



Стопански
факултет

Социално- икономическа анализа

Книга 1/2025 (27)

DOI: 10.54664/UXJO6122

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CHALLENGES OF ENTREPRENEURIAL EDUCATION IN THE LAUGHTER OF YOUNG PEOPLE

Abstract: In a world that is constantly changing and evolving, where technology and the economic environment are in constant dynamics, entrepreneurship education is becoming more and more vital to prepare young people for success in life and in the labor market. Today, not only technical knowledge is enough to successfully navigate the business world, but also entrepreneurial skills and initiative are equally important. Entrepreneurship is a key driver of today's economy. This observation underlines the need to ensure an adequate entrepreneurial education, in accordance with the requirements of the labor market. The purpose and role of this experience is to educate students to understand entrepreneurial activity, to develop their entrepreneurial skills and competencies, and the intention to run a business. The learning environment is crucial for a successful entrepreneur, and it can generate change. This article describes experiences from the development and use of the entrepreneurship learning environment in high schools with a technological profile. In this study, 1200 students from three technological high schools were observed, and the behavior and the results obtained after studying the specialized economic modules were analyzed. Our goal was to identify the main challenges of these students. In our study, we used a mixed method: questionnaires, theme-based interviews, direct and participatory observation as data collection methods. According to our results, the main challenges were difficulties in understanding new entrepreneurial notions due to traditional teaching methods, lack of ICT skills, absence of team learning principles, and ineffective communication within a group.

Keywords: entrepreneurship, ICT competencies, entrepreneurship education.

Introduction

In light of rapid changes in society and the economy, entrepreneurship education is becoming increasingly important to prepare young people for their future lives and careers. Entrepreneurial skills are not just an option, but a necessity in a world where innovation and adaptability are the keys to success. By providing the right entrepreneurial education, we can help shape a generation of leaders and innovators ready to face the challenges and opportunities of the modern world.

In a world of constant change and economic evolution, promoting entrepreneurship is becoming increasingly important for stimulating economic growth and innovation in Europe. The European Union (EU) aims to support and encourage entrepreneurship among its citizens, recognizing its potential to contribute to economic development and job creation. Through dedicated policies and programmes, the

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EU devotes its efforts to creating a favorable environment for entrepreneurship and supporting entrepreneurs on their way to success.

Economic education in high school plays an essential role in preparing young people for adulthood and to face the challenges and opportunities of the modern world. Studying economics modules helps students understand key economics concepts, develop critical thinking skills, and acquire practical skills that will guide them in their future personal and professional decisions.

Studying economic modules in high school has a significant impact on student behavior and results. It helps young people become more aware of the economic aspects of their lives and to develop skills and competences essential for personal and professional success. By promoting economic education in schools, we can contribute to the formation of a generation better prepared to face the demands and opportunities of the contemporary world.

Literature review

Entrepreneurship education is not just about learning how to start and run a business. It also involves developing an entrepreneurial mindset, which includes critical thinking, problem-solving, decision-making, and communication and negotiation skills. These skills are not only useful in the business world, but they are also indispensable for any career and for adapting to changes in society and the economy.

According to Kuratko entrepreneurship education is crucial for developing leadership and management skills as well as fostering creativity and innovation. Through experiential and hands-on learning, students can gain the confidence and determination to follow their dreams and turn their ideas into reality.

“A well-designed entrepreneurship education program can provide students with the tools and confidence to turn their ideas into successful businesses,” according to Fayolle, A., and Redford, D.¹

Souitaris, V et. all stated that “Entrepreneurship education not only stimulates the intention to start a new business but also prepares graduates to confidently navigate the complex world of business”².

According to Lyons T. and Kyle G. “through entrepreneurship education, graduates are encouraged to develop their critical and creative thinking, turning them into innovators and leaders in the business world”³.

