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## **STEM STUDENTS AND ENTREPRENEURSHIP EDUCATION: A CRITICAL DISCOURSE ANALYSIS APPROACH**

### **Abstract:**

In this paper we apply a critical analysis of institutional influence in shaping perceptions and social construction of STEM education and entrepreneurship education at high education level in Croatia. The research is based on identifying and analysing of qualitative data: policy documents on entrepreneurship education (strategy for entrepreneurship education, curricula) as well as national strategy on education, science and technology. Scientific papers in the field of higher education concerning entrepreneurship education and STEM education in Croatia have also been used. The method we use is critical discourse analysis. The aim of the paper is to identify dominant discourses in entrepreneurship education and STEM education at the university level and their potential impact on students' perceptions of the career choice in STEM and/or entrepreneurship field. We identify high level of symbolic capital for STEM subjects in analysed documents and these are academic disciplines that attract relatively few female students. Social constraints can prevent women converting their cultural capital into economic capital.

### **Keywords:**

STEM education, entrepreneurship education, Croatia, discourse analysis

**JEL Classification:** A23, L26