



www.entrepreneurialteachers.eu

PIETE MAGAZINE

Issue 3 / 2020

TABLE OF CONTENT

Introduction

p.3

Greetings from PIETE!

What is PIETE?

News from the PIETE Consortium

p.6

Tandem Workshops Across PIETE Partnership

First PIETE Outputs are Online

Teaching and Learning in Entrepreneurship Education

p.14

Making Finnish Pre-Service Teachers Entrepreneurial

Entrepreneurship Studies for Teachers by National Bank of Poland

Entrepreneurship Initiatives for Children and their Teachers

p.18

Best Practice from Austria: The Initiative for Teaching Entrepreneurship

Entrepreneurship at Schools in Saxony-Anhalt, Germany

Extras on Entrepreneurship Education

p.22

Books for Kids as a Way to Boost Economic and Entrepreneurship-Related Skills in Poland

Discovery Panel: An Innovative Approach to Entrepreneurship Education

BSEEN: A Kick-off Platform For Young British Entrepreneurs

Recent Publications and Podcasts

p.28

Greetings from PIETE!

The PIETE consortium welcomes the beginning of spring 2020 with a brand-new issue of the PIETE magazine, dedicated to exploring the concepts of entrepreneurship education for (aspiring and practicing) school teachers. Since our last publication, substantial progress has been made on the development of the project's outputs and resources – please, stay tuned for the updates!

In the meantime, open this issue and dive into the exploration of the skills necessary for teachers to succeed in their work; get a glimpse of the entrepreneurship education examples in the context of initial teacher training as well as initiatives instilling entrepreneurial values among young learners around Europe. In the first section of the magazine, we invite you to get familiar with our results of the PIETE workshop series held in Austria, Hungary and Poland. Also, we are happy to share two new resources with you - PIETE Online Survey Instrument and PIETE Initial Teacher Education Methodological Framework. Further, our selection of the blog articles

from the partners feature the examples of entrepreneurship education in Finland and Poland. We also offer you to discover an ample variety of entrepreneurship initiatives for kids and their teachers launched in Austria and Germany. Additionally, in this issue we introduce you to two books written for kids to understand complex economic issues but in a simple and engaging manner. On top, we will offer you insightful cases on developing and honing entrepreneurial skills offered to university students of different study areas in Germany and UK. The final section of the magazine brings you the selection of upcoming events that will welcome teachers and entrepreneurs in 2020, as well as the selection of recently released books on entrepreneurship education.

We hope the insights you will get after reading the recent issue will not only ignite your interest but provide you with some inspiration to integrate entrepreneurial skills development in your (maybe future) classroom!

We wish you a pleasant reading!



PIETE Consortium



Achievements 2019

3rd Partner Meeting, Sargodha
(16-17/05/2019)

PARTNERSHIP FOR INITIAL ENTREPRENEURSHIP TEACHER EDUCATION

contributing to a new generation of entrepreneurial teachers in Europe

The PIETE Project (Partnership for Initial Entrepreneurship Teacher Education) is a 3 year Erasmus+ funded Initiative to bring Entrepreneurship Education experts and initial teacher education experts together to foster entrepreneurial skills development in initial teacher education programmes (ISCED level 3-4).

OUR OBJECTIVES



WE RAISE AWARENESS

about the benefits of entrepreneurship among initial teacher training staff at the university level



WE INVESTIGATE

the perception of entrepreneurship education among initial teacher educators



WE DEVELOP

teaching/ training materials to support entrepreneurial skills development in initial teacher education programmes



WE BUILD

long-lasting relationships between experts of initial teacher and entrepreneurship education programmes

Tandem Workshops across PIETE Partner Countries: Insights

To successfully integrate Entrepreneurship Education (EE) and entrepreneurial approaches into the daily teaching lives of initial teacher educators, we need to raise awareness about the potential of EE outside of business faculties, better understand the influencing factors and barriers for integrating the EE methodologies in Initial Teacher Education (ITE) programmes in our PIETE partner countries, and facilitate closer interaction between EE and ITE educators for peer-learning. We realised that to achieve this multifaceted goal, we need to physically bring together the representatives of both academic communities and undertake “tandem” workshops in PIETE partner countries: Austria, Hungary and Poland. We are delighted to report on the first results and insights from initial tandem interventions within our consortium.

AUSTRIA

During the latest PIETE workshop in Innsbruck, Austria, experts discussed the status quo of EE in ITE and reflected about the chances to integrate it more efficiently in the future. At the university-level in Austria, initiatives in the ambit of initial teacher education are surprisingly far less numerous, compared to the initiatives existing at the secondary school level. By now, only a few initiatives target EE in ITE directly, and most are offered across different educational levels, e.g. [IFTE](#) (Initiative for Teaching Entrepreneurship) and [e.e.s.i.](#) (Entrepreneurial Education for School Innovation). During the tandem workshop, we identified main issues and

challenges, that hinder the integration of EE into ITE, while also discussing potential solutions to mitigate them.

Creating mutual understanding and structured pathway to implement EE

In practice, we observed a discrepancy between educators who feel that EE is important and already integrate it (often implicitly) into their classes, and educators who have difficulties to recognize the relevance of EE in general, and regarding specific disciplines or subjects taught. Educators are often also confused as they are not sure, which EE model or framework can serve best as the point of reference

(EntreComp, OECD Learning Compass, etc.) for them, and for what they want to transmit to the students. Both, educators and entrepreneurship experts perceive that a mutual understanding of EE on the ITE level is absent, which hinders the integration of EE into ITE. Indeed, EE is not self-explanatory as often assumed, but many different perceptions and standpoints exist, depending on discipline, educational level, and individual opinions.

Hence, more flexibility and freedom in teaching and curriculum design are definitely needed in the first place, to pave the way for further EE initiatives. Moreover, experts suggest accompanying them with an efficient communication strategy for awareness raising. A concrete idea, which can be realized even without greater efforts, is e.g. the establishment of a digital platform for exchange (knowledge, information, contacts, resources, expertise etc.). However, to change attitudes nothing will be more rewarding than persuasion, courage and openness. To enfold, they need to be fostered on a constant basis throughout different levels and among

several stakeholders.