An important aspect of studying economics in high school is the impact on student behavior. According to Blank S. economic education can influence how students understand and manage resources, how they make financial decisions, and how they understand the role of the economy in society. Students who study economics in high school are more likely to become more aware of the importance of financial planning and adopt a more responsible behavior in managing their personal resources⁴.

One of the main challenges after studying economics modules is to put theory into practice in real life. Students may understand economic concepts in the classroom but may have difficulty applying them to real-world situations. It is important to give students opportunities to apply the knowledge gained in practical projects and internships to strengthen their understanding and practical skills.

The economic world is constantly changing, and students must be prepared to adapt to these changes. After completing the economics modules, students may encounter challenges related to changes in the labor market, economic fluctuations, and technological developments. It is important that economic

¹ **Fayolle, A., Redford, D.** *Entrepreneurship Education and Pedagogy: Trends, Challenges, and Innovations*. Cheltenham: Edward Elgar Publishing, 2024. p. 26–29

² **Souitaris, V., Zerbinati, S., Peng, B., Shepherd, D.** Ar trebui să rămân sau să plec? Puterea fondatorului și ieșirea prin ofertă publică inițială. *Jurnalul Academiei de Management*, vol. 63 (1), 2020, pp. 64–95.

³ **Lyons, T., Kyle, G.** (eds.). *Entrepreneurial Education: Innovative Practices for the 21st Century*. London: Routledge, 2023, pp. 123–129.

⁴ **Blank, S.** *Startup Education: How to Build an Entrepreneurial Mindset in Students*. London: Kogan Page, 2024, pp. 99–103.

education teaches students to be flexible and adaptable to change and gives them the tools to understand and manage economic change ⁵.

Another challenge after studying economics modules is making responsible financial decisions⁶. Students need to be prepared to make important financial decisions in their lives, such as managing a personal budget, saving and investing money, and managing debt. Economic education should teach students to analyze and evaluate their financial options and make informed and responsible decisions ⁷.

To meet these challenges, students can:

- To continue to learn and develop in the economic field by attending additional courses, readings, and workshops.
- Seek mentors and financial advisors for advice and guidance in making financial decisions.
- To get involved in extracurricular activities and volunteering that give them opportunities to apply economic knowledge in practice.
- Remain open to change and be willing to learn and adapt to new economic realities.

Entrepreneurship plays a crucial role in the European economy, having a significant impact on innovation, job creation, and regional development. According to the European Commission, entrepreneurship is considered a driver of economic growth and social cohesion in Europe. By promoting entrepreneurship, the EU aims to boost competitiveness, increase adaptability to economic changes, and contribute to sustainable economic growth in the region.

Supporting Entrepreneurs through EU Policies and Programs

The European Union implements a number of policies and programs designed to support entrepreneurs and facilitate business development in Europe. The Program for Competitiveness and Innovation (COSME), for example, provides financing and technical support for small and medium-sized enterprises (SMEs) to improve their competitiveness and access new markets. Also, the Framework Program for Innovation and Research (Horizon 2030) finances research and innovation projects in various fields, including entrepreneurship and business development.

A special emphasis is placed on promoting entrepreneurship among young people, recognizing their potential to generate innovative ideas and contribute to economic dynamism. The Erasmus Program for Young Entrepreneurs facilitates exchanges of experience between young entrepreneurs and experienced entrepreneurs giving young people the opportunity to learn and be inspired by the practical experience of other entrepreneurs.

Promoting entrepreneurship in Europe is essential for boosting economic growth and innovation in the region. The European Union is firmly committed to supporting entrepreneurs and creating an enabling environment for business development. Through dedicated policies and programmes, the EU aims to stimulate entrepreneurship, facilitate access to finance and provide technical support and resources for entrepreneurs in Europe, thus contributing to the prosperity and competitiveness of the region.

Entrepreneurship education, which includes training in business creation, pitching workshops, creativity and innovation workshops, and student entrepreneurial projects accompanied by mentorship from entrepreneurship faculty, can significantly increase the intention to start a new business among graduates. This can be done by:

- ✓ **Understanding the Entrepreneurial Process:** Through business creation training and pitching workshops, students are exposed to entrepreneurial concepts and processes. They learn about identifying business opportunities, developing business plans, and managing risks, which prepares them to approach the process of starting a business with more confidence and knowledge.

