

# *Entrepreneurship Education in College Continue Education*

—The Case of Jilin Province

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**Abstract**—With the promotion of "mass entrepreneurship and innovation", the enthusiasm for entrepreneurship in China is on the rise. As an important part of building lifelong education system and learning society, continue education is of special significance in the promotion of entrepreneurship education. Colleges and universities, as the carrier of continuing education, have obvious advantages in educational resources. However, at present, the pioneering education in continue education of domestic colleges and universities is still in the exploratory stage. Surveys of 10 colleges and universities of continue education in Jilin province show that they are almost blank in entrepreneurship education at present. This article analyzes in depth some reasons, wishing to improve understanding of undertaking education and to adjust its orientation of "masses entrepreneurship and innovation."

**Keywords**—continue education; entrepreneurship education; innovation; Jilin province

## I. INTRODUCTION

With the promotion of "mass entrepreneurship and innovation", colleges and universities in our country have paid more and more attention to entrepreneurship education. However, entrepreneurship education is still in its infancy and construction of entrepreneurial education curriculum system is still not perfect. At present, there are fewer courses in entrepreneurship education in continue education and the forms are rather single. In order to understand the situation of entrepreneurial education in continue education in colleges and universities, we select 10 major universities and colleges in Jilin Province: Jilin University, Northeast Normal University, Jilin University of Finance and Economics, Changchun University of Science and Technology, Jilin Technology University, Jilin Architecture University, Yanbian University, Northeastern University of Electric Power, Beihua University and Jilin Institute of Chemical Technology.

The reason for choosing these 10 colleges and universities is that all of them have specialized continues education (or similar) colleges, which continue education, are relatively mature. Second, these 10 institutions are diverse in type. There are comprehensive institutions (such as Jilin University and Beihua University, etc.), and distinctive professional characteristics of engineering colleges (such as Jilin Architecture University, Jilin Institute of Chemical

Technology). Also contained the key institutions of Ministry of Education (such as Jilin University, Northeast Normal Universities, etc.) as well as ordinary local institutions (such as Jilin Technology University and Changchun University of Science and Technology) to reflect the situation of different kinds of colleges and universities. In addition, 10 institutions are located in three major cities of Jilin Province, Changchun, Jilin and Yanji City, to a certain extent, be able to reflect the geographical characteristics.

## II. STATUS QUO

Undoubtedly, the situation of entrepreneurship education in continues education in colleges and universities is influenced by entrepreneurship education in colleges and universities. Through further literature research, we found that on the one hand, the entrepreneurship education of colleges and universities in our country started very late. Since the Ministry of Education confirmed 9 universities such as Tsinghua University as the pilot schools for entrepreneurship education in 2002, our college education and entrepreneurship education is entering an exploratory stage. With the enrollment expansion in colleges and universities, the employment situation is becoming more and more serious. Entrepreneurship education has become one of the major means to solve the employment pressure of graduates in colleges and universities in China. The state is more aware of the importance of entrepreneurship education. In 2012, the Ministry of Education issued the Circular on Basic Requirements for Teaching of Entrepreneurship in Regular Undergraduate Schools (for Trial Implementation), establishing and improving a diversified education system closely integrated with entrepreneurship education and professional education, which indicates that the education for entrepreneurship in universities will be fully popularized.

Our survey mainly adopts the methods of visiting and telephone interviews. The contents of the survey mainly focus on such topics as "whether have started an entrepreneurial course" and "whether intended to set up an entrepreneurial course system", etc.. The results show that in all 10 colleges and universities, no special entrepreneurial education courses have been set up, though some have entrepreneurial education courses in MBA stages in form of lecture. Construction of entrepreneurial curriculum system, most universities said they

have not yet included in recent planning. This result shows that there is a serious shortage of entrepreneurial education in continue education of colleges and universities in Jilin Province, which can't meet the requirements of "mass entrepreneurship and innovation" and life-long learning for all.

### III. CAUSE ANALYSIS

At present, the entrepreneurial education curriculum system is still in its infancy. One important reason is indeed there are some factors that restrict the development of entrepreneurship education in the continue education:

#### A. *Education Orientation Needs to Keep Pace with the Times*

Years ago, the original intention of continue education or adult education in colleges and universities in our country was mainly to solve the problem of low popularization rate of higher education. Graduation education has gradually become one of the most important components of higher education. Over the years, continue education has indeed strengthened and broadened the opportunities and channels for members in society to accept post-secondary education. However, in the areas of professional establishment, enrollment, and education contents, they have almost copied the mode of higher education in general. They do not take into account the special nature of the subject and the requirements of the times. With the increasing popularity of higher education, academic education is no longer the sole purpose of continuing education.

