

## **Entrepreneurship teacher training in high school in Bogotá (Colombia): A field to explore from the reality within schools.**

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### **Abstract**

*Entrepreneurship is an issue that has positioned itself as a key element for decision-making by governments, in their aspiration to generate new alternatives for progress. Its involvement in education has led international organizations to consider it within their action plans. In the case of the Organization for Economic Cooperation and Development, its incorporation is in sight, especially in high school. Law 1014 of 2006 in Colombia supports the entrepreneurship class at schools in the country, intending to motivate processes that increase job opportunities and improve the quality of life of the society.*

*However, according to this law, the responsibility of leading concrete actions in the classrooms falls on the teachers who, despite the lack of training in entrepreneurship at the university degrees, courageously assume this challenge. Considering this situation, it is important to generate a discussion from the teachers' point of view in the framework of a qualitative investigation, through interviews and documentary analysis, configures an inquiry resulting from the approach to their experiences, concerns and needs for a quality teacher training, that assumes entrepreneurship based on the demands of the new millennium.*

*Hence, this reflection article is inclined to present the tasks aimed at the implementation of entrepreneurship in high school, from the experience of the teachers and instructors of the National Learning Service, through an approach to the reality of some schools in the city of Bogota. As a result, it was possible to demonstrate their efforts, learn about their implementation style and uncover this immense field to explore within the lack of training offered by universities and institutions in charge of providing training to teachers and those who are being prepared to become ones.*

**Keywords:** Entrepreneurship, high school, teacher, training.

### **Introduction**

Entrepreneurs, as "Agents of Change" in the vision of Casson & Casson (2013), are people who can be pressured to promote rapid changes. An entrepreneur who does not have ideas for change can be changed by someone who does. The National Development Plan in Colombia assures that through entrepreneurship, economic and social changes can be generated, which for teachers become a challenge because they lack support in their daily work. In Colombia, with Law 1014 of 2006 about "the promotion of the culture of

entrepreneurship", the issue is embraced, involving education and its interests. Likewise, Law 1429 of 2010 considers the formalization and employment generation, assist in the creation of companies by young people. From high school, with the processes of articulation of the schools with universities and technical institutions, especially with the National Service of Learning SENA, a company-school link is established, and a new compendium of needs that teachers must face is created.

High school, which in Colombia is defined by law 115 (1994) as the level where "its fundamental purpose is to prepare the student to access Higher Education or Education for Work and Human Development" (Art. 27), it establishes that they are the last degrees of school training in the country which have a specific work training or university purpose, aspects that converge to promote the teaching of entrepreneurship. In this last school stage, in accordance with Law 1014, it must "strive for innovative productive development, creating conditions of competition with equal opportunities, expanding the productive base and its entrepreneurial capacity" (Camacho, 2010, p.35). As such, public educational institutions have been forced to implement entrepreneurship without considering the training of teachers to address this issue.

According to Díaz and Celis (2010): "Teachers in many cases perceive that the objective of their area is to generate self-employment or survival units so that their students can occupy themselves and have some income." (p.206). A perspective, which reinforces that entrepreneurship is conceived with a limited vision towards holding business fairs that promote self-employment. According to the study of the Institute for Educational Research and Pedagogical Development IDEP Sánchez and Gutiérrez (2013), "58% of the entrepreneurship teachers of the characterized schools are from fields and disciplines of administrative sciences or technical sciences. The remaining 42%, from educational sciences" (p.191). It means they have an emphasis on administration and lack of training in pedagogy or, on the contrary, pedagogues do not know about entrepreneurship.

For this reason, this writing aims to analyze the teaching practices of entrepreneurship teachers in Bogotá, the capital city of Colombia, and their perspective related to the need for training on this subject. The voice of school teachers and SENA instructors is exposed, which is facing the deficit of initiative of the faculties of education to promote training programs in the field of entrepreneurship. In the vision of Vergara (2016) "teaching practice is characterized by being dynamic (due to its constant changes), contextualized (because it is in situ) and complex (because understanding occurs according to time and space)" (p. 75). The teacher's practice in entrepreneurship education requires an approach which recognizes "the action that takes place in the classroom and with special reference to the teaching process" (De Lella, 1999, p.2), besides a characterization of experiences of educational institutions which have concrete actions on the subject.

