

EVERYDAY LIFE AT THE LEISURE-TIME CENTRE

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Abstract: *In this article I present insights from research that has sought to deepen the perception of recreation leaders regarding leisure-time centres for young people (aged 6-12) and the contributions of these centres to the development and learning of children. Based on the research I argue that the relationship between entrepreneurship education and citizenship education is a close one, and it is possible for one to lend itself to the other and strengthen the development of an individual's skills for inclusion in society. In the first part of the paper I introduce the concept of the leisure-time centre and its connection to the Education Act and the curriculum for elementary school, preschool, and after-school. In the next two sections I describe the theoretical framework for entrepreneurship education and citizenship education. In the fourth part I present the research. In the fifth part I discuss and analyse the findings of the research.*

Keywords: Leisure-time Centre, Entrepreneurship Education, Citizenship Education

Introduction

In Sweden the leisure-time centre is a pedagogical group activity for Swedish school children up to twelve years of age. Children attending leisure-time centres are enrolled at the centres. Activities at the centres can be run as free-standing group activities, but usually in varying degrees, these activities are integrated with preschool class and compulsory education. Approximately 80% of all children in Sweden between the ages of six and nine, and approximately 10% of all children between the ages of ten and twelve are enrolled in leisure-time centres (Skolverket, 2011).

The curriculum for compulsory school, preschool class, and the leisure-time centre (henceforth, the Curriculum; LGR, 11) states that pedagogical group activities at the leisure-time centres should rest on a democratic foundation, which means that training should provide and establish respect for human rights and the fundamental democratic values on which Swedish society is based. Everyone working at leisure-time centres or with leisure activities at school should promote respect for every human being and respect for our common environment (Skolverket, 2011).

In the Curriculum (LGR, 11) are several values that Swedish schools and leisure-time centres should represent and impart. These values are the inviolability of human life, individual freedom and privacy, the equal value of all people, gender equality between male and female, and solidarity with the weak and the

vulnerable. In accordance with ethics, and managed by Christian tradition and Western humanism, these values should be actualized by fostering a sense of justice, generosity, tolerance, and responsibility in individuals. Furthermore, the Curriculum (LGR, 11) states that the activities must be non-denominational (Skolverket, 2011).

The Education Act (2010:800) states that leisure-time centres should supplement education in preschool and elementary school and that such leisure-time centres should promote all-around relations and social community (Education Act, 2010:800). Activities at leisure-time centres should encourage the development and learning of children and provide them with meaningful leisure and recreation. Furthermore, education at leisure-time centres should be based on a holistic view that promotes/prioritizes the child and the child's needs. According to the National Agency for Education, the activities at leisure-time centres and the leisure activities at school should provide children with good care, meaningful leisure, and support in their development (Skolverket, 2010).

In accordance with the policy instruments, activities at leisure-time centres should be designed so that each child's needs are met, each child's interests are nurtured, and each child gets the most out of his or her experiences. As children are seen as active co-creators, they must have space for their curiosity and their desire to learn. As co-creators they also must have influence over how activities are formed. The policy documents clearly state that each child should be supported in expressing his or her thoughts and in joining in and taking responsibility.

The extent of the research in and about leisure-time centres is small compared with that, for example, concerning Swedish schools. New knowledge in the field is developed mostly through theses published in universities, which have examination right to education leisure activities being implemented at leisure-time centres. Besides this, only a few individual theses and scientific papers have been produced over the years. Between 1980 and 1999 twelve essays were written in the subject of leisure education. From 2001 to 2007, out of 447 essays in the educational area, five focused on youth leisure centres (www.forskning.se).

The purpose of this article is, firstly, to show the perception of recreation leaders regarding what abilities children enrolled in leisure-time centres can develop by participating in the activities of such centres. Secondly, the paper seeks to highlight, explore, and illuminate the staff's perception of what leisure-time centre activities can contribute toward the development and learning of children enrolled in such centres. We use a theoretical framework with theories of entrepreneurship education and citizenship education. For example, Davies, Fülöp, Hutchings, Ross, and Berkli (2004) claim there is no necessary

reason why linkages between entrepreneurship and citizenship cannot be made. Furthermore, democracy in itself can be an expression of democratic action.

Methodology

This study used an attitude survey questionnaire (see appendix). A letter with instructions and a presentation of the research followed the questionnaire. Before the questionnaire was sent out it was piloted at three leisure-time centres, and both reliability and validity were found to be satisfactory. The survey instrument, which involved 39 statements, was sent to all 13 municipalities in the county of Norrbotten in northern Sweden, comprising a total of 146 leisure-time centres. The questionnaire was distributed to professionals and other personnel working with children enrolled in leisure-time centres. A total of 164 professionals answered the questionnaire, and in the material leisure-time centres from all municipalities are represented. No respondent answered all the questions in the questionnaire. A 5-point Likert scale scored from 1 (strongly disagree) to 5 (strongly agree) was used. The respondents were reminded twice through e-mail to answer the questionnaire. A questionnaire was used so as to reach as many leisure-time centres as possible.