Supporting both educators and the students in the process

On the student side, more support in terms of coaching and mentoring is suggested. EE should involve critical thinking with out-of-the-box thinking, whereby topics such as sustainability and innovation should move to the centre of the debate, as argued by experts. Students should be granted enough freedom to be creative, to develop and realize ideas. Eventually, competence development among students should also be tracked and measured. This will serve as an important signpost for attainment and future activity direction but also is required for the establishment and introduction of appropriate tools and indicators.

On the educator side, experts suggest the training and practicing of skills by making real-life experiences with entrepreneurship that can be transferred to the classroom afterwards. The sharing of best practice examples, as well as learning and teaching materials, didactics, or other resources is regarded equally effective. Workshop

PIETE Tandem Workshop, Austria



participants emphasized the availability of open source material to be useful to prepare educators. Also, PIETE has recognized this need and pursues with the development of a teaching compendium (project output nr.4), which serves as source of inspiration for educators and can be downloaded free of charge. Furthermore, capable educators should have or should be able to develop a kind of entrepreneurial spirit to recognize opportunities and ideas themselves, and to properly support students in their undertakings. At the same time, institutions will also be challenged to recruit educators with EE competences. This implies a reflection on the call and selection process of ITE educators. From a structural point of view, experts plead for an explicit designation of disciplinary and interdisciplinary entrepreneurship

competences in the curricula, accompanied with a transparent operationalisation and visualization.

Recognition of entrepreneurial skills and self-identification potential

Finally, the key will be to find a consensus for all parties involved on how an entrepreneurial teacher is defined and what differentiates him/her from other teachers. The same applies at the student level. We must agree on how students, who got an entrepreneurship education, differ from students without EE. If we are able to work this out, we will also be able to efficiently integrate EE into ITE in Austria in the future.

Provided by: Desiree Wieser, MCI The Entrepreneurial School. Innsbruck, Austria

HUNGARY

The lecturers from the Institute of Education and the Faculty of Economics and Business Administration at the University of Szeged held tandem workshops in autumn 2019 to explore the lecturers' experience and attitude about how their sense of initiative and entrepreneurship could be integrated into the teacher training programmes. The workshop was rounded up with the assessment and finalisation of the PIETE project's questionnaire that will later be distributed among pre-service teachers in the Hungarian language. During the workshop, we were primarily interested in the questions on how Hungarian teacher training educators perceive entrepreneurship as a competence and whether some elements of Entrepreneurship Competence Framework (EntreComp) are being practiced within Initial teacher Education curricula

unnoticed.

How do Hungarian teacher educators perceive entrepreneurship competence?

During the first workshop, the participants learned about the EntreComp and discussed how it is reflected in the Hungarian National Core Curriculum (HNCC). The HNCC features the term "sense of initiative and entrepreneurship" as a key competence, however, the name is slightly different from what is outlined in the EU recommendation on key competences for Lifelong Learning. A possible deviation can be reasoned with the fact that there is no direct translation of the term "entrepreneurship" to Hungarian. On top, at the beginning of the 1990s- in the period of the Hungarian regime change – the lay public attributed a negative meaning to entrepreneurship: it was associated with craft and tax avoidance.

The participants of the workshop got familiar with the elements of the EntreComp wheel. They pointed out that the entrepreneurship competence and its elements are naturally present in the personality of an efficient and responsible teacher. In their daily work, teachers directly and indirectly face situations and tasks which require activation of the entrepreneurship competence. For example, it is essential to set an objective and make plans. The review of the tasks, a teacher performs in their work, shows that they prepare a syllabus and thematic schemes at the beginning of an academic year and make lesson plans throughout the year. To advance their professional skills, they collaborate with the members of the faculty and the teachers' staff committee, students, parents and colleagues teaching in partner institutions to fully develop students' skills and competencies. Since each student has a unique set of these

skills and competencies, teachers need a high degree of flexibility and creativity to motivate students and direct their attention what is not connected to the primary meaning of entrepreneurship but rather considered as soft skills of the EntreComp.

Is entrepreneurship competence being developed in Hungarian Initial Teacher Training programmes?

Considering the characteristics and specificities of the Hungarian initial teacher training, the workshop participants discussed several possibilities to implement the objectives of the PIETE project. They pointed out that several elements of entrepreneurship are already present in the Hungarian initial teacher training programs. For example, teacher students learn about the characteristics of the labour market, identify the fields where teachers can work (inside and outside the education system),

PIETE Tandem Workshop, Hungary



and entrepreneurship as a way of life. Several courses include the analysis of pedagogical situations which also set the scene to assess self-efficacy. Students have a course called Educational Planning in which they learn about the general questions of planning, management, monitoring and evaluation. The courses include a module (Teachers' roles and teaching as a profession) which covers the psychological questions of being a teacher and focuses on self-efficacy, as well as frustration related challenges. These courses are typically not about entrepreneurship de facto, however, they develop soft skills in close relation with the EntreComp. At the same time, there is also a possible way to get teacher candidates familiarised with entrepreneurship explicitly. For educators, who have been active for several years, shorter (5-8 lessons) or longer accredited (30-lesson), CPD programmes are the most suitable to put the elements of entrepreneurship competence into practice.

An online questionnaire, as part of the project, was drawn up and examined the teachers' (1) attitude and (2) competences related to teaching entrepreneurship, as well as (3) the barriers of integrating entrepreneurship into teacher training. The participating teachers received a Hungarian version of the questionnaire to review it from a respondent's perspective and indicate wherever the wording was accurate enough. The workshop revealed several differences between the terms of economics and educational science, however, the participants managed to achieve a final unanimous agreement.

Provided by: Szabolcs Pronay, University of Szeged

POLAND

The PIETE Tandem workshop was held at University of Bielsko-Biala on 29th October 2019. It was jointly organised by the University of Bielsko-Biala (UBB) and the University of Economics in Katowice (UEK). Total of 9 participants (4 from UB and 5 from UEK) gathered to discuss the term of entrepreneurship, EntreComp and set a foundation for future collaboration.

