Bachelor Dissertation In International Business and Management Studies

Identifying the needs of pupils aged between 15 to 16 years old regarding entrepreneurial education and personal development

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This bachelor thesis can be only accessible to HZ, University of Applied Sciences, in Vlissingen and to Akcees in Bucharest.

Date: June 2015

Signature by author:
Preface

This bachelor thesis was written by Cezara Ghebosu, as part of the graduation assignment for CU06793 to acquire the Bachelor of Business Administration designation. The research was realized whilst working for Akcees, a non-profit organization dedicated to entrepreneurial education. The intention of this research is to present an overview of the needs of high-school students regarding entrepreneurial education, personal development and extracurricular projects.

At the starting point of writing the research I was facing the challenge to find an appropriate research question since there are so many problems we should be concerned nowadays. While talking with my in-company supervisor I have realized I want to conduct a study regarding the education of the Romanian pupils. So, my greatest thanks goes out to Serban Mogos for offering me the possibility to work and conduct my research within his organization and for his tremendous advices.

Not to forget my supervisor at the university, Frank Peeters, who gave me valuable tips about how to conduct and implement a research study. Moreover I want to thank him for being permanently available if I had questions or concerns. His extensive feedback and suggestions have helped me a lot in the process.

Writing this thesis has been hard but in the process of writing I feel I have learned a lot and my initial concepts of the current education and needs of students have certainly changed! I have dealt with a lot of subjects, in an attempt to give this thesis a broad perspective on the needs of pupils, thus combining many aspects of personal development, education, and entrepreneurship.
Abstract

In a competing and active international context, investing in education and training should take into account the new requests and needs of pupils. Knowing students’ wishes and concerns facilitates the development and implementation of effective programs. Meeting pupils’ needs is a fundamental aspect when developing a project, and should be the centre of it.

The objective of this paper is to show what are the Romanians pupils ‘needs in the matter of entrepreneurial education and extracurricular projects regarding personal development -as result of the authors’ own researches. Research is a descriptive and analytical one, based on grounded theory approach, the conclusions drawn are important as they constitute a starting point in identifying and implementing solutions to develop a new project targeted at Romanian students aged between 15-16 years old.

**Keywords:** entrepreneurial education, development, pupils’ needs, extracurricular projects, personal development
## List of Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>VET</td>
<td>Vocation and Education Training</td>
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<td>WEF</td>
<td>World Economic Forum</td>
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<td>LMS</td>
<td>Learning Management System</td>
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<td>CMS</td>
<td>Content Management System</td>
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<td>MOOC</td>
<td>Massive Open Online Courses</td>
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<td>ETC</td>
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<td>EAA</td>
<td>Extra Academic Activity</td>
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1.0 Introduction

1.1 Host organization description

Akcees is a young and dynamic non-profit organization, consisting of a team of young professionals in love with entrepreneurship, who started the NGO by sharing a common vision: to help young people with entrepreneurial ambitions materialize their ideas and make their dreams come true. Akcees came into existence on 11.11.11 from the desire to facilitate the professional development of young people, and was founded by Serban Mogos and Irina Scarlat. Akcees is guided by a set of 5 fundamental principles and values that they want to transmit: passion, proactivity, performance, professionalism and progress.

During the past 2 years Akcees has changed the lives of more than 1.200 young people that have participated in their projects. Akcees created a community of 4.000+ young professionals interested in entrepreneurship and awarded over 100.000 Euros in investment, prizes and scholarships. Besides the central position in the Romanian entrepreneurial environment, Akcees was integrated into an international network of organizations dedicated to supporting entrepreneurship. Akcees is part of Global Entrepreneurship Network and is the only representative of Romania in Startup Nations, a global network dedicated to the development of public policies supporting entrepreneurship.

Akcees is a small sized organization with a team, that consists 12 members, plus part-time volunteers who are in charge of helping implementing the projects, promoting the organization, etc. The projects are funded from sponsorship contracts and service agreements with partners who support the mission and activities of Akcees. Further information about Akcees can be found on the following hyperlink: http://akcees.com/en/

1.2 Host organization projects

Akcees aims to provide young students and graduates access to world-class education and professional experiences, as well as networking, mentorship, and financing opportunities.
1.2.1 Workshop Sessions

Workshop Sessions is a 2-days intensive training program designed to help young people develop skills and competences that are not usually covered by the academic curricula.

1.2.2 Career Leader

Career Leader is an event that helps participants gain valuable professional experience by working for one day with top professionals and experts in different industries and in the end the participants can receive an internship positions offered by one of these companies.

1.2.3 Idea Exchange

Idea Exchange is a monthly networking event with special guests where participants can pitch their ideas, receive feedback and find potential business partners or co-founders.

1.2.4 Start Me Up

Start Me Up is the entrepreneurship school during which participants work next to an international trainer and exceptional mentors to generate ideas, write a business plan, and validate their business concept in the end by pitching in front of established investors.

1.3 Problem statement

Everyone is aware that the globalization of the online environmental communication had an influence on every sector of human activity; therefore education. Nowadays schools can no longer adapt to all students and must provide each student with the knowledge and skills that will enable them to realize and reach their own potential. Choosing a career represents a challenge if the young people, between 15 to 18 years old, do not have a well-defined vision of their own skills. The traditional Romanian education provides limited opportunities for self-awareness, professional development and development of complementary skills, especially in undergraduate/high school education. In addition, career alternatives such as entrepreneurship and social involvement are not sufficiently promoted. To fill this void, Akcees plans to develop a new project focusing on education for pupils aged 15 to 16, in the 10th grade. Since the organization wants to create this project for pupils in
high school, the main problem is that there is no employee with knowledge about the pupils market segment.

Consequently, Akcees has no well defined vision on the high school student segment regarding their wants, needs, desires and also complains about the educational system. Market research concerning potential demand, potential market, and wants of pupils are necessary information needed before designing and implementing a new project idea, considering the risk of failure. Additionally this research paper will help the organization to understand the high school students marketing segment, and by finding out their desires regarding education will be able to develop a project design according to their needs.

1.4 Research objective

The aim of this research is to identify and determine the needs and wants of Romanian pupils aged between 15 to 16 years old regarding education, entrepreneurial education, personal and professional development. Akcees needs this research due to the fact they want to develop a new project targeted at high school pupils regarding entrepreneurial education. The findings of this study will offer Akcees knowledge about Romanian students and will help them to develop the project prototype on the basis of these findings.

1.5 Research question

"What are the main needs and wants of Romanian high school students aged 15 to 16 years old, that Akcees should take into consideration when developing an entrepreneurial education project?"

1.6 Research sub-questions

In addition to the main research question, the sub-questions provide guidance on all-important aspects that should be taken into consideration when talking about the development of a new project design. All sub-questions are outlined below and will be answered gradually throughout the report.

1. What is the image of pupils regarding entrepreneurial education?

2. What would make the courses more interesting and relevant?

3. What pupils expect to learn from a project concerning entrepreneurial education and personal development?
4. What projects concerning entrepreneurial education are on the Romanian market?

5. What is the pupils perception regarding their further education/career?

1.7 Research ethics

This study respected the policies of ethics, meaning that informed approval is required by participants who know that they are taking part of a research, and can choose at any time to withdraw from the study. Anonymity and confidentiality was also protected regarding company information, the identity of participants and the research findings. The final thesis will only be accessible by the members of the organization and the HZ University supervisors.
2.0 Theoretical framework

To achieve the highest possible degree in objectivity and integrity in this research it is necessary to use a variety of different sources of information, such as books, scientific articles and journal articles.

2.1 Definition of terms

Preliminary for this research, it is important to define the key terms from the research question. According to (Kotler) the definition of need is that a human need is a state of deprivation of some basic satisfaction, people require food, clothing, shelter, safety, belonging, and esteem. These needs are not created by society or by marketers. They exist in the very texture of human biology and the human condition. Moreover (Kotler) explains that wants are desires for specific satisfiers of needs. Although people’s needs are few, their wants are many. They are continually shaped and reshaped by social forces and institutions, including churches, schools, families and business corporations.

According to the most common definition in the literature, the entrepreneurship education is “training and education specifically about entrepreneurship” (Parker & Simon, 2009). The term “entrepreneurship education” – commonly used in the USA and Canada in the early 1980s and spread in Europe after that (Lee, Lena, & Wong, 2005) – refers to “the building of knowledge and skills either «about» or «for the purpose of» entrepreneurship generally, as part of recognized education programs at primary, secondary or tertiary-level educational institutions” (Martinez, 2010). By contrast, “entrepreneurship training is the building of knowledge and skills in preparation for starting a business” (Martinez, 2010).

2.2 Literature review

2.2.1 Online education

At a time when the Internet access becomes easier, and students are increasingly attracted to virtual space, developing an online education system can combine the need for young people knew and the desire to spend more time on the computer. Adding a proper multimedia support can make a course attractive enough so that the rate of assimilation of new concepts can be far superior to traditional courses. The development of online education systems may be minimal compromise between the need for knowledge and lack of time for study.
Online Education is a modern process, but unfortunately not always properly understood even by the providers of such education models. Often online education is minimized to simple online presentation of learning materials and possibly short online tests (Bates, 2000) (Traistaru & Cotoc, 2013). Although definitely have a cost lower than traditional courses, online education has its financial costs and there is an important cost management system to determine the usefulness of acquisition (dedicated servers, broadcasting systems - video presentations, etc.). Online learning platforms are software, mostly free, available to users who support the presentation of curriculum, tests, etc. necessary for the study. Known as Learning Management System or Content Management System (there are other names and abbreviations) they can manage only broad management or management curriculum of the educational system, providing tools for development and presentation of course content. Ultimately the two concepts begin to interpenetrate and there is still some debate on integration in LMS or CMS system. Online education involves students, teacher, proper services and content. All these elements cannot be managed independently, since learning is a combination of these factors. Trying to reproduce the traditional process of learning from teacher to student based on a producer consumer model (One to Many) is easily exceeded. The concept of learning itself has changed the focus to the interaction between student and curriculum, and from this point of view the online education systems have a considerable advantage (Bosun & Grabara 2014).

The latest trend in online education concepts it is represented by MOOC – massive online open course – an online phenomenon gathering momentum over the past years or so, a MOOC integrates the connectivity of social networking, the facilitation of an acknowledged expert in a field of study, and a collection of freely accessible online resources. Perhaps most importantly, however, a MOOC builds on the active engagement of several hundred to several thousand “students” who self-organize their participation according to learning goals, prior knowledge and skills, and common interests. Although it may share in some of the conventions of an ordinary course, such as a predefined timeline and weekly topics for consideration, a MOOC generally carries no fees, no prerequisites other than Internet access and interest, no predefined expectations for participation, and no formal accreditation (McAuley, Stewart, & Siemens, 2010).
2.2.2 Entrepreneurial education

In recent years the higher education system in Romania has been through a series of transformations. These transformations reflects European tendencies but also the growth of the Romanian economy. The changes affect also distance education, which is the actual form of delivering several specializations, as off-campus solutions.