⁵ **Weber, S., Piller Walstad, F.** *Digital Entrepreneurship Education: Preparing Students for the Future of Work*. Cham: Springer, 2024, pp. 38–45.

⁶ **Souitaris, V., Zerbinati, S., Al-Laham, A.** Do Entrepreneurship Programs Raise Entrepreneurial Intention of Science and Engineering Students? The Effect of Learning, Inspiration and Resources. *Journal of Business Venturing*, vol. 22 (4), 2007, pp. 566–591.

⁷ **Urban, B., Chantson, J.** The Impact of Entrepreneurship Education on Entrepreneurial Intention. *International Entrepreneurship and Management Journal*, vol. 14 (2), 2018, pp. 607–640.

- ✓ Stimulating creativity and innovation: Creativity and innovation workshops encourage students to think creatively and come up with new and innovative ideas for their future businesses. These skills are essential in the entrepreneurial world, where innovation can bring significant competitive advantage.
- ✓ Practical experience through entrepreneurial projects: students' entrepreneurial projects provide practical opportunities to apply theoretical knowledge in a real environment. These projects may involve developing and managing a small business or entrepreneurial project giving students valuable experience and confidence in their entrepreneurial skills.
- ✓ Mentoring from entrepreneurship faculty: Mentoring from entrepreneurship faculty can be extremely beneficial for students. Mentors can provide guidance, advice, and feedback throughout the business development process, helping to increase students' confidence and understanding of entrepreneurship.

Implementation of the Project “Training of Teaching Staff from Professional and Technical Education-Profile Services, for the Expansion of the Modern Interactive Learning Method - Exercise Firm”

The “Training of Teaching Staff in Professional and Technical Education-Profile Services, for the Expansion of the Modern Interactive Learning Method - Exercise Firm” project is an initiative financed by the Human Resources Development Sectoral Operational Program (POS DRU) and aims to improve the quality of the teaching process- learning in vocational and technical service education.

Vocational and technical education has an essential role in preparing young people for integration into the labor market and in developing the necessary skills for career success⁸. However, in order to respond to the current needs of the labor market and to promote relevant and up-to-date education, it is necessary to adapt teaching-learning methodologies to the requirements and trends in the field.

The main objectives of the project are:

- ✓ Teacher training: the project offers training and development opportunities for teachers in vocational and technical education, with an emphasis on the field of services. This training aims to familiarize with modern and interactive teaching-learning methods, as well as to develop the necessary skills for their implementation in the educational process.
- ✓ Extension of the Exercise Firm method: the Exercise Firm is an interactive didactic method that simulates the working environment of a real enterprise within the school. The project aims to extend and improve this method, to provide students with relevant practical experience, and to promote project-based and collaborative learning.
- ✓ Improving the quality of education: the implementation of modern teaching-learning methods, as well as the expansion of the Exercise Firm method, contribute to increasing the quality of education in professional and technical education. These initiatives promote a learner-centered approach that encourages students' active engagement in the learning process and equips them with the skills needed for career success.

The implementation of the project has the potential to generate the following results: increasing the relevance and topicality of education in professional and technical education in the field of services; developing the skills of teachers in the use of modern teaching-learning methods; improving the students' learning experience by implementing the Exercise Firm method; increasing the degree of insertion on the labor market of graduates by acquiring practical and relevant skills.

The “Training of Teaching Staff in Professional and Technical Education-Profile Services, for the Expansion of the Modern Interactive Learning Method - Exercise Firm” project represents a significant initiative for improving the quality of education and preparing young people for career success. By training teachers and expanding the Exercise Company method, the project contributes to the promotion

⁸ Hanushek, E. A., Woessmann, L. *The Knowledge Capital of Nations: Education and the Economics of Growth*. Cambridge, MA: MIT Press, 2015.

of interactive and practical learning, which meets the current needs of the labor market in the field of services.

