

# PARTNERSHIP WITH LOCAL COMMUNITY IN SCHOOL CURRICULUM FOR ENCOURAGING ENTREPRENEURIAL COMPETENCE

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# PARTNERSHIP WITH LOCAL COMMUNITY IN SCHOOL CURRICULUM FOR ENCOURAGING ENTREPRENEURIAL COMPETENCE

## ABSTRACT

Distinctiveness of an individual school is reflected in the school curriculum which is used to organize educational activities. The purpose of the paper is to give theoretical and legislative frame as well as the results of the analysis of three primary and three secondary school curricula. Document analysis is used as a research method. The basic areas of school curriculum are school efficiency, process of learning and teaching, school management, teacher's professionalism and strategies of quality development. Each school constructs its own curriculum which is aligned with its optimal possibilities and demands of the national curriculum. A school curriculum plans for coexistence between students, teachers, parents, school management and local community. School and local community partnership encourages development of entrepreneurial competences, so it is necessary for cultural, economic and social events, in the context of pedagogical values, to find their place in the school. The analysis of legislation shows the need of introducing and developing entrepreneurial competences in schools, while the review of relevant research shows that 76.2% of teachers consider that entrepreneurial competences should be introduced in schools (Jokić et al., 2007). Entrepreneurial competences are developed in the school curriculum through cooperation with the local community. The analysis of school curricula points out the need of increasing the number of activities suggested in the school curricula (extracurricular activities, projects, etc.).

**Keywords:** Schools, school curriculum, entrepreneurship, cooperation, local community

## 1. Introduction

The aim of the paper is to provide theoretical frame of current findings and the analysis of legal legislation (*Primary and Secondary School Education Act* (2014)<sup>1</sup>, *The National Framework Curriculum for Preschool Education and General Compulsory and Secondary School Education* (2011)<sup>2</sup> and *The Strategy of Education, Science and Technology* (2014)<sup>3</sup>) as well as to give insight into educational activities of each school (analysis of three primary and three secondary school curricula) towards local com-

munity and integration of social activities of local community into educational process. According to *Primary and Secondary School Education Act* education "is based on the partnership of all educational factors on local, regional and national level" (2014: 3). *The National Framework Curriculum* (NOK, 2011) is the core state document which defines crucial educational values, principles and goals as well as methods of evaluating students' achievement. Values defined in NOK (2011: 14) are: knowledge, solidarity, identity and responsibility. *The Strategy*

of *Education, Science and Technology* (2014: 93) in article 8.4. *Improving the system of self-evaluation of educational institutions*, chapter 3 *Regional networking and cooperation between schools* describes regional connection of schools and cooperation not just with other schools but also with the local community. The aim of the cooperation is mutual learning, exchanging ideas and good practice, improving work with children and starting mutual initiatives and creative programs (*The Strategy of Education, Science and Technology*, 2014).

The paper consists of five parts. Starting from a literature review, the authors highlight the importance of the topic both for building a strong curriculum connected with the local community and for raising entrepreneurial competences in school. Next, the research method is presented as well as sample description. Results of analysis of legal documents (3) and primary (3) and secondary (3) school curricula are presented and interpreted in the fourth part, after which conclusions and recommendations for further research are given. Two hypothesis are made:

H1: primary schools cooperate significantly more frequently with local community than secondary schools

H2: primary and secondary schools are significantly different in the types of activities with the local community.

The importance of this topic comes from the educational practice but also from other fields outside education (e.g. social, economic) and from the need of scientific development.

## 2. Theoretical framework

### 2.1 Entrepreneurial competences

Entrepreneurship is one of the eight key competences prescribed by the European Union and it is defined in *The National Framework Curriculum* as “an ability of the individual to transform ideas into action, including creativity, innovation and readiness for risk taking as well as the ability to plan and lead projects in order to achieve goals” (NOK, 2010: 12). In today’s modern society entrepreneurial competences are required in every profession (Mlinarević et al., 2015). For that reason, it is crucial to develop entrepreneurial competences at school so the students could be competitive on the labour market.

