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PIETE MAGAZINE

Issue 2 / 2019

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Greetings from PIETE!

The PIETE consortium celebrates the beginning of the new academic year 2019 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 intellectual outputs – stay tuned for the updates! In the meantime, open this issue and dive into the exploration of the skills needed to succeed in the future job market; assess the importance of entrepreneurship education at schools and what the teachers need to know to embrace it; and review the examples of existing, though private, initiatives instilling entrepreneurial values among young learners around the globe.

In the first section of the magazine, we invite you to examine contemporary frameworks, which synthesise transferable skills, needed to succeed in any "walk of life": the OECD Learning Compass 2030 (p.8) and the EntreComp Framework (p.12). Further, our selection of the blog articles from the partners feature a variety of topics, relevant for an educator, interested in embedding the entrepreneurship education in their curricula. We highlight an opinion article on why structured entrepreneurship education is vital for children (p.16), and together with University of Szeged analyse the Hungarian National Curricula for schools (p.18). Additionally, we go back to the roots and discuss the basics of the teacher professionalism (p.22). Do not miss the preview of the article on how the teachers interpret entrepreneurship education in Swedish educational context (p.24)!

The final section of the magazine brings you the overview of business schools for the children (p.26) from around the world, while specifically highlighting one example from Georgia (p.30). We hope the approaches and the curricula of these (quite) successful business schools for children will not only ignite your interest but provide you with some inspiration to integrate entrepreneurial skills development in you (maybe future) classroom!

We wish you a pleasant reading!

PIETE Consortium

OUR OBJECTIVES

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 tecaher education experts together to foster entrepreneurial skills development in initial teacher education programmes (ISCED level 3-4).

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

PIETE at the Round Table: the 2nd PIETE Consortium Meeting in Poland

From the 7th to the 8th of May, the University of Bielsko-Biala (UBB), southern Poland, opened its doors to the second consortium meeting of the PIETE project, welcoming the colleagues from Germany, Hungary, Austria, The Netherlands and fellow Polish University of Economics in Katowice (UEK). The meeting set the platform for the project representatives to share progress in their work regarding the first set of the project's intellectual outputs, and discuss the arrangements of the Initial Teacher Education – Entrepreneurial Education experts' tandems in Poland, Hungary and Austria.

The two-day program provided the participants with the opportunity to present their progress on the major agenda topics, specifically PIETE Awareness Test Center (IO1), which goal is to assess the awareness and conceptual understanding of entrepreneurship and entrepreneurial education among initial teacher educators , and the Initial Teacher Education (ITE) Framework Report (IO2), which focusses on mapping the practices of the involved initial teacher education units. The presentations have led to productive discussions on the conceptual and practical design of the survey (IO1) and the report (IO2), their quality assessment methods and feedback.

PIETE Awareness Test Center (IO1)

The motivation for the creation of this output is rooted in the intention to better assess the prevailing understanding of entrepreneurial competences among ITE educators. In fact, ITE educators are mostly not aware of the wider scope of entrepreneurship education as laid out in EntreComp. As such, the purpose of entrepreneurship education (EE) is often still limited to activities that primarily aim to foster business creation. Consequently, ITE educators do not consider EE to be of much relevance for the teaching profession. However, this view disregards the wider scope of EE and results in an insufficient integration of the latter within ITE programmes. In the light of this, the PIETE

PIETE partners agree that the PIETE Awareness Test Center is a key preparatory element to unlock symbiotic potentials for the application of EntreComp within ITE at a later stage of the project. During the project meeting, the representatives of the lead partner of the PIETE project and the leader of this IO, Univations, presented the latest version of the survey, received feedback from the partners and discussed the survey internal and external pre-testing arrangements. Upon its finalization in upcoming months, the survey will be soon available as open resource.

ITE Framework Report (IO2)

To introduce methods, tools and concepts of EE to ITE requires a sound and comprehensive understanding of the professional environment ITE educators are involved in. With ITE Framework Report, the partners are developing a sound methodological framework that allows for a coherent mapping of the involved pre-service teacher training institution. To do so, it will also take into consideration the programmatic priorities of teacher training centers

(TTCs) as not to disregard valuable input coming from the cultural and institutional diversity of the partners.

The representatives of the leader institution of this IO, University College of Teacher Education Tyrol, shared the approach to the report compilation, methodological framework and received valuable feedback for the implementation of the report framework within PIETE partner initial teacher education centers.

In addition to the talks about the IO1 and IO2, the partners have briefly discussed the future arrangements for the other outputs, workshops among the ITE and EE tandems in project countries, dissemination activities and administrative issues regarding the project implementation phase.

Overall, the meeting was a success in terms of its outcomes, supported by the generous hospitality of the host partners. The participants enjoyed the view of the region and Bielsko-Biala from above on a breathtaking observation platform after the first day of the meeting, followed by traditional Polish dishes and drinks during a dinner organized by the Polish project representatives.

The next partner meeting is planned to take place in Szeged, Hungary on 19-20 November, 2019.

OECD Learing Compas 2030: Access here

The OECD Learning Compass 2030: A Brief Introduction

"What knowledge, skills, attitudes and values will today's students need to thrive in and shape their world? How can instructional systems help develop these knowledge, skills, attitudes and values effectively?"

In May 2019, the Organisation for Economic Co-operation and Development (OECD) published a new conceptual learning framework for students- the OECD Learning Compass 2030. With this framework, the OECD's avid ambition is to provide a broad vision and a set of underpinning principles for the future of education systems. What is the broader idea behind the OECD Learning Compass 2030?

The Learning Compass 2030 is the first of the two frameworks developed by the OECD within the Future of Education and Skills 2030 project. The latter was launched in 2015 to help countries reflect on, explore and face the long-term challenges of education as well as to make the process of curriculum design and development more evidence-based, systematic, and bottom-up driven (i.e. learners instead of political preferences at the nucleus of the curriculum changes). Pressing universal mega-trends such as digital transformation, increasingly ageing population(s), climate change, etc. may not only challenge our daily lives, but the objectives and approaches to education. The Future of Education and Skills 2030 project aims to set the goals and develop a common language for teaching and learning within the ever-changing context of the modern world. As a joint effort, an international community of policy makers, researchers, school leaders, teachers, students and social partners is undertaking the project in two interconnected phases.

In the first phase, the project determined the types of competencies today's student needs to thrive in the contemporary world and enhance the individual and wider social well-being. The OECD Future of Education and Skills 2030 project defines a competency as a result of a particular mix comprising knowledge, skills, attitudes and values. Thus, these four elements are also central to the concept of competency applied within the OECD Learning Compass 2030. They are not competing competencies, but rather balancing in nature.

The main result of this phase is the OECD Learning Compass 2030. The second phase will focus on designing various learning environments that can nurture such competencies. Among others, the results of the second phase will be reflected in a comprehensive teaching framework that focusses on the development of relevant competences from the perspective of educators. The learning and teaching framework will be designed in a complementary manner.

