

Artículo de investigación

Developing a theoretical framework for entrepreneurial schools in educational system of Iran

Desarrollando un marco teórico para las escuelas emprendedoras en el sistema educativo de Iran
Desenvolvendo um quadro teórico para escolas empreendedoras no sistema educacional do Irã

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Abstract

Nowadays, increasing attention is paid to entrepreneurship education by universities, education system and higher education institutions, governments and companies and entrepreneurship as well as its related studies are being globally developed. Since a major part of country's development is based on the education system, communicating general policies of Article 44 of the Constitution has faced educational institutions, including Ministry of Education with several challenges. Appropriate strategies, approaches and practices should be selected and implemented to respond to these challenges. One of these approaches is entrepreneurship education in the education system. Entrepreneurship development in economic and business activities is a process that plays a vital role in continued national development of countries. For this reason and due to the importance of subject, the purpose of present study was to provide a coherent theoretical framework of entrepreneurship in education system of the country through explaining the concepts and definitions and considering dimensions of entrepreneurship. Therefore, the main components of entrepreneurial schools were identified through reviewing previous

Resumen

Hoy en día, se presta mayor atención a la educación empresarial por parte de las universidades, el sistema educativo y las instituciones de educación superior, los gobiernos y las empresas, así como los estudios relacionados que se están desarrollando a nivel mundial. Dado que una parte importante del desarrollo del país se basa en el sistema educativo, la comunicación de las políticas generales del Artículo 44 de la Constitución ha enfrentado a las instituciones educativas, incluido el Ministerio de Educación, con varios desafíos. Las estrategias, los enfoques y las prácticas apropiadas deben seleccionarse e implementarse para responder a estos desafíos. Uno de estos enfoques es la educación para el emprendimiento en el sistema educativo. El desarrollo empresarial en actividades económicas y empresariales es un proceso que desempeña un papel vital en el desarrollo nacional continuo de los países. Por esta razón y debido a la importancia del tema, el propósito del presente estudio fue proporcionar un marco teórico coherente de emprendimiento en el sistema educativo del país a través de la explicación de los conceptos y definiciones y considerando las dimensiones del

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studies and library and documentary researches and its theoretical framework was developed in education system of the country.

Keywords: Education system, entrepreneurship, entrepreneurship schools, entrepreneurship organization.

emprendimiento. Por lo tanto, los componentes principales de las escuelas empresariales se identificaron a través de la revisión de estudios previos e investigaciones de bibliotecas y documentales, y su marco teórico se desarrolló en el sistema educativo del país.

Palabras claves: Sistema educativo, emprendimiento, escuelas de emprendimiento, organización del emprendimiento.

Resumo

Hoje em dia, cada vez mais se presta atenção à educação para o empreendedorismo por parte das universidades, instituições de ensino e instituições de ensino superior, governos e empresas, assim como seus estudos relacionados estão sendo desenvolvidos globalmente. Como grande parte do desenvolvimento do país é baseado no sistema educacional, a comunicação das políticas gerais do Artigo 44 da Constituição enfrentou instituições educacionais, incluindo o Ministério da Educação, com vários desafios. Estratégias, abordagens e práticas apropriadas devem ser selecionadas e implementadas para responder a esses desafios. Uma dessas abordagens é a educação para o empreendedorismo no sistema educacional. O desenvolvimento do empreendedorismo em atividades econômicas e de negócios é um processo que desempenha um papel vital no desenvolvimento nacional contínuo dos países. Por esse motivo e pela importância do tema, o objetivo do presente estudo foi fornecer um referencial teórico coerente do empreendedorismo no sistema de ensino do país, explicando os conceitos e definições e considerando as dimensões do empreendedorismo. Portanto, os principais componentes das escolas empreendedoras foram identificados através da revisão de estudos prévios e pesquisas bibliográficas e documentais e seu arcabouço teórico foi desenvolvido no sistema de ensino do país.

