

Chapter 10

Nurturing Social Entrepreneurship and Building Social Entrepreneurial Self-Efficacy: Focusing on Primary and Secondary Schooling to Develop Future Social Entrepreneurs

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ABSTRACT

For the development of social entrepreneurs it is imperative that educators embrace the concepts and process of social entrepreneurship (Dees, 1998). Exploration of these concepts in education could prove beneficial to the community (Haugh, 2005). This chapter focuses on the positives of introducing social entrepreneurship education at the primary and secondary levels of education. Specifically, its central focus deals with building children's entrepreneurial self-efficacy at a young age. Several benefits, of increasing self-efficacy at a young age, are outlined. Benefits, such as entrepreneurship training, not only training students, but it helps to prepare them for the new knowledge-based economy. Further, entrepreneurship education should help increase the success and survival rates of women and minority entrepreneurs. Essential to this process, a new curriculum needs to be devised including its means of assessment. Lastly barriers to an entrepreneurship program are discussed; this includes financial, legal, political and negative perceptions of entrepreneurship education.

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INTRODUCTION

Entrepreneurship education, exists under ‘social enterprise’; it is often taught and researched at the university level (Studdard, Dawson, & Jackson, 2013). The social entrepreneurship definition utilized in this study is behaviors developed by individuals or groups of people to generate, maintain, dispense and/or disseminate social or environmental worth in ground-breaking ways through enterprise operations in their societies (Granados, Hlupic, Coakes & Mohamed 2011, 198). Social enterprise was forged by the Harvard Business School in 1993 (HBS, n.d., para 1). Most academic and mainstream articles, when discussing entrepreneurship education, approach it from a post secondary education perspective (Bechard & Gregoire, 2005; Vanevenhoven, & Liguori, 2013; Volery, Müller, Oser, Naepflin, & Rey, 2013; Safranski, R. (2004). Limited articles discuss entrepreneurship education with the central focus placed on the primary and secondary levels of education. The articles that do, often examine entrepreneurship programs sponsored outside of the mainstream K-12 school environment. Organizations however, such as the Kauffman Center for Entrepreneurial Leadership, have indicated that more instruction in entrepreneurship education needs to occur at the primary and secondary levels of education. The Kourilsky, & Ewing Marion Kauffman Foundation, (1995) provided that a 1994 national Gallup poll showed that 7 out of 10 high school students desired a start-up business. Additionally, there is limited research regarding how social entrepreneurship training can be implemented into K-12 education. By implementing social entrepreneurship education programs into primary and secondary curricular, youth can be exposed to this unique form of entrepreneurship that has an increased focus on positive social change and community development.

Central to the purpose that limited research regarding how social entrepreneurship training can be implemented into K-12 education, this chapter explores the benefits of fostering social entrepreneurship at the primary and secondary school levels. Specifically, this chapter examines how entrepreneurship education contributes to a young person’s self-efficacy skills in preparation for future social entrepreneurial and/or other employment opportunities, in view of the changing nature of work in a global society. Finally, this chapter deals with the practical aspects of social entrepreneurial education. This practical perspective recognizes that social entrepreneurship education requires a more non-traditional method of teaching and that there may be financial, political, and/or perceptual barriers to offering entrepreneurship education in the K-12 environment.

ENTREPRENEURSHIP FOR THE NEW ECONOMY

Entrepreneurship contributes substantially to the local, national, and global economies. It is also the primary means of fostering economic development. (Gurley-Calvez, Biehl, & Harper, K. (2009). Recent mainstream publications have indicated that young people increasingly see entrepreneurship as a critically important mechanism to operate in today’s economy (Kourilsky, Ewing Marion Kauffman Foundation, Education, & 1995). Moreover, young people are looking at engaging in more entrepreneurial training programs and learning as much as possible about the entrepreneurial process (Bru, Thompson, & Marton, 2005; Consortium for Entrepreneurship Education, 2013).

Statistics indicate that one-third of new entrepreneurs are younger than age 30 and more than 60% of 18-29 year olds state an interest in pursuing an entrepreneurial career (Kuratko, 2004). However, entrepreneurial training is offered primarily at the university level (Neck & Greene, 2011) and at times

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