The term entrepreneurship was introduced and the participants were asked how they understand it and how to best translate it into Polish. Then EntreComp was briefly presented and the wheel was discussed. Some elements of the wheel were not

directly associated by the participants with entrepreneurship/ entrepreneurship education. It was concluded that a discussion on the definition and role of entrepreneurship in professional life in general and especially in the teaching profession is absolutely necessary which indicates the relevance of the PIETE project.

The idea of the PIETE project was discussed and the main project-related issues were presented. The conclusion was that entrepreneurship and entrepreneurship education elements should be a part of teaching courses not only for the sake of „producing” better teachers, but for the

whole society that would be affected in a positive way (more entrepreneurial in professional and private life) if taught by teachers that are entrepreneurial in the broad sense that is presented in EntreComp.

After the general idea of the PIETE project was discussed, the main part of the workshop began – the workshop participants from UBB thoroughly discussed and presented the specificity of their job to the UEK workshop participants. The qualities of a good teacher and the requirements to become a teacher in Poland were elaborated on. UBB employees explained how those requirements influence their teaching and how they prepare ITE students to become teachers. The specificity of ITE in Poland was generally discussed and compared to some other European countries. Further, recent changes in the ITE curriculum were debated. Also, the current situation of teachers (financial and social status), expectations towards teachers and attitudes towards them were presented and there was an ongoing

discussion about it, especially in view of the fact that recently teachers in Poland went on strikes. Potential ways of introducing entrepreneurship education into ITE programmes and anticipated problems (e.g. lack of time to implement it and potential lack of ITE educators' motivation to do it) and solutions (e.g. some incentives for ITE educators connected with introducing entrepreneurship education elements into ITE programmes) were discussed. Everyone agreed that introducing elements of entrepreneurship education into ITE programmes would be of enormous benefit for ITE educators, students and for the whole society in general as young teachers would educate new generations how to live more entrepreneurial life.

Provided by: Anna Wieczorek, University of Bielsko-Biala

PIETE Tandem Workshop, Poland



First PIETE Outputs are Online!

PIETE consortium is excited to share two new intellectual outputs of the project. These intellectual outputs are the first comers of the project, and in this light, we are thrilled to present you the results of the hard work accomplished by the project partners. These results include the PIETE Initial Teacher Education Methodological Framework and the PIETE Online Survey Instrument.

PIETE Initial Teacher Education Methodological Framework

PIETE Initial Teacher Education (ITE) methodological framework allows a coherent mapping of actors, artefacts and practices involved in the pre-service teacher training within education systems. Thus, the framework makes it possible to understand the functionality of Teacher Training Centers in terms of institutional circumstances, curricular focus and responsibilities of educators involved in ISCED 3-4 (Upper secondary education and post-secondary non-tertiary education) teacher development. It helps identifying areas in which elements of Entrepreneurship Education (EE) – as understood under the European Entrepreneurship Competence Framework (EntreComp) – can be most efficiently integrated.

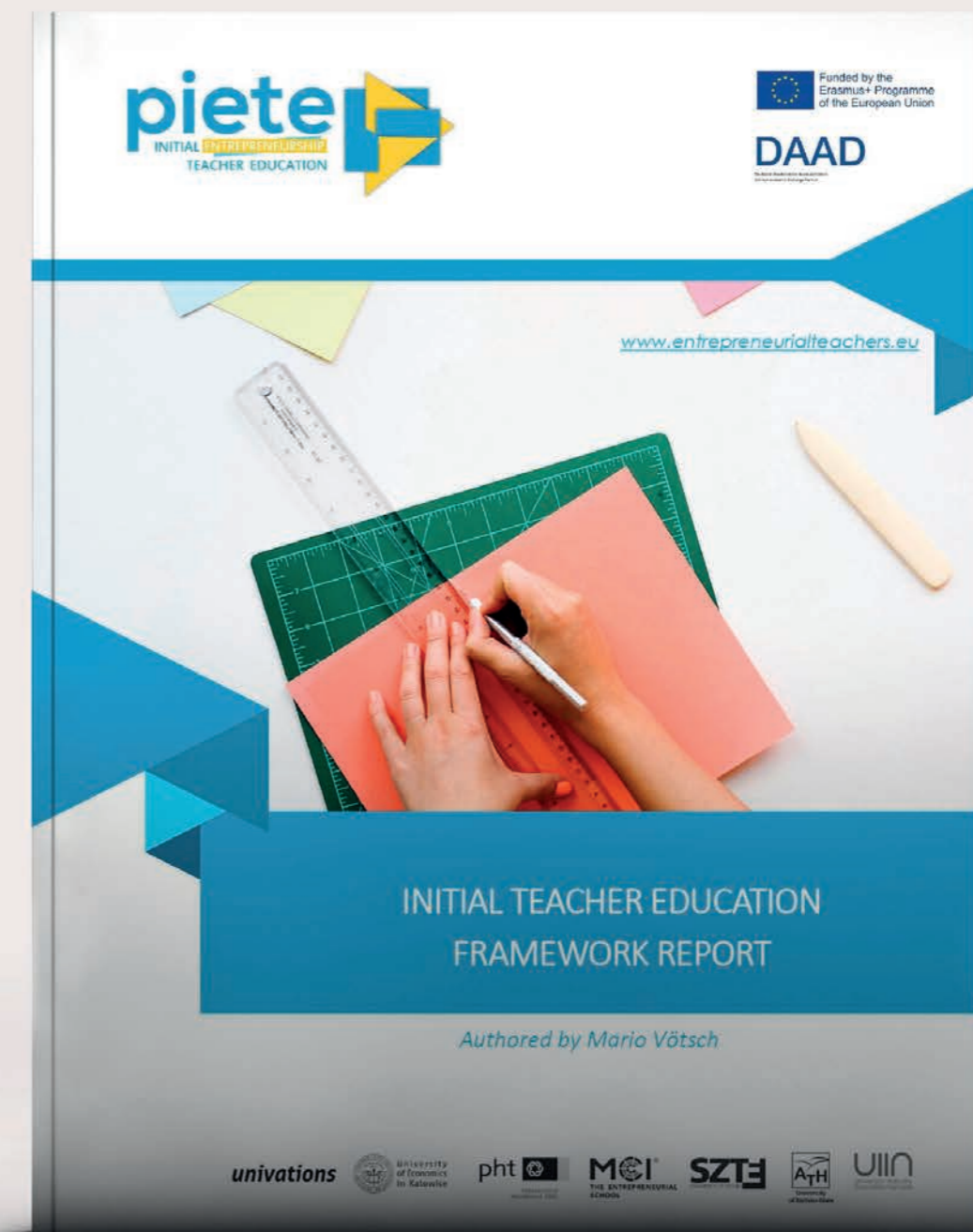
This framework aims to be easily applicable to different national or regional contexts. Its

functionality will be showcased by applying it into the educational contexts of PIETE partner institutions in Austria, Poland, and Hungary. The cases will be presented as separate reports in the respective national languages and English.

