Abstract: In this paper we are investigating some aspects concerning the importance and objectives of entrepreneurial education and training (in the first part) and we are presenting the main entrepreneurship models (in the second part). The third part is dedicating to a general presentation of AntrES programme. AntrES (Romanian acronym for: The Entrepreneurship and the Equality of Chances. An inter-regional model of Women Entrepreneurial School) is a project financed by European structural funds (around 3,000,000 euros), covering six counties in Western Romania. In its framework, 1,800 women (women entrepreneurs and women potential entrepreneurs) were/are trained in two learning modules, Business Start-Up and Business Development.

Key-Words: entrepreneurship, education, training programme, objectives of entrepreneurship education, entrepreneurial model, AntrES programme

1 Introduction
Entrepreneurship is recognised nowadays – both by scholars and practitioners – as one of the most important engines of economic growth. Its contributions cover different field as: fostering innovation, enhancing productivity, job creation, and effective alternative to wage employment, all of these driving to increasing national and personal incomes. That is why policies to foster entrepreneurship are widely promoted in all countries, and numerous studies are pursued in order to identify the factors influencing entrepreneurship.

This paper will present a brief theoretical approach of the main entrepreneurial training models and a brief overview on AntrES programme, financed by EU, and where the authors of this paper are involved as general manager of the project and, respectively, research director. This paper is to be followed by another one (to be presented in the same Conference), more specific, related to assessment and preliminary evaluation of the impact of AntrES programme on the trainees of the programme, urban residents.

2 Entrepreneurship and education – general overview
The existing literature on entrepreneurship education reveals (among other research directions) the determinants of entrepreneurship, in order to focus entrepreneurial training programmes on what really matters.

Among the empirically tested determinants of entrepreneurship selection and entrepreneurship performance, Le (1999) mentions the attitude toward risk, the access to capital, the labour market experience, economic conditions, but also family background, psychological traits, and education [1]. At the highest official levels, the 2009 Report of the Global Education Initiative (GEI) of the World...
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” [2]. Moreover, in a rapidly changing and challenging society, the need for entrepreneurship education and training has permanently increased.

The research on entrepreneurship education emerged in the 60s years of the last century with McClelland’s The Achieving Society (1961) and Collins, Moore, and Umwalla’s The Enterprising Man (1964). Since then, the literature has systematically enriched and many empirical researches have revealed the positive relationship between entrepreneurial training programs and the entrepreneurial activity and performance, and also the positive impact of entrepreneurship education on self-efficacy: Kiesner (1990), Wyckham & Wedley (1989), Gatewood et al. (1987), Knight (1987), Bridge et al. (1998), Cox et al. (2002/2003), Lee & Wong (2005) etc. [3, 4].

However, the operating concepts are not quite exact and their use ambiguous. According to the most common definition in the literature, the entrepreneurship education is “training and education specifically about entrepreneurship” [5]. The term “entrepreneurship education” – commonly used in the USA and Canada in the early 1980s and spread in Europe after that [4] – 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” [6]. By contrast, “entrepreneurship training is the building of knowledge and skills in preparation for starting a business” [6]. 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 [7]. Bygrave and Hofer [8] 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".

Parker [5] explains clear why the relationship between entrepreneurship and formal education can be construed both positive and negative: on one hand, education might improve entrepreneurial way of thinking, specific entrepreneurial skills and necessary knowledge for running or starting a business; on the other hand, education might increase preference for wage employment instead of entrepreneurship or self-employment. Behind possible negative impact, it is impossible to deny that raising awareness through entrepreneurship education programmes definitely encourages entrepreneurship from the simple reason that you can’t choose an entrepreneurial career if you never hear about how to start or run a business.

With all these limitations, the most commonly cited objectives of entrepreneurship education and training programmes [9] are:

- to acquire knowledge germane to entrepreneurship;
- to acquire skills in the use of techniques, in the analysis of business situations, and in the synthesis of action plans;
- to identify and stimulate entrepreneurial drive, talent and skills;
- to undo the risk-adverse bias of many analytical techniques;
- to develop empathy and support for all unique aspects of entrepreneurship;
- to devise attitudes towards change;
- to encourage new start-ups and other entrepreneurial ventures.

Despite these generous aims, some entrepreneurship programmes do not address to real needs of entrepreneurs and there are sometimes significant differences between the perceptions of the training providers and the entrepreneurs’ expectations and needs [10]. This is the reason for which assessing the effectiveness of an entrepreneurial training programme must evaluate the measure of covering the real needs of (potential) entrepreneurs.

The following section of our paper presents the main entrepreneurship training models.