Sedlan-König (2013: 59) defines entrepreneurial competence as a set of “knowledge, skills, attitudes and abilities for creating and discovering chances in the surroundings and bringing changes and directing behaviour towards successful task solving”. On a selected sample of 324 students of Josip Juraj Strossmayer University of Osijek an empirical research was conducted to define the role of entrepreneurial competence in students’ competitiveness and to determine factors which influence the acquisition of entrepreneurial competences. The results show that student athletes and those involved in extracurricular activities show a higher tendency to start their own business and to show interest in entrepreneurial behaviour in comparison to students who are neither athletes nor included in extracurricular activities (Sedlan-König, 2013). In fact, extracurricular activities are part of the school curriculum and serve as a basis for development of entrepreneurial spirit. Students are involved in different extracurricular activities, projects, sports activities as early as primary school which means that teachers can encourage, and students can acquire entrepreneurial competences (Mlinarević, Brust Nemet, 2012). Which activities will be implemented in the school curriculum depends on the school itself. Previously mentioned research findings show that schools can encourage students’ entrepreneurial spirit if they provide students’ with more than just the regular curriculum and basic school subjects.

Next, in the research conducted within the project *Key Competences for Life-long Learning 2006-2007* 76.2% of teachers state that entrepreneurship as a competence should be introduced in primary school. Considering the way of introducing entrepreneurship in schools, 48% of respondents think it is necessary to encourage development of learners’ entrepreneurial characteristics and teach the basics of economic literacy. Only 8% of teachers consider that entrepreneurial competences should be developed by teaching just the economic terms, while 20% state it is necessary to develop only learner’s personality traits. Surprisingly, 25% of teachers consider that entrepreneurial competences should not be a part of primary education (Jokić et al., 2007)<sup>4</sup>. As the biggest obstacle of introducing entrepreneurial competences, teachers (69%) state insufficient knowledge for teaching entrepreneurship. When it comes to entrepreneurial experiences in school, 56% of the students did not have a chance to meet an entrepreneur in school, nor visit any

firm in their place of residence (60%). Moreover, students did not get any information about the activities of a firm or a company (60%). On the other hand, students discuss with teachers how to save (69%) and earn money (69%). Principals of primary schools give examples of good practice of introducing entrepreneurial competences through small student firms or student cooperatives. Principals are expressing satisfaction with these activities, saying that they not only increase the level of entrepreneurship among students, but also have a positive effect on the school culture (Jokić et al., 2007). All of these research findings show that students should improve their entrepreneurial skills and by participating in various projects and other school activities they can do so. Moreover, school curriculum, as a public document, should encourage these competences and provide students with a variety of different activities.

It is important to bear in mind that globalization of the 21<sup>st</sup> century is based on information and innovation which have an impact on the educational system. The model of curriculum in the light of above mentioned changes is flexible, interdisciplinary and international as well as directed towards students. Strategic development of each state depends on the quality of human resources. Entrepreneurship is, therefore, one of the key competences for proactive performance. Providing students with competences, and at the same time, improving the possibilities of the local community, is the way towards the optimal educational system. A starting point in creating a school curriculum is establishing the needs of students, teachers, parents and the local community.

## 2.2 School curriculum directed toward partnership for encouraging entrepreneurial competence

The latest achievements in science, technology, economy and culture show that curriculum arises from social needs which are implemented in contemporary teaching. Curriculum is a term used both in pedagogy and in a wider, social meaning (Previšić, 2007). It comes from the word *curriculum* (lat. *curriculum*) which means a course of a planned action. Moreover, curriculum is a developmental document passed by the government and divided into: national, school, students' and special curriculum (Cindrić et al., 2010). Jurić (2007) states that curriculum brings the basic guidelines with the desirable standard, con-

tent and competences which come from the needs and aspirations in the educational field.

Each school constructs its own curriculum according to possibilities and demands of the national curriculum, but as such it is driven by the idea of individual development in the specific local community. In fact, school curriculum plans for coexistence of students, teachers, parents, school management and the local community. The nature of the school curriculum is directed towards individual work of a school and contributes to creating a distinctive school with the possibility of measuring its results (Staničić, 2006). With the emergence of Robinsohn on the European soil, curriculum approach became prominent (Marsh 1994; Previšić, 2007; Cindrić et al., 2010). The shift in curriculum policy from transfer of knowledge to development of competences made applicability and the educational quality a priority (The Strategy of Education, Science and Technology, 2014). Also, it is necessary to promote and establish quality cooperation between local partners in order to ensure better transfer of information about the needs of the labour market and provide compatibility between the needs and development of knowledge, skills and competences (European Commission, 2008)<sup>5</sup>.