The assertions that recreation leaders had to consider was divided according to the following themes: motivation, responsibility, cooperation, leadership, communication, curiosity, creativity, initiative, self-image, and self-confidence. Respondents were asked to indicate whether it was possible for children enrolled in leisure-time centres to develop their own inner motility, their ability to take responsibility, the ability to work with others and to listen to others, the ability to lead an activity, their creativity and curiosity, and the ability to generate new ideas. Respondents had also to indicate whether children could develop their self-esteem, self-confidence, and self-image. Finally, respondents were asked whether the children could develop their ability to see new possibilities.

The rest of this paper is organized as follows. The second section presents theories on entrepreneurship education, followed by theories on citizenship education in the third section. The fourth section presents the results of the study. In the last section, useful tools for future study are analysed and some conclusions are drawn.

Entrepreneurship education

Matlay (2008) states that entrepreneurship education has expanded significantly in most industrialized countries due to a widespread governmental belief in the positive impact that entrepreneurship can have on the socioeconomic and political infrastructure of a nation. Involving compulsory schools in the entrepreneurship education process is seen as an important objective for several reasons. Young children tend to display an entrepreneurial attitude in everyday life. They are usually very creative, straightforward, and unconcerned about the potential risks inherent in their actions. Fuchs, Werner, and Wallau (2008) assert that the innate entrepreneurial attitude of younger children must be preserved. Furthermore, they consider it crucial to encourage entrepreneurial behaviour as early as possible.

The European Union has identified entrepreneurship and enterprise as among the key competences in our future society (Martinsson, 2009). For decades now the Organization for Economic Cooperation and Development has been highlighting the importance of an entrepreneurial society. Although most European countries have a policy commitment towards promoting entrepreneurship education (European Commission, 2006), some critical voices are also heard among researchers. Korhonen, Komulainen, and Rätty (2011) claim their position as critical following the theoretical ideas of Foucault (1991). In their research they explore how a group of Finnish comprehensive school teachers in six schools constructed the meaning of entrepreneurship education and produced related characterizations of the abilities of pupils in their interviews. In their discussions, the teachers deployed the discourses of “internal entrepreneurship” and “external entrepreneurship”. The conceptual formulations could be compared with entrepreneurship education of general enterprising attitudes and skills, and with training the students about how to create business (See Leffler, 2009). In one of the six schools entrepreneurship was strongly present as an all-inclusive ideology characterizing the daily practices of teaching and learning. The school had an extensive repertoire of entrepreneurial projects, such as visits, events, and contests embedded in everyday schoolwork. In their conclusions Korhonen, Komulainen, and Rätty (2011) approach entrepreneurship education as a process created through governance, not as an implicitly neutral and desirable goal of education. They argue that the teachers in their research characterized the pupils’ entrepreneurial potential by naming abilities such as creativity, innovativeness, and risk-taking as reflecting the neoliberal ideal of enterprising and entrepreneurial citizens, as well as the essential for the neoliberal governance of the self as a marketable product.

Deuchar (2004) discusses the English National Curriculum model and its recommendations as seen from a Scottish perspective. The published recommendation suggests that enterprise activities may contribute towards the expression of key attributes for effective citizenship. Deuchar (2004) believes that young people should possess personal qualities such as self-esteem, self-confidence, initiative, determination, and emotional maturity in order to develop generic skills such as the ability to work independently and in collaboration with others. Deuchar (2004) argues that there is a relationship between enterprise and citizenship education. The capacity of young people to think and act creatively and to be enterprising in their approach to solving a problem or resolving an issue may allow expression of the key ingredients of citizenship capability.

Seikkula-Leino (2011) argues that entrepreneurship education requires a shift in pedagogy. In addition, the pedagogy of entrepreneurship education is focused on young people being active in learning. The learning situations are flexible and interactive, and activities that encourage the students' interactive learning and reflections are identified: co-operative learning, problem-based learning, group and peer work, project and team work, learning by doing, pedagogical drama, and learning diaries. Similarly, Gibb (2002; 2005) claims that knowledge is built together with the participants, and mistakes are regarded as a part of the learning process. Gibb (2002) furthermore claims that a number of supporting attributes, such as motivation to learn, self-confidence, self-belief, and creativity, are important for the personal development of young people.

According to Heinonen and Poikkijoki (2006), the special challenge of entrepreneurship education lies in facilitating learning to support the entrepreneurial process. Shane and Venkataraman (2000) claim that entrepreneurship depends on particular opportunities, the processes of discovery, evaluation, and exploitation of those opportunities, and the mindset of individuals who discover, evaluate, and exploit them. Eckhard and Shane (2003) also focus on a deeper understanding of opportunities in the entrepreneurial process. Chell and Athayde (2009) argue that the skills for innovation, such as imagination, creativity, curiosity, enthusiasm, and talent, are often equated with the skills required for entrepreneurship. Imagination is meant here as the ability to envision the development of an idea into the future, and creativity subsumes the ability to connect ideas, and to tackle and solve problems.