3 Main Entrepreneurship Training Models

Theoretical foundations are found in Vroom (1964) [11], who deals in his reference work with the relationship between the motivations of people and the work they perform, e.g. the factors influencing their satisfaction and performance at work. Vroom proved that performance (P) is a multiplicative function of the individual's motivation (M) and of the abilities (A) of the person: P=f(MxA).

Using Vroom’s theory, Van Vuuren applied it to the entrepreneurship, developing the “Entrepreneurship training model”. The model suggests that entrepreneurial performance (E/P) depends on:
- M: performance motivation;
- E/S: entrepreneurial skills;
- B/S: business skills.

The content of the model, namely:
\[ E/P = f[M \times (E/S \times B/S)] \], is synthesised in Table 1.

### Table 1. The Entrepreneurship training model

<table>
<thead>
<tr>
<th>Establishment of own business</th>
<th>Performance motivation (M)</th>
<th>Risk propensity</th>
<th>General management skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of first transactions</td>
<td>Performance motivation</td>
<td>Creativity and Innovation</td>
<td>Marketing skills</td>
</tr>
<tr>
<td>Growth in net value of business</td>
<td></td>
<td>Opportunity identification</td>
<td>Legal skills</td>
</tr>
<tr>
<td>Recruitment of employees</td>
<td></td>
<td>Role models</td>
<td>Operational skills</td>
</tr>
<tr>
<td>Increasing productivity levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increasing profitability</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>


Another model that must be mentioned is the “Entrepreneurial Education Model” (E/E model), illustrated as:

\[ E/E = f[aF(bA \times cB/P) \times (dE/S \times eB/S)] \].

E/E (entrepreneurial education for start-ups) depends on:
- F: facilitator skills, knowledge and motivation;
- A: approaches used by facilitators;
- B/P: Business Plan utilisation;
- E/S: entrepreneurial success themes and knowledge;
- B/S: Business Skills and knowledge;
- a...e: constants.

The model, developed by Pretorius [12], describes five determinants for entrepreneurship education, determinants that are in the same time prescribed requirements for programmes intended to foster entrepreneurial capabilities:
- entrepreneurial success themes: visionary leadership, motivation, personal characteristics, risk-taking, opportunity seeking;
- business knowledge and skills;
- business plan utilisation;
- learning approaches: learning strategies, role-playing, interviewing entrepreneurs, *on site* visits etc.;
- the facilitator: Olivier [13] mentions that the role of the facilitator is to ensure that learning takes place through activities such as creativity, self-learning and critical thinking the programme context, including the knowledge and past experience level of participants.

The third model is the “Education for Improved Entrepreneurial Performance Model” (E for E/P Model) – see Table 2. The model can be illustrated as follows:

\[ E \text{ for } E/P = f[aF \times bM \times (cE/S \times dB/S) \times (eA + fB/P)] \],

stating that Education for Improved Entrepreneurial Performance (E for E/P) is a function of:
- F: facilitators ability, skills, motivation and experience;
- M: motivation;
- E/S: entrepreneurial skills;
- B/S: business skills;
- A: approaches of learning used by facilitator;
- B/P: business plan utilisation;
- a...f: constants.

Following this pattern, we shall present next an inter-regional programme in women entrepreneurship: the AntrES programme. First, we shall briefly present a general overview on the programme. In a second paper, we shall present the results of a research carried out in the framework of this project.
### Table 2. The Improved Entrepreneurship Training Model

<table>
<thead>
<tr>
<th>Entrepreneurial Performance (E/P)</th>
<th>Performance Motivation (M)</th>
<th>Entrepreneurial Skills (E/S) and entrepreneurial success themes</th>
<th>Business Skills (B/S)</th>
<th>Facilitator and Programme context (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishment of own business</td>
<td>Motivation</td>
<td>Risk propensity</td>
<td>General management skills</td>
<td>Previous experience of facilitator and participants</td>
</tr>
<tr>
<td>Growth in net value of business</td>
<td>Mentorship</td>
<td>Creativity and Innovation</td>
<td>Marketing skills</td>
<td>Outcomes of the programme</td>
</tr>
<tr>
<td>Recruitment of employees</td>
<td>Role models</td>
<td>Opportunity identification</td>
<td>Legal skills</td>
<td>Needs analysis of participants</td>
</tr>
<tr>
<td>Increasing productivity levels</td>
<td>Role models analysis (success factor)</td>
<td>Networking</td>
<td>Operational skills</td>
<td></td>
</tr>
<tr>
<td>Increasing profitability</td>
<td>Leadership</td>
<td>Motivation</td>
<td>Communication skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attitude of participant</td>
<td>Motivation</td>
<td>Financial management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social skills</td>
<td>Attitude of participant</td>
<td>Cash flow management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Start-up skills</td>
<td>Attitude of participant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Botha (2003), p. 81