The EDUCAT Project has identified requirements of the labour market regarding the creation of the managerial-entrepreneurial side of the graduates of engineering education, showing the necessity of transforming the classical university into an “entrepreneurial university” (Clark, 1998). This does not mean changing the mission of the university, but changing the curriculum and, above all, changing the methods of teaching (Scarlat, Rozell, & Scroggins).

Economic Forum (WEF) reveals the importance of entrepreneurship education and training and their role in shaping attitudes and skills: “entrepreneurial skills, attitudes and behaviours can be learned, and [...] exposure to entrepreneurship education throughout an individual’s lifelong learning path [...] is imperative” (World Economic Forum, 2009). Moreover, in a rapidly changing and challenging society, the need for entrepreneurship education and training has permanently increased.

Entrepreneurial training refers also to programs less formal and of shorter duration than the entrepreneurial education, considered as more rigorous, more formal, more business and management oriented. However, entrepreneurship education can only demonstrate the process involved in being successful, but cannot create an entrepreneur. Bygrave and Hofer (Bygrave & Hofer) plastically expressed: "We cannot ensure that entrepreneurship training would create a Bill Gates [...], but give us a student/course attendant with an orientation towards business and we can improve the performance of such an individual". The definition of entrepreneurship education adopted at European level stresses that this concept is much wider than just training on how to start a business. Entrepreneurship is firstly a mind-set. As attitudes take shape already at an early age, school education can greatly contribute to fostering entrepreneurial mind-sets, starting from primary school. Entrepreneurship in education includes development both of personal qualities and attitudes and of formal knowledge and skills. Together these two main elements will give pupils/students competence in entrepreneurship.
The education system has a role to play in stimulating attitudes and behaviour, which promote the capability to be creative. This must take place through long-term work with good progression. Young people must be given a strong belief in their own creative forces and the ability to see and apply local resources as a basis for creative values. With this belief in themselves, young people can be productive, develop workplaces and take responsibility in their local community. In fact, the objectives of entrepreneurship education in primary school will include nurturing those transversal skills and those attributes that support entrepreneurial attitudes, this through active learning methods based on children’s natural curiosity. Especially in secondary education it is important to raise students’ awareness of self-employment and entrepreneurship as viable options for their future career. At this level, entrepreneurial mind-sets and skills can be best promoted through learning by doing and experiencing entrepreneurship in practice, by means of concrete projects and activities. At university level, entrepreneurship education has of course a stronger focus on generating business ideas, technology-based activities and innovation (European Commission, 2006).

The educational system has a role to play in stimulating attitudes and behaviour that promote the capacity for collaboration, creativity and innovation in children and young people. This must take place through long-term work with satisfactory progression. The young must be allowed to believe in their own creative powers and the ability to see and utilize local resources as a basis for creating values, developing workplaces and taking responsibility in their local community (European Commission, 2006).

Education plays a crucial role in mounding entrepreneurial attitudes, skills and culture, therefore the European Union heads in recent years in its activities towards promoting entrepreneurship as a separate subject taught on all levels of education, from basic level (pupils up to 14 years old) until academic level, especially taking into account research and doctoral studies in the field of entrepreneurship. Regarding this, Europe lags behind the United States, where elements of entrepreneurship education were introduced in the syllabi of secondary education, and what is more the majority of higher schools offers compulsory or optional courses in entrepreneurship.
In accordance with the European Commission recommendations based on the Lisbon Programme, higher education institutions should integrate entrepreneurship across different subjects and courses, notably within scientific and technical studies. Universities and technical institutes should integrate entrepreneurship as an important part of the curriculum, spread across different subjects, and require or encourage students to take entrepreneurship courses. Explicit it turns out that entrepreneurship education should be included in the curriculum of different majors, not only those connected to economic sciences, but also non-economic majors, especially technical on both levels – bachelor and master (Wach).

2.2.3 Vocational education

There is a great diversity of Vocational and Education Training systems in European countries, which can be school-based, or it can be given partly in school and partly in a company (as in the dual system). The age range can vary enormously, depending on different paths and entry-exit points. In many cases, external organisations (such as NGOs) are given responsibility for running entrepreneurship programmes based on practical experience, for instance through the use of simulations or mini-companies.

At least nine countries (Austria, Cyprus, Estonia, Hungary, Luxembourg, Poland, Romania, Spain and the UK) also report that between 90% and 100% of vocational education students participate in entrepreneurship programmes at some point during their vocational education path. However these figures are only indicative, while programmes and activities included in the above data may differ greatly in intensity and effectiveness. In any case, even in some of the above-mentioned countries there is a perceived gap in the entrepreneurship training offered. Therefore, despite some encouraging data, it appears that the uptake and the effectiveness of entrepreneurship education in European vocational schools are still far from being fully satisfactory. Approximately half of the countries taking part report that specialist training for self-employment are fully integrated in all entrepreneurship courses. In other cases the objective of entrepreneurship education is broader, aiming rather to develop soft entrepreneurial skills and including training for self-employment only in some specific fields of study. Non-profit organizations (NGOs) play an important role in organizing entrepreneurship education in VET.
schools, especially by offering programmes based on practical experience and working on projects. They have normally close links with the business world, and often receive some form of support from public authorities (European Commission, 2009).
3.0 Research method

This chapter outlines the approach and methodology used for this research and gives an understanding of the way the research was designed, the data was collected and analysed, as well as ethical considerations that are applicable to this research.

3.1 Research design

This study it is by nature exploratory research because is an investigation into a problem to provide insights to the researcher. The research is meant to provide details where a small amount of information exists. The exploratory research relies on secondary research such as reviewing available literature and data, and on qualitative approaches such as in-depth interviews with students. This type of research is a methodological approach that is primarily concerned with discovery and with generating or building theory.

The research was conducted as a mixed method research; by definition, mixed methods is a procedure for collecting, analysing, and “mixing” or integrating both quantitative and qualitative data at some stage of the research process within a single study for the purpose of gaining a better understanding of the research problem (Tashakkori and Teddlie 2003; Creswell 2005). The justification for mixing both types of data within this one study is based on the fact that neither quantitative nor qualitative methods are sufficient, by themselves, to capture the trends and details of a situation. When used in combination, quantitative and qualitative methods complement each other and allow for a more robust analysis, taking advantage of the strengths of each (Green, Caracelli, and Graham 1989; Miles and Huberman 1994; Green and Caracelli 1997; Tashakkori and Teddlie 1998).

The form of mixed method design used for this research is the sequential explanatory design, which means that the researcher will start collecting and analyzing quantitative data and then collecting and analyzing qualitative data in a second phase as a follow-up. First of all, the preliminary research is considered to be the quantitative part and was done through collecting data by doing desk research. The reason of doing this is to collect information about competitors, existing programs, and education systems in Romania, to choose a high school from Bucharest and to have general information about the entrepreneurship education for developing
the interview. Secondly, the qualitative research was done through oral, face-to-face interviews to get in depth information and to develop certain points.

The quantitative method has been considered before choosing this mixed-method but as one of the objectives of this research was to find the needs and wants of pupils, in depth insights were needed and these understandings were find out from qualitative data. The researcher went in a high school from Bucharest to interview students to be able to collect the data.

3.2 Research units

The units of analysis 1 of this research were high school pupils between 15-16 years old, both female and male. The constructs 2 that were measured are the needs and wants of the pupils. The population of Romania is approximately 22 millions inhabitants, while the total population of the capital, Bucharest is approximately 2 million people. Regarding the total number of high schools in Romania, this is 1643 (INS, 2012) with circa 870.000 pupils enrolled (INS, 2012), whereas the number of high schools in Bucharest is 134 (Agentia pentru Dezvoltare Regionala Bucuresti Ilfov) with nearly 100.000 pupils enrolled. More than 77% of them are between 15-18 years old (National Institute of Statistics and Economics Studies). High school pupils, studying in Bucharest, in the 10th grade, with an age between 15-16 years old represent the target group of this research.

To conduct the in-depth interviews required drawing a sample because it was not possible to involve the whole population (all high school students). The study was focused on in-depth- homogeneous sampling. For the examination and analysis it was selected a small homogeneous group of subjects because one of the aim of the research is to understand and describe the needs of a particular group in depth. Pupils in the 10th grade, both female and males, studying Mathematics and Computer Science, at “Spiru Haret” National Collage Bucharest, both female and males, characterized the homogenous sample.

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1 The persons, services or situations to which the conclusions that will be drawn in the research study are applicable

2 The characteristics of the units of analysis to which the conclusion of the research are applicable
Guest et al (2006) estimated that 12 interviews are sufficient to reach saturation\(^3\), based on their evaluation of 60 in-depth interviews with women from two African countries. Whilst documenting the degree of saturation during their coding, the researchers actually found the first elements of saturation to appear as early as the sixth interview (Guest et al., 2006). Their estimation of 12 participants provides a useful benchmark figure for approximating the number of expected participants in order to reveal a good degree of saturation. Moreover Adler & Adler, in Baker & Edwards (2012) recommended a sample of 12 interviews, which represents a student’s one semester study and Kuzel (1992) suggested a sample of 6 to 8 interviews for a homogenous sample. With this benchmark in mind, the proposed sample was 12 in-depth interviews with high school pupils in the 10\(^{th}\) grade, studying in Bucharest. In case the saturation point has not been reached with 12 in-depth interviews, the process of interviewing would have continued until the saturation it is reached.

3.3 Research data collection

The preliminary research –desk research – was carried out through articles, books, business reports and studies that have already been done. These papers contain a lot of theoretical information and analysis regarding the entrepreneurial and educational topic, which are relevant for this research.

After collecting and analyzing the quantitative data gathered with the desk research, the qualitative research started. In addition for the in-depth interviews, some meetings and conversations were arranged, to be able to carry out the face-to-face interview. The interview was realized with pupils that were in the 10\(^{th}\) grade, studying in Bucharest. The pupils were in the 10\(^{th}\) grade. Reaching out different high schools from Bucharest was necessary to get permission to conduct an interview within their institution; furthermore the selection of on high school done, to interview pupils studying there. The interviews were done verbally, face-to-face and individually. The questions were prepared beforehand to structure the interview and had a fixed open question to start the interview and the interviewer’s follow-up questions were dependent on what the respondent said, but the purpose was also to establish

\(^{3}\) The point in data collection and analysis when new information produces little or no change to codebook
confidence and develop a discussion to get as much information as possible about their needs.

Some of the schools that were contacted to carry out the interview within their institution, were not willing to offer permission and also some students were not eager to do the interviews, so other schools were contacted until "Spiru Haret" National College offered permission to conduct the interview and regarding the students, other ones were contacted until the saturation was reached.

