



Entrepreneurship Education in Times of Crisis

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1. Introduction

When a person is raised to undertake an economic activity of self-employed, there is a problem, do not know how to reach the goal that has drawn on his head, may possess information that is hold high-level training and industry experience you want participate, but the creative act is not shaped by any experience or training, is a personal value that should be out within a controlled way so we need an education in social skills that allow us to go dosing these creative impulses through procedures, techniques and specific operations learned in a technical, scientific and / or playful.

Guilford^[1] (1967) mentioned in their studies that any stimulus situation that the body is not prepared for immediate appropriate reaction represents a problem, whose solution has a certain novelty.

For Arnold (1964) creative process is analogous to the process of solving a problem working with the information at hand, come into players previous experiences, they are combined and moved to the new structures, which in its new configuration, see a problem solved, which satisfies some need of the individual (Landau^[2], 1987).

2. Human development as an instrument of action for employment

Governments from the last century began to work on development of their societies not only from the standpoint of the industrial revolution, technological advances or the au-ment of the economic capital, also working from the concept of human capital.

Gary Becker^[3] (2002) says that human capital is "to investment in knowledge, formation and information to people, this investment allows people to better performance and productivity in the modern economy and harnesses the talent of the people".

Many authors believe that this is not a crisis, but rather an opportunity to grow and gain new insights, crisis since the term has no precise technical definition, but is linked to a deep recession, which in turn is defined as two consecutive quarters of economic decline (Mochón^[4], 2005).

Currently there are other major challenges that have to face the various economies, new labor reforms, the need for increased entrepreneurial productivity, recovery jobs, find new niches and business channels, new responsibilities to the economic model that you want to start out of the economic crisis, information technology and communication, the process of globalization, increasing competition in the markets, the rise of emerging markets all of which can be serious threats or strengths (depending how you look) to the regions and countries.

The new employer would act as an instrument to stimulate economies and promote flexibility of the production through creativity, innovation, etc., and along with other economic policies to strengthen generate a structural change in the local, regional and national. Despite the popularity it currently enjoys the entrepreneur, in studies on growth and economic development has not always deserved much attention. In the work of Cantillon^[5] (1755), the direct precursor of A. Smith himself is given a major role this character.

Since the objective of this section is to analyze the relationship between corporate business and economic development, we will mainly consider the contributions of those authors who have studied in greater depth the possible relationship. Of these, no doubt, the highlight is the economist Schumpeter^[6] (1911), which builds the "Theory Economic Development" based on the innovative performance of the employer. (Liñan^[7], 2004).

Many of the subsequent contributions in this field lie in one way or another, in Professor Schumpeter, whose work is undoubtedly a seminal character in the studies of entrepreneurship. For example, Leibenstein^[8] (1968) distinguishes two broad types of business activities, at one end would be the routine business, which is actually a kind of management, and the rest of the spectrum we have Schumpeterian or entrepreneurial activity or "new type".

3. Entrepreneurship education

The english term entrepreneurship is closely related to the word French entrepreneur, who appears in the early sixteenth century. In economics, business, finance, has the specific sense of being an individual who is willing to assume financial risk. From this point of view the term refers to who identifies an opportunity and organizes resources needed to implement it (Liñan, 2004).

To establish the difference between entrepreneurship and entrepreneur we must mention the "Theory of Economic Development" of Schumpeter, who said that the situation of equilibrium situation before or after the development process can be described through what he calls the Current Circular of Economics. In this situation each operator takes its decisions routinely, based on experience gained in the past, and considering that all other agents will act in a similar way, so there will be no remarkable alteration in overall economic activity in respect of any previous period. This situation could well apply to what classical economists called the steady state, in which all markets are, and remain, always in equilibrium (Liñan, 2004). However, to Schumpeter (1911), the circular current would correspond with any situation of economic stagnation, either at the end of a long process of growth (classical steady state), or before starting it (Binks and Vale^[9], 1990).



Entrepreneurship training in different levels of education (primary, secondary, university and job training centers) is based on the development of creative skills and is supported financially and institutionally the research activity of entrepreneurship as one of the keystones in education.