According to the statistics of continue education in 50 colleges and universities across the country in 2012, the key institutions make full use of their brand advantages in the balanced development of three major areas: "enrollment for the society", "internal training of government institutions" and "internal training of enterprises". Ordinary colleges and universities focus mainly on professional skills training, for the employees<sup>[1]</sup>. However, most universities continue to set up majors and contents in accordance with their characteristics. For example, in Northeast Electric Power University in this survey, the continue education of the university mainly provides professional skills training and academic education for electric power enterprises; Jilin Chemical Institute mainly in chemical engineering and mechanical education, most of whose trainees are chemical workers. Yanbian University not only offers medical and forestry professions, but also embodies the regional ethnic characteristics and offers professional training in Korean and Japanese languages. Although the continue education of colleges and universities is mainly based on social orientation, the education objects is indeed narrow. The main reason is that most of the institutions of higher learning continue to run their educational programs mainly for academic education or skills training for adults. The main purpose is to enhance their academic qualifications and improve their professional skills so as to better perform their original jobs or to seek more promotion opportunities. This has led to the continue education do not take entrepreneurship education into account, and this situation has continued today.

However, with the change of the domestic economic form, the orientation of continue education should be adjusted appropriately according to the changes of market demand. In chairing the preparation work conference for the "13th Five-

Year Plan" Outline, Premier Li Keqiang emphasized that efforts should be made at the supply and demand sides to push the industry toward the middle and high end, to vigorously promote market-oriented reforms, attach importance to supply-side adjustment, speed up the elimination of zombie businesses and effectively resolve excess capacity. The State Council put forward the supply-side reform principle and called for the solution of excess capacity. As a result, a large amount of labor surplus will be generated and some will face the risk of job-hopping and unemployment. On the other hand, the State Council has all along been promoting the policy of "mass entrepreneurship and innovation". Li Keqiang pointed out in the economic open class made by the Central Party School in 2015 that China's economic growth depends on "dual engines" in the future. On the one hand, it will transform and upgrade the traditional engines and increase the supply of public goods and public services. On the other hand, cultivating and building new engines, promote mass entrepreneurship and innovation<sup>[2, 3]</sup>. In the same year, the "Opinions of the State Council on Several Policies and Measures for Vigorously Promoting Innovation in Mass Creation and Entrepreneurship" also pointed out that "to promote mass entrepreneurship and create new innovations is an effective way to stimulate the innovation potential and entrepreneurial vitality of the whole society." In the current economic situation, there will be more and more people starting their own businesses, so the demand for entrepreneurship education will continue to increase. Continue education, as an important component of lifelong education, should follow the needs of the times, adjust the direction of running schools, incorporate entrepreneurship education and entrepreneurship training into the personnel training program, and establish a curriculum system for entrepreneurship education.

#### B. *Knowledge of Entrepreneurship is Biased*

At present, people still have some misunderstandings about starting a business. Some think that starting a business requires high technology and high input, and some think that only unemployed people can start a business. These are all unfavorable to entrepreneurship education. There is also such a problem in this survey. Some institutions of continue education colleges that, at present most of the students are serving staff, who do not need to start a business, indicating that they do not really get the meaning of entrepreneurship education. As mentioned earlier, entrepreneurship education is an idea that fosters entrepreneurship. Entrepreneurship education is geared towards a broader population, not just those who need to start a business. Continue education embodies the characteristics of lifelong education. It provides people with an intermittent and continuous process of education. In addition to knowledge, people should learn skills, and should also be mentally upgraded. Entrepreneurship education can stimulate people's spirit of innovation, and progressiveness is the constant pursuit of the majority of workers in their work and life. The introduction of entrepreneurship education in continues education is able to give full characteristics of both, and more practical significance. Deviation in understanding of

entrepreneurship education is the main reason that most college continues education institutes lack. If the concept can't be changed, this will become an important obstacle to the popularity of innovative entrepreneurship.

#### *C. Entrepreneurship Education Teachers are Lack*

The characteristics of teachers in continue education in colleges is highly dependent on teachers of other faculties. According to the survey on the development of continue education demonstration bases in colleges and universities conducted by the Ministry of Education in 2012, among the sources of continue education teachers in the 50 colleges and universities involved in the survey, except the 5.9% of internal teaching staff, 58.8% of them are in other faculties who have become the absolute main source. That is proved in this survey<sup>[4]</sup>.

In recent years, in accordance with the requirements of the Ministry of Education, colleges and universities in China have gradually increased their investment in entrepreneurship education, including the cultivation of teachers. According to the information provided by China Venture Capital Resources Network, there are mainly three types of teacher education programs for entrepreneurship education in our country: the "Advanced Training Course for Entrepreneurship and Education Key Teachers in Ministry of Education" sponsored by the Ministry of Education of the State Ministry of Education; the "KAB (Know about Business) Training Course for Entrepreneurship Education Program"; Start-up Instructor Training Course and SIYB (Start-up and Improve Your Business) Project sponsored by the Ministry of Human Resources and Social Security; and Other social institutions hosted training courses. As of 2012, the Ministry of Education, Department of Higher Education sponsored "Ministry of Education entrepreneurship education key teachers advanced seminar" has held 10 classes, for the national higher education entrepreneurship education more than a thousand backbone teachers. KAB entrepreneurship education teacher training courses since its introduction into our country in 2005, each year training a large number of "KAB entrepreneurship education lecturer".