## **Theoretical framework**

Entrepreneurship, schools, and definitions.

There are various definitions of the term entrepreneurship, which arise from some schools of thought in this subject. These schools take, as central axis of their approaches, the way of perceiving entrepreneurs

according to their interests, their behavior, or simply their facet of creator. According to Cunningham & Lischeron (1991), there are six schools of entrepreneurship based on specific characteristics:

**Table I. SUMMARY OF THE APPROACHES TO DESCRIBE THE ENTREPRENEURSHIP**

SUMMARY OF APPROACHES FOR DESCRIBING ENTREPRENEURSHIP				
ENTREPRENEURIAL MODEL	CENTRAL FOCUS OR PURPOSE	ASSUMPTION	BEHAVIORS AND SKILLS	SITUATION
"Great Person" School	The entrepreneur has an intuitive ability- a sixth sense- and traits and instincts he/she is born with.	Without this "inborn" intuition, the individual would be like the rest of us mortals who lack "what it takes".	Intuition, vigor, energy, persistence and self-esteem.	Start-up
Psychological Characteristics School	Entrepreneurs have unique values, attitudes, and needs which drive them.	People behave in accordance with their values; behavior results in attempts to satisfy needs.	Personal values, risk-taking, need for achievement, and others.	Start-up
Classical School	The central characteristic of entrepreneurial behavior is innovation.	The critical aspect of entrepreneurship is in the process of doing rather than owning.	Innovation, creativity and discovery.	Start-up and early growth
Management School	Entrepreneurs are organizers of an economic venture; they are people who organize, own, manage, and assume the risk.	Entrepreneurs can be developed or trained in the technical functions of management.	Production planning, people organizing, capitalization and budgeting.	Early growth and maturity
Intrapreneurship School	Entrepreneurial skills can be useful in complex organizations; intrapreneurship is the development of independent units to create market and expand services.	Organizations need to adapt to survive; entrepreneurial activity leads to organizational building and entrepreneurs becoming managers.	Alertness to opportunities, maximizing decisions.	Maturity and change

Source: Cunningham & Lischeron (1991). (p.47).

These schools, based on personal qualities such as intuition, persistence, and self-esteem, are located in what the authors call the school of the Great person.

On the other hand, the school that is based on psychological characteristics highlights the values, attitudes, and needs focusing on the achievement of objectives. The classical school conceives innovation as the root of the growth of a productive idea. The management school emphasizes planning, production, and capitalization for profit. For the leadership school, constancy is required to motivate and direct concrete actions. Finally, the school of intrapreneurship supports the creation of independent market units and the expansion of services.

These definitions distinguish as a point of convergence the consistent evolution of the person towards economic growth. Hence, the Colombian government, with interest to adhere to the international policies of the Organization for Economic Cooperation and Development OECD, the World Bank, and other organizations, deploys concrete actions to implement this topic in the classrooms according to the needs of the communities and the resources available in the country.

### **The implementation of entrepreneurship in high school in Colombia**

Intending to respond to the needs of entrepreneurship education in Colombia, Law 1014 (2006) is the first action, which frames the obligation for all educational institutions to incorporate this class. However, this regulation requires its implementation from preschool to strengthen culture and innovation in all educational levels. The inclusion of the class and the creation of a curriculum in schools have been supported by some guidelines offered by the Ministry of National Education MEN, such as guide 39: "The culture of entrepreneurship in educational establishments" in addition to its predecessors of 2006 and 2010 (Rico y Santamaría, 2018). These guides offered parameters for the construction of study plans for schools that incorporated the dynamics of entrepreneurship in their academic activities.