Palavras-chave: Sistema de ensino, empreendedorismo, escolas de empreendedorismo, organização de empreendedorismo

Introduction

With considering rapid and dramatic changes are taking place around us, it can be concluded that human societies undergo fundamental developments and transformations in all of cultural, social, economic, political, scientific and technological aspects which the intrinsic and common element of all of them is discovery of knowledge and science role as the main source of such developments. Another key and effective factor of these developments is the quality of production and capacity of organizations in responding to diverse needs of society and various social groups. A major part of country's development is based on the education system. Communicating general policies of Article 44 of the Constitution has faced educational institutions, including Ministry of Education with several challenges. Appropriate strategies, approaches and practices should be selected and implemented to respond to these challenges. One of these approaches is entrepreneurship education in the education system. Today, employment and decline unemployment rate of

graduates and young people are among the main concerns of country. In fact, education and preparation of job seeker individuals is possible through familiarizing them with entrepreneurial knowledge and skills. Entrepreneurship has been recognized as a key factor in e countries' economic growth and development. Many countries have developed the culture of entrepreneurship by developing educational programs (Ahmadi, 2009).

Entrepreneurship is a new technological-economical phenomenon that has revolutionized the world of economics and industry over past two decades with its significant consequences. Evidence suggests that entrepreneurship can be developed as a result of educational programs (Salazar et al, 2004).

Nowadays, permanent and lifelong employment in companies and organizations has been almost gone with the advent of modern technologies and changes in lifestyle and jobs of humans. On

the other hand, capable people with entrepreneurial capabilities are needed in different industries with various opportunities of business and entrepreneurship. Currently, one of the main concerns of Iran is to reduce unemployment rate of graduates and young people. One of the most important goals of education in each country is to develop talents and educate competent and productive individuals for entry into the labor and industry market. Due to the role and importance of entrepreneurship in dimensions of individual, family, social, economic and cultural life, it is expected from education system of any country to develop competent and entrepreneur citizens. For this reason, entrepreneurship education is an integral part of formal and informal curriculum in educational programs of developed countries. The process of entrepreneurship growth and impact of entrepreneurship education in the late 1980th and development of entrepreneurship specialist training in 1990th shows that entrepreneurship education not only increased the number of entrepreneurs but also led to development of entrepreneurship skills and promotion in the level of entrepreneurial skills especially in designing business strategies and business management with regard to rapid changes in arbitration field (Henry, Hill and Leitch, 2005, p. 159).

The concept of entrepreneurship has been firstly considered and used by industrial and manufacturing organizations and then, it has quickly become a part of other social and service organizations. Hence, schools as the most important knowledge production centers and supplying specialized human resources are also considered among such organizations. Available reports and documents show that Iranian schools (governmental and non-governmental) have faced with many internal crises and challenges in terms of financing, meeting up-to-date social demand, maintaining quality education standards and emphasizing scientific research patterns in the field of effective management and leadership. One of the most important factors in development of entrepreneurship is to emphasize on strengthening education system. Nowadays, education and promotion of entrepreneurship has a special place at all levels of education in almost all developed and developing countries (Alvani, 2011, p. 6). Given the importance of this matter, it is clear that it is necessary to design proper patterns and

curriculums in order to adopt an effective strategy for teaching entrepreneurship to children and students (Sabzeh, 2015). The future success of education system depends on its ability to respond to changes and developments. It should be noted that achieving such a success depends on creating and promotion entrepreneurship culture in schools of the country, which its results would be appeared not only at the level of schools in the best future of the country, but even in future of the country by means of a generation that has been raised in such schools.

According to the above mentioned matters, the author of present study has tried to address these questions that: ¿Is it possible to identify the challenge of unemployed graduates of education system as the main challenge facing educational institutions by designing and deploying entrepreneurial indicators in schools? And which strategies and executive approaches are appropriate to respond to this challenge? Also, considering that entrepreneurship education is one of these approaches in education system of Iran and decline of unemployment rate of graduates and youth is one of the main concerns of the country, another question in this regard can be: ¿is it possible to educate and prepare job seeker and independence individuals through familiarizing them with entrepreneurial knowledge and skills? According to what has been said and necessity of addressing the issue of entrepreneurship in education system (schools), the purpose of present study was to provide a theoretical framework for entrepreneurship in education system (schools) through examining characteristics and general dimensions and stages of creating entrepreneurial schools.

Conceptual definitions of entrepreneurship:

Entrepreneurship: There are several definitions of entrepreneurship, but the most common definition of entrepreneurship is process of creating a new and valuable thing by trying to work in a timely manner with financial, social and psychological risks in order to receive financial rewards and individual satisfaction and independence (Arabian et al. 2010, p. 66). The term entrepreneurship has been derived from French word of "Interpreter" and means "work commitment" (Ahmadpour and Moghimi, 2006). Entrepreneurship is the engine of economic and social development which creates wealth and values (Hezarjaribi, 2008). Entrepreneurship is a

process, in which innovative ideas are identified and implemented in order to utilize from opportunities and available resources for creating jobs. In Iran as like other countries, entrepreneurship is seen as a national development engine (Shoghi and Shafiqi, 2011).