In primary and secondary school curriculum refers to elective school subjects, school projects, excursions, field trips and extracurricular activities.

Different models of school organization will differently influence the school atmosphere and curriculum realization. If the school is organized as a cooperative milieu of students who are acknowledged and respected, there is an opportunity for growth and development and the school is open to partnership. The assumption for that is optimal activity planning, evaluation, self-evaluation and readiness to change. Moreover, monitoring and continuous evaluation of all planned activities in the curriculum is necessary as an incentive for gradual development and as summative assessment of the given annual goals (Mandurić et al., 2013).

Also, the curriculum approach enables autonomy of each school in planning and organizing activities particularly based on classification and Bloom's taxonomy of cognitive development and learning objectives written in the book *Taxonomy of Educational Objectives* from 1956 (Previšić, 2007).

Gad (2005) describes the economic term *brand* as a value and quality of each institution, company and

product. Creating a recognizable educational institution is a mixture of products, communication, behaviour and environment (Olins, 2008). It is emphasised that part of these strategies could be used to improve work quality and school recognisability. The quality is gained with high number of active participants. Therefore, principals and teachers should choose activities which contribute to the accomplishment of the school's vision and mission. Perception of the school in the local community is crucial and appropriate presentation of the school depends on positive school culture, good educational work of all school employees, appropriate teaching, professional management and interaction with the local community (Kovač, Buchberger, 2013). Furthermore, all school subjects and extracurricular activities, which are organized by the school and its employees, are planned in the school curriculum (Marsh, 1994; Cindrić et al., 2010). These activities should satisfy student's developmental needs, therefore curriculum is seen as a teachers' and students' project in which parents and local community also participate (Topolovčan, 2011). Such a project allows satisfying student's needs according to the tradition, local customs, touristic activities in the region and the local community.

Furthermore, partnership is characterized by fairness, respect, trust, communication, flexibility, active listening and sharing information (Mapp, Hong, 2010; Blue-Banning et al., 2004; Fan, Chen, 2001). In schools which cherish partnership, the culture (social roles, reward system, entrepreneurial spirit, school order), plays an important role in creating a school appropriate to students (Epstein, 2011). The given model supports an integrated theory of connection between school, family and community, raising awareness of changes in all fields and their influence on motivation, attitudes and accomplishments when constructing an open curriculum directed toward students.

It is important that economic, cultural and social events in the context of pedagogical values, have their place in school. This type of interaction requires students' and teachers' social engagement, to recognize the need for mutual work (Lempinen, 2013)<sup>6</sup>. "Each connection starts from the cooperation with parents and local community and affects creating and developing the curriculum, planning and evaluating" (Cindrić et al., 2010: 244).

### 3. Method

The aim of the research is to analyse the legislation referring to the educational system in Croa-

tia and the curricula of three primary and three secondary schools in Osijek in order to give an insight into educational work and activities of an individual school in connection to the local community and to see how social activities of the local community are integrated into educational school work. The following documents were analyzed: *Primary and Secondary School Education Act (2014)*, *The National Framework Curriculum for Preschool Education and General Compulsory and Secondary School Education (2011)* and *The Strategy of Education, Science and Technology (2014)*. The analysis of curricula from six schools in Osijek was also conducted. The sample consists of three primary schools in Osijek ("Retfala"<sup>7</sup>, "August Šenoa"<sup>8</sup> and "Mladost"<sup>9</sup>) and three secondary schools also in Osijek (Third Grammar School<sup>10</sup>, Electrical Engineering Vocational School<sup>11</sup> and School of Applied Arts and Design<sup>12</sup>). The type of research used in the paper is non-empirical, theoretical research, which means that it was conducted by analyzing original documents, and not directly in the educational process (Mužić, 2004). Also, qualitative approach was used and the data were gathered by the method of document analysis. To be more precise, original documents from primary sources (legislation and school curricula) were analyzed. Moreover, secondary sources (review of scientific papers) were also analyzed. When it comes to sampling, a purposive sample was used. The choice of sample was made according to the number of primary schools in city districts of Osijek (15) and the number of public secondary schools in Osijek (14). The sample is also representative because 20% of primary and 21.42% of secondary schools made up the sample. According to *Primary and Secondary School Education Act (2014)* secondary schools are divided into grammar, vocational and art schools. For the purpose of curriculum analysis all three types of secondary schools were included. On 692 analyzed pages of school curricula (overall number of analyzed pages of school curricula and legal documents is 1203) beneficiaries from the local community were identified as well as the name and type of different activities (local projects, international projects, humanitarian activities, extracurricular activities, study visits, field trips, excursions, scientific and professional conferences and cultural activities). Qualitative analysis of school curricula is extensive and it does not permit the analysis of higher number of schools because it exceeds the scope of this paper.