Another decisive action for the incursion of the entrepreneurial world in the scene of high school was the program of articulation between high school and technical and university education. It is a plan proposed by the MEN in 2008 its objective, according to the educational sector plan 2008 -2012: "Seeks the transformation of schools in their pedagogical, administrative, physical and organizational environment in such a way that the 10th and 11th grades assimilate and deploy appropriate and pertinent content and methodologies of higher education" (p.74). This program supports inter-institutional agreements with universities and institutions of technical education in the country with schools.

One of the most relevant strategic alliances of educational institutions for the implementation of the articulation is established with SENA. This institution, as the best known about technical education and entrepreneurship, offers programs that support schools in specific technical training in various fields. This cooperation is developed through the participation of SENA teachers and/or instructors to schools, loans of laboratories, and other facilities, in addition to technical qualifications for students. These instructors, in

association with teachers, develop their work in schools and show daily a network of relationships with students, parents, and the community with the ultimate aim of building their own teaching practice in the field of entrepreneurship.

## **Teaching practice and its connection with entrepreneurship in schools**

Teaching practice, according to De Lella (1999), has a series of elements that build a constant interaction between teaching, learning, and community:

The concept of practice also reaches other dimensions: global institutional practice and its unavoidable links with the whole of the teacher's social practice. At this level is located the potentiality of teaching for social transformation and the democratization of the school.

The available resources for schools to democratize the teaching practice in entrepreneurship create the necessary connection between the educational and the productive fields, in addition to alliances with higher education institutions. Where the teaching practice becomes a conscious act, as stated by Vergara (2017) "the practice cannot be carried out without a certain awareness of the purposes that guide it and without some knowledge of the object to be changed or modified" (p.77). As a result, teachers require continuous training that provides them with that knowledge to enrich their practice in the field of entrepreneurship and strengthen those changes they want to inspire.

## **Methodology**

This work is based on conducting semi-structured interviews with four entrepreneurship teachers in secondary education, three instructors, two SENA program coordinators, and one public school principal, in addition to the documentary analysis regarding entrepreneurship in high school education. In this way, a descriptive qualitative study was set up, which shows the teacher's practice in their daily lives, reflecting their concerns, expectations, and needs, as part of their humanity. This qualitative approach is interested in people in constant evolution, an aspect that for Denzin & Lincoln (2005) shows that: "The field of qualitative research, consequently, is the world of lived experience, since this is where beliefs and individual actions intersect with culture" (p. 8). The world and the phenomena to be known to revolve around entrepreneurship as a culture and the way it is approached in secondary education in schools.

For Flick (2004), qualitative research "takes into account that practices and points of view in the field are different because of different perspectives" (p.20). As a consequence, when meeting directly with teachers and instructors, it is possible to identify relationships between them and the subjects around them, as a fundamental element for reflection. The principal, school teachers, instructors, and coordinators of SENA, establish a dialogue between the experiences collected, current regulations, and the views they assume considering the government policy regarding teacher training in entrepreneurship. The inquiry about the strategies they have designed to implement entrepreneurship in their institutions facilitated the approach

towards its incursion and adoption process in high school education, from the teachers and the panorama of their current practice at schools, all permeated under the influence of the educational public policy.

## **Results and Discussion**

In the dialogue with high school teachers, instructors, and coordinators, belonging to SENA, whose role is to support activities in the schools which have articulation, it is found that there is a large gap between the expectations generated when the entrepreneurship is addressed in schools and the reality. "The topic of entrepreneurship is assigned to a teacher who is not tenured or who has no knowledge of the subject, simply tries to do a project" (Entrepreneurship teacher 1). "Entrepreneurship in SENA is not working as a cross curricular area, Law 1014 is not being applied. Those in charge of giving workshops in that area are psychologists" (Coordinator 1 SENA). According to these perspectives, the aspirations expressed in the policies are different from the processes that teachers are experiencing in their practice, especially in the availability of information about entrepreneurship they have nowadays.