In Sweden entrepreneurship education has been formally introduced into the educational system as a matter of a national policy. In the first chapter of the Curriculum (LGR, 11), it is clearly stated in the school's values and mission that an important task for schools is to provide an overview and context. Furthermore, schools should encourage the students' creativity, curiosity, self-confidence, and willingness to test ideas and solve problems. Students should be able to take initiative and responsibility and to develop their ability to work independently and together with others at the leisure-time centre. Schools

should thereby contribute to the development of a student's approach that promotes entrepreneurship (Skolverket, 2011).

From the literature review of this article one can see that characteristics such as self-efficacy, self-belief, self-assurance, self-awareness, and feelings of empowerment have gained momentum in the entrepreneurship literature as crucial personal attributes of people who recognize and exploit opportunities.

This article targets the perception of recreation leaders regarding the contribution that the activities at youth leisure centres can make to their children's development and learning. An interesting question is whether the staff working at leisure-time centres can provide children with opportunities.

Citizenship education

A citizen may be described as a member of a political community or a state, who has certain legal, social, and moral rights, duties, and responsibilities. Citizenship is a political concept with a variety of rights and responsibilities in a given political community. These rights and responsibilities change over time as the result of social struggle, economic change, and shifts in governing ideology. The idea of citizenship is built on people's equal value and equal opportunity to take part in and influence public activities. Even though citizenship can mean different things in different nations, it has a broader sociological and historical meaning that is universal (cf. Petersson, Hermansson, Micheletti, Teorell, & Westholm, 1998). Ingelhart (1997) and Giddens (1991) state that young citizens participate in society with "self actualizing" or "self-reflexive" involvements in personally meaningful causes guided by their own lifestyles and shifting social networks. A portfolio of skills for citizenship has been identified; it includes the ability to show mutual respect for others, the social awareness to be able to take self-responsibility, and good self-confidence and good self-worth (Hall, Williamson, and Coffey, 2000). Arnot and Dillabough (2000) argue that an important aspect of schooling is the production of citizenship. Citizenship is not just about what young people learn; it is also about how they learn. Lawy and Biesta (2010) argue that young people learn to be citizens as a consequence of their participation in the actual practices that make up their lives. Young people participate in a range of different practices, such as those involving the family, school peers, and leisure. These practices provide qualitatively different opportunities for action, and hence qualitatively different opportunities for learning from action, which means that young people have a voice and are seen as participants. Lawy and Biesta (2010) claim that citizenship as practice enables an understanding of the dynamics of citizenship learning that is related to the real lives of young people.

Around the world many governments have chosen to develop programmes for citizenship education and learning focused on the school sector. The schools' focus on programmes for citizenship education might be underpinned by the belief that young people are perhaps the most in need of citizenship

education. It has also been argued that citizenship education should be seen as a part of young people's decreasing interest in political parties and other associations of thought, the occurrence of anarchistic youth revolts, and the spread of fascistic ideas among the young generation (Lindström, 2009). Sandström Kjellin and Stier (2008) argue that European educational systems are challenged by increasing social and ethical diversity – something that, in turn, demands new teacher competences. Ross (2010) asks how pre-schools, schools, and colleges disseminate the ideas of citizenship to their pupils and learners, and argues for a ground for young people to explore what citizenship means in an active and participatory manner. He claims that teaching active citizenship is learning citizenship through participation in the understanding and the extension of rights. Furthermore, citizenship education might use the exploration of contested rights as a way of developing practical enactive skills of citizenship. However, Lawy and Biesta (2010) have found that learning in school and college is not always or necessarily associated with a positive experience of citizenship or citizenship education, and that it raises questions about the extent to which citizenship learning is context bound or person bound.

The Swedish school system is a goal-based system with a high degree of local responsibility. The main responsibility for educational activities lies with the municipalities and authorities responsible for independent schools. Various steering documents, such as the school curriculum and course syllabi, are drawn up at different levels within the school system to guide activities. In Sweden citizenship is not a formal subject. Citizenship education and the teaching of formal citizenship are related to different subjects such as civics. It is everyone's responsibility, however, to work within the values and mission of the Swedish school system.

The school system is based on democracy. The Curriculum (LGR, 11) stipulates that the schools' mission is to encourage all pupils' unique individuality, thus enabling them to participate in society by giving their best in responsible freedom.

Schools should promote an understanding of other people and the ability to empathize. The internationalization of Swedish society and the growing movement across borders put high demands on the ability of people to live with and appreciate the values inherent in cultural diversity. The school is both a social and a cultural meeting place, and both milieus present an opportunity and a responsibility to strengthen the ability of everyone who works there.