## 4. Results and interpretation

### 4.1 Analysis of legal documents

In line with the aim of the research, legal documents and six school curricula were investigated. Interpretation of the results follows that path, from the analysis of the legal documents to curriculum analysis.

*Primary and Secondary School Education Act* (2014: 3) in article 4, paragraph 2 as an educational goal states: educate students for living in multicultural world, for active and responsible participation in democratic development of society and in paragraph 3: provide students with acquisition of key competences and professional competences, provide them with tools for living and working in unstable social and cultural context by demands of market economy and scientific breakthroughs. Furthermore, paragraph 7 states that education is based on decentralization in the sense of increasing power and responsibilities on local and regional level. Moreover, paragraph 8 states that educational activity in school is based on partnership of all educational factors on local, regional and national level which implies the need of cooperation with the local community. Schools also participate in realization of educational activities by receiving help and support from social service facilities and health care institutions. Also, school cooperates with employment bureau and other institutions in order to inform and help students in professional orientation as stated in the paragraph 57.

*Primary and Secondary School Education Act* (2014: 23) also claims that *National Council for Education*, which evaluates the quality of educational system in Croatia, cares for the development of national curriculum and also suggests and encourages participation of other beneficiaries, especially government and local and regional bodies in preschool, primary and secondary school by coordinating their work (paragraph 89).

*The Strategy of Education, Science and Technology* (2014) strives for complete, flexible and effective educational system which connects all levels and types of education into coherent unity based on mutual values and goals taken from *The National Framework Curriculum* (2014: 22). Accomplishing optimal level of autonomy in educational system demands higher autonomy of educational workers and institutions in making decisions about the school curriculum and organization of teaching and learning in school as a whole. Making of *The Strat-*

*egy* in Croatia arose from the changes in globalized environment, but also from inner economic and demographic changes. Those circumstances demand serious approach to education especially in creating innovative society and economy adjustable to future challenges. Moreover, the document of the European Commission about the strategic planning in education (*The Strategy of Education, Science and Technology*, 2014: 3) emphasises the need of acquiring basic knowledge and skills in Science, Technology, Engineering and Mathematics (STEM). Those knowledge and skills help in life-long learning. Furthermore, it promotes education which encourages individual development of every child, as well as social equality and democratic values. It also helps acquire new knowledge and skills necessary for successful adaptation to changeable living and working conditions (2014: 49) and promotes partnership between different beneficiaries in local community.

*The National Framework Curriculum for Preschool Education and General Compulsory and Secondary School Education* (2011) is an important document for planning and organizing teaching, and constructing school curriculum. Description, goals and expected student's achievement as well as description and goals of cross-curricular topics help schools to connect school subjects, rationalise teaching and enrich learning with large choice of extracurricular activities according to school's priorities and the needs of students and local community (2011: 16). *The National Framework Curriculum* (2011: 23) is a document which leaves the didactic tradition, marks the course of education as a process, and defines goals of education which imply the necessity of partnership between school and local community. Furthermore, it raises awareness of preserving material, spiritual, cultural and historical heritage of Croatia and its national identity. Principles, written in *The National Framework Curriculum* are: pluralism, democratic decision making, inclusion of all factors in creating and implementing educational policy, school independence, teachers and other beneficiaries as part of the school curriculum, freedom in selecting content, methods and organization of instruction, pedagogical and school pluralism, European dimension of education. Also, curriculum approach, which is directed towards competence development, seeks change in methods and forms of work. Open didactical and methodical systems, which provide students and teachers with a choice of different contents, methods and forms

for achieving set goals are suggested. Finally, these systems are interactive, open to dialog, and allow individual learning and learning based on mutual decision making of school and local community (2011: 30). Analysis of legal legislation clearly shows the importance of students' entrepreneurial competencies in school activities and school openness towards society and local community in line with economic development and globalization.