Education System: In any country, education system is one of the most important social systems. The task of this system is to create desirable changes in cognition, attitudes and ultimately, the behavior of children, adolescents and young people in addition to transferring cultural heritage and human experiences to the new generation. A lot of capital is spent on education to achieve these goals (Safi, 2009). In fact, the quality of other social institutions' activity depends to a large extent on how the education system works. In the current world, education system is clearly and seamlessly responsible for various tasks and functions. Its functions are such that different communities expect this organization to meet their spiritual

and material needs. One of the obvious functions of education system is to educate and supply human resources of society. Each society requires a skilled and expert workforce. The training of this force is one of the important tasks of education system at various levels and in accordance with the needs of society in agricultural, industry and services sectors (Safi, 2009).

Entrepreneurship education: entrepreneurship education is a systematic, conscious and purposeful process in which non-entrepreneurial but potentially capable people are educated in a creative way. In fact, entrepreneurship education is an activity used to transfer knowledge and information needed for entrepreneurship and leads to improvement and development of attitudes, skills and capabilities of non-entrepreneurial people (Zabihi and Moghadasi, 2008).

Table (1), definitions of entrepreneurship from viewpoint of entrepreneurship experts

Entrepreneurship experts	Entrepreneurial definitions
Jean Baptiste Say	An entrepreneur is one individual who transfers economic resources from a lower productivity and profit margin to a higher productivity and profit margin (Ahmadpour Daryani and Moghimi, 2006).
Joseph Schumpeter	Entrepreneur is one who creates new compounds in production. Therefore, entrepreneurship is an unstable force that initiates the process of creative destruction that is necessary for economic development (Haysrich & Pitts, translated by Fayz Bakhsh and Taqi Yari, 2006).
Israel Kirzner	Entrepreneurship emphasizes the utilization of unrecognized opportunities (Ahmadpour Daryani and Moghimi, 2006).
Howard Schultz	Entrepreneurship is the ability to deal with imbalances, not the ability to address ambiguities (Moghimi, 2004)
Peter Drucker	Entrepreneurship is a landscape of change that is always in search of change, and entrepreneur is an opportunity seeker (Drucker, 1985).
Knight Frank	Entrepreneurs are those who make decisions in uncertainty and take themselves the responsibility of full consequences of those decisions (Moghimi, 2004).

Mark Casson	Entrepreneur refers to one who his/her expertise is to make rational decisions about coordination of scarce resources. Being able to judge and making decision is a common element in all entrepreneurs (Moghimi, 2004).
John Carland	Entrepreneur is one who establishes and manages a company in order to gain profit and uses it to promote personal goals (Moghimi, 2004).
Friedrich Hayek	Entrepreneurship is a sustainable force that makes the markets closer to balance and act more coherently (Moghimi, 2004).
Fred Fry	Entrepreneur is one who collects the resources needed to create and grow a business and focuses on developing new products and services. That is, a person who starts a risk-taking activity and improves it through innovation tools (Moghimi, 2004).

The necessity and importance of entrepreneurship education in schools and universities

Developing entrepreneurship culture and promoting it is a serious economic, social and cultural necessity for every country. Entrepreneurship is not suddenly created in minds of anyone; rather it is the result of a process that should be started from a childhood and gradually completed in higher courses. Experiences from different countries indicate that entrepreneurship education often emphasizes on entrepreneurial elements, such as creativity and growth and prosperity of entrepreneurial behaviors in basic curricula like pre-school and primary school (Danish Foundation for Entrepreneurship, 2011) and as it has been stated by psychologists⁷⁸, the first eight years of life education has a permanent effect on individual personality and as a result; the training of elements and traits of entrepreneurship in this period can be made easier and faster and grow deeper with more sustainably (Haysrich & Pitts, translated by Fayz Bakhsh and Taqi Yari, 2006).

Advantages of entrepreneurship education for elementary students

Increased attendance of students, achieving higher academic degrees, reducing disciplinary referrals, increased "self-control" sense, knowing

job and entrepreneurial choices, learning the basic concepts of economics, learning the basic concepts of finance, defining e benefits of entrepreneurship for society, employing skills to identify opportunities and solve problems, studying ethical issues and studying the stages of start-up businesses are among advantages of entrepreneurship education in elementary school (Parhizgar, Shahidi and Fattazadeh, 2008).