To reinforce the role of training in creating a culture more creative and enterprising in Andalucía Spain, are working new integrated action learning frameworks such as the European Space of Higher Education, which create a training system and institutional support for teaching and the students can pass these skills. Also on this level is important to encourage the participation of social partners and businesses to encourage entrepreneurship skills. Spanish citizens, men and women if they develop their capacities to undertake will have opportunities within the social economy to train, update its knowledge, access to technological innovations, enterprise network to participate at individually and collectively, to have another view of compliance and legal standards for performance are business, thereby creating a network of corporate therefore integrated cohesive and recognized the valuable contribution of everyone to social and economic system even in times of financial crisis.

4. Positive transition into the labor market from the entrepreneurship

The concept of transition has been more widespread in the context of policy formation, which is partly explained by the great distance that exists between school culture and labor culture. But this gives both a dimension of progress from adolescence to adulthood and working life. From this perspective the concept of transition to work is currently defined as a broad process, which matches processes of professional qualifications and personal maturity, conditioned by the training and employment structure (Casal^[10], 1997, Figuera^[11], 1996). Transition is a process that begins in the itinerary formal and informal training, in which the student shapes his academic resume, acquire attitudes and behaviors, develops strategies and pre-employment decisions which are specified in the first employment but does not end there, but should be a step towards further consolidation of the professional life.

It is also important that the transition can be measured in "time theoretical waiting" between completion of training and access to work and what they want the public authorities and organs of administration is to meet this time theoretical waiting is not prolonged and becomes a difficult time socially (long-term unemployment, etc.) at least for a major fraction of young. To moderate the time theoretical waiting is important influence on the professional training of persons.

While training and employment guidance can help people to avoid defective work history, seeking one worker making guarantees to sustain their work, on the theory of the early success trajectories described young people who defined high expectations of career or success, which generally presupposes extension options of academic training with positive results or, alternatively, the option for employability capable of incremental improvements from further training and/or rapid internal promotion.

5. Entrepreneurship education and self-employment

There are several ways to refer to business education by Alan Gibb^[12] (1993) can be used "entrepreneurship education" in the United States and Canada, most of the work in the Union Kingdom use the term "enterprise education" and also mentions the "small business education". We refer to this issue as entrepreneurship education.

The education system in general, and universities are no strangers to this situation, there seems to be preparing their students adequately for the performance of the entrepreneurial activity. Since this area of knowledge is still at the stage of study and testing in Andalucía.

The European Commission (1999) adopted a Plan of Action to promote entrepreneurship and competitiveness, which identified seven priority lines of action. The first one is "education for an entrepreneurial society".

There are recent works such as Erkkilä^[13] (2000) that seek to raise the current state of debate on entrepreneurship education in different economies. For example, in the United Kingdom pursue entrepreneurship education "to provide young people contact with the business world and develop perception, vision and perhaps the motivation for entrepreneurship, without dealing directly with self-employment or skills and business skills (Gibb, 1993). From this vision European, not just British, Erkkilä (2000) believes that education could be in business of any discipline, because the objective is to develop attitudes and behaviors most dynamic students, without linking them directly the entrepreneurship.

6. Conclusions

- In this section we wanted to emphasize entrepreneurship education in the frame and the current crisis and how it can approximate the applied use of education to the positive transition to the labor market.
- The creativity and differentiation in the labor market is considered a key feature of the survival work, but can also be considered necessary to solve everyday problems in other aspects of social life.
- Entrepreneurial creativity provides the perspective necessary to meet the dynamic demands of the labor market we have today, entrepreneurship education will allow us to look beyond the conventional and defined by the market and society.
- The scientific-technical entrepreneurship education can provide us with professional and personal skills to enable workers to build and develop in the medium and long term employment activity allowed to live on their own.



- Education of creativity is imperative because people are difficult to create innovative proposals, if no specific training, creative exercise entrepreneurial must go hand in hand with scientific, artistic and labor education.
- Entrepreneurship should be trained to not be a purposeful reaction excessive, but is controlled by means of education and experience, as the changing world we live in, every day brings us to pose new challenges and new problems for us that be overcome with entrepreneurial creativity.

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