3.4 Research data analysis

The objective of data analysis is to translate facts and data into information and knowledge, and explore the relationship between variables.

First of all, the analysis of quantitative data (data gathered from desk research, secondary data) is analyzed and presented with tables and charts to offer an overview of what was collected. Secondly, the analysis of the qualitative data is based on the grounded theory design Glaser and Strauss (1967). The grounded theory design required the following five steps: first of all, data was being organized into information units and written clearly; the relevance of the information needs to be determined. The next steps are concerned with coding: open coding, axial coding and selective coding. By using open coding, through labeling and joining together synonyms, summarizing the fragments by labels and clustering labels will reduce data.

The first step was to become very familiar with the initial data, which was collected by transcribing the tapes of interviews. This step required to listening over and over again the audio recordings of the interviews. The second step was to start identifying codes and to start comparing them to see if they are similar of different in meaning. Once coding each interview, I identified the categories that seemed relevant and important to be elaborated on in the next step of data analysis. After some time, associations among codes started to appear; meanwhile, other codes remained at a preliminary stage and new codes were still in the making. Therefore, the coding process was considered a movement back and forth between interviews and the elaboration of codes and categories at various levels of analysis.

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4 A code is a word or a phrase that serves to indicate the meaning of a segment of data
The second task of coding is the continuous comparison of categories and concepts. This is mainly done using axial and selective coding. Axial coding intents to elaborate on the concepts and categories developed during open coding with the objective of establishing the relationships between them. By using the selective coding it was identified the core category and it was elaborated the relationship with the other categories through comparison.

To be able to code all the transcribed interviews, ATLAS.ti program was used. All the Word Files were introduced, and one by one were codified. Since the beginning I wrote coding notes for each interview together with memos about different concepts and their connections with other concepts. Appendix shows how the work has been done.

3.5 Limitations of the analysis

There are a few limitations to this analysis which makes it somewhat biased. It was impossible to prevent the possibility of risks in relation to the collected data. Participants who took part in the survey were few, in relation with the total number of pupils enrolled in Romanian high schools. So, there is possibility that the result does not actually interpret the full truth of the entire population of the high school students aged between 15 and 16 years. One important thing that should be noted is that this research was conducted using only pupils from "Spiru Haret" National College. This might also have some effect on validity since few samples were taken from the total number of pupils studying in Romania.

Another limitation was the time, because I only had available 4 months to conduct the research and the volume of data makes analysis and interpretation time consuming. Another challenge that can be considered limitation is the language; the interviews were conducted in Romanian, which made it hard to present the results in the written report. It might be difficult from a linguistic point of view to transfer meaning in another language.
4.0 Results

This chapter examines the data obtained from the preliminary desk research and from the interviews. In this study, the interview, audio files were in Romanian, while the results were reported in English. Therefore, I used English to develop codes, categories and to draft memos. The findings and results from the grounded theory approach are laid out and analyzed in order to understand the direction of entrepreneurship education in schools and to help in answering the research questions. The main categories resulted from the coding process are entrepreneurship education, extracurricular projects, school improvements and further education.

4.1 Entrepreneurship education in Romania

Entrepreneurship education has spread enormously during the last decades, and today entrepreneurship is taught to numerous pupils and students in various disciplines and at different levels of education. The entrepreneurship education is taught in Romania through four main channels: as a separate subject / course / qualification, focused on learning the skills for setting up and running a business with a more theoretical focus; as an extra-curricular subject, usually voluntary; as a core subject in the curriculum; as a non-formal education course (public or private). Entrepreneurship education is part of the compulsory subject “Technological Education” and as a compulsory separate subject named “Entrepreneurship Education” both one hour per week, studied in 10th grade.

Complementary to the school curricula within the national education system are the optional programs for training entrepreneurial skills among pupils and students, such as Junior Achievement Program and ECO NET training firms network in Eastern Europe. Since 1993, Junior Achievement (JA) has implemented economic, entrepreneurship, financial and vocation guidance programs in the Romanian schools. Junior Achievement has developed both optional programs/school-based curriculum for all levels of education and programs for extracurricular activities. The JA programs are implemented in over 1 000 public schools throughout the country.

4.2 Respondent profile

The investigated group has a unique profile: young people aged between 15 and 16 years with a high education level, mostly from the urban environment, living
and studying in Bucharest. The studies that they follow are Mathematics and Computer Science, their curriculum including some modules that could guide them further towards a possible career in entrepreneurship. The total number of participants in the study was twelve due to the fact that saturation was reached and no more original information was provided. From twelve respondents, ten of them were females. The reason of having only two male respondents were because male’s unwillingness to participate in the study.

Observing the interests of the participants, most of them are sharing an interest for Medicine and Music. Some other interests of the interviewed pupils are in ecology, drawing, books and cinematography. Additionally, it was taken into consideration the pupils’ perception regarding their strengths. Most of the students said that they are perseverant, sociable and ambitious. By identifying their interests and strengths it can be determined with what kind of pupils the interview was carried out, if they are serious about school or not. Moreover the respondent profile helps to prove and ensure the selected group of pupils was adequately sampled.

4.3 Entrepreneurial education meaning

As mentioned earlier, entrepreneurial education is a mandatory course to follow in the Romanian educational system. The course is given in the 10th grade, for a period of one academic year with one hour per week as study load. The main topics that the entrepreneurship curriculum for the 10th grade contains are: Personal Resources Management, Starting and Running a Business, Business Ethics and Risk in business.

From their point of view the entrepreneurial education means to study how to start-up and running a business. Students believe that the entrepreneurial education will help them develop in the future, by applying the skills they have acquired in opening their own business.

Their opinion regarding what entrepreneurial education should promote is that creativity and innovation are the most important pillars in this field. Having success in the entrepreneurial field requires generating new ideas, to find solution to problems by the force of imagination; pupils believe that without innovation a business quickly becomes outdated.
Most of the pupils’ perception regarding what entrepreneurship should involve and what skills an entrepreneur should have is that organizational and managerial skills should be a must due to the fact that an entrepreneur should be running the business. Moreover being perseverant and having ambition represents qualities that are essential for a businessperson because at the first trial to open a company, the chances of failure are huge. Having vision and intuition represents other qualities of being an entrepreneur in the opinion of students because it is necessary to have the ability to see changes coming.

Concerning scholars perception about the entrepreneurship course quality and content, the interviewed pupils believe that the theoretical part is developed more than sufficient and there is a lack of applying the theory into concrete projects. Furthermore they consider that learning “by doing” is a better approach to study because at the end they would have a tangible result.

4.4 Further education

Another category resulted from the coding process is further education/ career prospects. With a career plan, a person is much more likely to experience satisfaction as progress is made along the career path. Regarding this topic, it can be said that some of the students have a certainty about what path they want to follow to reach their career goal. Most of the students said that career/education counselling is necessary before choosing what direction to follow because at this age they are not aware about their values, vocations, strengths and because the educational system is not giving them the chance to focus on only one topic to become excellent in but to study a broad range of topics. Furthermore the interviewed pupils would like to receive various advices vis-à-vis their career perspectives choices through trainings, workshops, or by receiving study coaching or by talking with alumni. Apropos the way of delivering the workshops, pupils wish for special guests with successful stories to share to be the trainers.

Considering further education/ career perspectives, most of the interviewed pupils are influenced in the decision making process by their family or by teachers. The majority of the pupils have already an idea about what direction they want to follow. More than a half of them want to become doctors, so Medicine School is
necessary. Other studies in which the interviewed pupils are interested are in the field of Engineering, IT or Economy.

4.5 Extracurricular activities

Participating in extracurricular projects is not so common among the pupils that were interviewed, mostly because not having yet the chance or not being interested in participating. A minority of the interviewed pupils took part in volunteering projects in the social field such as helping elderly or visiting orphanages.

Anyhow, most of the students expressed interest in getting involved in extracurricular projects because their participation in such activates would have an impact on their way of thinking and would help them to develop new skills. The reason of why they would like to get involved in extracurricular projects are “action oriented” and based on “applying”. Moreover they believe that taking part in extra academic activities (EAA) would provide them experiential learning and practical knowledge about what entrepreneurial activity means.

What students need and expect to gain from these projects are abilities regarding creativity and to become self-confident and raise self-esteem. Besides, students are looking up to understand the process of opening a business, to generate a product or service and to implement a practical project. Pupils would choose to take part in project about entrepreneurship education to enlarge their perspective about the future, and it would represent a plus if they would have acquired the abilities of an entrepreneur. Scholars expressed their wish for EAAs such as games, summer schools, mentoring, speeches by entrepreneurs and role models, workshops and so on. With the help of EAAs they believe they can discover their potentials and they want to improve and achieve skills such as teamwork, leadership and communication.

4.5 School improvements

The teacher has an important role in the education of students since they contribute to their formation of personality, their behaviour in society and their development as individuals and citizens. Regarding the interviewed pupils’ opinion about the teacher, it can be observed that varies between giving a poor review or a bad review. This opinion might be subjective due to the relationship between the teacher
and the pupil. Nonetheless, the opinion of the majority is that they would have liked the teacher to be more involved, to focus more on the practical part and to find new creative ways of teaching such as bringing businessman to tell stories about how they succeeded.

What students appreciate at their school and at their teachers is the relationship between them, because the teachers are really friendly and closed to them. Moreover the dedication and seriousness of the teachers represents a big plus on the rating scale. Besides, students are very satisfied with the quality of classes content because the theory is well delivered by extremely good prepared teachers. Regarding the negative aspects of their current schooling, the lack of applied projects is the most noticeable one because scholars want to apply what they learn into know-how situations. The lack of extracurricular projects represents a minus also since pupils stated the necessity of personal development and self-knowledge. Some other unenthusiastic characteristics are that teachers are too strict and control the decision power. During the entire conversation, pupils mentioned the lack of practical projects as a disadvantage and how they want to have less theoretical classes and focus more on implementing theory. Additionally, they would like to have the freedom to choose their classes since the curriculum is overloaded and there are several irrelevant courses.
5.0 Discussion

Due to the fact the research was focused on the Romanian entrepreneurial education, the variety of studies is not so large because there are not so many studies done on this subject. Anyway for the literature review and research background there have been checked as many studies as possible regarding the entrepreneurial field.

There is a similar research study done in Poland, assessing the current entrepreneurship education in Poland comparing with other European countries. Moreover it could be said that the findings of Polish entrepreneurship education are comparable with the Romanian ones. In his paper for the Cracow University of Economics, Poland, entitled “Entrepreneurship Education in Poland”, (Wach) states that higher education studies must have a practical character. As well as Polish requirements for a practical method of teaching entrepreneurship, the Romanian pupils needs are the same. Besides, studies curricula should include more practical education, particularly focused on the collaboration with local entrepreneurs, within which students should prepare real world consulting projects for cooperating enterprises. Theoretical education in the field of entrepreneurship should also be implementing training enterprises (similar to the idea of Junior Enterprise Concept JADE) and students should run their own training companies to gain real experience in entrepreneurship. With regard to the desires of the Romanian high school pupils, it can be seen that they are similar with the Polish concepts regarding the way of teaching entrepreneurship.