Advantages of entrepreneurship education for secondary students

Continuing education to high school, improving academic skills, experiencing entrepreneurship during education, increasing sense of self-control and respect, increasing the number of students who consider entrepreneurship as a career option, raising awareness about the role of entrepreneurs, promoting risk aversion and learning lessons from failures, learning how to recognize and understand opportunities, reducing pregnancy in adolescence, increasing economic knowledge and understanding of capitalism, increasing financial knowledge, increasing knowledge in the field of workplace, understanding entrepreneurial process, job design, becoming informed and empowerment consumers, learning about the value of opportunities, getting skills of alteration, socialization, use of skills such as disputes, negotiation, sale and marketing, learning how to

⁷⁸ Frobel, Montessori, Piaget, Rousseau and Bloom are among those who believe that child's learning patterns is formed in the years before school and provision of

appropriate educational opportunities in pre-school years contributes to early child knowledge of various topics

repay by entrepreneurs, learning how to make money, getting to know the interests of entrepreneurs for society (and the fact that they started from small institutions), promoting ideas and value them are among advantages of entrepreneurship education in secondary schools (the same, 2008).

Advantages of entrepreneurship education for high-school students

Educating people who are entrepreneurial and enjoy from skills and tools that they need to run an independent business, adopting economic principles, determination of individual entrepreneurial interests, utilizing from of marketing, using ideological strategies, assessing effectiveness of ideas, risk management, identifying legal sources of capital, evaluating ownership structures, interpreting problems to opportunities, applying principles for management of human relations, utilizing from language of "business" and "entrepreneurship", utilizing from principles of accounting, participation in working-ethical relations and experiencing of financial management are among advantages of entrepreneurship education for high-school students (the same).

Advantages of entrepreneurship education for post-secondary (after high school) and adult courses

Demonstrating the ability to set up business skills, demonstrating the ability to maintain business skills, demonstrating awareness for closure of firm in comparison to failure in the job, ability to find next level of education and access to other resources and services, demonstrating business management skills, operational skills, application of job design components, determining the effective factors of unemployment, changing attitudes towards entrepreneurship as a means of livelihood, changing personal and occupational styles, including individual value, ability to control life, self-awareness, self-management and self-responsibility, transfer of learning, motivation, team work, interpersonal communication, problem solving and creativity are among advantages of entrepreneurship education for post-secondary (after high school) and adult courses (the same).

SIYB Entrepreneurship Training Program

SIYB79 training program is one of the successes of International Labor Organization for economic development of societies and creation of business by potential and actual entrepreneurs. The target group of SIYB is adult and literate learners. All of SIYB's educational materials and content have been written in simple and expressive language. Also, step by step explanations and figures have been used in a clear manner to to explain concepts and solutions. Examples and exercises are an important feature of these educational materials that enable learners to quickly apply various business concepts and techniques in practice. SIYB program uses a co-operation strategy with educational institutions. Therefore, it is firstly necessary to train instructors in partner organizations by master trainers and then these trained instructors will teach the principles of startup business and entrepreneurship to potential and actual entrepreneurs and in a long-term, peer educational organizations will be themselves an independent organizer of training SIYB programs.

Systemic approach to the educational system: Organizational Elements Model (OEM)

Three types of outputs (product, results and outcome) are considered as a broader framework element called "organizational element models". This model has been shown in Table (2-2). This model shows a relationship between what organizations employs, perform or produce whit their outputs. Five organizational elements have been summarized in three scopes:

1. Organizational efforts (what the organization employs and performs).
2. Organizational outcomes (what is produced within the organization).
3. Social outcomes (everything that is produced for society and returns to the society).

Each of the organizational elements is dependent on other elements. Organizational efforts (inputs and processes) result in organizational outcomes (outputs and results) and these two make it

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possible to achieve social outcomes (Kauffman, 1996).

Table (2), five organizational elements, including scopes and set of elements

Inputs (raw materials)	processes (How to perform the works or tasks)	Product (Growing Results)	Outputs (products ranked in the education system delivered to society)	(Outcomes) impact of inputs in society and for society and local communities
Existing human and educational resources, needs, ideals, goals, policies, regulations, laws, budgets, values, social characteristics and local communities, quality of life	Used educational equipment, methods and procedures, in-service training programs, teaching-learning methods, and how to manage	Completed courses, successfully passed skills tests, acquired skills, learner's academic achievement, teacher's career progression, completion of educational courses	Graduates, those who have completed the programs, those who could find a job, obtained certificates, etc.	Self-sufficiency and self-esteem, productive and effective people who help themselves and society, financial independence
<i>Organizational efforts</i>		<i>Organizational outcomes</i>		<i>Social outcomes- results</i>

(Alvani et al, 2011, p. 12)

Entrepreneurship training models:

Entrepreneurship training models of Hines (1996):

This model has been presented for entrepreneurship training programs and states

that exact goals must be set for knowledge, skills and learning in order to achieve the goals of any entrepreneurial program. It should also be distinguished between "What to learn" and "who to learn" concepts.