What is the OECD Learning Compass 2030 specifically about?
The framework intends to develop common understanding of the knowledge, skills, attitudes and values students need in the 21st century. To understand the compass, it is vital to get an idea on its core conceptual components and how they are inter-connected. In total, the OECD has defined 7 constituent elements for the Learning Compass 2030, which are summarised in the Table 1 on pp10-11.

How has the OECD Learning Compass 2030 been established?
According to the OECD, the Learning Compass 2030 was designed through iterative, continuous discussions among national and local governments, academic experts from different disciplines, schools, practitioners, social partners and students. This was mainly done within separate thematic working groups for each of the underlying key concepts the OECD Learning Framework 2030 is based on. The first phase of the project has been executed quite recently. Additionally, the OECD is looking for stakeholders that want to contribute to an international curriculum analysis. Please get in touch with the OECD if you want to get involved (education2030@oecd.org).

In what sense is the framework a compass?
The metaphor of the "learning compass" has been employed to demonstrate that the mission of the framework lies in providing orientation on the types of competencies students need in order to navigate towards a successful life and to contribute to well-functioning society in the 21st century. Thus, it "indicates the knowledge, skills, attitudes and values students need not just to weather the changes in our environment and in our daily lives, but to help shape the future we want."

The OECD has compiled a vast majority of resources (briefing, concept notes, videos etc.) that explain the Learning Compass 2030, as well as its single elements, in detail. They can be found on this platform.

Table 1: Core Conceptual Components of the OECD Learning Compass 2030

Conceptual Component	Brief Description
Core foundation	In the Learning Compass 2030 Core Foundations are understood as fundamental conditions, skills, knowledge, and attitudes and values (=competencies) that are prerequisites for learning across the entire curriculum. Three foundations have been identified as to be of particular importance: 1. Cognitive foundations (incl. literacy and numeracy) 2. Health foundations (incl. physical and mental health, as well as personal well-being) 3. Social and emotional foundations (incl. moral and ethics, digital literacy and data literacy) The core foundations provide a basis for developing student agency and transformative competencies. All students need this solid foundation in order to fulfil their potential to become responsible contributors to, and healthy members of, the society.
Transformative competencies	These are competencies students need to meet the challenges of the 21st century, which enable them to shape a world where well-being and sustainability – for themselves, for others and for the planet –are achievable. The OECD Learning Compass 2030 identifies three crucial "transformative competencies": 1. Creating new value 2. Reconciling tensions and dilemmas 3. Taking responsibility
Student agency/ co-agency	The OECD defines student agency as "the capacity to set a goal, reflect and act responsibly to effect change". Hence, agency also involves a high-level of pro-activeness, or as the OECD states "acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others". Naturally, agency in the context of education systems is also much about co-creation and support systems. Given this, integrating co-agency methodologically is tautological to the fact that educators, parents and communities ideally work together with students to help them progress towards mutually shared goals.
Knowledge for 2030	Knowledge is understood as to reflect established facts, concepts, ideas and theories about certain aspects of the world. The Education and Skills 2030 project distinguishes four different types of knowledge: 1. Disciplinary knowledge (i.e. subject-specific concepts and detailed content) 2. Interdisciplinary Knowledge (i.e. relating the concepts and content of one discipline/subject to the concepts and content of other disciplines/subjects) 3. Epistemic Knowledge (i.e. understanding of how expert practitioners of disciplines work and think) 4. Procedural Knowledge (i.e. understanding of how something is done, the series of steps or actions taken to accomplish a goal) While there are many definitions for what knowledge is, the OECD Future of Education and Skills 2030 project paints it with a broader brush. Thus, it includes theoretical concepts and ideas in addition to practical understanding based on experience.

Conceptual Component	Brief Description
Skills for 2030	In the context of the OECD 2030 Learning Compass skills are understood as the ability and capacity to carry out processes and to make use of knowledge in a responsible way to achieve a specific goal. The three types of distinguished skills are: 1. Cognitive and metacognitive skills (incl. critical thinking, creative thinking, learning-to-learn and self-regulation 2. Social and emotional skills (incl. empathy, self-efficacy, responsibility and collaboration) 3. Practical and physical skills (incl. using new information and communication technology devices) However, the OECD acknowledges that it is difficult to separate knowledge and skills from a practical point of view.
Attitudes and Values	In the Learning Compass attitudes and values are defined as "the principles and beliefs that influence one's choices, judgements, behaviors and actions on the path towards individual, societal and environmental well-being." Attitudes and values are integral to developing knowledge, skills and agency. The OECD distinguishes values in 4 distinct categories: 1. Personal values (i.e. who one is as a person, and how one wishes to define and lead a meaningful life and meet one's goal) 2. Social values (i.e. principles and beliefs that influence the quality of interpersonal relationships) 3. Societal values (i.e. priorities of cultures and societies, shared principles and guidelines that frame the social order and institutional life) 4. Human values (i.e. values that transcend nations and cultures and apply to the well-being of humanity; e.g. internationally agreed conventions as Universal Declaration of Human Rights and the United Nations Sustainable Development Goals) The OECD is fully aware that the (conceptual) understanding of values and attitudes varies across different social and cultural contexts. However, it emphasizes the importance of the explicit definition and application of the terms, which is crucial for the development of a common language and a shared understanding within the context of the Learning Compass 2030.
Anticipation-Action-Reflection cycle	The Anticipation-Action-Reflection (AAR) cycle shall support students to expand their understanding and widen their perspective by planning, experiencing and reflecting. The AAR cycle is a repetitive learning process where learners continuously develop their thinking. Moreover, they gain experience to act intentionally and responsibly, moving towards long-term targets that conduce to collective well-being. the importance of the explicit definition and application of the terms, which is crucial for the development of a common language and a shared understanding within the context of the Learning Compass 2030.

Provided by: Sandra Bier and Florian Bratzke, Univations

How is the Entrecomp being Used in Higher Education?

Entrepreneurship as a key competence is transversal to any aspect of life and entails a broader set of knowledges, skills and attitudes than those required to start up and run a company. The capacity to act upon ideas and opportunities and transform them into financial, cultural or social value for others is what make individuals and groups entrepreneurial in any endeavour in life, and this is the definition that the European Commission adopts in its Entrepreneurship Competence Framework (EntreComp). Starting from such a broad definition, EntreComp unfolds the notion of value creation it into three areas (Ideas & Opportunities, Resources and Into Action). Each area, in turn, identifies and describes fifteen competences, which are further elaborated into 60 thematic threads. Each thread in turn is articulated along eight levels of proficiency, from the most basic to advanced levels. In total, EntreComp includes a total of 442 generic learning outcome statements.

EntreComp is comprehensive and detailed and like a dictionary is meant to be consulted as a reference; it should not be considered a curriculum or programme, nor a standard.

EntreComp provides a definition and understanding of entrepreneurship competence within a lifelong learning perspective, that any player in the field of entrepreneurial learning,

in formal education as much as non-formal made informal learning settings, can refer to. EntreComp was developed through desk research and a 18 month long consensus building process that has involved input from hundreds of people and eventual publication in June 2016.