#### 4.2 Analysis of school curricula

The analysis of three primary school curricula shows the following curriculum characteristics: a) shift from content to the aim and result of education; b) improving evaluation and self-evaluation system; c) quality teaching orientation; d) orientation towards students; e) independence and school development; f) professional competences and responsibility of the teacher; g) local community support.

Moreover, the goals of the analysed school curricula are the same in each analysed school and they are in accordance with *The National Framework Curriculum* (2011). The goals of primary school curriculum are: excellence; independent learning by using different approaches; life-long learning; cooperation, tolerance and peaceful problem solving; positive attitude towards healthy diet and physical activity and also cooperation and partnership with the local community. In conclusion, schools give importance to the partnership with the local community and they encourage it through projects, extracurricular activities, visits, field trips, charities etc.

The goals of secondary school curricula are defined by the primary purpose of the school (whether it is grammar, vocational or art school). The goals of a vocational school are: independent and life-long learning, high scores on Matura, cherishing tradition and cultural heritage, positive stand towards physical activity, responsibility towards school property, cooperation with other schools in and outside the country, good relationship with the public and promotion of the school in the media.

The goals of grammar school curriculum are connected with improving conditions for teaching science and mathematics and using ICT technology, improving professional development of all participants as well as development of creativity, quality and humanity.

On the other hand, art schools aim to develop a unique school profile which is based on arts and cooperation between students, teachers and the local community. Emphasis is on developing educational potential of each student and finding creative and innovative solutions. One of the goals is acquiring key competences necessary for future life and work, e.g. entrepreneurship and self-actualization.

In conclusion, the goals of primary and secondary school curricula point out openness of schools towards the community and partnership with different beneficiaries.

Students, teachers and other employees participate in the activities suggested by the school curriculum. Activities are implemented in different forms of teaching: additional classes, extracurricular activities, projects, field trips and cultural activities. It is important to emphasise that only the activities in which the school cooperates with the local community are taken into consideration. There is a number of activities made by teachers and students but without the inclusion of the local community. Those activities were not taken into account. Furthermore, curricula are different in size. Some have 35 pages (Third Grammar School), while others have more than 170 pages (primary school "Retfala").

For easier analysis, primary schools have numbers instead of names. Secondary schools are named after the type of school not the actual name of the school.

From Table 1 a disproportion of activities is evident. School number 1 participates in 12 projects which include the local community. Projects are different, from developing the skills of cooperation and tolerance, health and proper nutrition to entrepreneurial competences. The school participates in the international project Eco School, which means cooperation with different beneficiaries in Croatia but also outside the country. Only this school states the environmental drive of collecting old paper in the curriculum and it also participates in charity work of collecting groceries for the elderly and disabled in cooperation with the Red Cross and Caritas. Also, extracurricular teaching is sometimes connected with visits and activities, which one school puts under "visits", whereas the other school puts them under "extracurricular activities". The school has a music festival and also celebrates the Day of the gifted students.

**Table 1 Analysis of primary school curriculum (Primary school 1)**

	Primary school 1
<b>Projects</b>	UNICEF-school without violence, Land without borders, Night of mathematics, Noise pollution, Eratosthenes experiment, Children's music festival, Dance of the 8 <sup>th</sup> grade, Reporters of better society, "Life without addiction, that's the key", "Healthy 5", "Children's entrepreneurial camp", collecting old paper
<b>International projects</b>	International Eco school
<b>Humanitarian activities</b>	Collecting groceries for the elderly and disabled
<b>Extracurricular activities</b>	Floral parade, Flying kites, animal store, Gloriamaris museum, volunteering groups
<b>Visits/field trips</b>	Winter school of physics, DVD Retfala, Chemistry laboratory, Art gallery, Kopački rit, Tikveš, Tvrđa, Vukovar, Museum of Slavonia, State archive, HNK, Trg Svetog Trojstva, museum in Krapina, Hrvatsko Zagorje, Nature park Jankovac
<b>Scientific conferences</b>	Science festival, Brain days
<b>Musical happenings</b>	Music festival DO RE MI
<b>Festivals</b>	Day of the gifted students

Source: Authors' research

School number 2 participates in three international projects and eight projects on the town level. The school has an international status of Eco School, while other projects deal with healthy diet and fight against discrimination and prejudice. The school participates in charity work with the Association of Leukaemia Patients and the Animal shel-

ter. Also, the school is active in extracurricular activities in which it cooperates with HNK (Croatian National Theatre), GISKO (library), Agriculture Institute, representatives of the Jewish community and 14 other beneficiaries. The curriculum states nine field trips.