PIETE Online Survey Instrument – Understanding of Entrepreneurship Education in Initial Teacher Education

[PIETE Awareness Test Center](http://www.entrepreneurialteachers.eu) (survey) provides the means to assess conceptual and terminological EE understanding of ITE educators. This knowledge is considered crucial for the overall aim of PIETE - foster EE within ITE. The survey will also serve as the main data collection instrument for PIETE Discussion Paper. You can access the survey in 4 languages (English, German, Polish and Hungarian) online on our website. The offline version is possible to get via contacting the PIETE project leader as well as the coordinator of this project output, Florian Bratzke (bratzke@univations.de).

Are you an initial teacher educator? We would love to hear from you! We already started collecting the data for our discussion paper, and would like to invite you to participate in the survey! Your data will be used for statistical purposes only and will remain anonymous. Please find the survey at www.entrepreneurialteachers.eu.





Making Finnish Pre-Service Teachers Entrepreneurial

Finland has been topping multiple rankings for many years in a row. When it comes to school education, the country attracted a huge interest around its successful results in the Program for International Student Assessment (PISA) in 2000. It came first among 32 OECD countries in reading, third in science and fourth in maths, and has been hovering around the top countries since then. Here the success can be attributed to many things: timely policy shifts, teaching methodologies, etc. But one success ingredient of the recipe is undeniable – teachers with well-rounded skills and sound knowledge of their subject.

As the European Union sees entrepreneurial skills an integral factor contributing to the creation of welfare and well-being, the integration of entrepreneurship courses into the Finnish university curriculum for teachers doesn't seem to be odd. University of Turku (further UT) is one of the first universities in Finland that made

entrepreneurship training modules for pre-service teachers compulsory. Up till now, the entrepreneurship modules are offered to teacher students both as obligatory and elective courses. This year, UT offers a renewed 3-ECTS elective Enterprise Education in Basic Education that will allow students to embark on an exciting journey of entrepreneurial self-discovery.

Teaching + entrepreneurship: compatible?

According to Jaana Lepistö, Adjunct Professor at UT whose expertise revolves around Entrepreneurship and Craft Education, with the course Enterprise Education in Basic Education they are trying to achieve three main goals. First, students will unearth possibilities of applying operating methods based on entrepreneurship to teaching in basic education. They will see how entrepreneurial pedagogy can find its way and may be implemented in their teaching work in comprehensive schools. Second, teacher students will be structurally guided through the corpus of national and international research on entrepreneurial education so that they can form a pedagogical idea of how to put it into practice. And third, the elective course will allow students to explore entrepreneurship from different perspectives and see how they can engage in cooperation with various societal stakeholders and make use of them in their teaching.

What's in the pack?

The elective course Enterprise Education in Basic Education has been modified several times during its existence to stay relevant to the demands of the modern school system as well as address its future challenges. Currently, the course comprises, but is not limited to, the following topics:

- entrepreneurial education terminology;
- basics of entrepreneurial pedagogy;
- methods of operation related to entrepreneurial pedagogy in

comprehensive education;

- entrepreneurship as a social phenomenon;
- active participation and inclusion as part of the teaching work;
- school as a community and co-operation;
- development of the school organisation and school activities and societal challenges;
- contacts with parties outside of the school.

Modes of study

As many other courses, this elective includes a variety of lectures delivered by both the responsible course lecturer and external experts from the field. The course also suggests ten hours of group studies, six of which are school visits. During these visits, teacher students observe the implementation of entrepreneurship concepts in the classroom by their more experienced colleagues. However, a fair share of the course is required to be done individually. Like true entrepreneurs, UT teacher students submerge into the exploratory search of their own unique possible application of entrepreneurial skills. So far, this elective has been offered only in the Finnish language.

Though already being a highly prestigious professional field in Finland, teaching occupation keeps evolving into new phases what allows fully-fledged teacher graduates to safely experiment in classrooms with new methodologies.

Provided by: Alina Meloyan, UIIN

Entrepreneurship Studies for Teachers by National Bank of Poland

In Poland, entrepreneurship education is part of secondary school syllabus. In many cases, due to the fact that there are not many hours devoted to it, this subject is taught by teachers who teach other subjects on a regular basis and who not always have sufficient knowledge concerning entrepreneurship-related issues. They, of course, need to attend some courses, but many of them feel it is not enough to make them understand what entrepreneurship competence is about and how to teach it. A few years ago, the National Bank of Poland in cooperation with four universities, undertook a curious initiative. Each of the four universities (University of Economics in Katowice, University of Economics in Poznań, SGH Warsaw School of Economics and the John Paul II Catholic University of Lublin) offered very cheap post-graduate studies for up to 50 in-service and pre-service teachers. At University of Economics 47 people enrolled and all of them graduated from the studies. The studies were in 88% financed by the National Bank of Poland (12% - by the students). The four higher education institutions formed a consortium and jointly prepared the study programme built on their experience with relation to general knowledge referring to entrepreneurship-related issues and methodology of teaching it. The nearly free opportunity and the study programme prepared by experts were obvious

advantages over other programmes of similar studies. Thanks to the project, that was part of economic education programme, 180 teachers of other subject areas were given an opportunity to become entrepreneurship teachers as well.