Since its first citation in the New Skills Agenda For Europe, EntreComp has become a reference de facto having being cited by the World Economic Forum in its Education Agenda, by the 2018 Recommendation on Key Competence for Lifelong learning, and by a growing number of national policy documents such as the recent Entrepreneurship education syllabus for secondary school in Italy. Further, the framework is widely used across domains, from formal education to lifelong learning and inclusion, as well as in employment and enterprise settings, as the more than 70 examples, tools and ideas featured in the 2018 user guide EntreComp Into Action. Get Inspired. Make it happen, demonstrate.

The reason for its wide take up is threefold. First, the framework responds to a clear need. Entrepreneurship is acknowledged as key competence to face the challenges of today's world, not only for workers who have to be able to proactively shape their careers but also for society as a whole which is exposed to an
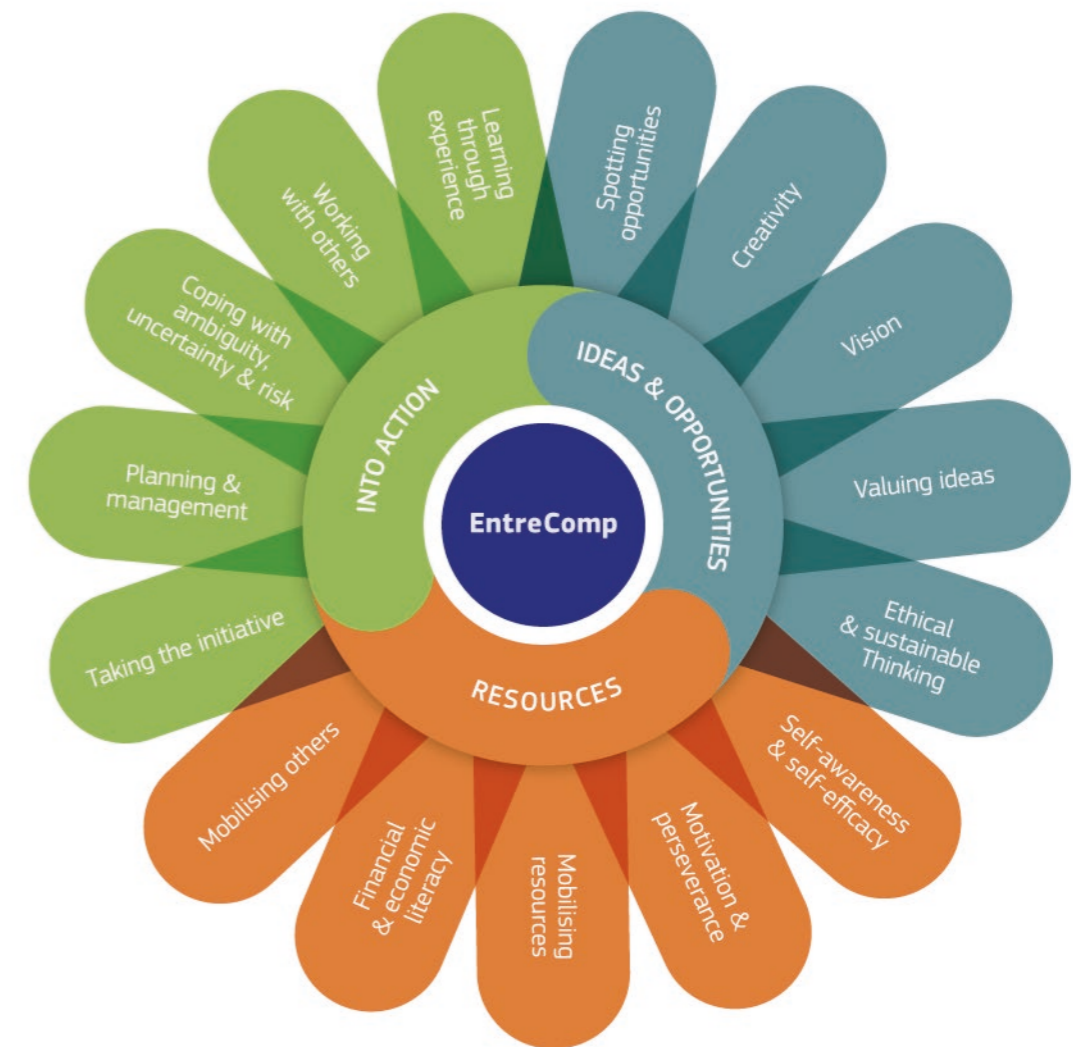
EntreComp: the Entrepreneurship Competence Framework

unprecedented pace of change, but its definition has always depended on the context of use giving rise to a plethora of partially overlapping partially competing concepts. Second, the framework is simple, modular, fine grained but flexible and adaptable to fit one's need. It can be used to mobilise interest, to design practical entrepreneurial experiences, map a training offer, or to create a certification scheme. Finally, EntreComp represents European value added. Created by the European Commission Joint Research Centre in partnership with Directorate-General Employment Social affairs and Inclusion, EntreComp has both the scientific soundness and the policy endorsement to

be a trusted reference document.

At higher education level, EntreComp has proven useful to revise the academic offer. Swansea University School of Management, for instance, as most business schools, had traditionally focused on the relevant theories of business planning, ideation and leadership. They found that their approach was limited in terms of the practical application of entrepreneurial skills, in turn leading to limited development of students' and graduates' entrepreneurial mindset. They thus decided to move in the direction of pedagogies focused on practical value creation. They used EntreComp to

EntreComp Into Action Guide. Access here:

map their offer and found that around 75 per cent of their own intended learning outcomes were aligned with the ideation competences, though less so with the resource management and action competences. The identified gap became the focus of redevelopment to enable wider entrepreneurship competences to be recognised. EntreComp was used to balance the theoretical knowledge, academic rigour and practical experience within the learning outcomes of the entrepreneurship modules thereby embracing the three areas of competences that characterize the framework.

A similar exercise has been carried out at the Worcester Business School, University of Worcester, to identify focus competences so as to map the competences needed to start a business across the stages required to start and grow a business: discovery, modelling, start-up, existence, survival, success, adaption, independence. This in turn led to the allocation of learning outcomes to training modules that build on one another, in a clear, consistent and easy-to-communicate way.
At the Kemmy Business School, University of Limerick, EntreComp has been used to stimulate learners' reflection of their own progress in developing entrepreneurship competences

within the Entrepreneurship Modules and Programmes, but also to allocate learning outcomes across the theoretical modules and the practical entrepreneurial experiences such as practical in-company projects, that student run over a 12-month period. This in turn raises awareness in the firms that provide the setting for student projects, about what is the added value of entrepreneurship as a transversal competence. Through this use of EntreComp, the university has enhanced its image and credibility within the local business expanding its relevance beyond its student population.

EntreComp is been widely used to embed entrepreneurial learning across curricula and to reinforce entrepreneurial pathways open to any student and faculty members, including beyond the traditional realm of Business Schools. This is the case, for instance, in the University of Tartu, Finland, where EntreComp has been as a common reference in support to their multidisciplinary Entrepreneurship Programme for: a) each faculty to discuss which entrepreneurial competences should be most emphasised in their context, identifying existing strengths and gaps to be filled and b) to make the development of entrepreneurial competences explicit both for staff and their students.