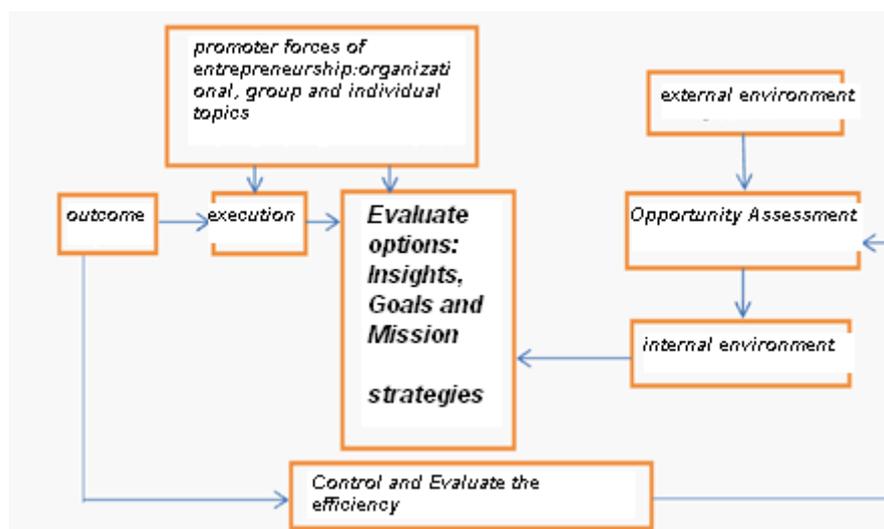
Students data	Basics of previous knowledge Motivation Personality Needs / interests independenc	Attitudes Parental influence Self-esteem Values Work experience
Educational content	Definition of Entrepreneurship Internal Entrepreneurship Innovation New Product Development Idea Generation Market Research Possibility of Idea	Financial Production Rules and regulations Individuals management Teamwork Business Marketing Management
Training method	Training (Teaching, Study, and Speeches) Skills creation (group discussions, case studies, lectures, problem solving, simulation, teamwork, projects) Discovery (Brainstorming, Personal Purpose, Career Planning, Advisory)	

Outcomes	Personal (trustworthy communication), knowledge (risky business, self-employment, business, management, market analysis skills, problem solving, decision making, communication, risk taking) Professional (improved knowledge, wider career choices, unstructured career prospects)
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Entrepreneurship training models of Hines (1996)

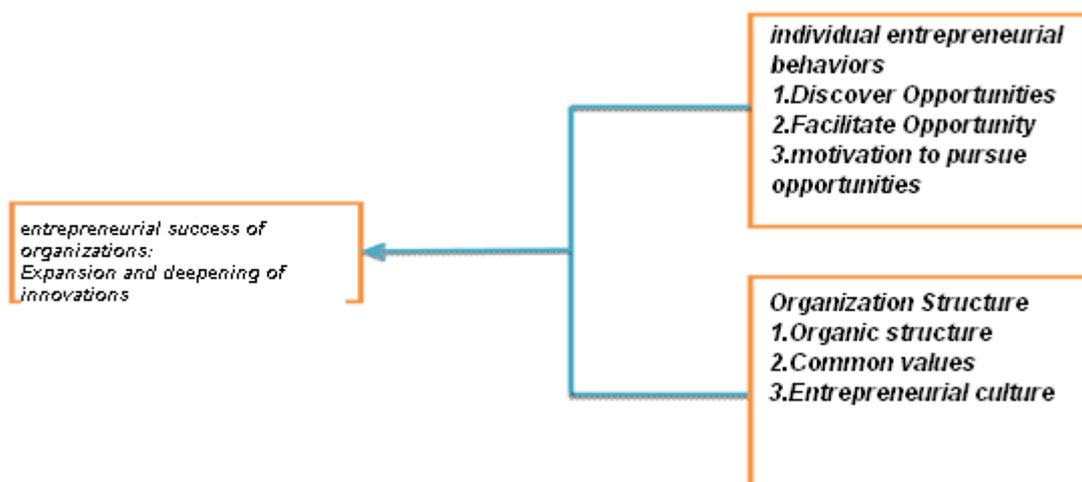
Organizational Entrepreneurship Model of Cornwall & Perlman (1990): This model shows an organizational entrepreneurship framework which is based on the strategic management approach. Information from external and internal

environments of organization is the beginning point of organizational entrepreneurship process.



