



## THE ROLE OF EDUCATIONAL TECHNOLOGIES TO DEVELOP ENTREPRENEURIAL COMPETENCES

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**Abstract** *The entrepreneurial education has a strong impact on young people which developing their creativity, entrepreneurship, autonomy, how to think and manage their own business. On the other hand, the entrepreneurial education programs allow ensuring some close links with the local community and so, the educational system is anchored to economic reality, the current requirement in the development of effective curriculum. Current technology allows the development of entrepreneurial competencies, present as key competencies within the National Curriculum, which determines the profile of the student's training, respectively basic skills in lifelong learning process like courses organized by training providers. These entrepreneurial competencies are found alongside digital skills to use information technology as a tool for learning and knowledge.*

### Keywords

Key skills, entrepreneurial competencies, information technology, ICT, educational technologies

### 1. Introduction

The continuous development of information and communication technology (ICT) creates business opportunities for the launch of new companies. Knowledge, but especially the use of these technologies allows obtaining the competitive advantage, which explains success of some companies the expense of other companies in the same activity profile.

Every beginning has its difficulties but these can be solved by the implementation of the knowledge, skills and competences acquired in the training process.

European Parliament and the EU Council adopted in 2006 a Recommendation about the establishment of key competences for lifelong learning. The framework of eight key- competences was developed following the implementation "Education & Training 2010" initiative, which tracks the European Commission's strategic objectives for education and training.

### 2. Curriculum centered on competencies

Starting from the necessity to acquire the essential skills in learning of useful knowledge for individual and social life, in Romanian educational system, are found eight key skill areas (Figure 1), as shown in the National Curriculum of school education (art. 68 of the Law no. 1/2011), skills that must be acquired during their schooling.

Figure 1. Key competencies in preuniversity educational system



On the other hand, the National Council for Vocational Training for Adults (CFPA) has made the list of key competences common to several occupations, which was endorsed by Decision CNFPA. No 86/24.06.2008. These are:

- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence and basic competences in science and technology;
- Digital competences;
- Learning to learn competence;
- Social and civic competences;
- Sense of initiative and entrepreneurship;
- Cultural awareness and expression competence.

Among these competences, the entrepreneurial competences are distinguished by the fact that the focus is on creativity, innovation, risk taking and the ability to plan and manage projects in order to reach objectives. These key skills make them to understand the importance of their work, thus developing their ability to take advantage of the opportunities that exist at a time.

On the basis of experience obtained, the entrepreneurs acquire those skills and knowledge absolutely necessary for their profile work.

### 3. The technology required in training of entrepreneurs

Developing entrepreneurship competences involves the acquisition of knowledge, skills and attitudes necessary in the training courses. Thus:

- the knowledge acquired through education allow understanding the mechanisms in the economic field and identifying the opportunities for business or personal activities;
- acquired skills refer to the ability to work both individually and in collaboration with the team in the proactive project management (planning, organizing, managing, leadership and delegation, analyzing, communicating, reporting, evaluation);
- the entrepreneurial attitudes relate to initiative, identifying strengths and weaknesses, risk taking, motivation to achieve the objectives set.

Regardless of training, entrepreneurs must have specialized knowledge and skills, enabling them launching and developing their own business. Therefore not are only enough the business ideas, positive attitude and willingness to achieve the objectives set but should be taken into account that theoretical and practical training provides the acquisition of skills and entrepreneurial skills.

Generally, the aim of the courses is to acquire knowledge necessary to launch and develop a business plan, to identify and access the funding sources to implementation and business management.

For those purposes, the use of information technologies allows acquiring skills and competencies in science and technology by developing the capacity for:

- using technological tools;
- creating analyzes which identify the essential features of the phenomena studied;
- communicating the conclusions and reasoning from their basis.

Thus, within the learning process, knowledge of using new information technologies for: informing and documentation, analysis, collaboration, becomes important. On the other hand, students learn:

- to create a website and consequently acquiring skills to use HTML and a content management system - useful instrument for building and managing a website;
- to carry out a market study;
- to promote their products or services online.

During the process of study are used various educational technologies such that learning outcomes be in line with the objectives set.

According to scientific literature, the educational technologies are grouped, after pedagogical objectives underlying, as follows:

- technology of instruction;
- technologies of educating;
- technologies of development;
- technologies of assessment;
- diagnostic technologies.

Using the modern educational technologies depends on the creativity of the teacher and the means of achieving the objectives with the modern information technologies, which provide entrepreneurial skills and competencies, such as ([http://www.europass-ro.ro/pagina/cadrul\\_celor\\_8\\_competente\\_cheie#antrepr\\_enorale](http://www.europass-ro.ro/pagina/cadrul_celor_8_competente_cheie#antrepr_enorale)):

- ability to develop and implement a project;
- ability to work cooperatively within a team;
- initiative and ability to respond positively to changes;
- ability to identify your weak points and strengths;
- ability to assess and take risks in different situations.

Currently in training courses are used modern educational technologies based on these methods (Table 1):

Table 1. Methods of instruction in learning

Study Stage	Methods
Acquiring new knowledge	brainstorming, lecture with feedback, training problematized;
Fixing of knowledge	brainstorming, intellectual game, independent practical works, projects, portfolios;
Assessment of skills and knowledge	peer review, paper testing or automated.

The access to the modern learning methods based on the use of ICT, Internet, e-learning system gives the possibility of an effective training in entrepreneurship. The curricular interactive approaches and the participatory methods, based on the needs and interests of participants relating to entrepreneurship require a permanent rethinking of educational opportunities and diversification of curricular offer with specific entrepreneurial programs.

#### 4. Conclusions

In the present conditions, is universally recognized the role of education in acquiring entrepreneurial skills and promoting entrepreneurial attitudes and behavior. Preparing of entrepreneur and his training level are internal factors that influence entrepreneurial activity.

On the other hand, creativity, sense of initiative and entrepreneurship are transversal competences that are necessary for young people eager to develop their own business. Developing the ability to think creatively, innovate, in terms of new technologies provides the prerequisites for effective management of a project and achieving the desired results.

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