The Importance of a Modern Handbook for Developing Entrepreneurial Skills in Vocational and Technical Education

In the context of a constantly changing economy and the ever-increasing demands of the labor market, entrepreneurship education is becoming increasingly important in preparing young people for career success and in stimulating innovation and entrepreneurship in society ⁹. A crucial aspect of the promotion of entrepreneurship education is the availability of a modern and comprehensive textbook that provides teachers with effective instructional practices for developing entrepreneurial skills among students.

A modern textbook must reflect the latest trends and practices in the field of entrepreneurship, so as to provide students with relevant and up-to-date information. He must address topics such as business planning, risk management, marketing and sales, finance and accounting, innovation and technology.

The textbook should include case studies, concrete examples, and relevant real-world scenarios to illustrate entrepreneurial concepts and strategies. This helps students better understand how to apply theoretical knowledge in practice and develop practical skills. A modern textbook should encourage interactive teaching-learning methods such as group discussions, hands-on activities, and team projects. Thus, students are encouraged to develop their critical thinking, collaboration, and problem-solving skills, which are essential in the entrepreneurial world.

A modern handbook for developing entrepreneurial skills in vocational and technical education is an essential resource for teachers and students. By providing up-to-date information, practical examples, and interactive methods, this textbook can play a crucial role in preparing young people to become future entrepreneurs and business leaders.

Research Methodology

In this research, 1200 students from three technological high schools were observed, and the behavior and the results obtained after studying the specialized economic modules were analyzed. Females make up 64% of the data collected, while only 36% are males. 9th graders make up 25% of the sample, 10th grade 21%, 11th grade 32%, and 12th grade 22% of the sample.

Our goal was to identify the main challenges of these students. In our study, we used a mixed method: questionnaires, theme interviews, and direct and participatory observation as data collection methods. We started with three assumptions:

1. After finishing the compulsory Entrepreneurship Education course, the students do not have a different attitude.
2. Students' intention to become entrepreneurs changes significantly after completing specialized modules, using the virtual platform of exercise companies, and participating in competitions.
3. Students' intention to become entrepreneurs is significantly modified as a result of acquiring digital skills.

We used the Pearson correlation coefficient. This coefficient measures the strength and direction of a linear relationship between two variables. Correlations can be positive if A increases and B increases, or they can be negative if A decreases. Depending on the value of the Pearson correlation coefficient, we have the following types of correlations:

- ✓ Pearson correlation < 0.3 - small correlation.
- ✓ Pearson correlation between 0.3 and 0.7 - average correlation.
- ✓ Pearson correlation > 0.7 - high correlation.

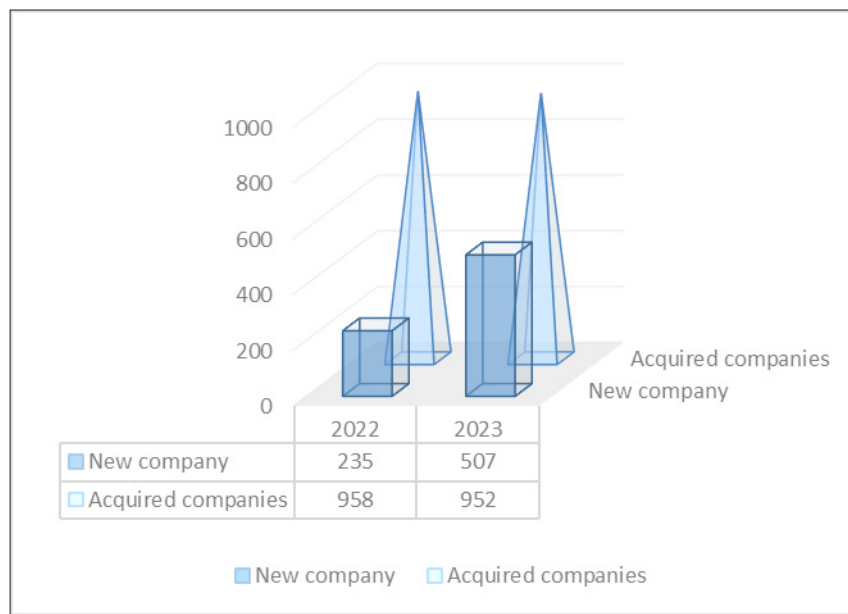
Increasing subjects' belief that specialized modules can develop knowledge and skills about the entrepreneurial environment made students want to start a business after graduation. The greater the