About the studies

The studies comprised three semesters (300 contact hours) and the following topics were covered: company organisation, the role of state in the economy, planning one's career and shaping pro-entrepreneurial attitudes of people, methodology of entrepreneurship teaching, etc. As it can be seen, the aspects elaborated during the studies concerned broad contemporary understanding of entrepreneurship competence. Furthermore, teaching methodology, the very subject of entrepreneurship education, was also taught and the students then had to test their newly gained knowledge in practice, during their internship.

After graduation, newly trained and re-trained teachers were eligible to teach a secondary school subject: basics of entrepreneurship. What is more, the mindset of many of them changed as they started understanding the notion of entrepreneurship in broader terms. This way, not only while entrepreneurship teaching, but also while teaching their



first subject, they transfer some pro-active attitudes to younger generations. After the free edition of studies finished, some of the involved universities decided to offer commercial studies based on the programme that still gives the same opportunity for new teachers.

Dr. Bartłomiej J. Gabryś as entrepreneurship education promoter

At University of Economics in Katowice, prof. Wojciech Dyduch and dr. Bartłomiej J. Gabryś were the initiators of the studies. Dr. Bartłomiej J. Gabryś was a co-author of the programme in the consortium. He works at Entrepreneurship Department, participated in domestic and global scientific projects (i.e. Global Entrepreneurship Monitor project) and presents his research at prestigious conferences in Europe, Asia and America. He supports business people with his knowledge, especially with relation to developing their own business, organising it and motivating employees. The most important area of his activities in view of the objectives of PIETE project

is, however, spreading entrepreneurship-related knowledge among youngsters. He organises workshops for young people at university and he also visits schools in the Silesian region where he talks about entrepreneurship, entrepreneurial and pro-active life attitudes. He co-organises Entrepreneurship Education Contest that is a big event focusing attention of several thousands of young people every year and he is a member of the Association of Children's Economic Universities where he encourages the economic development of children from early years. Dr. Gabryś is also a politician interested in developing the Silesian region and local business environment.

Provided by: Anna Wieczorek, University of Bielsko Biala



Best practice from Austria: The Initiative for Teaching Entrepreneurship

There are various action plans, strategies and initiatives in Austria which promote Entrepreneurship Education (EE) and encourage its integration on different levels. One highly engaged network is the [Initiative for Teaching Entrepreneurship \(IFTE\)](#) which is mainly active in the sector of Initial Teacher Education. It supports EE on the level of teacher training by organizing events, workshops, seminars and summer schools. Here is an overview of some IFTE activities.

Summer school in Kitzbühel

The goal of the summer school is to present tools for teachers to teach entrepreneurial competences. A focus is placed on learning through experience so that the course offers a lot of insights from entrepreneurs and professionals. The European Commission has awarded the summer school Best

practice in the area of EE.

Teachers in Economy

It is a practical training for teachers (in-service as well as pre-service ones) who get an opportunity to visit corporations and firms for 3 days and thus become an active part. In the programme, the teachers focus on understanding economic issues by experiencing managerial and operational perspectives within business processes. The training involves several companies and is a valuable tool to develop mutual understanding between educators and business professionals. Finally, teachers can apply their insights by translating them into didactical methods.

Entrepreneurship Educator of the Year

This award annually certifies the performance of a single teacher in the area of EE. It focuses on innovative teaching arrangements, possible methods to promote EE as well as on personal engagement of a teacher.

Youth Start

This program is developed by the Federal Ministries of Education from Austria, Luxembourg, Portugal and Slovenia. The aim of the program is to develop an innovative, flexible, transferable and scalable

entrepreneurship program. IFTE is the Austrian program partner and responsible for the methodological framework as well as teaching and learning materials.

Changemaker

The Changemaker program is developed by IFTE and aimed at students at upper secondary school. It supports committed young people in implementing innovative project ideas for the Sustainable Development Goals. They receive support in the development of their projects from mentors, via workshops and diverse forms of funding.

Global Entrepreneurship Week & Entrepreneurship Summit

Global Entrepreneurship Week promotes around 15,000 events worldwide each year. Seven million people from 115 countries participate in the event. In Austria, IFTE is one of the organizers and host. The Entrepreneurship Summit is a one-day conference and as such rounds up the Global Entrepreneurship Week.

Provided by: Mario Vötsch, University College of Teacher Education Tyrol



Images Credit: Initiative for Teacher Entrepreneurship (p. 19), Global Entrepreneurship Week (p. 19)

Entrepreneurship at Schools in Saxony-Anhalt, Germany

Coming up with innovative ideas, solving problems creatively, acting independently, convincing others, working in teams, having fun in performance: developing entrepreneurial skills is important for young people and a pre-requisite to get along in today's as much as in the future world of work. However, how does one manage to integrate Entrepreneurship Education at schools? How can the power of developing an entrepreneurial mindset become accessible and tangible for pupils?

In fact, most schools in Saxony-Anhalt struggle to provide in-house learning opportunities that allow pupils to gather entrepreneurial experiences. To make up for the latter, a network of distinct entrepreneurship education initiatives in Saxony-Anhalt (namely [Unternehmergeist macht Schule](#)) offers schools professional support. Through their educational offers pupils get a chance and support for the development of business models, the production of prototypes as well as the practical implementation of business ideas by establishing real student companies (Schülerfirmen). Additionally, they act as intermediaries between schools and companies from the regional business ecosystem to support early career orientation as much as to ensure practical relevance of early start-up efforts. Here is an overview of present initiatives and their operational focus within the state of Saxony-Anhalt:

futurego Sachsen-Anhalt

In the pupil competition futurego Sachsen-Anhalt, pupils develop a business idea right up to the finished business concept and illustrate it with the help of a prototype and video. In workshops and individual coaching the necessary knowledge is imparted. Each competition cycle lasts one school year and can be both - integrated into the lessons at school but also be carried out by pupils during their spare time.

Website: www.futurego.de

Contact: [Steffen Kiesel](#) / [Univations GmbH](#)

Junior

For more than 20 years IW JUNIOR gGmbH has been helping pupils to found their own companies. In addition, they offer student-friendly materials, comprehensive advice, supervision and assurance of pupil companies, organize national and international events and provide contacts to schools and companies throughout Europe.