The Education Act stipulates that education, within each type of school and in the leisure-time centre, should be equal, regardless of where in the country it is provided. The school shall also encourage

equal rights and opportunities between women and men. Thus, children at leisure-time centres should be allowed to test and develop their abilities and interests irrespective of sex. The Curriculum (LGR, 11) states that it is not sufficient for education to impart knowledge of fundamental democratic values; teaching should also be conducted in democratic way and should prepare children to actively participate in society. Children's stay at the leisure-time centre should develop their ability to take personal responsibility. By participating in the planning and evaluation of daily activities and in the choosing of these activities, topics, and themes, children can develop their ability to exercise influence and take responsibility (National Agency for Education, 2010; Skolverket, 2011).

Biesta, Lawy, and Kelly (2009) and Biesta and Lawy (2006) argue that young people's citizenship learning is not just a cognitive function; rather, it is a process that is situated, related, and uniquely linked to the individual life-trajectories of young people. Furthermore, citizenship education should focus on young people in context and on the social, economic, cultural, and political contexts in which they live. Banks (2001) states that citizenship education must be changed in substantial ways to prepare young people to function in the 21st century. Citizens in the new century need the knowledge, attitudes, and skills required to function in a global community.

Biesta, Lawy, and Kelly (2009) claim that factors that provide young people with opportunities and experiences are crucial to the process of citizenship learning. These factors of importance are for the young to have a say, to be taken seriously, and to have influence.

Fiehn (2007) similarly argues that citizenship education is an important part of the development of young people. By enabling them to learn about their rights and responsibilities, to understand how society works, citizenship education prepares young people to deal with the challenges they face in life and to learn and practice new skills. Through citizenship education young people are encouraged and given opportunities to take action on issues that are of concern to them. Experiences expressed by young people themselves means to be listened to, to have a voice, to gain new skills, to be a part of a team, and to have possibilities of getting involved in the community. Print (2007) states clearly that when it comes to citizenship education, of all the options available for young people to learn about participation in democracy, the most strongly favoured and advocated is the school.

What abilities can children enrolled in youth leisure centres develop?

This part of the article shows the results of the survey. The results in their totality will be discussed in the next section. The results are presented in 15 histograms representing the answers to 15 of the 39 statements. The results on all statements can be found in the appendix, presented as a profile of the results. This section is structured under the following themes: motivation, responsibility, cooperation, leadership, communication, curiosity, creativity, initiative, self-image, and self-confidence. The questions are chosen from theories of citizenship and entrepreneurship central to the aim and research questions.

Motivation

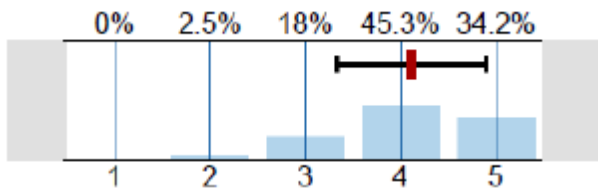


Figure 1. Children can develop their inner forcing.

N=158

Nearly half of the respondents (45.3%) partly agree with the statement that children can develop their inner forcing.

Responsibility

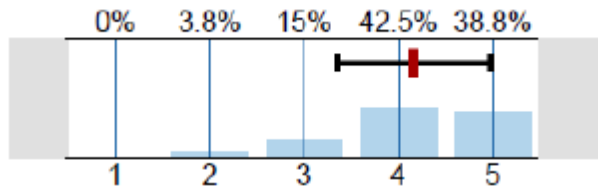


Figure 2. Children can develop their ability to have responsibility.

N=159

Many of the respondents (81.3%) partly or strongly agree with the statement that children can develop their ability to have responsibility.

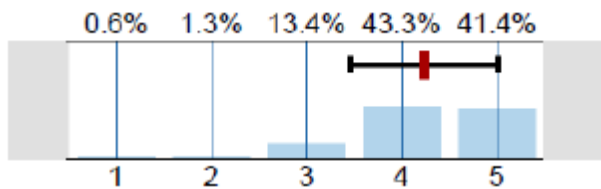


Figure 3. Children can develop their ability to take responsibility.

N=154

Many of the respondents (84.7%) partly or strongly agree with the statement that children can develop their ability to take responsibility.

Cooperation

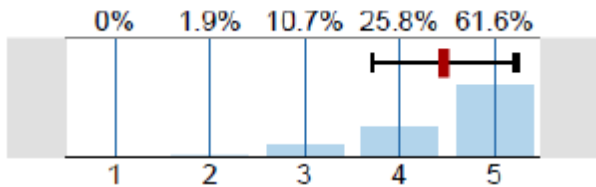


Figure 4. Children can develop their ability to collaborate with others within the organization.

N=159

Majority of the respondents (61.6%) strongly agree with the statement that children can develop their ability to collaborate with others within the organization.

Leadership

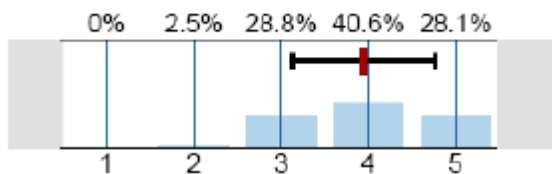


Figure 5. Children can develop their leadership.

N=159

Majority of the respondents (68.7%) partly or strongly agree with the statement that children can develop their leadership.