⁹ Neck, H. M., Greene, P. G. *Teaching Entrepreneurship: A Practice-Based Approach*. Cheltenham: Edward Elgar Publishing, 2023, pp. 55–70.

subjects' view that the specialized modules can develop knowledge, skills, and attitudes about the entrepreneurial environment, the greater the determination to do everything to be an entrepreneur and make every effort to establish and run their own company. The study of economic modules through the method of execution of companies supports the development of entrepreneurial skills. The practical aspects encountered in laboratory classes lead to the rapid development of key entrepreneurial skills.

According to the statistical data provided by ROCT, the virtual platform. The headquarters of the network of practice firms / simulated enterprises in Romania (ROCT) is a department within the National Center for the Development of Professional and Technical Education. In the 2022–2023 school year, there was a 22.30% increase in active companies compared to the 2019–2020 school year. Thus, 1459 exercise companies and simulated enterprises were activated. The increase was in all areas, the largest being in production: 62.89%.

Out of the total of 1459 active companies, a number of 507 companies were new and 952 companies were taken over. In the 2017/2018 school year, 1193 simulated companies were registered and active in ROCT, of which 235 were new companies and 958 were taken over.



Source: data processed by the author based on ROCT data

Fig. 1 The situation of the 2022-2023 exercise companies

Exercising companies have the possibility, starting from 2008, to participate in the Business Plan competition. It was created to support the entrepreneurial development of students and to facilitate the correlation of theoretical training with practical training. The competition phases are local, regional and national. The objectives of the competition are to capitalize on the entrepreneurial spirit, to familiarize with the economic environment, to develop entrepreneurial skills, to assume risk, to increase collaboration between exercise companies, and to encourage competitiveness. The evolution of companies in the period 2008–2023 is presented in **Table 1**.

Table 1 Companies that participated in the 2009-2023 Business Plan competition

School year	Local stage	Regional stage	National stage
2009–2010	328	88	8
2010–2011	364	40	8
2011–2012	270	64	8

2012–2013	213	64	9
2013–2014	379	39	8
2014–2015	253	38	8
2015–2016	285	38	9
2016–2017	322	38	8
2017–2018	310	34	8
2018–2019	304	38	8
2019–2020	306	38	8
2020–2021	306	38	8
2021–2022	308	38	8
2022–2023	310	38	8

Source: data processed by the author based on ROCT data.

We note that in recent years the trend is decreasing, for the local stage. The number of companies participating in the local stage decreased, but not significantly. Although the number of established companies has increased, the number of companies participating in the competition has decreased. Competition is a motivational form of self-affirmation, in which the individual competes with others to achieve superiority. Superiority in business can only be achieved through cooperation and collaboration. Students who participated in the competitions became more confident in their entrepreneurial skills and showed a positive reaction to starting their own business after graduation.

Obviously, education will not solve all the problems facing humanity today, but it is essential in the effort to connect members of society, generate new relationships, and meet the demands of the labor market and the needs of the environment.

Entrepreneurship education teachers and specialized modules have the ability to guide future entrepreneurs who do not yet have a strong place in academia. In a recent meta-analysis, Bae et al. show that entrepreneurship education, which includes start-up training, creativity and innovation workshops, and student entrepreneurship projects guided by entrepreneurship faculty, increases the intention to start a new business among graduates, even if only a few ever start a company.