**Table 2 Analysis of primary school curriculum (Primary school 2)**

	Primary school 2
<b>Projects</b>	Book - my friend, Night of reading, Art and sport activities with the association Ivan Štark, Grandparents in the classroom, Night of mathematics, Savings day, 2 <sup>nd</sup> school Laboratory, UNICEF-school without violence
<b>International projects</b>	International Eco school, "We Eat Responsibly", "Šafran"
<b>Humanitarian activities</b>	School for Africa, collecting plastic corks for the Association of Leukaemia Patients, Animal shelter in Nemetin
<b>Extracurricular activities</b>	Bus and railway station, GISKO, Museum of Arts, orchard Tovljač, Children's Theatre, HNK, ZOO, health institution, Eco group, Day without cars, Erdut, OPG Orlov put, Jewish community, school choir, dissemination of knowledge of the Red Cross movement
<b>Visits/field trips</b>	Retirement home, school in nature, Museum of Slavonia, Archaeological museum, Zagreb, museum in Krapina, castle Trakošćan, KD Lisinski, Vukovar
<b>Scientific conferences</b>	Science festival
<b>Musical happenings</b>	-
<b>Festivals</b>	"Bread Days - gratitude for the fruits of the earth"

Source: Authors' research



School number 3 does not participate in international projects, but it participates in nine projects on town and county level. It also participates in charity work and cooperates with the Red Cross. In fact, this school stands out by the number of extracurricular activities (11) which include develop-

ment of language and entrepreneurial competences but also working with photo equipment. Students often go on field trips (8 locations) and cooperate with The Memorial Centre of Homeland War in Vukovar, curators, Museum of Slavonia, tour guides, travel agencies, etc.

**Table 3 Analysis of primary school curriculum (Primary school 3)**

	Primary school 3
<b>Projects</b>	Night of mathematics, Winter school of mathematics, Children's week, Safe Internet Day, CAP and Teen CAP program, "Healthy 5", "Together we could do more", "Living healthy", "Chemistry of food"
<b>International projects</b>	-
<b>Humanitarian activities</b>	Apple Day - giving apples to the Red Cross beneficiaries
<b>Extracurricular activities</b>	Music youth, solar house, young entrepreneurs, school choir, art group, school newspaper, Radio-group for German language, international German festival, first aid, photo group, book night
<b>Visits/field trips</b>	Faculty of Architecture, farm, school in nature, Selce, Zagreb, Istria and Kvarner, Eco-centre Zlatna greda, Vukovar
<b>Scientific conferences</b>	Science festival
<b>Musical happenings</b>	-
<b>Festivals</b>	"Day of gratitude for the fruits of the earth"

Source: Authors' research

Vocational school is active in all fields and participates in 13 projects. It also participates in two Erasmus+ international projects which enable students to do internships abroad. Also, the school is active in 14 extracurricular activities where the students develop professional and entrepreneurial compe-

tences, and learn about the prevention of addiction and abuse in relationships. They cooperate with psychologists and medical staff. Furthermore, the school participates in public and cultural activities. There are 29 different activities to mark the most important religious and cultural events.

**Table 4 Analysis of secondary school curriculum (Vocational school)**

	Vocational school
<b>Projects</b>	Decade of safe Internet, Letter party, "Start moving and change the world", "3D future factory", "Overview of the system of intelligent management to increase energy efficiency in Ireland", "Just like Leonardo", Project citizen, Say NO to drugs, Living life without violence, Violent behaviour in family – what now?, "From knowledge to equality", Peacemaker, cycling tour Osijek – Tikveš – Kopački rit
<b>International projects</b>	"Practice in EU leads to new knowledge and skills", Erasmus+ KA1 workshops "Be employable"
<b>Humanitarian activities</b>	Humanitarian actions with the Red Cross, voluntarily donating blood, Volunteer club "EMŠA"
<b>Extracurricular activities</b>	Workshop on culture, young archaeologists, visiting theatre and living library, Art club, Entrepreneurship-start your own business, practice firm, VTT-Firm Osijek, INFOKUP-informatics basics, Eco club, sport society "KUNE", addiction prevention, addiction and misuse of drugs, individual student, teacher and parent counselling, workshops on violence prevention in relationships

