

#### **Project "Network of Entrepreneurial Schools"**

is co-financed by the Erasmus+ program under KA2 - Cooperation for Innovation and the Exchange of Good Practices - Strategic Partnerships for school education

#### Partner organizations of the project:

Agência DNA Cascais - Cascais Um Concelho Empreendedor Directorate of Secondary Education of Karditsa DYPALL Network Scoala Gimnaziala Traian Craiova Maltas Vidusskola

The Conference "How to Cultivate a Culture of Innovation and an Entrepreneurial Mindset was developed under the framework of the project "Network of Entrepreneurial Schools".

Between 9-11 March, the final conference of the NES project was held online. The program for March 10 was held, mostly in Portuguese. This first conference day had 326 applications, including teachers, parents, stakeholders, school principals, researchers, entrepreneurs and policy makers. The second day of the conference, with a total of 409 subscribers, was addressed to the international educational community, with participants from Portugal, Greece, Romania, Latvia, Bosnia Herzegovina, Mozambique, United States and Turkey.

This document aims to bring together everything that was shared during the conference, as well as reflections and knowledge acquired throughout the project and in the days before and after the conference.

More information can be found on the Entrepreneurial Schools Network website.

• entrepreneurialschoolsnetwork.com















Entrepreneurship is more than the act of creating a business... it's an attitude, a new look about the world, based on knowledge and innovation, that promotes the generation of ideas, the evaluation of opportunities, the mobilization of resources and the implementation of initiatives that generate value.

Entrepreneurship creates jobs and job opportunities, promotes economic and social development, and contributes to the development of the Community, assuming itself as an agent of social change.

The school, in all its teaching cycles, assumes a fundamental role as a promoter of the entrepreneurial spirit, creating a culture favorable to the acquisition of knowledge and development of skills.

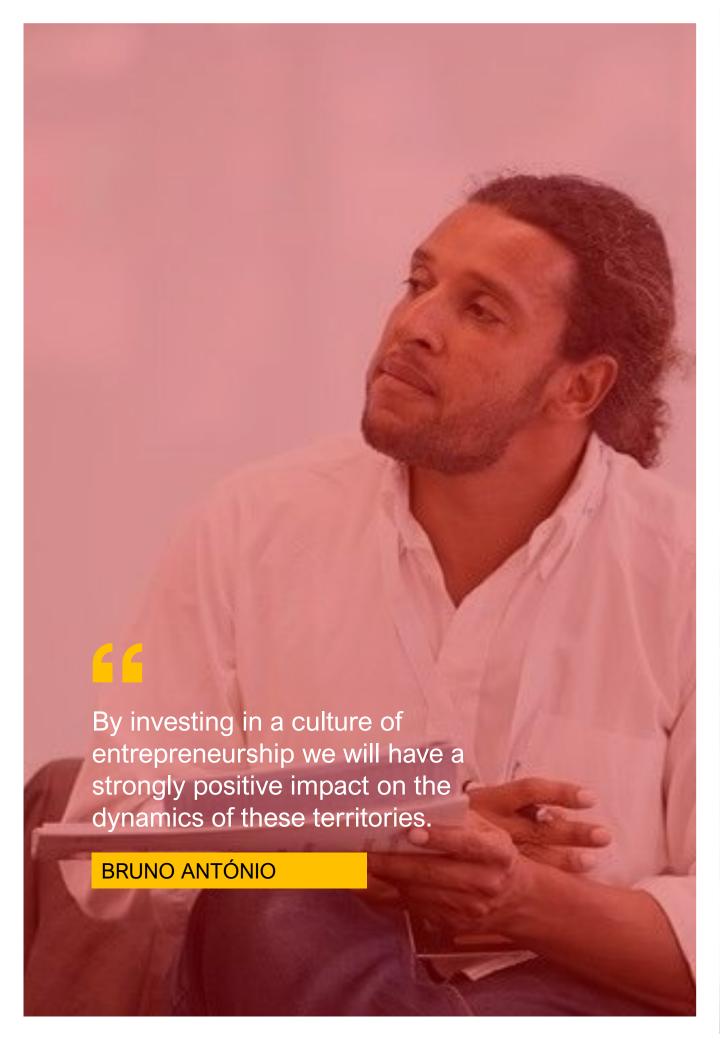
The Network of Entrepreneurial Schools follows a new vision of the project partners, which aims to be closer and able to fix, capture and develop skills among young people. We want this Network of Entrepreneurial Schools to be useful, in the expectation of inspiring educators and supporting you to build an entrepreneurial culture, to develop new attitudes and to contribute to the development of today, tomorrow and in a more distant future, they continue to choose to invest or create businesses.