In addition, regarding the needs and expectations of the implementation of entrepreneurship in the daily teaching practice, it was possible to identify that: "First, the educational stage should be strengthened, because teachers from various areas, and especially entrepreneurs, do not have pedagogy which brings innovation to the classes, everything is always a true copy of the original" (Instructor 3). As shown in the following table, there is a section for the analysis carried out for the interviews with the participants, referring to their point of view regarding the future of entrepreneurship in educational institutions.

**Table II.** PART FROM INTERVIEW WITH TEACHERS, INSTRUCTORS, COORDINATORS AND PRINCIPAL

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ANALYSIS OF INTERVIEWS WITH INSTRUCTORS, TEACHING COORDINATORS OF ENTREPRENEURSHIP AND PRINCIPAL										
INSTRUCTOR 1	INSTRUC 2	INSTRUC 3	COORD 1	COORD 2	TEACHER 1	TEACHER 2	TEACHER 3	TEACHER 4	PRINCIPAL	ANALYSIS
5. What would be the future actions to strengthen the issue of entrepreneurship in education?										
To be clear about the system or to be clear about where the economic sectors of the country are going, is to direct the venture towards those economic areas where it really has relevance where we are going to have some expectation of growth. Thus, even the training, our training of those who teach entrepreneurship must be strengthened. It should provide a practical training not only the theoretical one. Which encourages what teachers need to know besides in which areas the growth strategies are needed in the country.	Education al entities regardless of their level must be really focused on creating companies. Have more training in entrepreneurship.	First, the educational stage should be strengthened, because teachers from various areas, and especially entrepreneurs, do not have pedagogy which brings innovation to the classes, everything is always a true copy of the original.	That the Ministry generates a policy especially for training in entrepreneurship which is not available at the universities for teachers. But that it is not simply a policy of the current government, but that it remains institutionalized, and on the other hand nowadays the process is not encouraged at schools by the principals, with all their teaching staff. So then, it is necessary to start at the schools to generate a differentiating policy from other schools.	Provide courses to teachers in order to provide students with different elements so that they learn to dream, to think about different realities not only situated in those that their environment offers them. Provide non-reimbursable support resources so they can start their own productive projects. Build a way to link students from schools articulated with SENA in a training chain, with technicians and professionals in the entrepreneurship area.	Create a curricula that really allows to all schools or teachers in the entrepreneurship area to have a route to follow. Unfortunately, every teacher who is teaching this area, is seeing it from their own point of view. The accountant will look at it from the accounting side, the administrator from the administration side, the engineer from the engineer's point of view. Then it would be the most viable thing for everyone to point towards the same path.	It means working with the students in several directions : 1. SKILLS: public speaking, arguing, reasoning and arguing. To write and present. They must learn all those "soft" skills. 2. ATTITUDE S: Children must learn to cooperate, but understanding that cooperating is not mathematically dividing the work but exploiting together the points in which each one is good to create something even better. To fail, understanding that failure is a stepping stone on the road to success.	Train teachers because teachers know very little about entrepreneurship. Learning to undertake or teach entrepreneurship is just not done only with a board and marker, you have to develop skills in the students. And if teachers don't have those skills, well, they won't be able to develop them in their students. Begin to strengthen the study plans so that the entrepreneurial mentality begins to develop, not only the implementation of an entrepreneurship chair, but also concrete actions.	An entrepreneurial ecosystem must be defined about specific elements, not only the classroom is important, the curriculum. Definitely the training of the teacher and the development of entrepreneurial skills in the teacher is fundamental so that they can teach them to the students. Because a teacher who has never had a business or has never started one, how is he going to teach entrepreneurship? You have to develop other types of skills and especially those that are focused or related to the skills of the XXI century.	More teacher training mainly and of course generate actions or strategies that lead to this issue can be properly addressed and implemented.	<b>Generate institutionalized policies that allow to train teachers, because they have limited knowledge about entrepreneurship. Begin to strengthen curricula so that an entrepreneurial mindset begins to develop. Develop: "Soft" skills ATTITUDES: learn to cooperate, to fail, understanding that failure is a stepping stone on the road to success. To explore. KNOWLEDGE: critical subjects, subjects such as accounting, marketing, advertising and graphic design, financial mathematics, business ethics, financial intelligence, but always starting from a trained teacher.</b>