Organizational Entrepreneurship Model of Echols & neck (1998): this model attempts to conceptually examine the effect of individual entrepreneurial behaviors and entrepreneurial

organizational structure on entrepreneurial success of organizations. In fact, this model shows the organization's ability to survive in a dynamic innovation environment.



Entrepreneurial event model of Albert Shapiro (1975): the professor at Ohio State University, Albert Shapiro suggested that entrepreneurship

should be considered more than an entrepreneurial individual, because such a view addresses and solves all problems related to

entrepreneur definitions. In this context, he has stated that "entrepreneurial event" includes following cases:

- Initiative: An individual or group performs an initiative.
- Organization: Resources needed to meet a series of organizationally-constituted goals.
- Executive management: those who are at the top of business and take over management of organization.
- Relative independency: Initiators need relative freedom to allocate resources.

Entrepreneurship training challenges and approaches of ministries of education

Nowadays, entrepreneurship training and its related researches have faced with many challenges. One of the challenges in this regard is the unknowingness of entrepreneurship, which is a barrier to expansion of entrepreneurship culture in the country. On the other hand, development of information technology creates new entrepreneurial opportunities in the country. In recent decades, service sector has been one of the most productive and highly money maker sectors in many countries. As an example, large countries such as the United Kingdom which a large part of their incomes is from service sector and industrial sectors, account for a small part of its national income. It should be noted that service sector includes banking, insurance and e-commerce (Shah Hoseini, 2008).

Block and Stamp have introduced other challenges in this regard: "challenges in quality of entrepreneurship trainers, challenge of accepting entrepreneurship training in educational centers versus business, challenge of creating a general body of knowledge in different areas, challenge of training methods' effectiveness and challenges related to the learning needs of entrepreneurs who are busy with the business commensurate with the currently life course of their business" (Saljoghi, 2013). Today, most courses in universities, in particular courses of humanities are presented theoretically and there is no serious attempt to functionalize them. In other words, entrepreneurs are less educated in it. Hence, most of the outcomes of universities are not coordinated with needs of the labor market, skills and competences are not aligned with needs of labor market and graduates do not have

necessary readiness to work due to the less practical use of academic courses, especially in technical fields. The limitation of university discretion in creating and establishing interdisciplinary courses is among significant problems in this regard.

However in recent years, there has been some action in this area that needs to be expanded. The labor market is evolving in line with the developments in science and technology in the world. For this reason, the labor market requires some new specialties that university graduates do not only learn them during their period of study. Another disadvantage is the lack of communication between universities and industrial centers, so that their connecting links has not well been formed with industry and production despite of establishment and expansion of industrial universities. In fact, the country's progress and development cannot be expected when the connection between university and industry does not take place correctly. Lack of knowledge of youth from labor market and lack of active involvement of private sector in research, development, production activities and entrepreneurship are other problems in this regard (the same, 2013). Block and Stamp have addressed to some of these challenges facing entrepreneurship education and its related researches as follow:

- Challenges in creating research methodologies for measuring entrepreneurship effectiveness.
- Challenges in content and methods of entrepreneurship.
- Challenges in quality of entrepreneurship trainers.
- Challenge in accepting entrepreneurship training in educational centers versus business.
- Challenge in creating a general body of knowledge in different areas.
- Challenge in training methods' effectiveness.
- Challenges related to the learning needs of entrepreneurs who are busy with the business commensurate with the currently life course of their business.