Communication

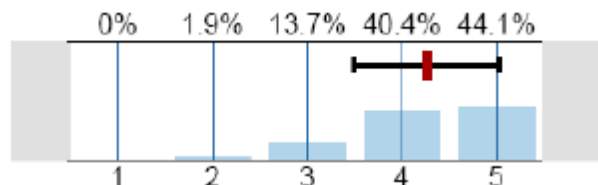


Figure 6. Children can develop their ability to listen to others.

N=159

Many of the respondents (84.5%) partly or strongly agree with the statement that children can develop their ability to listen to others.

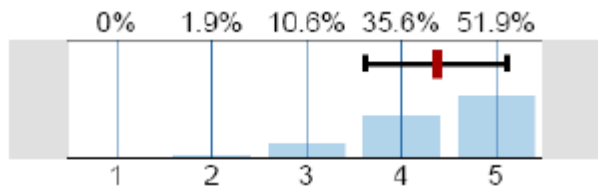


Figure 7. Children can develop their ability to carry on a conversation with others.

N=160

A little more than half of the respondents (51.9%) strongly agree with the statement that children can develop their ability to carry on a conversation with others.

Curiosity

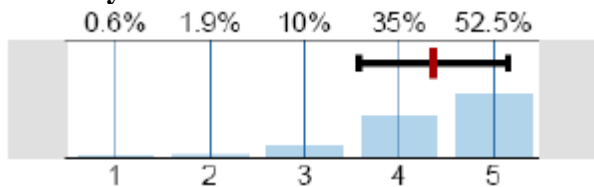


Figure 8. Children can develop their curiosity.

N=156

A little more than half of the respondents (52.5%) totally agree with the statement that children can develop their curiosity.

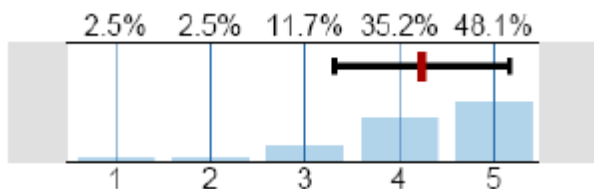


Figure 9. Children can develop their imagination.

N=160

Many of the respondents (83.3%) partly or totally agree with the statement that children can develop their imagination.

Creativity

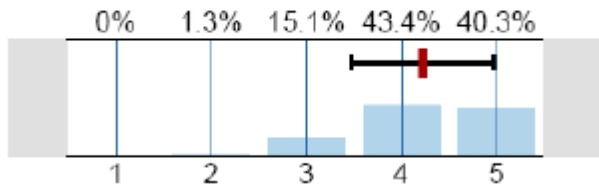


Figure 10. Children can develop their ability to see opportunities and solutions instead of problems.

N=157

Many of the respondents (83.7%) agree, partly agree, or strongly agree with the statement that children can develop their ability to see opportunities and solutions instead of problems.

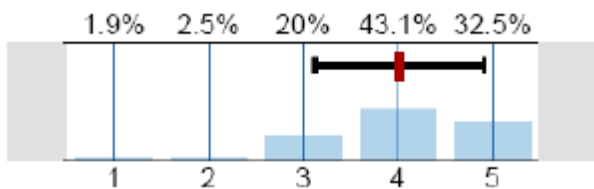


Figure 11. Children can develop their ability to see possibilities.

N=158

Three quarters of the respondents (75.6%) partly or totally agree with the statement that children can develop their ability to see possibilities.

Initiative

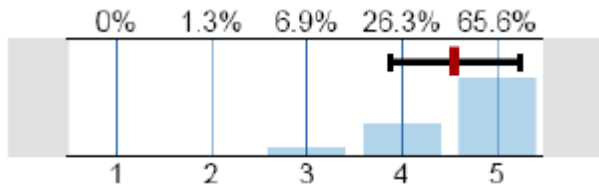


Figure 12. Children can develop the ability to play.

N=158

Majority of the respondents (65.6%) strongly agree with the statement that children can develop their ability to play.

Self-image and self-confidence

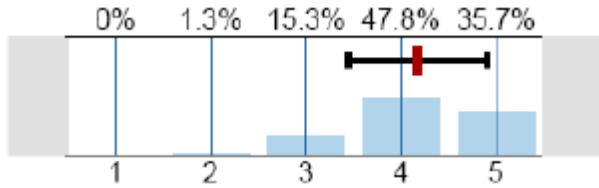


Figure 13. Children can develop their self-esteem.

N=158

Close to half of the respondents (47.8%) partly agree with the statement that children can develop their self-esteem.

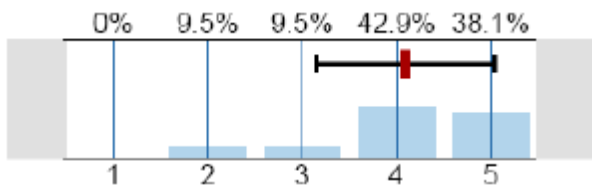


Figure 14. Children can develop their self confidence

N=157

Roughly two-fifths of the respondents (42.9%) partly agree with the statement that children can develop their self confidence.