Nuno Piteira Lopes DNA CASCAIS









### Promote a culture of innovation and an entrepreneurial mindset

We know that increasingly accelerated changes directly impact our daily life, requiring us to have a faster adaptation and finding answers to increasingly constant challenges. **More needs to be done**, with more excellence and more efficient resource management.

Therefore, we are increasingly challenged to create a culture of innovation, so that we are able to find more favorable solutions. By promoting a culture focused on innovation, we create a more democratic environment from which it is possible to extract greater economic and social value from knowledge.

This is the motto that started this project. In order for us to have a culture of innovation it is essential to have resources and people oriented to this ability to innovate and with the right skills and knowledge to do so.







Promote a culture of innovation and an entrepreneurial mindset

In today's society it is no longer enough to manage resources, manage knowledge, but more and more we are challenged to add value to that knowledge.

That's the way it is in the job market. That's the way it is in relationships. That's the way it is in society at large. A society where "one plus one" must be more than two.

A youth who are required more than knowing how to respond to today's challenges, but "tomorrow challenges." A Tomorrow that's unknown. We are "tired" of hearing that tomorrow's professions have not yet been created.

A society that, for different reasons (such as the one that resulted from this pandemic period) we are challenged to "ALL" have the ability to adapt to know how to manage change and give immediate response.

But in order for us to develop any innovation strategy, we need to create a culture of innovation.

A culture that is not acquired from one moment to the next. It is something that needs to be worked on and for which we need to develop and acquire a set of skills, values and knowledge.

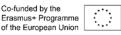
Whether for reasons of greater success in the labor market. Whether to respond to those who are the societal challenges of the 21st Century. Whether it is to contribute to what is what all territories seek (which is to capture and retain talent and value).

Entrepreneurship, the ability to add value and the ability to know how we differentiate ourselves from the rest of the world, it's critical.

And for this happens, it's crucial that we can develop educational strategies for entrepreneurship. Not to create business or to create companies, but so, that each of us can add value. Social, economic, cultural, environmental value. So that everyone can be an agent of social transformation. And in this respect, schools, as educational spaces of excellence, as learning spaces of excellence, they play a key role.

It is essential that school develops entrepreneurial skills in students, but also in teachers, in non-teaching staff. The school, as a knowledge hub, is a central point in the development of any territory. In any territory, the school should be in the center. Schools are the noblest space of any territory. And they plays a very important role in what is the dynamism of that same territory.







Promote a culture of innovation and an entrepreneurial mindset

By investing in a culture of entrepreneurship we will have a strongly positive impact on the dynamics of these territories. Not just the academy and the universities. There's no end without a principle. We can't have capable college students if we don't train capable children and young people. And increasingly, with vocational courses, with the role that young people assume in the development of their territory, schools assume a fundamental role. And also, a greater responsibility.

But we can't keep having the same answer as we did years ago. We left the Read, Write and Count pedagogy. Today, skills such as the ability to work as a team, problem solving, communication skills, creative thinking and interpersonal skills are those that are most valued and allow us to feel included in the labor market and in society.

We finished university or secondary school, and, in the end, we have the same – a diploma.

It's important to understand how each can add value, assert their personal value, their identity. How we differ from the other ones. The school also has that role. To help each young person to know and develop their talent.

And one of the challenges facing those who work in the field of education, is to know how we include these skills of the 21st century in the Curriculum.

An innovation mentality leads us to keep in mind that we are doers and problem solvers, that we learn from mistakes and don't give up, that it's together that we will be able to create better solutions and that one plus one will always be more than two, and that we will be eternal learners.

That is why four questions are raised for schools in the 21st century. What do we teach? How do we evaluate what we teach? And how do we transform our students?

It was this vision that brought together 5 partners around this project and this challenge that is to contribute to an ecosystem of innovation, a culture of innovation within the school community.

And throughout this year and a half of the project, we learn, learn from each other, spread what we have been learning and seek to start creating a greater knowledge, always with the awareness that we must learn more.







Promote a culture of innovation and an entrepreneurial mindset

Throughout the process we have always been in mind that students are the central actors of the educational process and that we want to contribute to the development of skills such as problem solving, critical reflection, knowing how to work as a team and know how to learn from mistakes.