Teachers are in the middle of these changes and have a strong impact on student performance. They must have the right skills, knowledge, and attitudes to provide students with the new curricula, pedagogies, and learning environments they will need to acquire entrepreneurial skills. It is the teachers who play a central role. A school environment is needed where creativity and risk-taking are encouraged, and mistakes are valued as a learning opportunity.

Individuals must continuously improve their knowledge and skills in response to the rapid pace of change occurring every day, otherwise, there will be economic stagnation. Vocational education institutions find it difficult, if not impossible, to match their ability to adapt their education and curriculum offerings to the pace of changing labor market needs. In a global and dynamic world, it is becoming more important that the skills taught in schools are relevant to the workplace and are maintained and improved throughout working life. Building a solid foundation of skills throughout the school years is likely the viable solution to closing the skills gap.

Entrepreneurship education helps individuals get better jobs, even if they are not looking for self-employment. Using a multilevel regression, our results indicate a stronger need for entrepreneurial skills training in higher education institutions, on the one hand, and the introduction of policies that promote micro- and macro-level innovation in countries' economies on the other side.

Economic modules have become extremely important for several reasons. Learning through practice companies about developing business plans and starting a company enables students to better understand and integrate finance, economics, accounting, marketing, and other business disciplines, providing them with an engaging and enriching educational experience. Ultimately, entrepreneurship education creates links between the academic and business communities.

Students may not have the best business idea today. But this idea can come in 5, 10, 15 years. By then, these students will already have a foundation of entrepreneurship knowledge that will enable them

to determine what the next successful venture could be. Thus, by investing in our high school students now, we are preparing the next generation of entrepreneurs for success. This step is very important. And it is much easier to build the foundation. The efforts supported by entrepreneurship education give students the opportunity to see that there is a chance for successful businesses if they have the necessary skills. Moreover, entrepreneurship education reduces the risk of being unemployed and increases the chances of finding a better-paying job.

Exercise companies represent an interactive learning method for the development of the entrepreneurial spirit, a modern conception of interdisciplinary integration and the application of knowledge, an approach to the teaching-learning process that provides conditions for practical testing and deepening of the skills acquired by pupils/students.

The exercise firm method is characterized by two defining aspects:

- virtual: there is no money and no goods;
- real: business customs, information flow, documents, and document circuits are respected. Thus, this method enables the reproduction of varying degrees of complexity in the processes that occur in real economic activity, as well as the transparent representation of these activities for the teaching process. The dynamic, realistic environment of a simulated enterprise enables students to achieve many positive outcomes by applying theory to practice, teamwork and communication skills, planning skills, and an entrepreneurial mindset.

Students need to understand how they can correlate use and apply different knowledge in diverse contexts, what it really means, and how they can create synergies between different subjects to develop/create something that connects to the real world. This brings us to another very important point: students have to work in a project setting and from there they have to work with peers, teachers, and the outside world. They have to develop new ways of communication and have to face complex situations to develop critical thinking and complex problem solving and to learn how to be imaginative, creative, adaptable, flexible, and develop brain plasticity.

As Fayolle, A. and Redford, D. said: „Change will not wait for us: business leaders, educators, and governments must be proactive in upskilling and reskilling people so that everyone can benefit from the fourth industrial revolution.”¹⁰ Therefore, we have the obligation to create models and contexts that allow them to do this, otherwise, we will have a generation without skills for the new demands of the labor market and that will create big problems for society. This study shows that the learning environment plays an important role in shaping entrepreneurial skills and developing entrepreneurial skills in students.

The survey results underline the assumptions that entrepreneurship programs have a positive impact on the development of key entrepreneurial skills.