Website: www.junior-programme.de

Contact: [Corinna Brandt](#) / [IW JUNIOR gGmbH](#)

Junggründerzentrum Sachsen-Anhalt 2.0

The student institute SITI e. V. (registered association) in Havelberg has many years of experience in promoting pupil companies with their own products. The Junggründerzentrum (youth founder centre) makes these experiences available

to interested pupil companies in Saxony-Anhalt in central training courses or individual coaching sessions. Thus, the networking of pupil companies of different schools is to be made possible by common products.

Website: www.jgz.siti.de

Contact: [Dr.-Ing. Hannes König](#) / [Schüler-Institut SITI e.V.](#)

Jugend gründet

The aim of the nationwide online competition "Jugend gründet" (Youth founds) is to inspire pupils and apprentices for the topics of innovation and start-up. The task is to develop an innovative business idea, to complete an online business plan and to prove in a high-quality business simulation through sustainable entrepreneurial activity in the ups and downs of the economy.

Website: www.jugend-gruendet.de

Contact: [Marius Kunkis](#) / [Steinbeis-Innovationszentrum](#)

[Unternehmensentwicklung an der Hochschule Pforzheim \(SIZUE\)](#)

Ego. Sommerakademie

The "ego.- on tour" initiative addresses secondary school pupils who want to learn more about starting a business and entrepreneurship in general. This is done through one-day workshops at schools. At the end of the workshop day, participants get the chance to qualify ego.- Summer Academy at Harz University of Applied Sciences where specific entrepreneurial knowledge is deepened through the co-creational workshop formats and planning games in 3 consecutive days.

Website: ego.hs-harz.de

Contact: [Benedikt Kisser](#) / [Hochschule Harz](#)

Gründerkids

The project GRÜNDERKIDS (founder kids) advises and qualifies pupils and teachers from Saxony-Anhalt on their way to launch a (pupil-)company. Also, the Gründerkids

team supports running pupil-companies with (business) training, company meetings, individual guidance in corporate governance issues. Moreover, Gründerkids strengthens country-wide networking among pupil companies as well as with stakeholders from the regional economy.

Website: www.gruenderkids.de

Contact: [Claudia Köhler](#) / [Gemeinnützige Deutsche Kinder- und Jugendstiftung GmbH](#)

By collaborating in the joint network "Unternehmergeist macht Schule", the activity range and distinct features of each of the available entrepreneurship education initiatives in the state can be well coordinated. What is more, the catalogue of existing offers can be well assessed by teachers, principals and pupils, as the networks online presence presents fundamental information about each initiative. Operationally, the participating initiatives exploit the network to regularly discuss how entrepreneurship education offers, incl. continuous professional development for teachers, can be improved for schools. After all, the dynamic environment educational institutions are exposed to in today's rapidly changing world also need to be considered in the entrepreneurship education offers of any external provider.

Provided by: [Sandra Bier](#) & [Florian Bratzke](#), [Univations GmbH](#)





Image credit: bajkochlonka.pl

Books for Kids as a Way to Boost Economic and Entrepreneurship-Related Skills in Poland

Economic socialization of people begins in childhood, together with general socialization. It is understood as a process of acquiring knowledge, skills and disposition towards dealing with financial and business issues (Sobieraj, 2013). General socialization can be, according to Sztompka (2012), primary and secondary processes of acquiring knowledge and skills relevant for becoming a member of society. The primary socialization takes place at home where at first parents/caretakers and later so-called significant others (like peers, friends, etc.) influence one's beliefs and behaviours. Later on, when a person is shaped by schools, university and professional environment, we may speak about secondary socialization. The process is a lifelong one and the same applies to the economic socialization which embraces understanding how economy influences everyday life, simple business issues and processes. Roland-Levy (2004) stresses that economic socialization is not only shaped in childhood, but also in adult life especially during moments of changes in one's life (e.g. changes in one's professional life like losing a

job and trying to find a new one in a different sector). If economic socialization is a lifelong process and can be boosted in adult life as well, does it make any sense to shape it in childhood? Certainly, it does, although not all children have a chance to do so.

Economic competence of young Poles according to the National Bank of Poland

The Department of Education and Publishing at National Bank of Poland (NBP) systematically monitors the state of knowledge and awareness of Poles with relation to economy-related issues. Thanks to this research they identify deficits and needs of various groups of society and their preferences concerning economic and entrepreneurial education. An test that was carried out by NBP in 2015 (konsorcjum Pracownia Badań i Innowacji Społecznych „Stocznia” i Grupa IQS dla Departamentu Edukacji i Wydawnictw NBP) revealed that each year people have better economic knowledge, but still many young people and children claim that they know too little about those issues. Children become more active when it comes

to economic development around the period between primary and secondary school as more and more of them have their own money to manage and more opportunities to use commercial services. Those, who previously were given the opportunity to manage their own pocket-money budgets and could observe good practices of their parents or could talk to them about financial issues, find it easier in adolescent and adult life. If so, how to help kids become more aware of economy-related issues and their parents to pass the knowledge if they lack it themselves or cannot pass it on?

Books for children referring to economy-related issues as a benchmark of raising economic awareness and boosting skills of new generations of Poles

Grzegorz Kasdepke writes books that help children understand the surrounding world. He graduated from the faculty of Journalist Studies and Political Science at the University of Warsaw and for many years he was an Editor in Chief of a kids magazine. In his books addressed to kids, he helps them understand their feelings, the surrounding world and some economic processes. In a book titled “Rainy day money and other weird staff living in the country of wallet”, written together with Ryszard Petru (an economist and a local politician) in 2014, he explains some basic economic terms to kids and adults and offers some comments for parents that may help them talk to their children about financial issues. The book comprises 50 short and well-illustrated stories in which such issues as e.g. investment, demand/supply, recession, bankruptcy, etc. are explained and discussed. Kasdepke as a writer creates stories of different ZOO creatures (symbolising some economic notions) whereas Petru as an economist supplements professional comments which are reader-friendly. This way even parents who do not deal with such issues as credit

ratings, mark-ups and investment, may help their children become more economically aware. For those who want to learn something about entrepreneurship competence in an entertaining way and who want to boost their children's entrepreneurial skills, another book by Kasdepke is recommended – “A Stone, Chocolate Drops and Candies” where a very sad country changes for better due to creativity and entrepreneurial skills of the country inhabitants. There are, of course, more books for children dealing with related issues, but the ones described above explain difficult notions in a reader-friendly way. They are based on expert knowledge and can serve well to parents and their kids.

