројни изазови у оквиру увођења предузетништва у процес образовања. С обзиром на тренутну фазу у Републици Србији, у раду се тематици приступа аналитички и критички. Као закључак истиче се да је ово поље истраживања у својим зачецима, а у будућности може да поприми још већи значај и из тог разлога је значајно познавање ове тематике од стране свих који су укључени у високо образовање.