Providing the conceptual framework of entrepreneurial schools with a systematic approach to educational system and

entrepreneurship education challenges by integrating organizational entrepreneurship models:

After investigating various entrepreneurial models and training challenges of implementing entrepreneurship schools, the theoretical model of present study was designed with a systematic approach as follow:

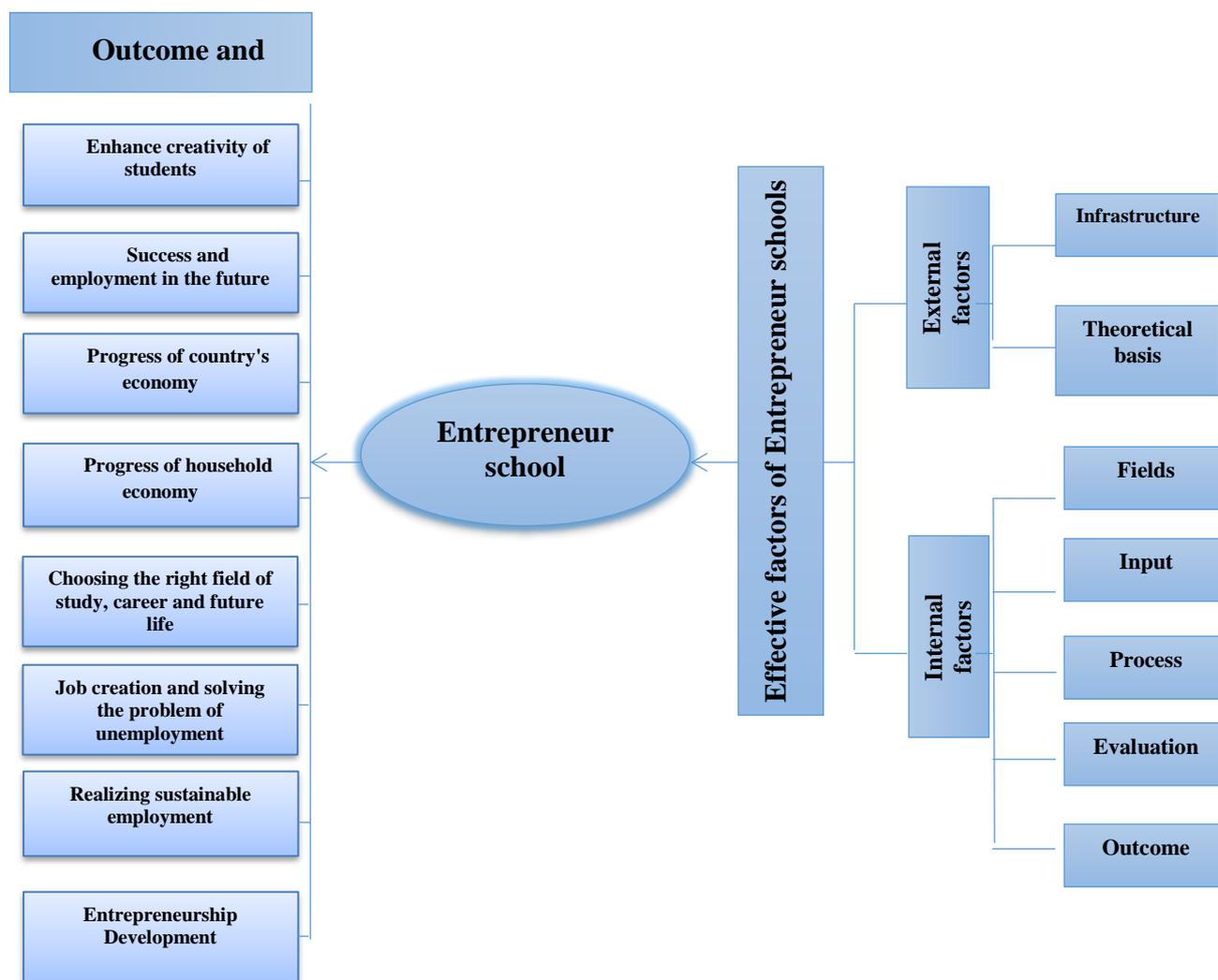


Figure (1), theoretical model of present study for Entrepreneur school

Research background:

Domestic background:

Batul Sabze (2015) designed an entrepreneurship curriculum for pre- primary children and assessed it from the perspective of trainers, entrepreneurship and curriculum specialists. In developed curriculum model of this research, entrepreneurship is not just business education, but entrepreneurship is attitudes and skills of entrepreneurship for pre-primary children as an attitude and lifestyle in the form of an

entrepreneurship curriculum model and based on three main components of entrepreneurial knowledge, attitudes and skills. Its main axes have been designed based on the developmental characteristics of children such as creativity, willingness to work and continuous effort, curiosity, dynamism and continuous activity, positive thinking, independence, willingness to succeed and accountability. Also, the results of

model evaluation were appropriate and validated according to opinions of entrepreneurship experts, curriculum planners and trainers. According to the findings of this study, it has been recommended to establish entrepreneurship training in the form of curriculum patterns from pre-school ages to provide self-sustaining, efficient and independent children.