Similarly, at Chalmers University of Technology, EntreComp has been used to explain the intended result of the Entrepreneurship in undergraduate education Programme, and how it is designed to help students develop abilities and competences through practical entrepreneurial experiences focused on a broad understanding of entrepreneurship. In this context, EntreComp has also served to help overcome a general reluctance to work with entrepreneurship as a term and concept, making the transversal competences accessible in a more inclusive way.

EntreComp has also been used to map student learning in their Enterprise Placement Year (EPY) at the University of Huddersfield. The EPY is an alternative type of placement to the more

common internship in the industry, where students can spend the year exploring, researching and starting a business or self-employment/ freelancing activity. EntreComp has been the reference used to formulate the programme's intended learning outcomes, developed during the placement year through LoopMe, a tool designed to capture learning as is happens

Finally, EntreComp is being used t by multiple initiatives addressing the continuing professional development of higher education professionals. This is the case with the Scottish Entrepreneurship and Enterprise Educators (SEE) programme, an initiative focused on learning 'for' and 'through' entrepreneurship, adopting a learning approach that is highly practical, interactive, engaging and reflective. EntreComp has facilitated SEE by offering a sound anchor for the concept of entrepreneurship to clear learning outcome statements and a detailed progression. At the same time it has been useful to visualise and capture each participant individual learning.

The necessity to equip higher education professionals with the capacity to embed value creation in their teaching has also been the focus of the EU funded project Embedding Entrepreneurship Education which developed of a Teaching Toolkit, of 23 modules that can be embedded into existing courses or can be combined to create full academic courses. EntreComp has served as the backbone for the structuring of the modules of the EEE project, which follow the three areas and fifteen competences of the Framework. EntreComp has served both as thematic guide and as a dissemination vehicle in this work.

EntreComp has become a common reference for those interested in fostering entrepreneurial learning, including at higher education level, where many lecturers have little experience in entrepreneurship education. EntreComp is valuable reference to support understanding of entrepreneurial competences beyond the fields, domains and disciplines where they are

traditionally fostered.

The examples listed above, give an idea of how EntreComp can be adapted and used in the field of higher education as well as other area of education and training. From raising awareness cross faculty, to mobilising interest around a consensual definition, from co-designing interventions, to fostering self-reflection in lecturers as well as in learners, EntreComp offers an accessible starting point when it comes to entrepreneurship education and can facilitate a common understanding of entrepreneurship. EntreComp lights the way for organisations, educators and learners to be empowered through the key competences that make an entrepreneurial mindset, ultimately creating value for others.

Authored by:
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How and When do Children Become Entrepreneurial?

In this opinion Article, Anna Wieczorek from the University of Bielso-Biala discusses why it is important for the school teachers to be involved into the development of the entrepreneurial skills of their students and why we, as a consortium of PIETE, embark on this journey.

Even without targeted preparation, children tend to demonstrate different levels of entrepreneurial skills development and economic knowledge, which largely depend on their family background, interactions, innate skills and relevant experiences. By experiences we mean certain opportunities that some children are granted with in their daily life: possibility to manage their own pocket money, solve problems on their own and pursue their own goals. If children are given certain degree of autonomy by their caretakers and teachers, they are more likely to start independently developing entrepreneurial skills even at an early age.

How and when does it happen?
According to the research conducted by the National Bank of Poland (2014), the period between primary and secondary education is quite dynamic for the development of economic knowledge in a natural fashion. Upon graduating from primary school, children become more aware of some economic processes and are inclined to manage their own money. The economic knowledge on its own, however, is not enough to form a basis for the entrepreneurial skills development. Mastering one's soft skills set, such as interpersonal communication skills, ability to solve problems, manage own expectations, see opportunities, etc. is of great importance for a rounded entrepreneurial mindset development.

Some children are lucky to observe and copy the behaviour of their entrepreneurial parents, which might pave their way to further success in various aspects of life. Such routines/behaviours involve creating opportunities for a child to independently interact with others, be involved in everyday purchasing processes, encouraging them to save and manage the resources (which entails giving them pocket money and the autonomy to spend it) and delegating some responsibilities to them (taking care of a pet, loading the dishwasher, etc.) among others. Though, unfortunately, not all children have a luxury of having a role-model at home – this is when the teachers and caretakers come into light instead, how can they do it?

Fostering entrepreneurial skills among young learners
For primary school students teachers are significant figures who, up to a point, shape their young personalities. Even if a given child does not have a possibility to develop their entrepreneurship skills at home, they can be developed through a wise conduct of their teachers. Primary school teachers can wisely foster communication skills of the children by giving them autonomy to manage conflicts with their classmates, by bringing awareness about some communication processes, by teaching them how to communicate in an assertive way – for instance according to the principles of non-violent communication advocated by Rosenberg (2003). What is more, teachers can engage their students in problem-solving activities, involve them in some decision-making processes in the classroom. Teachers can also foster their students' self-confidence and teach them many useful transversal skills, such as , managing resources, managing time and managing other people. To do so, the teachers need to be open and aware of the importance of entrepreneurship education. Nowadays, there are more and more opportunities to learn about fostering entrepreneurial skills of any learner. PIETE project is such an opportunity - we encourage all teachers to follow our project's developments to build a more innovative, entrepreneurial society around us!

Image credit: Oleksandr Pidvalnyi via www.pexels.com
Provided by: Anna Wieczorek, University of Bielsko-Biala

# Are We Committed to Develop Entrepreneurship Competence in Secondary Schools? The Hungarian National Core Curriculum Analysis

In this blog article, our Hungarian partners from the University of Szeged delve into an analysis of the Hungarian National Core Curriculum, attempting to find out more about the interpretation of the "entrepreneurship competence as a skill" and the approaches to its integration into a wide multi-subject school curricula.

Shortly after the European Union proposed the nine key competences for lifelong learning in 2000, the Hungarian Educational Bodies have responded to the recommendation by integrating those competences into the National Core Curriculum (NCC). At present, the nine key competences including the sense of initiative and entrepreneurship are among the general educational goals of the core curriculum. Besides introducing the key competences, the NCC s lists several areas of development related to entrepreneurship: critical thinking, creativity, initiative, problem solving, risk assessment, decision-making, and constructive

management of feelings.