Table 2 Results of hypothesis tests

	PEARSON'S COEFFICIENT	CORRELATION	Threshold	RESULT
1	0.78		> 0,7	Validated
2	0.87		> 0,7	Validated
3	0.72		> 0,7	Validated

Source: data processed by the author

All three hypotheses are thus validated. After completing the compulsory Entrepreneurial Education course, students do not have a different attitude and students' intention to become entrepreneurs changes significantly after completing the specialized modules. Digital skills influence students' intention to become entrepreneurs. Students with entrepreneurial skills evaluate their personal entrepreneurial

¹⁰ Fayolle, A., Redford, D. *Entrepreneurship Education and Pedagogy: Trends, Challenges, and Innovations*. Cheltenham: Edward Elgar Publishing, 2024.

characteristics (sense of initiative, willingness to take risks, increased self-esteem). It also develops creativity, analysis, motivation, and adaptability.

The study found that traditional teaching-learning-assessment methods were largely used by teachers. But they neglect critical thinking, problem-solving, and decision-making. The most common method is the lecture. Modern teaching methods that use technology are those that motivate the student, increase his level of creativity, and increase the attractiveness of the course. Research suggests that teaching and memorization do not help develop entrepreneurial skills and competencies. It was concluded that traditional training practices have a negative correlation, while modern methods act positively. There is a need for a modern textbook that presents specialized teachers with effective instructional practices for developing entrepreneurial skills.

We have come to the conclusion that we need: teacher training institutions that have an entrepreneurial vision and strategy; teacher trainers with an entrepreneurial spirit; partnerships between the education sector, the business community, and the creative industry; and programs and methods of teacher training in entrepreneurship for students. Thus, the need to raise awareness of entrepreneurship education as a relevant pedagogical approach for all students and at all levels is developed. Special techniques are needed to train entrepreneurial skills in the classroom. The techniques shape the culture of creativity, imagination, and innovative thinking in students. It also helps develop strategic planning, opportunity analysis, and identification skills. Finally, these graduates demonstrate that they possess more knowledge about entrepreneurship and the role of entrepreneurs in society.

The motivation for change and the use of entrepreneurial approaches seems to be better in the fields of vocational schools based on intercultural programs such as Information Technology, Civic Education, Economics, and Industry. Expected results:

- ✓ Opportunities for personal growth and success: Entrepreneurial approaches provide opportunities for personal growth and development. Many people are motivated to explore their potential and follow their passions through their own businesses. By developing entrepreneurial skills, they can have more autonomy, freedom, and control over their own professional destiny and achieve higher levels of success and satisfaction.

- ✓ Desire to bring about innovation and change: Entrepreneurship is often associated with innovation and change. Many people are motivated to create and bring innovation to a particular industry or to solve social or economic problems through business. The desire to do things differently, find new solutions, and change the status quo can be a powerful source of motivation for adopting entrepreneurial approaches.

- ✓ Freedom and flexibility in managing time and resources: For many people, freedom and flexibility in managing time and resources are important aspects. Entrepreneurship offers the opportunity to work on your own schedule and organize your activities according to personal preferences and priorities. This can be a source of motivation for those who want to create their own work schedule and better balance their personal and professional lives.

- ✓ Initiative and independence: Some people are motivated by initiative and the desire to show their independence. Entrepreneurship offers the opportunity to take control and make autonomous decisions about your own business. This independence can be a powerful source of motivation for those who are keen to develop their own professional identity and pursue their own visions and goals.

- ✓ The need to make a difference and make an impact: For many people, motivation comes from wanting to make a difference and make an impact in the world. Entrepreneurship can provide a platform to address social, environmental, or economic issues and contribute to positive change in the community and society. People motivated by this need to make an impact can find in entrepreneurial approaches a concrete way to express their values and contribute to a better world.

Results and discussion

Obviously, education will not solve all the problems facing humanity today, but it is essential in the effort to connect members of society, generate new relationships, to respect the demands of the labor market and the needs of the environment.

Entrepreneurship education teachers and specialized modules have the ability to guide future entrepreneurs who do not yet have a strong place in academia. In a recent meta-analysis, Bae et al. show that entrepreneurship education, involving training in start-up promotion workshops, creativity and innovation workshops, as well as students' entrepreneurial projects mentored by entrepreneurial faculty, increases the intention to start a new business among graduates, even if only a few of them ever create a company.