Another study from (Urmas, Tõnis, & Piero, 2008) which is exploring the entrepreneurship education in Europe, summaries a major barrier and problem in the process of teaching entrepreneurship as the insufficient use of real entrepreneurs in the teaching programmes. As it can be seen from the results of the research, the Romanian pupils wish to have as a teacher a businessman that could teach from his/her experience. On the basis of (Shaker & Friederike, 2008) studies, it can be outlined that the best ways and methods to gain entrepreneurial skills are by doing and observing. Nonetheless, lecture-based education has its place in the curriculum, but the training of future entrepreneurs should also include interactive and action-
oriented methods. From the findings mentioned earlier, it can be seen that the Romanian pupils aged between 15 to 16 years old were complaining about the teaching approach and how they want to apply theory into practice. Therefore, the relationship between (Shaker & Friederike, 2008) findings and the Romanian pupils needs are very close related.

Moreover (Shaker & Friederike, 2008) are mentioning the government role in the education process, since the public education systems in Central and Eastern Europe remain incredibly strict. They rely on traditional and teacher-centred teaching methods, though curricula leave little or no room for introducing new topics and methods. Besides, (Shaker & Friederike, 2008) state in their paper that entrepreneurship education should not be limited to higher education institutions. Programmes targeting high school (or even younger) students could also help to change current attitudes about entrepreneurship.
6.0 Conclusion and Recommendation

6.1 Conclusion

This chapter of the research paper will briefly summarize the research findings. The purpose of this paper is to answer the research question: “What are the main needs and wants of Romanian high school students aged 15 to 16 years old, that Akcees should take into consideration when developing an entrepreneurial education project?” and with the support of the sub questions this question would be solved.

6.1.1 Sub questions answer

6.1.1.1 Question 1
Q1: What is the image of pupils regarding entrepreneurial education?

Pupils believe that entrepreneurial education would offer them opportunities to grow and to acquire an entrepreneurial mindset that can offer them an addition option later in life to open a business. Moreover they truly believe that entrepreneurship education is about developing creative and innovative thinking skills that would be an asset to them if they gain these skills because it would provide them another range of career options. Besides, they consider that entrepreneurship education should be more about application of knowledge, which is much more demanding than theoretical knowledge and should contain successful stories.

6.1.1.2 Question 2
Q2: What would make courses more interesting and relevant?

Pupils expressed an interest in having more practical projects, where they really have the opportunity to apply what they learn in class. Moreover if the class would include practical trainings or workshop would represent a plus to the value of the class. Also they wish to have courses that require a non-traditional approach in which they must learn to embrace the challenges of operating in a business environment that supports creativity and risk-taking. They would like to have classes/ guest lectures delivered by successful people and entrepreneurs because it might give them another point of view.
6.1.1.3 Question 3

Q3: What pupils expect to learn from a project concerning entrepreneurial education and personal development?

After participating in an EAA, pupils would like to have as a benefit the accumulation of skills such as creative thinking and problem solving because they want to acquire knowledge by analyzing and creative thinking not by memorization. Moreover they would like to participate in a program that would offer them the opportunity to run their own business, to understand what entails the establishment, operation and success of a company. Pupils believe that a benefit of entrepreneurial extracurricular education is the fact that although students have to act in difficult circumstance they are not financially exposed as an entrepreneur, and if they fail nothing major is happening.

Students want a project in which they learn by doing and which can provide them the opportunity to apply some business principles and would help them develop organizational spirit, leadership, and teamwork skills.

6.1.1.4 Question 4

Q4: What projects regarding entrepreneurial education are on the Romanian market?

In Romania, the level of entrepreneurial education is quite low, basically because of the poor relations between research, knowledge, education and industry. Anyhow, some organizations developed and provided pupils extracurricular activities options regarding entrepreneurial education.

One of the biggest providers of entrepreneurial projects is Junior Achievement Romania, which is a non-profit organization, part of Junior Achievement Worldwide and Junior Achievement Young Enterprise Europe. JA is the largest and most dynamic international organization of economic and entrepreneurial education, having programs followed in 37 countries in Europe and 121 worldwide. In Romania, JA "learning by doing" projects are followed annually by over 189,000 students from 1,300 educational institutions and takes place locally in partnership with the Education Ministry, educational institutions and the business community. The programs that JA has targeted at the high school pupils are “Applied Economy” and
“Your Company”. Both projects offer pupils the opportunity to study through practical applications in real life.

6.1.1.5 Question 5

Q5: What is the students perception regarding their further education/career?

Pupils have already a clear image about their career perspectives and they know exactly what they want to do further. It can be observed predispositions toward enrolling in college immediately after finishing high school, mostly because pupils consider this is the normal life pathway. All of them want to continue their studies at a higher educational level and most of the students want to follow higher education studies in the field of Medicine, Economy or IT. Moreover it can be seen that there is a trend in following Sciences and fewer want to study Humanities.

6.1.2 Research question answer

If Akcees is developing a project regarding entrepreneurial education targeted at 15-16 years old pupils it should take into consideration to provide opportunities for self-knowledge, professional development and the improvement of complementary skills. To meet the needs and wants of pupils it is important to bear in mind the desire of practical assignments, so implementing a project is an answer to pupils requests. Furthermore, pupils expect to discover their strengths and develop both soft skills and hard skills in teamwork, leadership, communication, business plan etc. Pupils stated their wishes regarding workshops and training session, mentoring, personality tests and career/ education counselling. In order to provide opportunities for self-discovery and personal development all these wishes must be taken into account.

6.2 Opportunities for further research

There are many opportunities for further research vis-à-vis the Romanian educational field. One of the prospects ideas to conduct research is to observe why there is a tendency among pupils to follow/enrol in college immediately after graduating high school and not travelling or start working/opening their business. Furthermore it can be investigated why entrepreneurship is not considered a career choice in Romania or contrary to this to discover student’s motivation for entrepreneurship.
Additional research might be about the design of the extracurricular project and what modules should be taught according with the needs that were found out in this study. Moreover it can propose the draft program of the entrepreneurial educational project that Akcees wants to develop based on this data.

6.3 Recommendation

Choosing an entrepreneurship career is not an option considered by most people. Therefore, it is difficult to transform Romanian society into a dynamic one in terms of entrepreneurial education. It is necessary to transform the entire educational system, from primary education to higher education. In addition, there has been a tendency in academic/teaching communities to perceive entrepreneurship education exclusively with learning how to start and run a business.

Making use of entrepreneurship education as a background for the teaching of theoretical courses offers those studies training in the real world. Entrepreneurship can answer the question that all pupils have: “Why do I have to study this?” All courses can be linked to today’s world by connecting them to entrepreneurship. How will a scientist turn a discovery into income? How will an artist turn that talent into career? Pupils should be aware why they are involved in entrepreneurship activities and of the learning outcomes and long-term benefits of developing entrepreneurship capabilities. All students should have the chance to make an informed decision about entrepreneurship as a career prospect.

Entrepreneurship education activities in an extracurricular project should aim to develop the full range of entrepreneurship capabilities and pupils would be increasingly encouraged to take on responsibility for their own learning. Entrepreneurship education activities must require pupils to apply decision-making and problem-solving skills, to work as part of a team and to get involved in ‘supported’ risk-taking and learning activities that incorporate the possibility of failure. Moreover, schools should connect with companies, business to form a an agreement, relationship to allow and provide students support to conduct projects within their companies and receive advices from experts.
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Appendix 1 – Qualitative research software

participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at
anytime.
A: Yes, I understand this.
I: Do you have questions before we proceed?
A: No, we can continue.
I: Thank you for letting me to interview you and I would like to start with
some accommodative questions.
I am curious what are your interests, related to school courses or in your
spare time.
A: My interests focus mainly on geography because I wanted to outline
in this field, so I am dedicating all my time in this area.
I: That is interesting, so regarding your strengths, what do you think is
your biggest one?
A: Mhm, I am not sure, or I like it not very clear what are my biggest
strengths but some of them are perseverance and the ability to adapt to
new situations.
I: Ana, from what are you saying it seems that you still need to find out
and discover your best qualities.
A: Yes, that is true. (Smile)
I: Do you consider you need professional and educational guiding to
choose your further education?
A: Yes, because without any educational guiding you can't know what
career is for you.
I: So, how would you like to receive those advice?
A: I would really like to get advice and counselling to find my vocation
through trainings and workshops.
I: And from whom would you like to receive it?
A: It would be great if special guest like successful people would deliver
the trainings and workshops.
I: By mentioning successful people, is there someone who is influencing
your decision regarding your future career?
A: Nobody influences me regarding my future career, the things I like and
I do are the most important in this decision.
Appendix 2 – Transcript Interview 1

Interviewer: Cezara Ghebosu (researcher)
Interviewee: Ana Maria Cotun (female, 15 years old, studying Mathematics)
Interview setting: The interview took place after school classes; in a classroom, the interviewer and the interviewee were the only ones present in class.

A- Ana Maria
I- Interviewer

Start of interview

I: OK, before we begin the interview itself, I’d like to confirm that you have read the informed consent form, that you understand that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at anytime.
A: Yes, I understand this.
I: Do you have questions before we proceed?
A: No, we can continue.
I: Thank you for letting me to interview you and I would like to start with some accommodative questions.
I: I am curious what are your interests, related to school courses or in your spare time.
A: My interests focus mainly on geography because I wanted to outshine in this field, so I am dedicating all my time in this area.
I: That is interesting, so regarding your strengths, what do you think is your biggest one?
A: Mhm, I am not sure, or I it is not very clear what are my biggest strengths but some of them are perseverance and the ability to adapt to new situations.
I: Ana, from what are you saying it seems that you still need to find out and discover your best qualities.
A: Yes, that is true. [Smile]
I: Do you consider you need professional and educational guiding to chose your further education?
A: Yes, because without any educational guiding you can't know what career is for you.
I: So, how would you like to receive those advices?
A: I would really like to get advices and counselling to find my vocation through trainings and workshops.
I: And from whom would you like to receive it?
A: It would be great if special guests like successful people would deliver the trainings and workshops.
I: By mentioning successful people, is there someone who is influencing your decision regarding your future career?
A: Nobody influences me regarding my future career, the things I like and I do are the most important in this decision.

I: You seem very determined about your career [smile]. Do you know what studies are necessary to become what you wish?

A: It depends, if you want to be a doctor, then you need studies, if not, if you want to be something like a football man you need just passion.