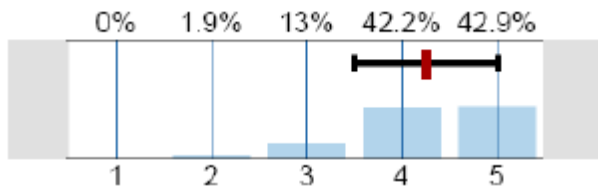


Figure 15. Children can develop their independence.

N=157

Many of the respondents agree with the statement that children can develop their independence, with 42.2% in partial agreement and 42.9% in total agreement.

Entrepreneurship and citizenship: Useful tools for the future

The purpose of this article is, firstly, to show what abilities children enrolled in leisure-time centres can develop through participation in centre activities, as perceived by recreation leaders. Secondly, the paper aims to highlight, explore, and illuminate the staff's perception of what leisure-time centre activities can contribute toward the development and learning of the children. As a theoretical framework, theories of entrepreneurship education and citizenship education are used.

The research as a whole gives many interesting answers to the purpose of the study. The study consistently shows that the respondents generally agree with all the claims presented in the survey. However, there are a few areas where respondents are more hesitant. There are allegations that children can develop their ability to express themselves in dance and drama, that children can develop their ability to collaborate with others outside the leisure-time centre, and that they can develop their ability to understand the world outside the leisure-time centres (see appendix).

The research finds that the contribution of recreation leaders and other staff in schools and the leisure-time centres to the development of children is to enable young people to learn, to use, or to acquire what could be called a portfolio of citizenship and entrepreneurial skills and dispositions.

The allegations in the survey cover the central concepts of entrepreneurship education and citizenship education. The core of both theories includes personal skills and qualities such as motivation, learning, social awareness, and the development of self-confidence, self-responsibility, and creativity. All these conceptions were included in the statements of the questionnaire.

One will notice that children at leisure-time centres are encouraged and given opportunities to take action on issues that are of concern to them. Seikkula-Leino (2011) argues that the pedagogy of entrepreneurship education is focused on young people's active learning. The research shows that children at leisure-time centres are perceived as being capable of active learning. Central for children and of great significance to their development are the activities and the environment at the leisure-time centres, and the importance for child development of being able to play is indisputable. Majority of the respondents (61.6%) agree with the statement that children can develop their ability to collaborate with others within the leisure-time centre.

Important factors in helping young people develop as citizens are their feeling motivated and their having the opportunity for ownership. Almost 80% of the respondents agree with the statement that children can develop their inner forcing and more than 80% of the respondents partly or strongly agree with the statement that children can develop their ability to have responsibility. Among the respondents, 84.7% partly or strongly agree with the statement that children can develop their ability to take responsibility. In the policy documents for the leisure-time centre it is clearly stated that each child should be supported in expressing his or her thoughts and in joining in and taking responsibility. This study cannot tell, however, whether they also have influence over how activities can be formed.

Communication between children and recreation leaders is an important part of the activities at leisure-time centres, as is the ability of children to lead other children in play and in other activities. Thus, children need to feel confident in their own abilities and in their communication with adults. The survey showed that 68.7% of respondents partly or strongly agree with the statement that children can develop their leadership within the leisure-time centre. Many of the respondents (98.4%) partly or strongly agree with the statement that children can develop their ability to build trust with other children.

Gibb (2002) talks about learning as a social and developmental process that can take place outside an organized and structured context and about the capacity to learn from different sources. Individuals can learn from their mistakes, by doing, by coping, by experiment, and by grasping opportunity. Furthermore, there are a number of supporting attributes for learning, such as the motivation to learn, a developed self-confidence and self-belief, curiosity, and the ability to take initiative and to be creative.

This research shows that recreation leaders provide children at the leisure-time centres with a lot of opportunities. The children are more like co-creators, and it seems that children at the centres have space for their curiosity and imagination as well as for their desire to learn.

The survey strongly indicates that children at leisure-time centres can develop a number of entrepreneurial skills: 52.5% of the respondents strongly agree with the statement that children can develop their curiosity, 48.1% with the statement that children can develop their imagination, and 29.6 % with the statement that children can develop their consciousness about their talents.

Thompson (1999) talks about the importance of entrepreneurs who show initiative, who are willing to think conceptually, and who see change as an opportunity. In this research the respondents were asked if children can develop their ability to see opportunities and solutions instead of problems and if they can develop their ability to see possibilities. The research shows that 83.7% of the respondents partly or strongly agree with the statement that children can develop their ability to see opportunities and solutions

instead of problems, and 75.6% partly or strongly agree with the statement that children can develop their ability to see possibilities. The ability to take initiative is another conception with a strong connection to entrepreneurship education. In this research recreation leaders were asked to respond regarding the children's ability to develop the ability to play, and 65.6 % of the respondents strongly agreed.