That teachers are the main actors in this process and that these same competencies should also be present in the day-to-day life of any educator.

But that all this work can only be done considering an entire community that includes parents and family members, partners, nonteaching staff and that for this to happen should be something assumed by school management.

One of the tools we developed to support schools on this path was the development of a tool that can be used as a reference so that we can better understand how we promote this culture within the school.

Five dimensions were identified: school context; learnings; stakeholders' involvement; school governance; inclusion/ diversity.

First of all, we can't want to be something we don't say we want to be.

It is important to create a whole context that considers entrepreneurship and innovation as one of the pillars of the school.

It must be present in the main documents of the school and the school must allocate resources to do so.

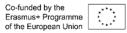
Entrepreneurship is not a fad. It's not something we can say. We have already developed this project, or we have already had this program and now the agenda is the environment, sport or human resources.

Entrepreneurship goes far beyond what are entrepreneurship sessions in the classroom or having a contest at school. And it's something that's for everyone. Not just for students

Learning, like any learning, should be conscious and monitored. It is important that the learner is aware of this learning, that he/she registers it and recognizes it.

They do not have to occur necessarily in the classroom or in a discipline.







Promote a culture of innovation and an entrepreneurial mindset

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We don't have to do it alone. It is important to know that there is another world beyond the school space. May's partners interact.

Partners should see the value that this learning will bring to their activity. And in promoting a culture of innovation, leaders play a key role in creating that same culture.

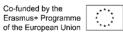
Well-defined and recognized roles. An attitude of problem solving, where everyone counts, in identifying opportunities and finding solutions. And finally consider that the culture to be implemented should consider all the diversity existing in the school community

The Network of Entrepreneurial Schools is a learning community of Schools,

Municipalities. Local Development Agencies

Municipalities, Local Development Agencies and promoters of entrepreneurship education projects that seeks to improve our educational practices and contribute to the promotion of an entrepreneurial attitude in the school ecosystem.







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Being an entrepreneur is not exclusive to some people. It is a mentality, and a way of being in life, that is cultivated and encouraged.

FREDERICO FEZAS VITAL

## PROMOTE AN ENTREPRENEURIAL ATTITUDE

### through education

Entrepreneurship is much more than a trend. It is a set of skills that enables us to live in today's world, where it is necessary to have a certain mental agility and the ability to mobilize. This present world is volatile, uncertain and without guarantees and where it is important to have a critical sense and ability to communicate.

**Being an entrepreneur is not exclusive to some people**. It is a mentality and way of being in life that is cultivated and nourished. If I am not an entrepreneur and we do not grab our lives, no one will. There are two ways of being in life. Through action, and be the master of your destiny, or live in the expectation that someone will solve the problems.







### YOUNG ENTREPRENEURSHIP

The work developed in Cascais

To speak of education is to speak of continuity in time - to feed a process of continuous evolution. The sooner we wake up to the evolutionary sense the sooner we get to a point where we vibrate in line with our essence. To evolve and progress is our essence.

To create is to have the courage to do it even with the risk of failing. It is making
things happen, despite being afraid. Getting
used to error is a necessary step on the
evolution ladder, raising your voice against the
status quo while respecting it. Whoever is
afraid of making mistakes learns more slowly.
Stimulus is needed to overcome this barrier.

Entrepreneurship is more than training people to have a limiting vision. It is having a collective imperative. The well-being of all depends on the ability of each to create new paths - with more efficiency, more fulfillment and more opportunities for all.

But it is important to add a certain essence to entrepreneurship, which gives a certain poetry - to **bring a purpose**.

The convergence of capacities to bring people and resources together for the transformation of communities. Put the skills of entrepreneurship in favor of a greater good.

From a collective working in unison. **Social** entrepreneurs have the purpose of transforming a society paradigm.

Entrepreneurship is not the privilege of the enlightened. we have entrepreneurs in all sectors of the economy and contexts.

Breaking imperatives that are not effective.

Arts, Schools, Companies. To undertake is to respond to the most basic instinct - to overcome and overcome your environment.

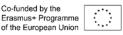
This is only possible if we can function as a system. To be part of an organic and interconnected whole. The knowledge that the consequences of doing or not doing has an impact on the people around us

The entrepreneur must have the ability to feel and hear the needs of those around us.

Empathy is the key competence of the century. It is the awareness of interconnectedness with others.