These areas have great significance in the development of sense of initiative and entrepreneurship as well. "Without content there is no knowledge, without knowledge there are no skills to use". While commonly mentioned in relation to education, this statement is also appropriate in the case of entrepreneurship competences development. If entrepreneurship competence is viewed as a skill or an ability which helps children apply their knowledge in everyday life, then an important question arises. Is the school development of the competence achieved through everyday examples or lifelike situations? It is worth investigating the NCC and the framework curricula in view of the knowledge contents (e.g. lifelike topics are suggested to discussed) students should learn according to the documents. At what extents do the suggested knowledge contents and expected skills harmonize in the documents?
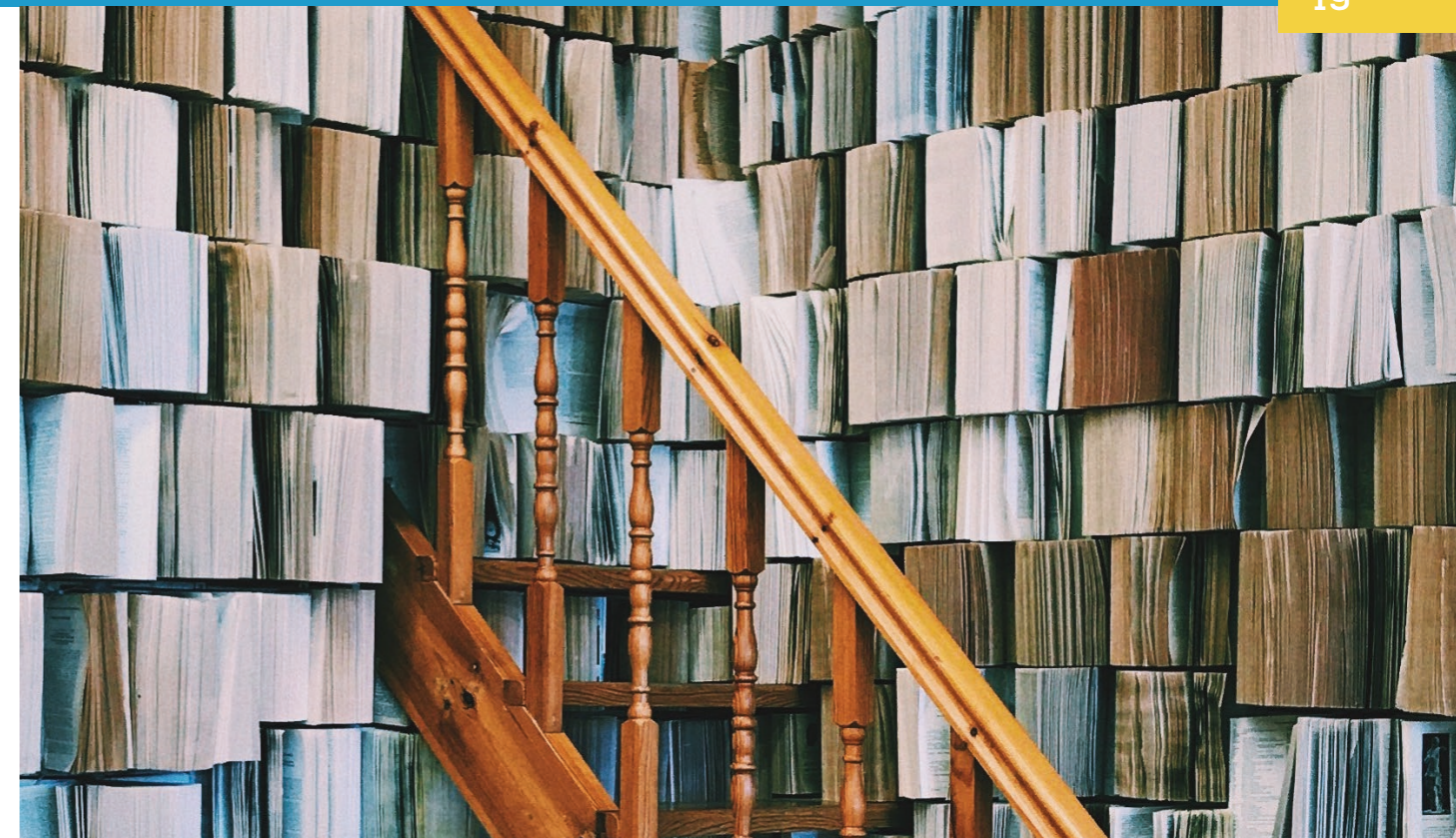
How does NCC define the terms?
The NCC defines entrepreneurship as the following:

Sense of initiative and entrepreneurship helps an individual both in everyday life and at work to get to know his or her broader environment and to be able to grasp the opportunities that lie ahead. This competence comprises knowledge, creativity, propensity to induce changes and risk-taking as well as developing and implementing plans in order to achieve objectives. It serves as a basis for more specific knowledge and skills which are needed for the pursuit of economic activities.

Necessary knowledge, on the one hand, involves recognizing and analyzing the opportunities and challenges for personal, professional and/or business activities, on the other hand, a broader understanding of how the economy and the world of money works. Individuals

should also be conversant with the financial and legal conditions of businesses.

Skills and abilities such as planning, organizing, leading, managing, delegating, analyzing, communicating, evaluating experiences, as well as risk assessment and risk-taking, individual and team work are part of this competence.

A positive attitude is characterized by independence, creativity and innovation in personal and societal contexts, as much as at work. It is conditional upon motivation and determination to achieve goals, be they personal, shared or work-related goals or efforts.

The more salient aspect of the definition is that it considers the person being developed not as a child or a student. Rather, it regards him/her as an adult who already possesses the detailed knowledge, skills and attitudes based on the previously acquired knowledge. The necessary

developmental steps to facilitate the skills development of the students are not detailed in the core curriculum (the necessary prior knowledge and the final requirements are absent).

Does NCC promote the integration of entrepreneurial skills development into all subject areas?

In the NCC the content related to entrepreneurship competence only appears in the case of two subject areas (f out of 11 subject areas): Way of life and practicing skills and Man and society. In the case of the former one the development of entrepreneurship competence appears as a general goal, while the latter one aims at teaching of entrepreneurial knowledge (where the document details this task only in two lines). Additionally, the analysis of the curriculum framework for secondary education reveals that entrepreneurship competence is not integrated into the subject areas. The need for the development of the entrepreneurship skills appears as a general educational goal along with the development of the other key competences. As an exception, the two school subjects' curricula (ISCED 3), History and Geography, do mention the opics explicitly aiming at the development of entrepreneurship skills. However, those subjects are not well-developed in the grammar schools. The topics taught in grammar schools focus solely on macroeconomic processes. Transdisciplinary skills needed for the development of the entrepreneurial mindset are scarce. Only during the discussion of larger economic issues (e.g. financial and economic culture, global economic processes, place of Hungary in the Carpathian Basin and in Europe) students learn factual knowledge related to entrepreneurship and solely in factual fashion.

We can clearly see that the NCC and the curriculum framework consider the entrepreneurship competence and related skills development from the factual point of view. The curricula documents – especially the framework curriculum – only focus on rising the awareness of the students of the economic processes, and quite frankly, overlook the soft-skills development related to entrepreneurship. . The current curriculum documents do not provide enough information on how teachers can effectively enlist the attitudes needed for a successful entrepreneurial mindset development. There is still quite a way for a Hungarian formal education policy-making to interpret and promote the entrepreneurial skills development, specifically on the school level.

Image credits: p.19 Ralfs Eglitis via www.pexels.com, p.20 UIIN
Provided by: Szabolcs Prónay, University of Szeged

How to be a Good Teacher?