Hassan Ali Aghajani et al (2013) conducted a study on explaining the features of Entrepreneur University with the aim of explaining features of the third generation university on a conceptual framework consisting of five scopes including management, services, infrastructure, output and communication with a steady community. The statistical population of this study included 800 individuals of faculty members and experts in educational and research affairs of Mazandaran University. Among them, 160 individuals were selected as a statistical sample and responded to a researcher-made questionnaire with reliability coefficient of 0.94. Then, the hypotheses were analyzed and tested based on extracted data. Their findings confirmed and explained the generality of regulated framework of the third generation university based on structural equation model and it was shown that that Mazandaran University has not been satisfactory in any of the five characteristics of third-generation university model. Finally, it was concluded that Mazandaran University can become more connected to industry, government and community through promoting the culture of entrepreneurship and strengthening infrastructure and deepening entrepreneurship culture in all its members.

In their study, Shariati and Mohajer (2009) have stated that every education system has six main components of educators, learners, educational methods, educational content, organization, principles, aims and philosophy of the educational system, which have close internal and bilateral communication with each other.

Abroad background:

Several studies have also examined key elements in the entrepreneurship education program, such as role of teachers and entrepreneurship teaching methods (Koopman, Hammer and Hakkert, 2013 and Otuya, Kibas & Otuya, 2013) and linked success in entrepreneurship education programs to trained teachers and creative and practical teaching practices.

In a study conducted by Roze (2012), it was shown that "entrepreneurship education for children" is not business education. Entrepreneurship for children differs from traditional business education and deals with issues such as creativity, innovation, and so on and there are significant differences between these two programs. Also, the results of this study showed that children who receive entrepreneurship education enjoy from more thinking skills than others.

In a study conducted by Huber, Laura Rosendahl; Sloof, Randolph; Praag, Mirjam Van (2012) it has been stated that cognitive and non-cognitive skills of children who receive entrepreneurship education in early childhood are significantly higher than other children.

Harrison (2002) conducted a study entitled "Processing a Model for Entrepreneurship Education and Development" and concluded that in-group learning, inter-organizational learning and outsourcing, creating a learning organization and redefining the framework of organizational change play an important role in organizational entrepreneurship.

Hill conducted a field study on 15 universities were engaged in entrepreneurship education and concluded that these training courses have raised awareness and understanding of start-up process and management of new businesses (Hynes, 1996).

Conclusion:

Entrepreneurship has been recognized as a key factor in the country's economic growth and development. Many countries have developed an entrepreneurial culture through developing educational programs. Nowadays, the economic situation in Iran and young population structure require us to find leading areas in economic scene. In this regard, it is necessary to have appropriate models and strategies for training, educating and optimal use of active and entrepreneurial forces.

Considering that the country's entrepreneurs should be educated in education system and brought to universities and schools and other higher education centers, this will not be achieved without the active role of education system. According to obtained results, although the general purpose of present study was to

provide conceptual model entrepreneurial schools, promoting and revealing the importance and necessity of paying attention to entrepreneurship in schools of the country can be also mentioned as its ultimate goal. It is clear that advancement and development of this goal requires a wider range of scientific efforts and further studies. It is no doubt that the ultimate goal of present study would be achieved if its results lead to more attention of researchers, planners and higher education managers to the necessity of entrepreneurship in schools and universities of the countries.

Recommendations of present study:

Recommendations to supervisory, supportive, legislative and policy organizations in the field of ...

The most important recommendations in this regard include:

- Estimation of regulatory, support, legislative and policy approaches in the areas of schools and education and graduates' employment in accordance with entrepreneurial schools.
- Compilation of codes and executive directives in the areas of schools and education and graduates' employment in accordance with entrepreneurial schools.

It is recommended to conduct further studies on subjects which can lead to application and implementation of the results of present study. Some of such cases include:

- Developing process standards for executive processes related to creating entrepreneurial schools.
- Formulating guidelines for provision of educational resources appropriate to the scope of entrepreneurship school.
- Estimation of executive practices in the field of supply and expansion of educational environment appropriate to entrepreneurial schools.
- Establishment of a supervisory system for creation and development of entrepreneurial schools.

Developing executive practices and new teaching methods in line with entrepreneurship

of students and graduates in the field of education.

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