Although the teaching staff of entrepreneurship education is expanding, but compared with the huge scale of college students, the scale of entrepreneurship education teachers is far from enough. Many colleges and universities packaged marketing, human resources management, financial management and other teaching contents into entrepreneurial education; teachers from the economics, management and other related disciplines are drawn. Some teachers lack a profound understanding of entrepreneurship theory, resulting in uneven levels of entrepreneurship education in colleges and universities. This not only affects the construction of entrepreneurial education curriculum system for undergraduates, but also directly affects the setting and quality of the entrepreneurial links in continue education because of the high relevance of teachers<sup>[5]</sup>.

In addition, it should be noted that most of the continue education trainees have work experience. In entrepreneurial education, they hope that teachers can provide practical knowledge and skills of entrepreneurship. This requires continue education including related knowledge as well as entrepreneurial experience. According to the nationwide survey data in 2012, among the 50 continue education demonstration bases, only 10.4% of teachers were from government agencies, industrial enterprises, consulting and training institutions and other practical units<sup>[4]</sup>. It is not difficult to speculate that they could spread entrepreneurship practice ability, but the proportion of qualified teachers in entrepreneurship education is minimal. The lack of teachers has therefore become one of the reasons that restrict the establishment and improvement of the curriculum system of entrepreneurship education in continues education.

#### *D. Teaching Methods Need to be Rich*

The majority of the surveyed colleges and universities continue to be divided into two main parts: higher education mainly for academic education and training-based non-academic continuing education. The source of adult academic qualifications is "uneven", showing differences in terms of age and educational level. In addition, most students "go to work and learn to merge", which brings limitation to teaching arrangements. As a result, continue education in colleges and universities mainly focuses on centralized teaching. For example, higher education for adults generally focuses on teaching for two weeks each semester. Self-study examinations for higher education are organized in April and October in a unified way. The limited teaching time and single teaching form have a direct impact on the setting and arrangement of the course content. Besides, the earlier mentioned in the article is deviating from the understanding of entrepreneurship education, which makes it more and more difficult to conduct entrepreneurship education in continue education.

With the continuous maturity of network technology, network distance education has gradually highlighted the importance in recent years. The survey shows that in 2011 the first batch of colleges and universities continued education demonstration base of continue education enrollment of more than 0.51 million person, 1.24 million people studying, and more than 3.6 thousand persons graduate. Among them, 64% learn by "online / distance education". 50 colleges and universities have completed the academic education network of nearly 6, 000 courses, accounting for the total number of academic education courses 1/5, and have built more than 6, 500 non-degree education network courses .E-education is playing a powerful role in the field of education. It has a wider radiation scope and benefited more people. At the same time, digital resources are used frequently in course teaching, teaching resource making, course tutoring, students' independent study and coursework. They are also used in lesson preparation, teaching feedback, course practice and course examinations<sup>[6]</sup>.

Nonetheless, all colleges and universities still feedback digital resources obviously inadequate or even a serious shortage, and there is still great potential and room for the use of various teaching links. At present, many colleges and universities are gradually pushing forward the network distance education so as to draw on and exert their advantages in the continue education development of their own. For entrepreneurial education, distance education has a greater advantage because the entrepreneurial population distribution is more scattered and the timetable is difficult to unify<sup>[7]</sup>. On the other hand, different groups in different stages of entrepreneurship are different in their entrepreneurial knowledge and skills needs. In the process of entrepreneurship learning, some learning may also be repeated. Use of distance education network allows students to make full use of scattered time, purposeful and targeted to find online teaching resources, which is more in line with the characteristics of continue education<sup>[8]</sup>.

However, at present, the content of entrepreneurship education in college network platforms is still very limited. In this survey, we learned that School of Continue Education in Jilin University of Finance and Economics has begun to increase the entrepreneurship education course in the network distance education, which is a very good start. It is believed that with the popularity of entrepreneurship education in colleges and universities, more and more entrepreneurial education resources will be on the network platform, which will be helpful to continue education students.

#### IV. CONCLUSION

Continue education, as an important component of lifelong education and learning society construction, is of great significance to promoting China's economic and social development, building a well-to-do society in an all-round way and improving the overall quality of entire people. In particular, under the combined effect of supply-side reform and the wave of "mass entrepreneurship and innovation", the demand for entrepreneurship education by entrepreneurs has been constantly increasing. This requires continue education in

colleges and universities to give play to their own advantages, readjust the orientation, and provide entrepreneurs with practical and effective start-up education. However, at present, the curriculum system of entrepreneurial education in continues education is still not perfect. In addition to the lack of objective factors such as teachers, people mistakenly understand entrepreneurship education. It is believed that with the continuous popularization of entrepreneurial education in colleges and universities and the improvement of the sense of innovation and entrepreneurship, the undertaking of entrepreneurship education in continue education will receive more attention and will surely become a powerful link in promoting "mass entrepreneurship and innovation".

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