EPIK-Model (PHT)

Not only do the efforts of embedding Entrepreneurship Education in school curricula require holistic understanding of what entrepreneurship competence entails, but it yields for mastering one's basic pedagogical competences first and foremost! In this blog, our colleagues from University College of Teacher Education Tyrol discuss the conceptual framework which describes the competences needed to be a good teacher.

There are several models to ensure a specific standard of professionalism in teacher education. One of them is the so-called EPIK-model, which is implemented by the University College of Teacher Education Tyrol (PHT). The model describes competence areas as domains, which define both individual competences as well as the configuration of systemic structures. This two-folded approach avoids concentrating only on personal traits when talking about professionalism, but also integrates structural dimensions. Now, what are these domains? Here is a short overview:

Professional Awareness: This domain describes the awareness about one's own expertise in a specific subject. It implies to realise the possible freedom of being a teacher as well as the need to set oneself boundaries. On a structural

level, it asks for organisational support from the schools, for qualification possibilities and for transparent career opportunities.

Reflection and Discourse: Teachers are required to have a critical approach to their own actions, to develop self-observation strategies and to recognize the nature of specific situations (as well as to draw general conclusions from them). The more reflection and understanding, the larger the repertoire of choices. On a structural level, this domain especially asks for an open space for discourse and free speech.

Ability to differentiate: Teachers should be able to recognise pupils' different learning needs and know how to deal with them in terms of individual learning strategies. This, at the same time, requires structures, which use diversity as a resource and assist in facilitating heterogeneity.

Co-operation and Collegiality: Teachers do not act as isolated actors, but need to see themselves as members of professional learning communities. Thus, social competence is key, as well as open-mindedness and the pursuit of dialogue. Institutional structures should support these communicative requests within a culture of openness.
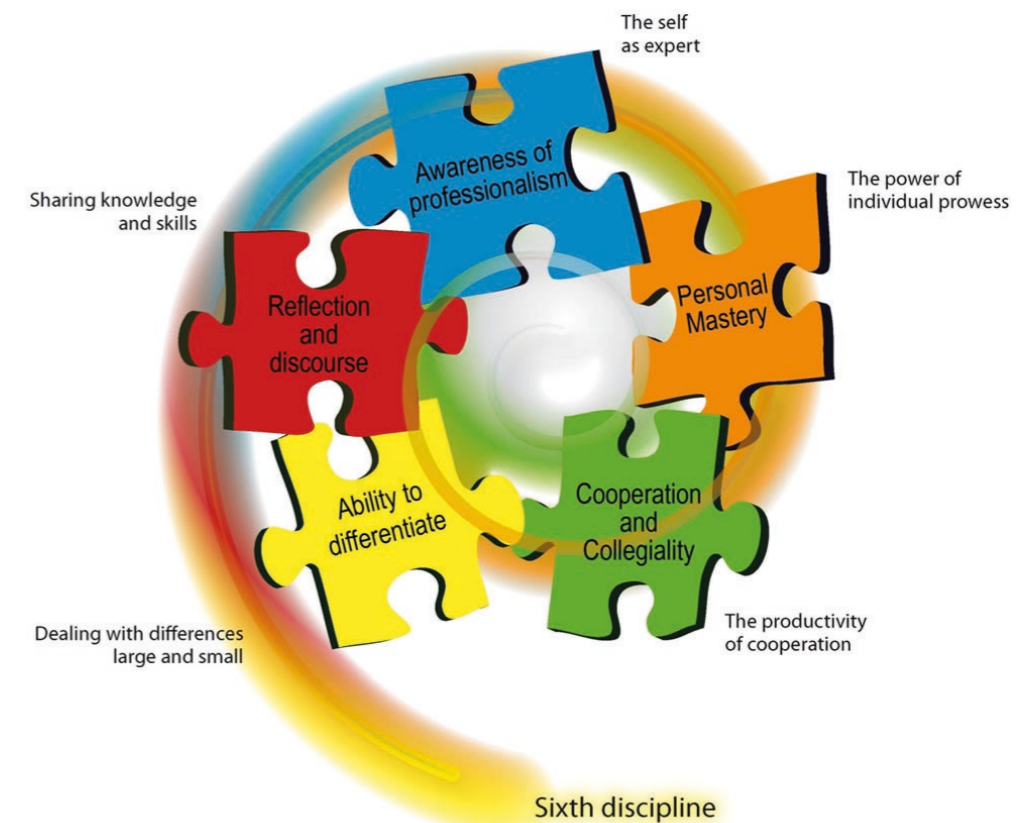
Personal Mastery: In order to develop personal mastery in one's profession, teachers need to find their own (individual but not egoistic) way to work. On a structural level, this means to encourage them in following their vision and to establish a culture, which is tolerant against faults and failures.

The "sixth" Discipline: This domain is an integrative discipline, which, according to Peter Senge (1990), combines all the other domains in a theoretical and practical whole. It draws attention to the specific context of work, as the application of the domains differs from school to school and from subject to subject. Without the sixth discipline, the other domains would stay fragmentary.

Of course, this model presents a conceptual level. On an empirical level, the domains have to be developed and operationalized within

each subject area. Nonetheless, while systematically describing central aspects of professionalism, these domains determine the day-to-day practice of all teachers – irrespective of specific school types or subjects. The domains stress the co-creation of professionalism by personal and structural dimensions, thus individual learning processes go hand in hand with systemic school development. It not only needs trained, engaged and sophisticated teachers, but also open, pro-active and supportive institutions.

*EPIK is the German abbreviation for "Development of Professionalism in international context". The model is a framework for teaching professionalism and was published by a committee of Austrian educational experts.
Provided by: Mario Vötsch, University College of Teacher Education Tyrol (PHT)

How do Teachers Interpret and Transform Entrepreneurship Education?

In Sweden, entrepreneurship education was first introduced into the curriculum as a compulsory element for all upper secondary school programs in 2011. The article by Fejes, Nylund and Wallin focuses on how entrepreneurship education is formulated in the l current curriculum for upper secondary schools and how teachers understand and transform the content in their teaching. The authors emphasize that entrepreneurship education has low acceptancy rates among teachers, particularly for its vague classification: "… the weak framing and classification, taken together with the low legitimacy among teachers, are likely to lead to very different transformations of entrepreneurship education in different educational contexts" (Fejes, Nylund, & Wallin, 2018).

The research on entrepreneurship education has indicated two main and distinctly different ways to define the concept: a broad and a narrow views. The narrow definition sees entrepreneurship education as a specific course aimed at training young people to start their own business, while the wider definition awards entrepreneurship education with interdisciplinary transversal skills that all students should acquire, and which are understood as helpful in many aspects of life. This, as well, stemmed the discussion on the differences between "entrepreneurship" and "entreprise" education, specifically in the UK, where the "entrepreneurship education" is associated with the narrow view, while the "entreprise education" collates with the wide view. Teachers are faced with challenges in transforming various curricular content and the views on the entrepreneurship education into practice.