Source: Authors

A repeated complaint was found among teachers, instructors, coordinators, and managers regarding the urgent need for training in entrepreneurship. Nowadays, they are working based on the guidelines offered by some official documents, which do not provide enough information for the teaching practice on this topic. "Teachers know very little about entrepreneurship. Learning to undertake or teach entrepreneurship is just not done only with a board and marker, you have to develop skills in the students." (Entrepreneurship teacher 3). The role of the university is fundamental in the future of teacher training in entrepreneurship based on the deficiencies evidenced.

Regarding teaching practices in the field of entrepreneurship, it was possible to recognize that: "I would say that in most educational establishments it is taking place in a conventional way. Knowledge about the business model is transmitted. It is a business plan which the future entrepreneurs have not developed, neither the skills nor necessary competencies for the 21st century" (Entrepreneurship teacher 4). There is a deep-rooted sense of the selling of products at fairs, as the pinnacle of teaching work in the area.

The objectives pursued by the teaching of entrepreneurship vary according to the experience of the teachers and the alliances that they establish within the framework of technical training. The goals for SENA, are based on the success of the presentation of the productive project. Teaching practice in entrepreneurship is strongly influenced by SENA guidelines, compared with a study carried out by Rico and Santamaría (2018) at schools in Bogotá that shows technical training is a vital element that directly affects the implementation of entrepreneurship in schools: "The relationship between the Institutional Education Projects and the entrepreneurship class in schools revolves around technical training programs and training in General Labor Skills. Their transformations depend on the profile of the technical training programs" (p.110). The incidence of SENA practices within articulated schools is closely linked to the actions currently developed by teachers in their practices.

## **Conclusions**

In the field of entrepreneurship in high school in Bogotá schools, the need to generate institutionalized policies that allow teachers to receive training is highlighted, by virtue of their limited knowledge about entrepreneurship and considering the study by Cadena (2017): "It is required that the teachers have specific knowledge to guide them about how a student with an entrepreneurial attitude should be trained" (p. 224). Therefore, the intervention of universities and institutions in charge of training teachers in undergraduate programs must be more dynamic on the subject of entrepreneurship as an immense field to explore.

The practice of entrepreneurship teachers is permeated by the philosophy of SENA as a leader of this topic in education and thanks to the program of articulation of high school with higher education, corresponding its relation with the guidelines offered by this institution which in general are inclined to motivate the consolidation of productive projects as the culminating stage of the high school entrepreneurship process. Still, they require more focus on the life project rather than a purely productive vision: "It is not enough the current options for establishing productive linkage and educational continuity designed to high school,



much more is needed for students of public schools to improve their skills" (Zamudio and Velásquez, 2012, p.148).

The actions that have been undertaken by the Ministry of Education, the local Secretary of Education, the universities, and other institutions involved in the issue of entrepreneurship at schools of Bogotá, were focused on supporting the articulation of high school education with the productive environment. The inter-institutional agreements that allow the linking of SENA instructors to schools are fundamental to include entrepreneurship at schools. However they have put aside the urgent need to consolidate training alternatives aimed at teachers in this area, observing the teaching experience, the variety of disciplinary training lines that teachers have, it is possible to identify they teach entrepreneurship at schools with their personal motivation and it is important to include it for example, in the university curriculum for undergraduate degrees and permanent training programs for teachers.

A fundamental challenge is posed according to the voices of entrepreneurship teachers and instructors who work in high school. The challenge of creating alternatives for teacher training in entrepreneurship that consider different skills and in accordance with the advancement of science and technology. Considering the perspective of Cortés, Parra, Rojas and Gutiérrez (2017) regarding the entrepreneurship policy in Colombia "the training of teachers and administrative personnel, and their transmission to students, must take into account the future of a knowledge society, its changes, and its local influence" (p.107). This horizon is ready to be studied and expanded not only by educators and researchers in education, but also by those who are responsible for generating the country's educational policy.

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