	Vocational school
Visits/ field trips	School of skiing, visiting school in Budapest
Public and cultural activities	International language day, Peace day, "Croatia is volunteering", international music day, Teacher's day, Independence day, Tie day, Bread days, international library day, Halloween, Memorial day, 100 years of Eugen Ionesco birth, Advent, Christmas, Human rights day, Valentine's day, Lent, Planet Earth day, International day of writing letters, Easter, All Saint's Day, Vukovar Remembrance Day, International day against violence to women, International day against drug abuse, World AIDS day, Darwin's day, Palm Sunday, Carnival, International day against alcohol abuse
Cooperative	-

Source: Authors' research

When it comes to the analysis of secondary school curricula, grammar school stands out for not having a classical curriculum but a curricular plan from the school year 2013/2014 to the school year 2017/2018. Therefore, grammar school gives the least data, only

participation in 3 projects on town level, 3 charities, 3 extracurricular activities, 4 field trips and 2 cultural activities. There are no international projects mentioned in the curriculum.

Table 5 Analysis of secondary school curriculum (Grammar school)

	Grammar school
Projects	Month of the Croatian book, professional guidance, programmer day for girls "Girl, you are for IT"
International projects	-
Humanitarian activities	Volunteer day, Humanitarian Christmas/Easter market
Extracurricular activities	Music, Italian and French workshops, ACSL programming
Visits/ field trips	Arts - research work, school day trip, museum, theatres
Public and cultural activities	Drama group, Christmas concert
Cooperative	-

Source: Authors' research

Art school leads 16 local projects and 1 international project ("Harmony of professions"). Humanitarian spirit is present in the curriculum through 4 creative activities such as painting the walls of

Paediatric department in the hospital and in kindergarten "Cvrčak". Also, the school runs students' cooperative "Lud".

Table 6 Analysis of secondary school curriculum (Art school)

	Art school
Projects	3D, 4RAZ, BE BETTER, Brain week 2016, Life-long learning week, Workshop: macramé, Cambridge English Reader, Christmas Cracker, quiz about Germany, THE SPEC-TRE OF COMMUNISM, ADDRESSING SENSITIVE TOPICS IN THE ENGLISH CLASSROOM, School volunteering, Drawing school in Osijek, Preserving Slavonian arts, Peacemaker, Knowledge is pleasure, Prevention of the Internet violence
International projects	Harmony of professions
Humanitarian activities	Students' art initiative, painting the walls of Paediatric department and kindergarten "Cvrčak", Drava is flowing, Osijek is flowing, volunteering

	Art school
Extracurricular activities	Ceramists, Living library, Humanization of school environment, sport club ARTOS, group for making clothes
Visits/ field trips	Zagreb and Vukovar, CINESTAR, Cro a Porter, Zagreb, masonry workshop
Public and cultural activities	Cultural activities of the library, Science festival, Brain week
Cooperative	“LUD”

Source: Authors' research

Of all six analysed schools only the art school has a student cooperative which shows that teachers and the school encourage entrepreneurial spirit and prepare students for professional and art work. Parents and the wider local community also participate in the activities of the cooperative. Goals of the student cooperative are: develop working habits, creativity, innovation, entrepreneurship and cooperation; enable acquisition and knowledge application, as well as developing abilities necessary for work organization; developing awareness of environmental protection; application of contemporary scientific, technical and technological achievements.

#### 4.3 Comparison of the results of analysis of primary and secondary school curricula

Comparison of primary and secondary school curricula shows that secondary schools participate in more projects (primary schools 33, secondary schools 35). Primary schools participate in 4 and secondary schools in 3 international projects. Moreover, secondary schools participate in more humanitarian activities (10) than primary schools (5). Both primary and secondary schools participate in high number of extracurricular activities (primary school 13, secondary school 22). Primary schools lead in the number of visits and field trips (primary schools 32, secondary schools 14). Secondary schools cooperate with more beneficiaries (128) while primary schools cooperate with 81 beneficiaries. Activities and types of cooperation are in line with students' age, planned learning outcomes and the goals of school curriculum.

Evaluation is one of the key components of the school curriculum. Each activity is followed by a matching type of evaluation. In primary school there are presentations, evaluation papers and discussion. In secondary school there are the above-mentioned evaluations but also self-evaluation.