In their article, Fejes, Nylund and Wallin underline the importance to make clear what entrepreneurship education is about. Within the PIETE project, we want to find out what kind of views on entrepreneurship education Initial Teacher Educators (ITE) might have formulated in the partner regions and reflect on different entrepreneurship education approaches suitable for the initial teacher education. We try to generate awareness for the importance of embedding entrepreneurship education at the early stages of formal education and the merits of entrepreneurial competence development at schools among ITE educators. Based on this, the PIETE project aims to provide a profound knowledge base that allows a better access and understanding

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of entrepreneurship education concepts and tools, to make a substantial contribution to cover the needs and addresses deficiencies in the development of entrepreneurial competences for a new generation of teachers.

The article by Fejes, Nylund and Wallin has been published online in the Journal of Curriculum Studies (Volume 51, 2019) and can be accessed online here.

Image credit p. 25 Journal of Curriculum Studies, p.24 Miguel Á. Padriñán via www.pexels.com
Provided by: Christine Pirhofer, MCI - Management Center Innsbruck

MBA Kids Around the World "Creating their Own Success Stories"

Does the concept of MBA, abbreviation for Master of Business Administration, pop in your head when you think about children education? Does this seem an impossible word clash between the adult and children's worlds? Hardly so, as the widely-discussed need to introduce entrepreneurship education at an early age has sparked a genuine public interest in educating the future innovative thinkers and inspired a number of respective educational models, though branded with a generic label of "business education".

While it might appear that the "business education" concept for kids follows a narrow definition of entrepreneurship education – solely learning how to establish and run an enterprise – it is not quite so. Many business courses for young learners do not only teach them about the basics of economics and management, but address the development of a diverse range of soft skills needed to succeed in virtually any sphere of their lives, such as emotional intelligence, conflict resolution, creative thinking to name a few.

Momentarily, specialized entrepreneurial courses for children are rather scattered and in vast majority are extracurricular- while their popularity has reached some parents, it is yet to reach public school education curricula around the world. In this blog, we introduce you a number of privatized on-site and online schools and courses, which bring children of different ages a taste of entrepreneurship and attempt to popularize entrepreneurship education at schools with their tailored curricula.

Children Private Business Schools – MBAs for Kids around the world

"As a society we still rely on kids learning business stewardship through trial and error. It is hardly surprising that so many promising new businesses fail" – prof. Mark Warson-Gandy, Founder of KidsMBA School in the UK.

On a quest to uncovering the root causes of the high start-up fallacy rates among adults in the UK, Prof. Mark Warson-Gandy found himself among the early advocates of the need to imbue entrepreneurship within children's natural learning curve. Through gamification and role playing divided in 3 tracks, the young future entrepreneurs learn business hard skills (e.g. business planning, financing, leadership, corporate responsibility, etc.) as well as transferable soft skills, leadership, communication, among others. The learning path offered by KidsMBA is rather flexible – from a Fast Track 2-days intensive course, to a semi-online course leading to a final exam and Star Performer Trophy – the formalized acknowledgement of completion of KidsMBA programme. Notably, KidsMBA offers a special entrepreneurship programme for schools, providing both the teacher and the students with the course curriculum and training materials.

The word play on "MBA" and "kids" has proven to be quite popular around the world, when a simple google keyword search will most probably return a number of seemingly similar programmes stemming from different initiatives. So much as to MBA Kids International, which is not to be confused with KidsMBA- similar learning goals encased in different modular systems. A large international franchise, currently running across 4 countries (Ukraine, Kazakhstan, Brazil, Azerbaijan) offers entrepreneurship education to children as early as 6 years old.

This franchise's educational provision and covered thematic areas are rather broad and comprehensive, generally divided according to levels (from beginner to advanced). Interestingly, the franchise's programmes in different countries are somewhat contextualized to the local population's needs and accessibility: for example, the Brazilian programmes introduce Entrepreneur 4.0 , shorter financial, time-management and leadership courses, while the schools in Ukraine and Azerbaijan have yearly courses of different levels tackling almost every skills from the entrepreneurship education textbooks. The school in Kazakhstan, however, shows its emphasis on communication and leadership skills development.

Another MBA Kids franchise example is based on the MatrixCareer business-education programme, originating from Russia, but spreading around Post-Soviet Union countries. With such modules as "Responsibility", "Well, in the end, it does appear that "MBA Kid" concept

has become a collective term for identifying corporate business schools for kids.

More examples of similar private schools and extracurricular centers that run on a global stage include MINIBOSS Business School and TeachingKidsBusiness. While serving as a useful extracurricular activity and a learning possibility for the students, those fee-based courses might not be fully accessible to some less-fortunate population groups. That is where the booming online education trends come to rescue.

Virtual Business Courses for Kids
Self-paced virtual business courses for kids allow parents, children and school teachers to access business school-like experiences and learning materials online from the comfort of their own home and on a reduced fee. While undeniably limited with a lack of the group work and interaction, the virtual children business education providers do tend to create an engaging learning environment for the kids through online mentors, online interactive audio group exercises, videos and games, etc.

FunFinanceAcademy is tailored for younger kids and offer introductory lessons not only into the world of business, but adulthood. While the name of the provider incorporates "finance academy", the educational programmes do not only revolve around the talk about money. The online module "Business Basic", for example, expands on the types and roles of businesses, highlights the stories from kidpreneurs (children entrepreneurs), and introduces social responsibility concepts and more. Another example, Kidpreneurs Academy - Entrepreneurship Course for Kids 7-12 by Udemy, the world's largest online learning platform, incorporates the hand-on project approach to introduce the

children to the world of entrepreneurship. Unfortunately, the virtual business education for kids might, in many cases, be limited to basic introductions to the world of business and focus on gaining specific economic knowledge, rather than serve as a basis for developing transferable entrepreneurship skills. Without clear guidance from "real" mentor, lack of peer-learning and real-life experiences, the online learning paths can be a valuable addition to the child's entrepreneurial learning path, but not the substitutes of a more structured and integrated hands-on approach at the educational institution.

What about the public schools?
While the above mentioned MBA for kids courses' curricula are also offered to the schools, and the teachers can potentially incorporate the available online courses into their daily teaching, there are providers who tailor their courses exclusively for schools. Virtual Enterprises (VE) International, for example, "offers programmes that provide all students with authentic, collaborative, immersive business and entrepreneurial experiences". In addition to creating the online (and offline) content for high schools, VE International collaborates with the businesses representatives to bring the real experiences on board. Another initiative in the US, Maker Kids Club, provides a set curriculum for teachers to run their own Kidpreneur club at their school.
To benefit from these initiatives, one will need to acquire the membership on an institutional or individual levels. Without a doubt, financial constraints as well as the lack of awareness of the practicing teachers about the advantages of early age entrepreneurship education limit the popularization of the courses at public schools. Our project aims to address the root of this issue by popularizing entrepreneurship

education and creating the relevant open access resources for the aspiring teacher – hence the students in initial teacher education programme. We do hope that via addressing our future teachers, we can widen the access of the children to entrepreneurship education initiatives and help raise a new generation of entrepreneurs in Europe.