### 4 Overview of AntrES programme

#### 4.1. Main objectives and geographical coverage

The project entitled: *The Entrepreneurship and the Equality of Chances. An inter-regional model of Women Entrepreneurial School (AntrES)*, is a Romanian strategic project financed by the European Social Fund, with a value of 12,500,104 lei (about 3,000,000 euros), having University of Oradea – Faculty of Economics as main beneficiary. The duration of the project is two years, starting in January 2009. The covering area of the project is the Western part of Romania, including Maramures, Satu-Mare, Bihor, Arad, Timis and Caras Severin Counties, and implemented by six partner universities from each of these counties. The general objective is to promote the equality of chances in the field of entrepreneurship, by promoting women involvement, especially in rural areas, to initiate and develop their own business, in the context of sustainable development of their communities. Among its specific objectives, there are:

- providing entrepreneurial and business training for women, and improving intrapreneurial spirit into SMEs run by women managers or administrators;
- providing training for business start-ups;
- providing training and promoting entrepreneurial culture, improving knowledge on initiating, organising and developing successful businesses;
- promoting and enhancing entrepreneurial spirit among women, encouraging them to act as active entrepreneurs;
- promoting active, long-life learning, including e-learning techniques;
- promoting competitive spirit through contests and awarding prizes to the best business plans developed by trainees;
- generating an inter-regional model of entrepreneurial school, replicable and adaptable to other specific regions or fields;
- disseminating good practice in entrepreneurship, with the aim of sustainable community development in Western Romania.

#### 4.2 Target groups

The AntrES project is addressed to an overall target public of 1800 women from the Western part of Romania - Maramures, Satu-Mare, Bihor, Arad,
Timis and Caras Severin counties – divided in three target groups.

The first target group is composed by 288 SMEs female managers from urban area wishing to develop their own business. For the women entrepreneurs in this target group, we intend to improve managerial – intra and entrepreneurial – skills needed for the development of the existing business, optimal utilization of market opportunities and competitive business factors, management and marketing strategies and to promote adaptability and flexibility, with effects on the performance, stability and employments in SMEs.

The second target group is composed of 1,440 women from urban and rural areas wishing to set up their own business. For this target group, we intend promoting and setting an entrepreneurial culture, enhancing the ability to transform business ideas in specific actions, by providing necessary knowledge and information on business environment and local opportunities, setting a business plan, organisation and developing a successful business, with the result of an increasing number of start ups, both in urban and rural areas.

Finally, the third target group is composed of 72 women, students in Economics, trained to become trainers in the entrepreneurship field, benefiting of a job as trainers for rural area, within the project. For this target group, the objective was providing formative competences for business start ups, enhancing their ability to become entrepreneurship promoters, in order to increase awareness and promote positive attitude toward the entrepreneurship and providing support for start ups.

4.3 Main activities

All the activities of the AntrES project take place “in the mirror” in all six counties from the Western part of Romania. AntrES project is implemented by multiple activities, some of them permanent, other ones on limited duration. Besides the permanent activities such as management and promotion-visibility, the project contains research activities and learning activities. The starting point in their achievement was identifying the training needs and the selection of target groups, the researches for elaborating the economic diagnosis of the six counties, and the creation of the database of the target groups and participants. Before the learning activities in AntrES territorial, local and rural centres, it was accomplished the preparation of the learning materials for the trainers, the selection of the trainers, their formation and training, and the organisation of the instruction centres.

In the first six months stage, the project’s inter-regional team had prepared the theoretical learning and tutorial support, the economic diagnoses of the involved counties, the database for the target groups’ selection. Also, six territorial centres have been organised (in the cities, county capitals, at the partner universities), four local centres assigned to each territorial centre (in small and medium towns), and three rural centres assigned to each local centre (in parishes). From the 7th month, for six months, the training (applications and discussions on working sets) had taken place in the territorial centres, two times a month. At the end of the training activity, there is the evaluation, within the contest “My Business Plan”, the awards consisting in money, at minimum necessary amount to set up a business according to the business plan. In the same way, starting with the 13th month, for six months, and starting with the 19th month, for three months, the training took/will take place at the local, respectively rural centres. The last three months are assigned for the evaluation, monitoring and dissemination of the project’s results, including the inter-regional award ceremony and the launch of the research volume “Female Entrepreneurship in the Western Part of Romania”.

4.4 Course outline

Until now, one of the project main results has been the preparation – by the inter-regional academic team – of two packages of learning and training materials, especially designed for fostering female entrepreneurship in the Western part of Romania. Having a marked original feature and prepared both in printed and e-learning format, the three learning materials are: Module I – Business start-up, Module II – Business development, and Training for Trainers of professional competences in Entrepreneurship.