I: I would like to ask you some question regarding the current education that you are following, if that is ok to you.

A: Oh, yes, no problem [smile].

I: What do you appreciate at your current school/education/teacher?

A: I don't like most of the teachers in my school, but there are some teachers who make the school a heaven on Earth [laughing].

I: Ahaha that sounds nice. And what do you dislike at your school/education/teacher?

A: Well, the students don't have a word to say, the teachers take the decisions in the place of students and there is too much focus on theory.

I: If you mention this, how would you like to have the classes?

A: I would really love if the teachers will focus more on practical applications of theory.

I: Regarding the theory that you have learned this year, I know that you followed an entrepreneurial class, is that right?

A: Yes, we had entrepreneurial education classes [sighs].

I: So, what does entrepreneurial education mean to you? [Smile]

A: Is a class that prepares us for the future.

I: From your point of view, what entrepreneurial education should endorse?

A: Hmm, well I think creativity and innovation should be the most important things.

I: So, what does entrepreneurship involve?

A: I assume organizational skills are really vital for an entrepreneur.

I: Whom would you like to teach the entrepreneurial classes?

A: Hmm, a businessman, someone who practice what we learn. [Smile]

I: Do you think something is missing out from the course

A: No, the theory it is sufficient and covers a lot.

I: What do you think about the teacher?

A: Some teachers really do their job, but others forgot that they are teachers and no dictators. [Laughing]

I: If entrepreneurship education in school had not been mandatory, would you choose it as a course?

A: No.

I: Why not?

A: Because it is not one of my interest to open my own business.

I: Is it ok for you to change the topic and move on to the next question?

A: Yes, of course. [Smile]
I: Did you participate in any extracurricular projects?
A: Not yet.
I: Are you aware of a project that concerns entrepreneurial education/ start your own company?
A: No, did not hear of any.
I: Imagine that you have the chance to develop a project regarding entrepreneurial education, how would you do it?
A: Well, I would like to do it as a process with steps regarding how to learn to open your business. [Smile]
I: And how much study time would you dedicate to such a program per week?
A: Around 6 hours.
I: Would you pay for an extracurricular project?
A: Yes, it depends, if there are additional materials offered and support such as courses, books.
I: Do you believe that extracurricular projects help you to develop yourself?
A: Yes, it gives you the chance to practice different skills.
I: Talking about skills, what skills would you like to improve? [Smile]
A: I would really like to work on my teamwork skills and leadership.
I: Do you intend to continue your studies?
A: I want to continue my studies, by attending a university, but I do not know yet. [Smile]
I: What would you like to study/ to do in your school?
A: I would like to have more opportunities regarding personal development, and more workshops to practice what we learn.
I: How would you describe your dream school?
A: My dream school would involve choosing what I want to study, choosing the teachers and also the time when I want to study. Impossible right? [Laughing]
I: [Smile] Well, Ana, that was it, and thank you very much for your time.
A: No problem, with great help.
I: Have a nice day.

End of interview
Appendix 3 – Transcript Interview 2

**Interviewer:** Cezara Ghebosu (researcher)

**Interviewee:** Mara Lala (16, female, studying Chemistry)

**Interview setting:** The interview took place in the lunch break in the Chemistry lab, only Mara and me were present, so the environment was quite and relaxed.

M- Mara
I- Interviewer

**Start of interview**

I: Hello Mara, and thanks for coming.
M: Hello and you are welcome.
I: So, before we begin the interview itself, I would like to confirm that you understand that your participation in this study is entirely voluntary and you may refuse to answer any questions and that you may withdraw anytime.
M: Yes, I am aware of it. [Smile]
I: So, now we can continue.
I: I would like to start by asking you what are your interests regarding school and also extracurricular interests.
M: Well, my interests regarding school are biology and chemistry and outside school I am interested in music.
I: Ok, moving on, what can you say about your strengths. What is your biggest strength?
M: I’m an ambitious, communicative, smart, kind and organized person. [Smile]
I: Do you consider you need professional and educational guiding to chose your further education?
M: No, I know exactly what I want to do.
I: Would you like to receive any advice regarding your future career?
M: It is not mandatory but it would be helpful. [Smile]
I: From whom would you like to receive advices?
M: My parents usually offer me opinions but it would be nice to receive it also from teachers, and people who work on what I want to become, for example doctors.
I: Who is influencing your decision regarding your future career?
M: My parents. [Smile]
I: Do you know what studies are necessary to become what you wish?
M: Yes, I want to be a doctor, so I need to follow Medicine School.
I: Do you consider if you did not discover yet your qualities, you cannot aspire to your desired profession?
M: No, I think people can aspire on their desires.
I: I would like to move to another topic regarding current education. Is it ok to talk about this?
M: Yes, for sure. [Smile]
I: What do you appreciate at your school/education/teacher?
M: I like that is an appreciated school, the teachers are well prepared and they teach their students important things.
I: And what do you dislike at your school/education/teacher?
M: [Laughing], can I say everything?
M: [Sighs] what I dislike most is that I learn to many subjects, which I do not need.
I: How would you like to have the classes?
M: Focus on more practical things, and apply theory, not just learning by heart.
I: This year, you have studied entrepreneurial education, what does it mean to you?
M: Well, it means learning how to build/open a business, our own business.
I: What entrepreneurial education should endorse?
M: I think it should focus on business plans, organization and teamwork.
I: What does entrepreneurship involve from your point of view?
M: Hmm, I would say ambition and communication skills.
I: If you can choose who would teach the entrepreneurial classes, who that would be?
M: I would really love to learn from experts and people who have their own business. [Smile]
I: Do you think something is missing out from the course?
M: The practical part is not very developed; I would like to practice what we learn.
I: What do you think about the teacher?
M: She could be more involved and find creative ways to teach this course.
I: If entrepreneurship education in school had not been mandatory, would you choose it as a course?
M: No, I want to be a doctor, so I don’t need it.
I: Did you participate in any extracurricular projects?
M: No, I didn’t have the chance.
I: Are you aware of a project that concerns entrepreneurial education/start your own company?
M: No, I'm sorry. [Smile]
I: Imagine that you have the chance to develop a project regarding entrepreneurial education, what would you like to include in your project?
M: I do not want to develop a project regarding entrepreneurial education but I think I would like to include in my project all the steps included in opening a business.
I: How much study time would you dedicate to such a program per week?
M: Maximum 5 hours. [Laughing] – I don’t have so much time.
I: Would you pay for an extracurricular project? If yes, how much?
M: I don’t know.
I: Do you believe that extracurricular projects help you to develop yourself?
M: Yes because we learn how to work in team we learn to work more,
I: What skills would you like to improve?
M: organizational skills.
I: Do you intend to continue your studies?
M: Yes, medicine school.
I: What would you like to do in your school?
M: practical courses, applications of theory, more concrete projects.
I: How would you describe your dream school?
M: my dream school is very well organized, students choose their own subjects 4 -5, and they make practical hours and they try every kind of job and in the end they will know what they re good at,
I: That doesn’t sound bad. [Smile]
I: This is it. And thank you for your time. I really appreciate it.
M: No worries.
I: Thanks again, and have a nice day.

End of interview
Appendix 4 – Transcript Interview 3

Interviewer: Cezara Ghebosu (researcher)
Interviewee: Ioana Preutu (female, 15 years old, studying Mathematics)
Interview setting: Meeting after class in the library, only Ioana and me.
IO- Ioana
I- Interviewer

Start of interview:

I: Good afternoon and thank you for letting me interviewing you.
IO: Hello, no worries, with great pleasure.
I: OK, before we begin the interview itself, I’d like to confirm that you have read the informed consent form, that you understand that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at anytime.
IO: I understand this.
I: Great, we can start.
I: I would like to talk a little about yourself, what are your interests?
IO: I am very interested in math and drawing.
I: Can you tell me a little bit about your strengths?
IO: I consider that my biggest strength is that I am a creative person and this helps me a lot in solving problems in different and new ways. [Smile]
I: Do you consider you need professional and educational guiding to chose your further education?
IO: No I do not need it because I already know what I want to do in my future education.
I: Is there someone who is influencing your decision regarding your future career?
IO: my family has some influence on it.
I: Do you know what studies are necessary to become what you wish? If yes, what kind of studies?
IO: Yes, I need to study drawing and arts.
I: Hmm, do you consider if you did not discover yet your qualities, you cannot aspire to your desired profession?
IO: Yes, because you need to know at what you are good at before choosing your career.
I: Regarding your current school and education, what do you appreciate most at it?
IO: Hmm, that’s a tough one. [Smile]
IO: I really like the relationships between teachers and students.
I: And what do you dislike at your school?
IO: Well, I don’t like the fact that it doesn’t exist the opportunity to participate in extracurricular activities.
I: If you could change something about your class, what would change?
IO: I would like to have more practical classes than theory.
I: I know that you have studied entrepreneurial education this year, what does it mean to you entrepreneurial education?
IO: [Sighs and afterwards laughing] Business spirit.
I: What do you think entrepreneurial education should endorse?
IO: Hmm, I believe creativity and business plans should be the most important things.
I: What does entrepreneurship involve?
IO: I assume critical thinking, different vision and ambition.
I: Whom would you like to teach the entrepreneurial classes?
IO: I would like to learn from businessman. [Smile]
I: Do you think something is missing out from the course?
IO: no, the theory is ok maybe more practice.
I: What do you think about the teacher?
IO: certain teachers are a model to follow and some not. [Laughing]
I: If entrepreneurship education in school had not been mandatory, would you choose it as a course?
IO: Yes, because it develops your business spirit.
I: Did you participate in any extracurricular projects?
IO: No.
I: Are you aware of a project that concerns entrepreneurial education/ start your own company?
IO: No.
I: Imagine that you have the chance to develop a project regarding entrepreneurial education, how would you do it?
IO: My project would be based on developing imagination and creativity. Volunteer activities and exchanges of experience will not miss.
I: How much study time would you dedicate to such a program per week?
IO: 7 hours per week.
I: Would you pay for an extracurricular project?
IO: Yes, it doesn’t matter the price.
I: Do you believe that extracurricular projects help you to develop yourself?
IO: Yes, by developing your thinking, imagination, vocabulary, knowing yourself and growing.
I: What skills would you like to improve?
IO: Hmm, I would say communication, creativity, teamwork and imagination.
I: Do you intend to continue your studies?
IO: Yes, I want to study architecture. [Smile]
I: What would you like to study in your school?
IO: Art of life. [Smile]
I: How would you describe your dream school?
IO: School where we learn about life, about art and music. Is it too much? [Laughing]
I: It sounds really nice.
I: Well, Ioana this is it, and thanks for your time and for offering to answer my interview.
IO: You are welcome.
I: Have a great day. Bye
IO: Bye.