Learn more about the courses and initiatives mentioned in the blog:

https://www.kidsmba.net/

https://mbakids.ua/

https://www.matrixcareer.com/

https://www.teachingkidsbusiness.com/business-preparation-program/

https://www.miniboss-school.biz/english/

https://funfinanceacademy.com/

https://veinternational.org/why-ve/

https://makerkids.club/about/

https://www.udemy.com/kidpreneurs-entrepreneurship-course-for-kid/

https://makerkids.club/contact/

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provided by: Alexandra Zinovyeva, University Industry Innovation Network (UIIN)

SMART START:
Business School for Kids & Teens in Tbilisi, Georgia

When you think of Georgia, what is the first thing that comes into your mind? Picturesque mountainous landscape with Shota Rustaveli peak, or finger-licking khachapuri and fine Saperavi wine, or, maybe, intricate characters of the Georgian alphabet that remind one of spaghetti? It is all true, but the country has certainly more to offer. Especially, when it comes to children. A recently opened Smart Start Business school provides training services to kids and teens of 7-17 years old to help them adopt entrepreneurial attitude. The school prides itself as an education institution that teaches kids in three languages, i.e. Georgian, Russian and English. Smart Start's primary focus is placed on developing soft skills that are seen crucial for balanced and thriving future of generations Y & Z.

Why Smart Start?
Being quite unconventional for a local setting, in their training, Smart Start emphasises the importance of developing growth mindset,

flexibility and initiative among kids. All these components are ensured with professionalism, dedication and enthusiasm of the school teaching staff, who know how to inspire and engage students into seemingly challenging, yet exciting, activities. Smart Start teachers make their kids feel that they are capable of solving complex problems by using various methodological approaches, i.e. gamification, interval revision, problem-action-oriented learning, etc. The Smart Start environment empowers students to think and come up with creative solutions as well as to work in a team and understand the group dynamics.

What does Smart Start offer?
Since Smart Start caters for the needs of students of different age, including all school levels, the variety of training varies depending upon what a certain student might need at the moment most. Smart Start offers 1-10 month blended courses in emotional intelligence, creative design thinking, entrepreneurship, ef-

fective communication, Internet safety, career planning, etc. They also conduct standalone workshops in financial literacy, peaceful conflict resolution, mindfulness, defining individual learning style and more. If there is a need in tailor-made course for an individual student, Smart Start also offers tutoring sessions. Regardless of the learning mode, the activities are enriched with field trips to offices and enterprises in Tbilisi, interviews & meetings with experts, motivational speakers and simply interesting people, who are eager to share their experience. All activities are held during the off-school time, on Saturdays and Sundays.

"Crazy ideas are ok and I didn't know that"
-Ekaterine, 9 years old, Smart Strat student

What could be more fulfilling for a teacher than knowing their students are happy and inspired to apply the knowledge, they have gained, into life. Smart Start teaches kids to make the best out of their experiments, either good or bad,

and put them down to experience. The school breaks the stereotype that entrepreneurship is a solely for-profit activity by helping kids learn how to find their pathway in life and have persistence and resilience to follow it, what an ordinary school cannot do for many reasons. Apart from that, Smart Start keeps welcoming their students back again what portrays them as a trustworthy education institution that is worth coming back.

Image credit: Startup Stock Photos via www. pexels.com
Provided by: Alina Meloyan, University Industry Innovation Network
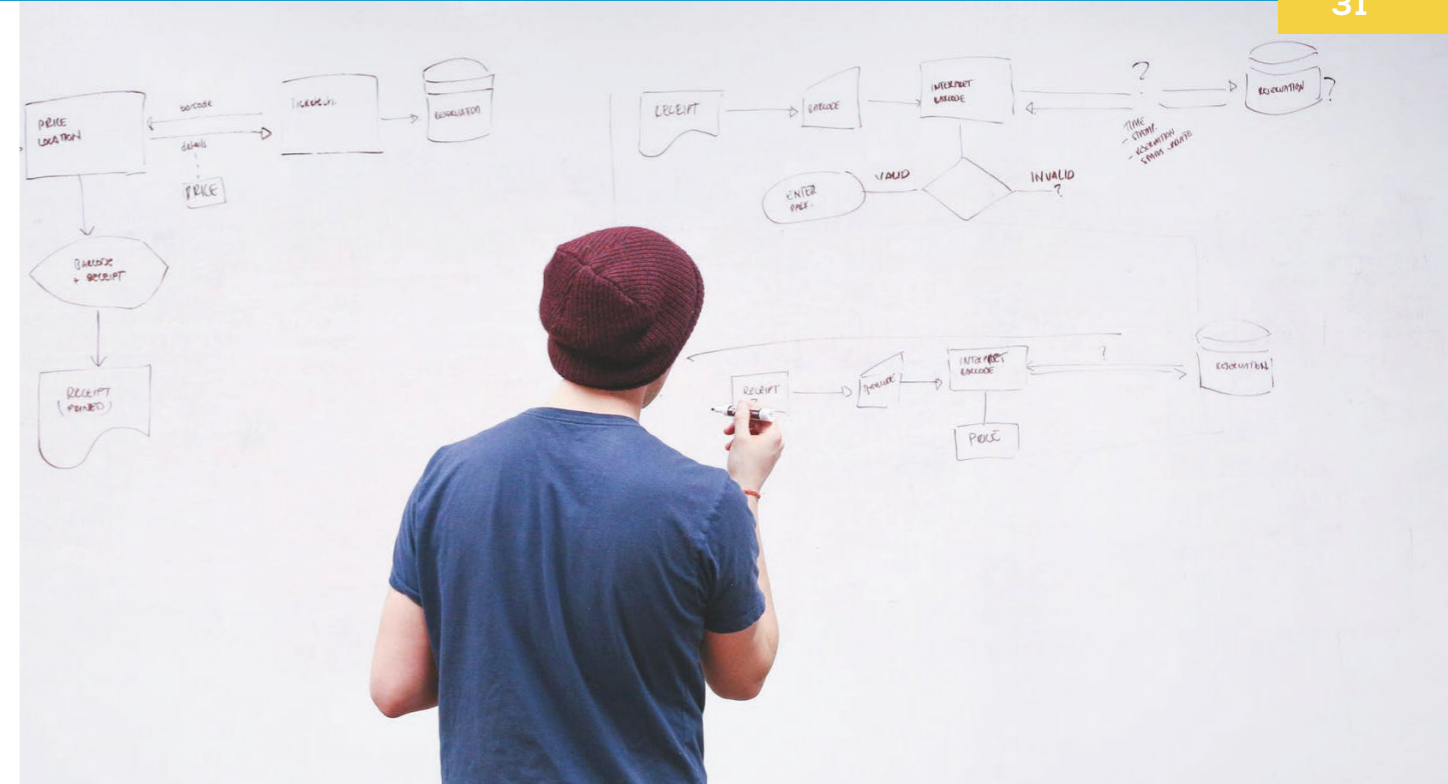
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