The target group I – women entrepreneurs – has learned both Module I – Business start-up and Module II – Business development, while target group II – women potential entrepreneurs has learned only Module I – Business start-up.

Module I – Business start-up – has the following outline, covering three months, with an overall number of lectures and applications of 72 hours:

Lecture 1. Motivations, abilities and ideas to start a sustainable business;
Lecture 2. Understanding the business environment, choice and validation of the idea;
Lecture 3. Legal forms of business incorporation;
Lecture 4. Clients, competitors and selling methods;
Lecture 5. Estimating the necessary resources and identifying the financing sources for starting up a
business;

Module II – Business development has covered also three months, with an overall number of lectures and applications of 72 hours, and has the following outline:
Lecture 1. Management of business development;
Lecture 2. Internal and external environment analysis. The SWOT analysis;
Lecture 3. Business strategy: preparation and implementation;
Lecture 4. Investment evaluation and finance;
Lecture 5. Business operational management. Business organisation;
Lecture 6. Future development of the business and leadership.

4.5 AntrES relevance in the field of entrepreneurship education and training

The AntrES project’s relevance in the field of entrepreneurship education and training derives from entrepreneurial innovative learning and teaching methods developed, as well as the research focused on chance equality and regional development.

As teaching method, AntrES Entrepreneurial School has developed the Action Learning method, by creating those learning situations “with and from the others”, by creating mixed sets, composed by women from all target groups, women with and without entrepreneurship experience, in different stages of entrepreneurship knowledge and understanding. This method was previously used by the manager of this project in a PHARE project on human resources development [14].

Inside these sets, women are encouraged to talk freely, on the proposed outline, but from their own perspective, sharing their own situations and mutually advising themselves, asking and answering, inspiring one another and learning one from another. Moreover, for each lecture, there is an expert invited for the subject in discussion: a VIP from the local community, or a woman entrepreneur willing to share to other women her own experience and success story.

Using the “telling a story” method is based on the results of studies carried out in Romania by the Centre for Entrepreneurship and Business Research (CEBR), revealing that the entrepreneurial impulse of Romanian women is highly influenced by role models. Entrepreneurial examples act as positive stimuli on the decision of becoming an entrepreneur; “women are tented to be motivated by the examples of other women from their social environment” [15]. Given the proved impact of models on women entrepreneurship [16], of learning from the experience, success or other people’ mistakes, by using the Action Learning method, characterised mainly by Learning with and from others [17], AntrES Entrepreneurship School has proposed to help business women to better understand their business, to develop it and to become real entrepreneurs, to help women attempting to start their own business to actually do this, to empower and inspire them with the courage and force to mobilise resources, and for the young trainers in entrepreneurship to convert themselves in entrepreneurship promoters.

The graduation of the AntrES students has taken/will take place by preparation of their own business plan, which will be presented at the contest “My business plan”. The most interesting and valuable business plans were/will be awarded on Women Entrepreneurship Galas, pursuing this way the achievement of the main project indicators, namely new business start ups.

Besides the entrepreneurial training based on learning materials especially designed for encouraging female entrepreneurship in the Western part of Romania, AntrES project develops also research activities on female entrepreneurship in the Western part of Romania. This research is carried out in the general context described by literature (Hisrich & Brush, 1983, 1984, 1985, 1986, 1987; Brush et al., 2004; Casson, Yeung, Basu, Wadeson, 2006) [18], but also in the Romanian specific context of lack of research on women’s entrepreneurship. We can name such activities as: preparation and publishing the economic diagnoses of the involved counties and thereafter their integration in the training process, in order to facilitate the identification of business ideas according to the local development potential; the development of some specific methods designed to create the database selection and to monitor the project’s target groups, including a set of focused questionnaires. The project development has resulted in:
- the set up of an inter-regional educational research, training and communication network and an inter-regional database on female entrepreneurship, paving the way for further projects;
- generating an inter-regional model of Women Entrepreneurial School based on Action Learning method, allowing the replication on different target public and different geographical areas;
- preparation of 1,800 business plans and putting them into practice, with the support of the project,
leading to increasing number of SMEs, direct and indirect job creation, reducing poverty and fostering regional development, promoting female entrepreneurship, and, last but not least, to positive changes in the lives of all these 1,800 women from the Western Romania.

References:
[12] Botha, Melodi, *Measuring the effectiveness of the women entrepreneurship programme, as a training intervention, on potential, start-up and established women entrepreneurs in South Africa*, Pretoria, 2006, chapter 3