Teachers are in the middle of these changes, and they have a strong impact on student performance. They need to have the right skills, knowledge, and attitudes to be able to provide students with the new curricula, pedagogies, and learning environments they will need to acquire entrepreneurial skills. Teachers are the ones who have a central role. A school environment is needed where creativity and risk-taking are encouraged, and mistakes are valued as a learning opportunity.

Individuals must continuously improve their knowledge and skills in response to the rapid pace of change that occurs every day, otherwise, there will be economic stagnation. Educational institutions dealing with vocational training find it difficult, if not impossible, to match their ability to adapt education and curriculum offerings to the pace of changing labor market needs.

In a global and dynamic world, it is becoming more important that the skills taught in schools are relevant to the workplace and are maintained and improved throughout working life. Building a solid foundation of skills in the school years and providing lifelong learning is probably the viable solution to closing the skills gap.

Entrepreneurship education helps individuals get better jobs, even if they are looking for wage work rather than self-employment. Using a multilevel regression, our results indicate a stronger need for entrepreneurial skills training at higher education institutions on the one hand, and the introduction of policies that promote micro- and macro-level innovation in countries' economies on the other side.

Economic modules have become extremely important for several reasons. Learning with the help of practice firms about developing business plans and starting a company allows students to better understand and integrate finance, economics, accounting, marketing, and other business disciplines, providing them with an integrative and enriching educational experience. Therefore, entrepreneurship education creates links between academic and business communities.

The project "Training of teachers from vocational and technical education – profile SERVICES, for the expansion of the modern interactive learning method of the exercise firm" financed by POSDRU had as its main objective the training of 600 teachers from vocational and technical education (IPT), profile services, in order to train the professional skills necessary to implement the interactive learning method – exercise company. The finality of this process consists in the formation of skills for a teaching-learning process, which favors the formation of entrepreneurial skills in students.

The exercise firm represents an interactive learning method for the development of the entrepreneurial spirit, a modern concept of integration and interdisciplinary application of knowledge, an approach to the teaching-learning process that provides conditions for testing and practical deepening of the skills acquired by pupils/students in the preparation professional.

The exercise company is a modern didactic method that aims to develop the entrepreneurial skills of students by simulating the internal processes carried out in a real company and its relations with other companies and institutions. The "exercise firm" method is characterized by two defining aspects: – Virtual: there is no money and no assets – Real: commercial customs, information flow, documents, and the document circuit are respected. Thus, this method allows the rendering with different degrees of complexity of the processes that are carried out in real economic activity as well as the transparent representation of these activities for the teaching process. The dynamic, realistic environment of an „exercise firm" enables students to achieve numerous positive outcomes: applying theory to practice, teamwork and communication skills, planning skills, and entrepreneurial mindset.

Conclusion

In conclusion, after controlling for pre-education entrepreneurial intentions, the relationship between entrepreneurial education and post-education entrepreneurial intentions was not significant. The study found that traditional teaching-learning-assessment methods were used by teachers to the greatest extent. However, they neglect critical thinking, problem-solving, and decision-making. The most common method is the lecture. The modern teaching methods that use technology are the ones that motivate the student, increase his/her degree of creativity, and increase the degree of attractiveness of the course. The research claims that lecturing and memorizing does not help to develop entrepreneurial skills and competencies. It was concluded that traditional training practices have a negative correlation, while modern methods act positively. There is a need for a modern manual that presents specialized teachers with effective instructional practices for the development of entrepreneurial skills. We conclude that we need teacher training institutions that have entrepreneurial vision and strategy, entrepreneurial teacher trainers, partnerships between the education sector, the business community, and the creative industry, and programs and methods of teacher training in entrepreneurship for students. The need to raise awareness of entrepreneurship education as a relevant pedagogical approach for all students and at all levels is thus developing.

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