References:

- Roland-Levy, C. (2004) *“W jaki sposób nabywamy pojęcia i wartości ekonomiczne” (How we acquire economic notions and values).* in T. Tyszka [ed.] *Psychologia ekonomiczna*. Gdańsk: GWP, pp. 284-285
- Sobieraj, W. (2013) *„Socjalizacja ekonomiczna dzieci jako czynnik rozwoju kapitału ludzkiego” (Economic socialization of children as social capital development sign).* *Social Sciences* 2(8)
- Sztompka, P. (2012) *Socjologia: analiza społeczeństwa (Sociology: society analysis)*, Kraków: Znak
- Kasdepke, G. (2012) *Pestka, Drops, Cukierek (A Stone, Chocolate Drops and Candies)*. Warszawa: Liczny Kultury
- Kasdepke, G. and R. Petru (2014) *Zaskórniaki i inne dziwadła z krainy portfela (Rainy day money and other weird staff living in the country of wallet)*. Warszawa: Narodowe Centrum Kultury

Provided by: Maciej Mitrega, University of Economics in Katowice

Discovery Panel: An Innovative Approach to Entrepreneurship Education

It is common to see entrepreneurship learning activities focus on the 'idea-generation' aspect of a business start-up. However, equally important for entrepreneurial success is the ability to transform business ideas into commercially viable products or services. Through an innovative entrepreneurship module entitled "Discovery Panel", (which started in the Münster University of Applied Sciences (MUAS) and is now implemented in the Munich School of Business) students are connected with entrepreneurs and their already existing business ideas so that they can assist them in evaluating its commercial viability. Pioneered by Prof. Todd Davey, this approach changes the focus from idea generation to allow students to understand the practicalities of transforming an idea into a viable business proposition.

How does it work?

The purpose of Discovery Panel is to help students understand the entire innovation process while enhancing their transversal skills such as team work, communication, inter-cultural understanding and leadership.

To this end, the program brings on-board researchers, entrepreneurs and/or NGO's (stakeholders) who have a business idea but might not necessarily have the resources to verify its commercial viability and further develop it.

The first task students perform in the Discovery Panel is to thoroughly understand the specific idea and needs of the stakeholders. Here, it should be noted that the ideas presented might have different levels of development. Following that, students undertake a preliminary investigation of the proposed product/service and its target market to acquire a basic understanding of the factors at play. Then, guided by the findings of the preliminary investigation and the feedback of both the stakeholders and Prof. Davey, the students carry out a more focused and in-depth study. The process concludes with a presentation, where students give a concrete recommendation to the stakeholders including a detailed product/service, price, place and promotion strategies.



Image credit: Münster University of Applied Sciences

The module is offered as a semester course where there is a 1.5-hour weekly meeting for 3 months. What is noteworthy about the arrangement of the course is that the total time is evenly divided between theory – lecture and explanations, and practice – time spent on solving the stakeholders' problem.

Drivers and barriers

The main driver behind Discovery Panel is that it creates a win-win situation for the external stakeholders and students. The participating stakeholders benefit from the research output and the concrete recommendations provided, while the students benefit from the practical insight that is gained by working on real cases. On the other hand, the difficulty of finding a lecturer with the relevant practical

experience and the resources required to bring external stakeholders on-board were mentioned by Prof. Davey as the main barriers. Yet, despite some of the challenges, the course has been successful, particularly in terms of developing student soft and hard skills. Lastly, it is worth mentioning that the module has recently been introduced in Munich Business School.

This article is based on a case study originally written by Andre Perusso (Münster University of Applied Sciences) developed as part of the Erasmus + Knowledge Alliance Project "Integrating Entrepreneurship and Work Experience into Higher Education" (WEXHE).

BSEEN: A Kick-off Platform For Young British Entrepreneurs

Birmingham Skills for Enterprise and Employability Network, or simply [BSEEN](#), is an intensive five-day boot camp for students and graduates who are willing to acquire or hone their business skills. It is a collaborative initiative between [Aston University](#), [Birmingham City University](#), [University College Birmingham](#) and [Newman University](#) (UK), partly funded by the [European Regional Development Fund](#) (ERDF). The boot camp offers a comprehensive package of start-up support for new ventures in the form of various workshops, networking opportunities, tailored mentoring, business grants, and office space.

Like any initiative, BSEEN existence is underpinned with a reasonable idea to promote innovation and create networks with regional businesses for advancing local economy. As explained by Professor Helen Higson, Senior Pro-Vice-Chancellor at Aston University, '[entrepreneurship and innovation are key drivers for the region's economy](#), and it is important that we encourage young people to consider setting up their own businesses.' Norman Price, Deputy Chair of the West Midlands ERDF Local Management Committee, chimed in by stating that 'supporting graduates to

develop and start small businesses which in turn will create jobs and ensure we retain valuable skills, are key priorities for the programme.'

Since the programme is regionally oriented, the eligibility criteria limit the pool of applicants to those who study at participating universities and graduates within the last five years from any university in the Greater Birmingham and Solihull area (UK).

Boot camp agenda

Initially, applicants submit their BSEEN initiatives online. In the application, they briefly explain their business idea, define start-up costs and its target market, describe how they intend to raise money and what difficulties they anticipate. The authors of the selected initiatives are then invited to pitch their business ideas to a panel made up of two BSEEN representatives and an external assessor.

The boot camp itself lasts 5 days and includes the following stages:

- | | |
|-------|--|
| Day 1 | Business planning |
| Day 2 | Market research and Managing finances |
| Day 3 | Registering your business |
| Day 4 | Marketing – Customers & competitors, planning & implementation |
| Day 5 | Sales |

The boot camp is delivered by a range of start-up trainers, or [mentors](#), who are entrepreneurs themselves, and who know the intricacies of the start-up environment. Apart from running numerous workshops, they contribute with their invaluable advice and guidance to inspire students to persist with their business ideas.