End of interview
Appendix 5 – Transcript Interview 4

Interviewer: Cezara Ghebosu (researcher)
Interviewee: Bianca Andreica (female, 16 years old, studying Biology)
Interview setting: The interview took place after classes ended in the classroom; it was present only Bianca and I.

BA- Bianca
I- Interviewer

Start of interview

I: Hello Bianca, I really appreciate that you made time to talk with me.
BA: Hello Cezara, no problems.
I: Before we begin the interview itself, I’d like to confirm that you have read the informed consent form, that you understand that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at anytime.
BA: I am aware of it.
I: Do you have any questions?
BA: No, we can continue.
I: I would like to ask you some questions to accommodate with the interview.
I: One of them will be what are your interests?
BA: The main and most important is chemistry.
I: What can you tell me about your strengths?
BA: I’m a good leader and I can adapt in any environment.
I: Do you consider you need professional and educational guiding to chose your further education?
BA: Yes, of course. I need to be informed before making a choice, to make sure it’s the best one.
I: How would you like to receive those advices and from whom?
BA: I would like to get it through workshops and trainings because these are the most common methods and also have a high degree of success, so teachers or those who have enough experience to teach us are the perfect ones.
I: Who is influencing your decision regarding your future career?
BA: My family and some of the teachers.
I: Do you know what studies are necessary to become what you wish?
BA: I want to be a doctor, so I need to follow Medicine.
I: Do you consider if you did not discover yet your qualities, you cannot aspire to your desired profession?
BA: I do not consider this is right because first you have to try more things before deciding which one suits best.

I: What do you like/appreciate at your school/education/teacher?
BA: I really like that the teachers are serious about school, and with some of them you can really do performance and excel.

I: What do you dislike at your school/education/teacher?
BA: I don’t like the fact that we study to many irrelevant subjects and the study load is too much.

I: How would you like to have the classes?
BA: I would like to have more practical classes and to focus more on learning by doing.

I: Regarding the class of entrepreneurial education that you followed this year, what does entrepreneurial education mean to you?
BA: Honestly, I did not get involved too much in this subject, and it doesn’t represent anything to me.

I: What entrepreneurial education should endorse?
BA: It should focus on innovation, motivation and practical examples on how to do business.

I: What does entrepreneurship involve?
BA: Mostly ambition, vision and organizational skills.

I: Whom would you like to teach the entrepreneurial classes?
BA: Businessman who knows the practical things and not the theoretical ones. [Smile]

I: Do you think something is missing out from the course?
BA: Yes. I’d like to add some practical examples, such as inviting people who succeeded in this and also who didn’t but found a different vocation.

I: What do you think about the teacher?
BA: He didn’t t know how to teach.

I: If entrepreneurship education in school had not been mandatory, would you choose it as a course?
BA: No, because I want to study something else, that is not related with business.

I: Did you participate in any extracurricular projects?
BA: Yes. In charity shows and volunteering programs helping elderly people.

I: Are you aware of a project that concerns entrepreneurial education/ start your own company?
BA: Yes, Business Academy.

I: imagine that you have the chance to develop a project regarding entrepreneurial education, how would you do it?
BA: I would do like a workshop.

I: How much study time would you dedicate to such a program per week?
BA: About 2 hours

I: Would you pay for an extracurricular project?
BA: No.
I: Do you believe that extracurricular projects help you to develop yourself?
BA: Sure, first by learning how to work in a team and also for experiences in different areas.
I: What skills would you like to improve?
BA: Teamwork, I need to know how to cooperate better. [Smile]
I: Do you intend to continue your studies?
BA: Yes, I want to go to medical university.
I: What would you like to study/to do in your school?
BA: Just 4-5 theoretical courses and another 3-4 that prepare us for life
I: How would you describe your dream school?
BA: Should have teachers who like to teach and classes chosen by students.
I: Well Bianca, this is it and thanks a lot.
BA: You are welcome. Bye.
I: Have a nice day and thanks again.

End of interview
Appendix 6 – Transcript Interview 5

Interviewer: Cezara Ghebosu (researcher)
Interviewee: Rosca Teodor (male, 16 years old, studying Computer Science)
Interview setting: interview took place in the lunch break, in a classroom
T- Teodor
I- Interviewer

Start of interview

I: Welcome and thanks for coming Teodor!
T: Hello, no big deal.
I: I would like to start by making clear that you understood that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at anytime.
T: It is crystal clear. [Smile]
I: Ok, let’s continue.
I: I would like to know some things about you, like what are your interests.
T: Well I am interested in music, cars and motorcycles.
I: What can you tell me about your strengths?
T: I am very good at mathematics, biology and chemistry.
I: Regarding your future education, do you consider you need guiding to chose your further education?
T: Yes, to find out more information related to the field I want to continue my studies and to work in, to find if there are benefits and also disadvantages.
I: How would you like to receive those advices?
T: I would like to get it through personal development trainings.
I: From whom you would like to receive it?
T: Well, I think it would be nice to have as trainer successful people, that have a story to tell, and when they were pupils they were in the same place as us. [Smile]
I: Who is influencing your decision regarding your future career?
T: I have some influence from my family but mostly it is my own decision.
I: Do you know what studies are necessary to become what you wish?
T: I want to become a doctor, and for this I need to go to Medicine School.
I: Do you consider if you did not discover yet your qualities, you cannot aspire to your desired profession?
T: No, I don’t believe this, because some abilities are obtain through practicing.
I: What do you like at your school/ education/teacher?
T: I really like the relationship between pupils and teachers and the fact that the teachers are really involved in what they do.
I: Then what do you dislike at your school/education/teacher?
I: Regarding the way of having the lessons, how would you like to have the classes?
T: More practical classes to apply what we learn and afterwards to know how to do some stuff, like chemistry labs and experiments.

I: What does entrepreneurial education mean to you, in consideration that you studied this subject this semester?
T: With the help of this, I understood some info that can be used to open a business.

I: What entrepreneurial education should endorse?
T: I consider that creativity and innovation are important because a great and new idea will be always appreciated and will always work.

I: What does entrepreneurship involve?
T: I think an entrepreneur need to have organizational skills to be able to run a business.

I: Whom would you like to teach the entrepreneurial classes?
T: People with experience in the field of business.

I: Do you think something is missing out from the course?
T: No, it is sufficient like this. [Laughing]

I: What do you think about the teacher?
T: It is dedicated and passionate about what he is teaching.

I: If entrepreneurship education in school had not been mandatory, would you choose it as a course?
T: I would choose it because you never know when you need information from this field.

I: Did you participate in any extracurricular projects?
T: Not yet but I would like to do it.

I: Are you aware of a project that concerns entrepreneurial education/ start your own company?
T: Hmm, no.

I: Imagine that you have the chance to develop a project regarding entrepreneurial education, how would you do it?
T: I will do it in a practical way, because usually we memorize and learn more by doing things.

I: How much study time would you dedicate to such a program per week?
T: Around 6-7 hours per week.

I: Would you pay for an extracurricular project?
T: Yes, about 50-100 euros per month.

I: Do you believe that extracurricular projects help you to develop yourself?
T: Yes, through working on different projects on subjects that are not learned in school and by improving or finding new skills.

I: What skills would you like to improve?
T: I would like to work on cooperation skills. I am not very good at working with others. [Laughing]

I: Do you intend to continue your studies?
T: Yes, Medicine.
I: What would you like to do in your school?
T: I would like to do more experiments at the Chemistry, Biology, and Physics class. [Smile]
I: How would you describe your dream school?
T: A school with more practice than theory.
I: Teodor that is the end of the interview, and thank you a lot for taking time to answer my questions. Have a nice day and good look with your studies.
T: You are welcome. Thanks. You too.

End of interview
Appendix 7 – Transcript Interview 6

Interviewer: Cezara Ghebosu (researcher)
Interviewee: Florin Butnaru (male, 16 years old, studying Mathematics)
Interview setting: Interview took place in lunch break, in the library, only Florin and I was present, the environment was relaxed.

F- Florin
I- Interviewer

Start of interview

I: Hello Florin, and thanks for letting me interviewing you.
F: Hello, no worries.
I: Before we begin the interview itself, I’d like to confirm that you have read the informed consent form, that you understand that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at anytime.
F: I get it.
I: Do you have questions before we proceed?
F: No, no.
I: I would like to start by asking you what are your interests.
F: I am really fascinated by advertising, and cooking.
I: Can you tell me what are your strengths?
F: I am communicative, friendly and responsible guy. [Smile]
I: Regarding your education, do you consider you need guiding to chose your further education?
F: Yes, we have to broaden our horizon towards life.
I: How would you like to receive those advices?
F: I would prefer to receive it from trainings and workshops
I: Who is influencing your decision regarding your future career?
F: I’m influenced by what I see day by day and what I’m reading. [Smile]
I: Do you know what studies are necessary to become what you wish?
F: I need to study Public Relations.
I: Do you consider if you did not discover yet your qualities, you cannot aspire to your desired profession?
F: Hmm, I think that it’s critical to discover your qualities before applying to university so you won’t make a mistake.
I: What do you appreciate at your school/ education/teacher?
F: I appreciate that some of them are fair and they the gift of teaching.
I: What do you dislike at your school/education/teacher?
F: Too much theory. [Laughing]
I: So, how would you like to have the classes?
F: More practical projects.
I: What does entrepreneurial education mean to you?
F: Entrepreneurial education focuses on realization of opportunity.
I: What entrepreneurial education should endorse?
F: It should really be focusing on how to write business plans.
I: What does entrepreneurship involve?
F: From my point of view it involves organizational skills and critical thinking
I: Whom would you like to teach the entrepreneurial classes?
F: Businessman with great stories to share.
I: Do you think something is missing out from the course?
F: No. [laughing]
I: What do you think about the teacher?
F: He’s teaching us from his experience.
I: If entrepreneurship education in school had not been mandatory, would you choose it as a course?
F: yes, because it help us grow mentally and intellectually in the world of knowledge.
I: Did you participate in any extracurricular projects, if yes what kind of projects?
F: Unfortunately no. [sighs]
I: Are you aware of a project that concerns entrepreneurial education/ start your own company?
F: No.
I: Imagine that you have the chance to develop a project regarding entrepreneurial education, how would you do it?
F: I would do it by implementing projects.
I: How much study time would you dedicate to such a program per week?
F: 8 hours maximum.
I: Would you pay for an extracurricular project?
F: No.
I: Do you believe that extracurricular projects help you to develop yourself?
F: Maturity comes through this. It makes us able to understand other’s views in a better way.
I: What skills would you like to improve?
F: I would like to improve my teamwork abilities.
I: Do you intend to continue your studies?
F: Yes, I want to get a bachelor in PR.
I: What would you like to study in your school?
F: Business management. [Laughing]
I: How would you describe your dream school?
F: Loads of workshops and trainings. [Smile]
I: That sounds very good. Hope you will have your dream school one day. [Laughing]
F: Let’s hope it will be changed.
I: Well, this is it and thanks a lot for your time.
F: Your welcome.
I: Have a great day.