To conclude, some equality regarding crucial personal attributes are found in the theories of entrepreneurship and citizenship. The skills required for entrepreneurship and for the development of young people's citizenship are characteristic "self" emotion skills, such as developed self-efficacy, self-belief, self-assurance, self-awareness, self-esteem, self-confidence, and independence. Those skills are central in both theories. In this research respondents were asked about the possibility of children developing their personal skills such as their self-esteem, self-confidence, and independence while enrolled in leisure-time centres. The survey showed that 83.5% of the respondents partly or strongly agreed with the statement that children can develop their self-esteem, 81.0% with the statement that children can develop their self-confidence, and finally 85.1% with the statement that children can develop their independence.

From the research it may be argued that children enrolled in leisure-time centres have good possibilities of fulfilling the goals and ambitions indicated in the steering documents of the Swedish system. This research indicates a shift in pedagogy focused on children as being active in learning. From the research children seem to have the potential to be part of the processes at leisure-time centres and to develop their entrepreneurial skills. Fuchs, Werner, and Wallau (2008) claim that younger children tend to display an entrepreneurial attitude in everything they do and that young people are usually very creative, straightforward, and unconcerned with the potential risks inherent in their actions. In this research the children enrolled in leisure-time centres seem to be capable of developing those skills, and therefore it would be desirable to encourage entrepreneurial behaviour early in compulsory school. Sarasvathy and Venkatarman (2011) claim that entrepreneurship may be a social force akin to democracy; based on this they hold that entrepreneurship is a tool for changing society for the better, which everyone should have the right to embrace.

The relationship between enterprise education and citizenship education is a close one. Research shows that it is fruitful to combine the theoretical perspectives of citizenship and entrepreneurship. It is clear from the results of this research that both citizenship education and entrepreneurship education can contribute to the personal development of young people (aged 6-12) enrolled in leisure-time centres. A contribution with a longitudinal perspective could be helpful in deepening young citizens' perception of being citizens. The results also show that young people enrolled at leisure-time centres can adopt an

entrepreneurial approach. Following Sarasvathy and Venkatarman (2011), arguing for entrepreneurship as a method and a social force comparable to democracy would make unnecessary the claims such as those from Korhonen, Komulainen, and Rätty (2011) and Biesta and Lawy and Biesta (2010). Democracy in itself may be seen as a result of enterprising action (Davies et al., 2004).

Of course it is possible to be critical of the positive responses that the recreation leaders gave to the statements in the questionnaire. One critical argument would be that recreation leaders automatically answer in positive terms regarding the outcomes of their job and profession. However, as the respondents came from different leisure-time centres there does not seem to be any systematic bias. Given that this is an exploratory study, I find the responses satisfactory for analysis, but I would also suggest follow-up studies that would show whether students at leisure-time centres develop their entrepreneurial skills and adopt an entrepreneurial approach in the long term.

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Appendix

Questionnaire

EvaSys	Enkät till verksamma inom fritidshem	Electric Paper
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Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

1. Bakgrundsfrågor

1.1 Kön: Kvinna Man

1.2 Vilken utbildning har du?
 Fritidspedagog

1.3 Annan, vilken:

1.4 Hur många år har du arbetat inom fritidshemsverksamhet, totalt:
 0-5 år 6-10 år 11-15 år
 16-20 år 21-25 år 26 >år

Jag ser fritidshemmet där jag arbetar idag som en verksamhet där:

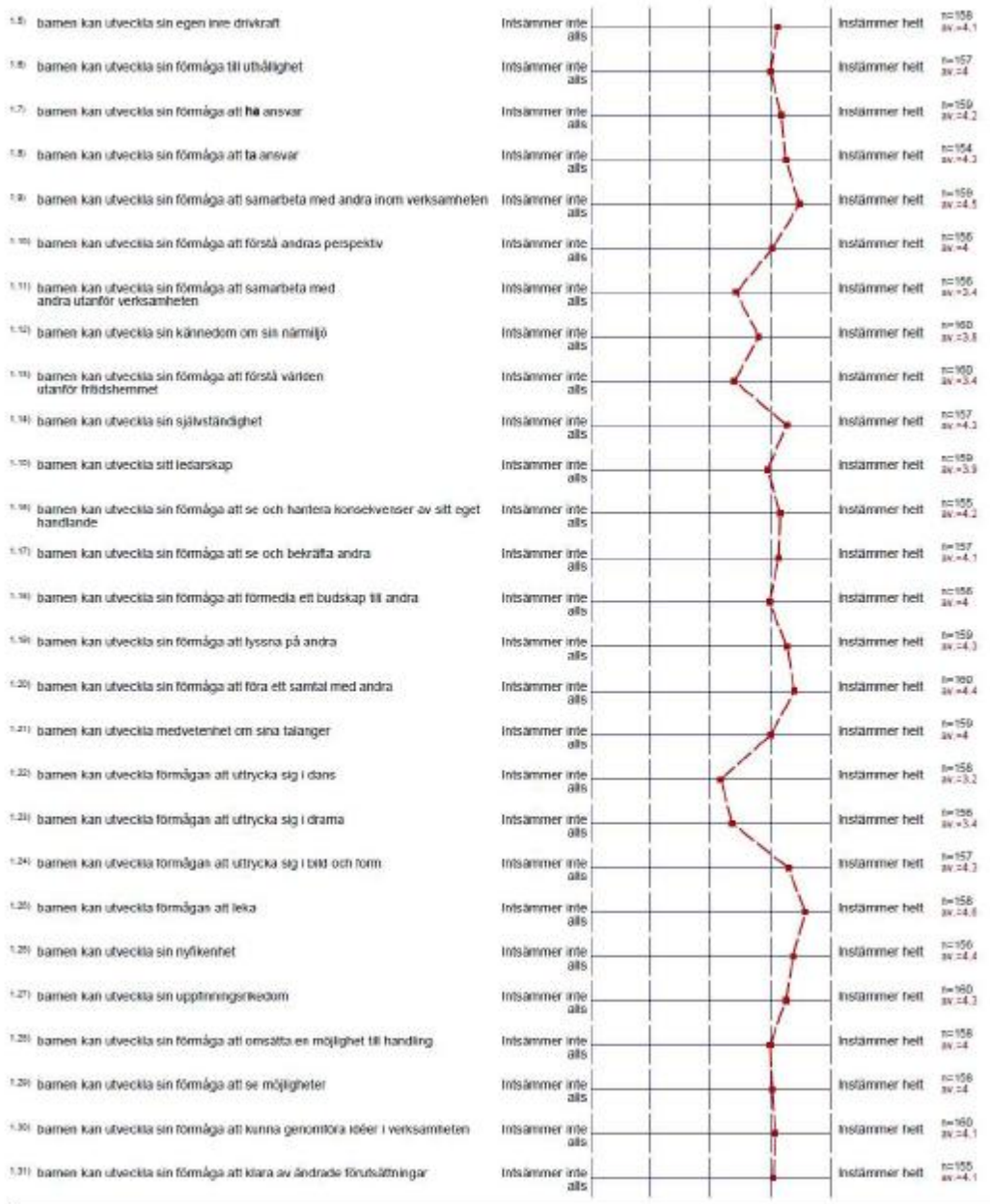
		Intsämmer	inte	allt		Instämmer	helt
1.5 barnen kan utveckla sin egen inre drivkraft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 barnen kan utveckla sin förmåga till uthållighet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 barnen kan utveckla sin förmåga att ta ansvar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 barnen kan utveckla sin förmåga att ta ansvar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 barnen kan utveckla sin förmåga att samarbeta med andra inom verksamheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10 barnen kan utveckla sin förmåga att förstå andras perspektiv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11 barnen kan utveckla sin förmåga att samarbeta med andra utanför verksamheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12 barnen kan utveckla sin kännedom om sin närmiljö	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13 barnen kan utveckla sin förmåga att förstå världen utanför fritidshemmet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14 barnen kan utveckla sin självständighet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.15 barnen kan utveckla sitt ledarskap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.16 barnen kan utveckla sin förmåga att se och hantera konsekvenser av sitt eget handlande	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.17 barnen kan utveckla sin förmåga att se och bekräfta andra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.18 barnen kan utveckla sin förmåga att förmedla ett budskap till andra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.19 barnen kan utveckla sin förmåga att lyssna på andra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.20 barnen kan utveckla sin förmåga att föra ett samtal med andra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.21 barnen kan utveckla medvetenhet om sina talanger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.22 barnen kan utveckla förmågan att uttrycka sig i dans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.23 barnen kan utveckla förmågan att uttrycka sig i drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.24 barnen kan utveckla förmågan att uttrycka sig i bild och form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.25 barnen kan utveckla förmågan att leka	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.26 barnen kan utveckla sin nyfikenhet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.27 barnen kan utveckla sin uppfinningsrikedom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.28 barnen kan utveckla sin förmåga att omsätta en möjlighet till handling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.29 barnen kan utveckla sin förmåga att se möjligheter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.30 barnen kan utveckla sin förmåga att kunna genomföra idéer i verksamheten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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EvaSys	Enkät till verksamma inom fritidshem	Electric Paper				
1. Bakgrundsfrågor [Continue]						
1.31	barnen kan utveckla sin förmåga att klara av ändrade förutsättningar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.32	barnen kan utveckla förmågan att se olika möjliga lösningar i en situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.33	barnen kan utveckla förmågan att se möjligheter och lösningar istället för problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.34	barnen kan utveckla sin självkänsla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.35	barnen kan utveckla sitt självförtroende	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.36	barnen kan utveckla sin förmåga att hantera sina egna känslor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.37	barnen kan utveckla sin förmåga att hantera och förstå andras känslor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.38	barnen kan utveckla sin förmåga att känna tillit till andra barn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.39	barnen kan utveckla sin förmåga att känna tillit till vuxna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tack för din medverkan!

Profile of the results



Profile of the results, continued