Stats to be proud of

BSEEN project saw its launch as a pilot version in 2009, and since then it has gone through several stages of transformation. The [impact](#), it has created, shows that the initiative has made a significant influence on the lives of boot camp attendees and the region where they live.

Participants see their experience in the boot camp as an 'excellent' opportunity to learn not only from their mentors, but also from the boot camp alumni, as well as to broaden their network of like-minded people. As described by one of the [boot camp graduates](#), '[BSEEN] is a creative sandbox. The level of creative engagement between people ... is just mind-blowing.'

This article is based on a case study originally written by Andre Perusso (Münster University of Applied Sciences) developed as part of the Erasmus + Knowledge Alliance Project "Integrating Entrepreneurship and Work Experience into Higher Education" (WEXHE).

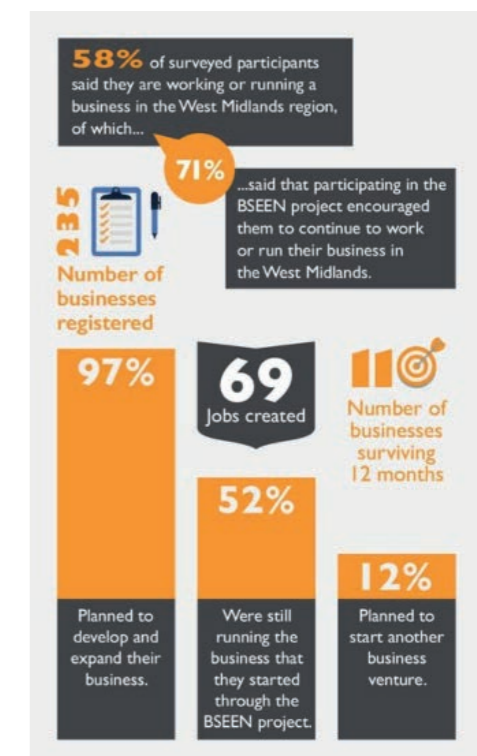
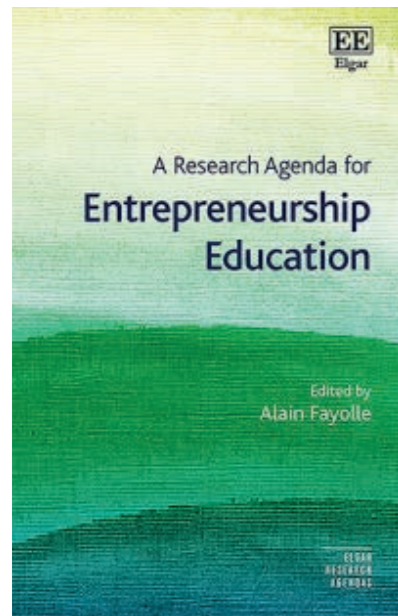


Image credit: Birmingham Skills for Enterprise and Employability Network



Recent publications



A Research Agenda for Entrepreneurship Education

In this book, you'll find methods and techniques to organize your data, extract the information and analyze it. There's a way to make sure your company is going in the right direction, and this book will reveal the secret behind a successful business.

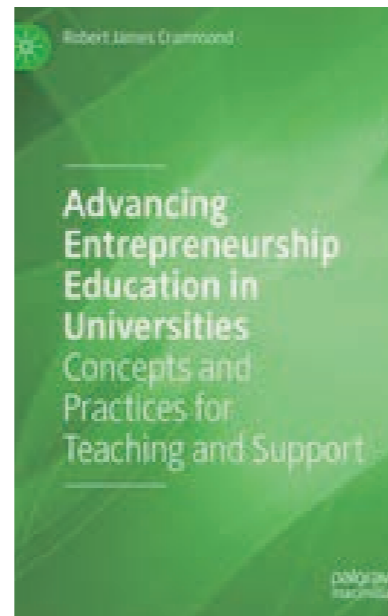
[Access the book](#)



The Role and Impact of Entrepreneurship Education

This edited volume aims to bridge persistent research and practitioner gaps in entrepreneurship education theory and practice, as well as its relationship to main stakeholders. It offers new and innovative conceptual frameworks, research directions and illustrative case studies.

[Access the book](#)



Advancing Entrepreneurship Education in Universities: Concepts and practices for Teaching and Support

The book addresses the origins and progressions of both entrepreneurship and entrepreneurship education, noting its impact on industry and society. It conceptualises advancing entrepreneurship education through models and illustrations and includes practical worksheets for the enterprising, classroom environment.

[Access the book](#)

Recent podcasts



Entrepreneurship Education: New Model for Teaching & Learning

In this episode, Jay Scheurle, Head of School and Entrepreneurship teacher at Miami Valley School describes how he modeled a radical new method of teaching and learning for his school by implementing a high school entrepreneurship course.

[Access the podcast episode](#)



Don Wettrick on Teaching Entrepreneurship

Don Wettrick doesn't believe that every student should become an entrepreneur but he does believe they should be able to think like one. They should be able to think critically, reframe problems and collaborate and that is what led him to create STARTedUP Foundation. In this podcast episode, Don shares his insights.

[Access the podcast episode](#)



Advancing Entrepreneurship Education in Universities

In this episode, Pasi Sahlberg makes the case for helping schools and children thrive by unleashing the power of play and giving more physical and intellectual play to all schoolchildren. This short audio is a must for all the teachers who want to innovate in the classroom and improve their pupils learning capacities.

[Access the podcast episode](#)

www.entrepreneurialteachers.eu



Contact us

Project Manager

Florian Bratzke

Univations

bratzke@univations.de

Project Dissemination Officer

Alexandra Zinovyeva

University-Industry Innovation
Network

zinovyeva@uiin.org

The information and views set out in this publication are those of the authors and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.

Twitter: [@piete_project](https://twitter.com/piete_project)

Facebook: [@PIETEmproject](https://www.facebook.com/PIETEmproject)

LinkedIn: [pieteproject](https://www.linkedin.com/company/pieteproject)