Results of this research show that the number of extracurricular activities is on the rise in secondary school (from 13 in primary to 22 in secondary school). This data also points out the initial development of entrepreneurial competences in primary school confirming previous research (Sedlan-König, 2013) which has proven that university students who participate in extracurricular activities are more likely to show entrepreneurial spirit and start their own business. Furthermore, the number of projects made in cooperation with local community is rising in secondary school and in all of these activities students develop entrepreneurial competences. It is important to include even more activities in school curriculum. Moreover, the results correspond to previous research (Jokić et al., 2007) which states that students did not have a chance to visit any company. None of the six schools planned in their curriculum a visit to a company where students could experience first-hand how a business organization functions.

In conclusion, the first hypothesis was not confirmed due to new findings that secondary schools cooperate more frequently with the local community than primary schools (128 beneficiaries for secondary school and 81 for primary school). The second hypothesis was confirmed, which means that primary and secondary schools are significantly different in the types of activities with the local community. Primary schools participate in more international projects, field trips and visits, while secondary schools participate more in local, humanitarian and national projects and extracurricular activities.

## 5. Conclusion

The comparison of primary and secondary school curricula shows openness to partnership with the local community and development of entrepre-

neurial spirit. Primary schools participate in more international projects, field trips and visits, while secondary schools participate in more local and national projects, humanitarian and extracurricular activities. The analysis indicates that secondary schools develop partnerships with a higher number of beneficiaries (128) than primary schools (81). It is necessary to encourage interaction of the school with the local community, especially in social, economic and cultural activities as a possibility of presenting the school to the local community and recognising the local community in partnership with school. Based on the presented results, the following recommendations can be made. Further research is necessary, especially the implementation and comparison of research in different parts of Croatia on a larger sample of schools and conducting action research including firms and entre-

preneurs to encourage the development of entrepreneurial competences in school. Also, research on teachers' attitudes towards entrepreneurial competences and satisfaction with cooperation with the local community could be the next step.

Adaptability and competitiveness of developed societies are connected with the inclusion of the local community in a number of different activities and life-long learning in educational institutions. Students' participation in different activities (volunteering, internship, projects, etc.) raises their competences, but also requires new methods and conditions of learning. Contemporary school is open to change and innovations in harmony with the development of society, economy, science and technology which enables adequate level of autonomy of teachers, principals, school and other educational workers.

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## PARTNERSTVO S LOKALNOM ZAJEDNICOM U ŠKOLSKOM KURIKULU ZA POTICANJE PODUZETNIČKIH KOMPETENCIJA

### SAŽETAK

Prepoznatljivost škole ogleda se u školskom kurikulumu i obilježjima nacionalnoga kurikula kojima se planira i organizira prepoznatljiv odgojni i obrazovni rad te aktivnosti. Svrha je rada dati teorijski i zakonsko zakonski okvir te rezultate analize školskih kurikula triju osnovnih i triju srednjih škola. U istraživanju je korištena metoda rada na dokumentaciji. Temeljna područja školskog kurikula čine učinkovitost škole, proces učenja i poučavanja, školski menadžment, profesionalnost nastavnika te ciljeve i strategije razvoja kvalitete. Svaka škola donosi kurikulum koji je usklađen s njezinim optimalnim mogućnostima i zahtjevima nacionalnoga kurikula. Školskim se kurikulumom planira suživot učenika, učitelja, roditelja, školskoga menadžmenta i lokalne zajednice. Partnerstvo škole i lokalne zajednice smanjuje međusobne razlike, socijalizira i inkulturira sudionike, potiče razvoj poduzetničkih kompetencija te je poželjno da kulturni, gospodarski i društveni događaji, u kontekstu pedagoških vrijednosti, imaju svoje mjesto u radu škole. Rezultati analize važeće legislative pokazuju potrebu uvođenja i razvoja poduzetničkim kompetencija u školama. Pregledom dosadašnjih istraživanja uočava se da 76,2% učitelja i nastavnika smatra kako je poduzetništvo kao kompetenciju potrebno uvesti u škole (Jokić i dr., 2007). Poduzetničke kompetencije razvijaju se putem aktivnosti suradnje s lokalnom zajednicom u školskom kurikulumu. Analiza školskih kurikula ukazuje na potrebu povećanja broja takvih aktivnosti (iznannastavnih aktivnosti, projekata i sl.).

**Ključne riječi:** škole, školski kurikulum, poduzetništvo, suradnja, lokalna zajednica