End of interview
Appendix 8 – Transcript Interview 7

Interviewer: Cezara Ghebosu (researcher)
Interviewee: Diana Andres (female, 16 years old, studying Mathematics)
Interview setting: Interview took place after classes ended in the classroom; only Diana and me were present.

D- Diana
I- Interviewer

Start of interview

I: Diana, thanks for coming,
D: No worries. [Smile]
I: OK, before we begin the interview itself, I’d like to confirm that you have read the informed consent form, that you understand that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at anytime.
D: I am aware of it.
I: Do you have any questions or can we continue?
D: We can start.
I: I am curious what are your interests?
D: Hmm, I would say I am interested in music, I like reading and watching movies.
I: What are your biggest strengths?
D: Well, I think I am optimistic and perseverant.
I: Do you consider you need professional and educational guiding to choose your further education?
D: Yes because I can find out more things, discover more values within myself, and an expert guide can help you to strengthen your beliefs.
I: How would you like to receive those advices?
D: I would like to get it through workshops, where students discover their skills through games, training. Moreover by talking with students that are already at university will be a great help.
I: Who is influencing your decision regarding your future career?
D: I would say that my family. [Smile]
I: Do you know what studies are necessary to become what you wish?
D: No, I don’t know what I want to study further.
I: Do you consider if you did not discover yet your qualities, you cannot aspire to your desired profession?
D: I didn’t discover all my qualities but I hope I will do before choosing a path for my career.
I: What do you like at your school/ education/teacher?
D: The dedication of teachers and their seriousness of teaching. Moreover I like that there are high standards of education.
I: What do you dislike at your school/education/teacher?
D: Hmm, maybe the lack of practice.
I: How would you like to have the classes?
D: I would like to apply the theory that we learn.
I: What does entrepreneurial education mean to you?
D: Hmm, well I think it would be the capacity of organizing and the idea of applying a business, and knowing the steps of opening a business.
I: What entrepreneurial education should endorse?
D: I would say project management, projects with practical application.
I: What does entrepreneurship involve?
D: Realistic thinking, organizational skills, intuition and critical thinking.
I: Whom would you like to teach the entrepreneurial classes?
D: I think I would like to learn from businessman.
I: Do you think something is missing out from the course?
D: Oh yes, there should be more projects to stimulate students.
I: What do you think about the teacher?
D: He could ask us to implement a real project, so that we can apply what we learn into the real world.
I: If entrepreneurship education in school had not been mandatory, would you choose it as a course?
D: Yes, because it might be useful to know how to create an organization and how to run it.
I: Did you participate in any extracurricular projects, if yes what kind of projects?
D: No, but I would like to do it if I have the opportunity.
I: Are you aware of a project that concerns entrepreneurial education/ start your own company?
D: No.
I: Imagine that you have the chance to develop a project regarding entrepreneurial education, how would you do it?
D: I think I would like to teach how to open your own company and after to really do it. [Laughing] It would be really hard, but at least we will learn something.
I: How much study time would you dedicate to such a program per week?
D: 3 hours per week.
I: Would you pay for an extracurricular project?
D: Yes, around 100 Ron per month.
I: Do you believe that extracurricular projects help you to develop yourself?
D: Hmm, yes they help you to become a better person by finding and improving new skills.
I: What skills would you like to improve?
D: Patience and leadership will be the skills I need to work on.
I: Do you intend to continue your studies? If yes what studies?
D: Yes, but do not know yet.
I: What would you like to study/ to do in your school?
D: I would like to study in a different way, by taking only the classes I am interested in and skipping the mandatory ones.
I: How would you describe your dream school?
D: It would be like the current one, with the option of choosing our classes and having more practical than theory.
I: Well, this is it, and thanks a lot.
D: You are welcome.
I: Bye and have a nice day.
D: You too, bye.

End of interview
Appendix 9 – Transcript Interview 8

Interviewer: Cezara Ghebosu (researcher)
Interviewee: Catalina Dascalasu (female, 16 years old, studying Chemistry)
Interview setting: Interview took place before the classes begin, in the classroom; only Catalina and I were present.
C- Catalina
I- Interviewer

Start of interview

I: Good morning and thank you for coming.
C: Good morning, no problem, my pleasure to answer you.
I: Well, before we begin the interview itself, I’d like to confirm that you have read the informed consent form, that you understand that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at anytime.
C: Ok, I get it. [Smile]
I: Do you have any questions or can we start?
C: No, is ok, we can start.
I: Catalina, I want to ask you something regarding your interests, what are the things that you have an interest in?
C: Hmm, I would say medicine and music. I know, I know there is nothing in common. [Laughing]
I: What can you tell me about your strengths?
C: I think what defines me is that I am calm and perseverant.
I: Do you consider you need professional and educational guiding to chose your further education?
C: Yes, because my teachers were not guiding me at all.
I: How would you like to receive those advices and from whom?
C: I think workshops for self-discovery are the best method.
I: Who is influencing your decision regarding your future career?
C: My family has the biggest influence on my future career.
I: Do you know what studies are necessary to become what you wish? If yes, what kind of studies?
C: yes, medicine school.
I: Do you consider if you did not discover yet your qualities, you cannot aspire to your desired profession?
C: No.
I: What do you like at your school/ education/ teacher?
C: Their dedication to teach.
I: What do you dislike at your school/education/teacher?
C: Teachers are not very serious.
I: How would you like to have the classes?
C: I would like to have more practical stuff.
I: What does entrepreneurial education mean to you?
C: It means to study how to lead your own business.
I: What entrepreneurial education should endorse?
C: Hmm, from my point of innovation, and to find out how others start their own business.
I: What does entrepreneurship involve?
C: Being innovative plays a crucial role to be a successful entrepreneur.
I: Whom would you like to teach the entrepreneurial classes?
C: I would like to hear stories and learn from businessman.
I: Do you think something is missing out from the course?
C: No, the study load it is sufficient.
I: What do you think about the teacher?
C: She was teaching too much theory and nothing practical.
I: If entrepreneurship education in school had not been mandatory, would you choose it as a course?
C: No, it is not my interest.
I: Did you participate in any extracurricular projects, if yes what kind of projects?
C: Not yet.
I: Are you aware of a project that concerns entrepreneurial education/ start your own company?
C: No.
I: Imagine that you have the chance to develop a project regarding entrepreneurial education, how would you do it and what would you like to include in your project?
C: I would include modules about how to start my own business, how to came up with a product/service. And creativity will play an important part.
I: How much study time would you dedicate to such a program per week?
C: Around 10 hours.
I: Would you pay for an extracurricular project? If yes, how much?
C: Yes, 50 Ron per month.
I: Do you believe that extracurricular projects help you to develop yourself?
C: Yes, because you work with others and you develop teamwork and leadership skills.
I: What skills would you like to improve?
C: I would like to improve leadership skills. [Smile]
I: Do you intend to continue your studies? If yes what studies?
C: Yes, medicine.
I: What would you like to study/to do in your school?
C: It would have been nice to have classes like design and fashion.
I: How would you describe your dream school?
C: No school. [Laughing]
C: Home schooling it would have been great.
I: Catalina, our interview ends here, and I really appreciate that you made time for this.
I: Have a great day and thanks again.
C: You are welcome. Have a nice day you too.

End of interview
Appendix 10 – Transcript Interview 9

Interviewer: Cezara Ghebosu (researcher)
Interviewee: Bianca Nedelcu (female, 15 years old, studying Mathematics)
Interview setting: Interview took place during lunch break, in the library

B - Bianca
I - Interviewer

Start of interview
I: OK, before we begin the interview itself, I’d like to confirm that you have read the informed consent form, that you understand that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at anytime.
B: Yes, I understand this.
I: Do you have questions before we proceed?
B: No, we can continue.
I: Thank you for letting me to interview you and I would like to start with some accommodative questions.
I: I am curious what are your interests, related to school courses or in your spare time.
B: Mostly I have a great in medicine, sports, law, and music.
I: Can you tell me something about your strengths?
B: I think that my biggest strengths are perseverance and ambition; I succeed in everything I want to achieve.
I: Do you consider you need professional and educational guiding to chose your further education?
B: No, I know what I want to do.
I: Who is influencing your decision regarding your future career?
B: No one. I am the only one who decides on my future.
I: Do you know what studies are necessary to become what you wish? If yes, what kind of studies?
B: Yes, university of Law and Economy.
I: What do you like at your school/ education/teacher?
B: Hmm, seriousness about the class and their dedication/passion to teach.
I: What do you dislike at your school/education/teacher?
B: Well, sometimes it is too strict. [Smile]
I: How would you like to have the classes?
B: I think it would be nice to have more practice and some online courses.
I: What does entrepreneurial education mean to you?
B: Well, it is a process regarding how to learn to coordinate and to develop a business idea.
I: What entrepreneurial education should endorse?
B: Mostly skills regarding entrepreneurship, communication skills, and to know your objective.
I: What does entrepreneurship involve?
B: I think great patience, compassion and knowledge.
I: Whom would you like to teach the entrepreneurial classes?
B: A businessman who has success, and started from zero.
I: Do you think something is missing out from the course?
B: Yes, the practice is missing.
I: What do you think about the teacher?
B: Could do better by being more involved.
I: If entrepreneurship education in school had not been mandatory, would you choose it as a course?
B: Yes, because it open your horizon.
I: Did you participate in any extracurricular projects, if yes what kind of projects?
B: Yes, volunteering, projects regarding offering first aid, projects for kids with disabilities, mostly social projects.
I: Are you aware of a project that concerns entrepreneurial education/ start your own company?
B: No, did not hear anything.
I: Imagine that you have the chance to develop a project regarding entrepreneurial education, how would you do it?
B: I would make it online and it would include lot of practice and trainers that have experience.
I: How much study time would you dedicate to such a program per week?
B: Around 6-7 hours.
I: Would you pay for an extracurricular project? If yes, how much?
B: Yes, maximum 400 Ron.
I: Do you believe that extracurricular projects help you to develop yourself?
B: Yes, you can develop communication skills, teamwork, and self-knowledge by working in different environments.
I: What skills would you like to improve?
B: Patience needs to be improved. [Laughing]
I: Do you intend to continue your studies? If yes what studies?
B: Yes, I want to follow law and Economy University.
I: What would you like to study/ to do in your school?
B: economy, law, government and sociology.
I: How would you describe your dream school?
B: Hmm, I would say fewer courses that you should focus, more dedication to courses if you have less courses and more practice.
I: This is it. So thanks for doing it.
B: You are welcome.
I: Have a great day.
Appendix 11 – Transcript Interview 10

Interviewer: Cezara Ghebosu (researcher)
Interviewee: Ioana Pastravanu (female, 16 years old, studying Mathematics and Computer Science)

Interview setting: The interview took place after school classes; in a classroom, the interviewer and the interviewee were the only ones present in class.

IP- Ioana
I- Interviewer

Start of interview

I: Ioana thanks for coming, before we begin the interview itself, I’d like to confirm that you have read the informed consent form, that you understand that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at anytime.
IP: Yes, I understand this.
I: I would like to start by asking some questions related to your preferences. What are your interests?
IP: Mostly I am fascinated by Mathematics, Computers, IT, software. [Laughing]
IP: Something that guys are usually interested in.
I: What are your strengths Ioana?
IP: Hmm, I am friendly, open-minded and I have great abilities to work in team.
I: Do you consider you need professional and educational guiding to chose your further education? If yes, why?
IP: Yes, every student should receive this kind of guiding especially in high school. At the age of 16 you cannot take decision without having a lot of details and understating everything.
I: How would you like to receive those advices and from whom?
IP: Study coach and special guests to share their experience and to learn from them.
I: Who is influencing your decision regarding your future career?
IP: Basically my family but also some teachers.
I: Do you know what studies are necessary to become what you wish? If yes, what kind of studies?
IP: Yes, I need to study Computer Science.
I: Do you consider if you did not discover yet your qualities, you cannot aspire to your desired profession?
IP: Through time you can discover them and anytime you can take a decision.
I: What do you like at your school/ education/teacher?
IP: I appreciate my physics teacher, because she has a different teaching style. [Smile]
I: What do you dislike at your school/education/teacher?
IP: The system of studying, not having freedom of thinking or creativity.
I: How would you like to have the classes?
IP: More practical but also theory is very important because without theory you cannot apply anything in practice, so there must be a combination of both.
I: What does entrepreneurial education mean to you?
IP: In case you want to open your business, this education teaches you how to do it and how to become an entrepreneur.
I: What entrepreneurial education should endorse?
IP: Hmm, practical examples and stories of successful entrepreneurs.
I: What does entrepreneurship involve?
IP: I think perseverance and innovation are the main aspects of entrepreneurship.
I: Whom would you like to teach the entrepreneurial classes?
IP: Well, it would be really nice to have businessman who had successful stories to learn from them.
I: Do you think something is missing out from the course?
IP: The practical part of the course is missing; developing a real project should be added.
I: What do you think about the teacher?
IP: It should have done the course more practical because it would have been easier to learn.
I: If entrepreneurship education in school had not been mandatory, would you choose it as a course?
IP: Yes, you never know when you need to have some entrepreneurial skills.
I: Did you participate in any extracurricular projects, if yes what kind of projects?
IP: Yes, volunteer for an NGO.
I: Are you aware of a project that concerns entrepreneurial education/ start your own company?
IP: No
I: Imagine that you have the chance to develop a project regarding entrepreneurial education, how would you do it?
IP: I would do it online, because it would be easier to reach a lot of people. And I would like to do it by making videos with explanation, with stories from successful people.
I: How much study time would you dedicate to such a program per week?
IP: Maximum 10 hours.
I: Would you pay for an extracurricular project? If yes, how much?
IP: Yes, around 200 Ron per month.
I: Do you believe that extracurricular projects help you to develop yourself?
IP: Yes, it takes you out from ordinary schools stuff, and they provoke you to think differently.
I: What skills would you like to improve?
IP: Hmm, I would say organizational skills. [Smile]
I: Do you intend to continue your studies? If yes what studies?
IP: Yes, doing some Computer Science studies to work in IT after.
I: What would you like to study/ to do in your school?
IP: I would like to have more practical activities, projects.
I: How would you describe your dream school?
IP: To go to school at 10 and to choose my own courses, with long breaks and to have materials and technology for practice.
I: Well, I hope one day your dream school will come true.
IP: [laughing] Let’s hope so.
I: Ioana, I want to thank you again for your time and good luck with your studies.
IP: No problem, thanks.

End of interview
Appendix 12  – Transcript Interview 11

Interviewer: Cezara Ghebosu (researcher)
Interviewee: Simona Perju (female, 16 years old, studying Mathematics)
Interview setting: The interview took place after school classes; in a classroom, the interviewer and the interviewee were the only ones present in class.
S- Simona
I- Interviewer

Start of interview:

I: Hello Simona, and thanks for coming.
S: Hello and you are welcome.
I: So, before we begin the interview itself, I would like to confirm that you understand that your participation in this study is entirely voluntary and you may refuse to answer any questions and that you may withdraw anytime.
S: Yes, I am aware of it. [Smile]
I: So, now we can continue.
I: I would like to start by asking you what are your interests regarding school and also extracurricular interests.
S: My interests are in marketing, books, ecology, and nature.
I: What are your strengths Simona?
S: I am very honest and trusty. [Smile]
I: Do you consider you need advising and professional and educational guiding to chose your further education?
S: Yes, because I am not sure about my qualities and capabilities and I don’t know in which field I would be good.
I: How do you consider that you can realize/ make the education guiding?
S: I think that a psychologist would help me and also by participating at personal development trainings.

I: Who is influencing you in your decisions regarding your future career?
S: My sister has a great influence on my decisions.
I: Do you know what studies are necessary to become what you wish?
S: Yes, ASE – marketing.
I: Do you consider if you did not discover yet your qualities, you cannot aspire to your desired profession?
S: I still can. [Smile]
I: What do you appreciate at your school/ education/teacher?
S: Hmm, usually teachers are friendly, helpful, offering advices and they can guide you.
I: What do you dislike at your school/education/teacher?
S: The non-existence of practicing the thing we learn.
I: How would you like to have the classes?
S: I would like teachers to focus more on the practical part of a course.
I: What does entrepreneurial education mean to you?
S: It helps you to develop your business side and teaches you how to run a business.
I: What entrepreneurial education should endorse?
S: Hmm, I would say innovation and leadership.
I: What does entrepreneurship involve?
S: From my point of view an entrepreneur should have vision and great organizational skills.
I: Whom, would you like to teach the entrepreneurial classes?
S: I would really appreciate to learn from people that have already their own business.
I: What do you think is missing out from the course?
S: - The practical part is missing. I know I have repeated this continuously but it is really important to apply what you learn in theory.
I: What do you think/opinion about your teacher? –
S: Could have done more if it would have been more interested to offer best quality courses.
I: If the entrepreneurial education in school had not been mandatory, would you choose it?
S: Yes, it might help me in the future, you never know. [Smile]
I: Do you know a project that concerns entrepreneurial education/ start your own company?
S: No.
I: Imagine yourself that you have the chance to develop a project regarding entrepreneurial education, how would you do it?
S: I would bring a lot of trainers that would give speeches; I would like to offer workshops regarding time management and project management.
I: How much study time would you dedicate to such a program per week?
S: Around 7 hours?
I: Would you pay for extracurricular project?
S: Yes, maximum 25 euros per month.
I: Do you believe that extracurricular projects help you to develop yourself?
S: Yes, to know you better and to find your strengths.
I: What would you like to study/ to do in your school?
S: I think architecture and design would have been nice courses.
I: How would you describe your dream school?
S: Really well prepared teachers, practical courses and more self-studying.
I: Sounds great Simona.
I: Well, that was it, thank you for participating and I wish you good luck.
S: You are welcome. Bye.

End of interview
Appendix – Transcript Interview 12

Interviewer: Cezara Ghebosu (researcher)
Interviewee: Irina Amariei (female, 16 years old, studying Mathematics)
Interview setting: Interview took place after class, in the library; only Irina and me were present.
IA- Irina
I- Interviewer

Start of interview
I: Good afternoon and thank you for letting me interviewing you.
IA: Hello, no worries, with great pleasure.
I: OK, before we begin the interview itself, I’d like to confirm that you have read the informed consent form, that you understand that your participation in this study is entirely voluntary, that you may refuse to answer any questions, and that you may withdraw from the study at anytime.
IA: I understand this.
I: Great, we can start.
I: I would like to talk a little about yourself, what are your interests?
IA: I am first of all interested in Physics and Ecology, and in leadership.
I: What are your biggest strengths?
IA: Hmm, I would say perseverance, ambition, and sociability. [Smile]
I: Do you consider you need advising and professional and educational guiding to chose your further education?
IA: Yes. Because I am not very decided which are my strengths and which are my abilities.
I: How would you like to get these advices?
IA: From teachers and trainers through workshops.
I: Who is influencing you in your decisions regarding your future career?
IA: My teachers mostly but the math teacher has the biggest influence.
I: Do you know what studies are necessary to become what you wish?
IA: Yes, I need to follow technical studies.
I: Do you consider if you did not discover yet your qualities, you cannot aspire to your desired profession?
IA: Yes. Time is not lost
I: What do you like at your school/education/teacher?
IA: Teacher’s dedication towards teaching. [Smile]
I: What do you dislike at your school/education/teacher?
IA: Lack of extracurricular activities.
I: How would you like to have the classes?
IA: I would like to have a focus on applying theory into practice.
I: What does entrepreneurial education mean to you?
IA: Learning how to open a business.
I: What entrepreneurial education should endorse?
IA: I would say that creativity it is really important, as you want to create a new business idea.
I: What does entrepreneurship involve?
IA: Hmm, organizational skills because it is important to manage projects and activities efficiently.
I: Whom would you like to teach the entrepreneurial classes?
IA: Businessman who already have their business, to learn from the best. [Smile]
I: What do you think is missing out from the course?
IA: I would have like more practical projects because it would have helped us to get a better understanding of the theoretical part of the course.
I: What do you think about your teacher? –
IA: It should focus more on the needs of pupils and it should explain more details.
I: If the entrepreneurial education in school had not been mandatory, would you choose it?
IA: Yes, it is good to gain these entrepreneurial skills. [Laughing]
I: Did you participate I any extracurricular projects, if ye what kind of projects?
IA: Yes, in ecology projects and project management.
I: Are you aware of a project that concerns entrepreneurial education/ start your own company?
IA: no, I don’t know any.
I: Imagine that you have the chance to develop a project regarding entrepreneurial education, how would you do it?
IA: I would offer the classes to be taught by experts that have success in owning a business, and I would develop it in such a way to apply the theory into practice.
I: How much study time would you dedicate to such a program per week?
IA: Maximum 5 hours per week.
I: Would you pay for extracurricular project?
IA: Yes, around 50 euros per month.
I: Do you believe that extracurricular projects help you to develop yourself?
IA: Yes, you need to be more sociable when working in teams; you learn how to handle peer pressure.
I: Do you intend to continue your studies?
IA: Yes I want to study engineering.
I: What would you like to study/ to do in your school?
IA: How to be more creative and personal development.
I: How would you describe your dream school?
IA: My dream school would have much more practical activities than theory, and much more interest from teachers regarding students performance.
I: Irina that was it and thanks again for your time.