We must have the capacity to unite all our efforts for a joint, for a common imperative. This is what happens with the SDGs. It is necessary to know how to work together using the best of each part. Strong and democratic leadership is needed, that involves local communities as learning communities and develop meaningful learning.







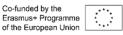
#### YOUNG ENTREPRENEURSHIP

The work developed in Cascais

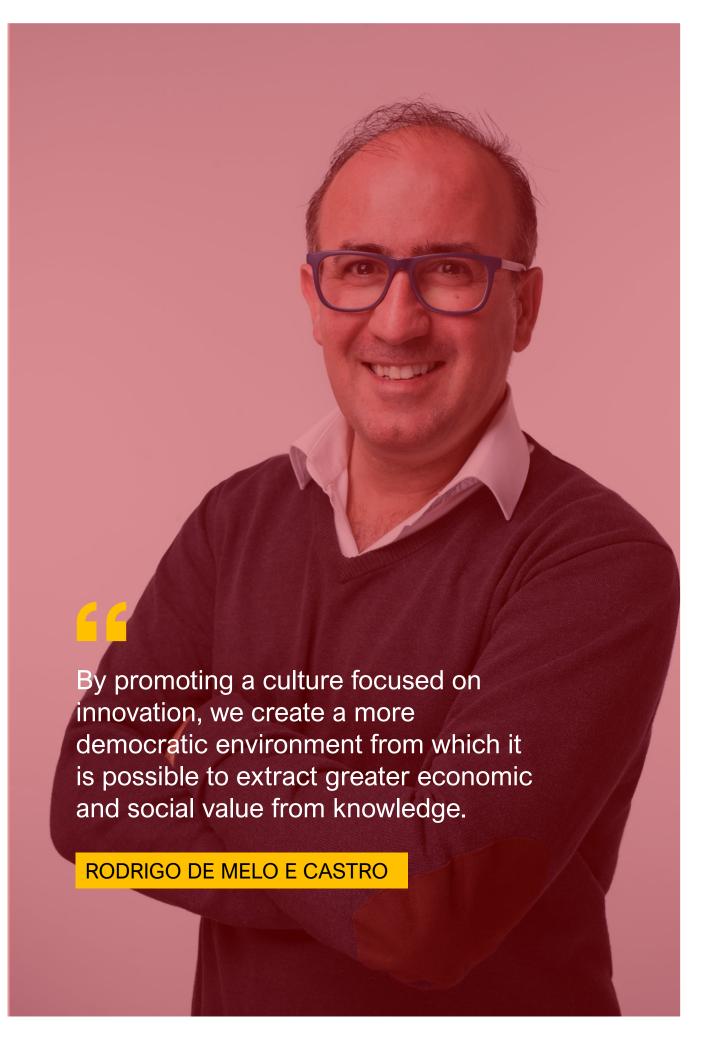
Do, experiment, learn from mistakes and try again. We are all very concerned about the human beings that students will be in the future. It is important that they know how to deal with adversity. Learn by doing. **There is only one way to overcome fear - by doing so**. And at school, the environment is controlled.

Schools that are more entrepreneurial are those with initiative, with concerns and a purpose, that go beyond space. Not only focusing its action on young people, but also on the communities in which they operate. These changes go through another way of organizing the teaching work, it implies questions of schedules that allow time to implement the cooperative and collaborative work.









### in the classroom

A culture of innovation within the school is what will prepare children, young people and adults for a challenging and constantly changing environment.

Innovating is something that is born out of an entrepreneurial culture that needs to be stimulated, cultivated and nurtured by organizations and the leaders of organizations. It is not possible to innovate without making mistakes, because we are talking about unknown things. In school, in life, it is necessary to teach how to make mistakes, to fail; so that students are then led to understand the reasons for the error and to create solutions. The fear of failure is an existing ghost in any culture, and because of that fear, people do not risk trying new things, inventing new processes or trying new procedures. We continue to follow the same pattern, rules and processes regardless of whether they still make sense or not.







in the classroom

One of the most valuable aspects of mistakes is learning. If we want to succeed, we cannot continue to do things in the same way that people always do. We must try different things, taking the risk of failing from time to time. There are learnings that are not written in books nor can they be learned from other people. The more innovative, the greater your tolerance for error must be. When we seek to innovate, we seek to do things that no one else is doing, as a pioneer, and pioneers are experimenting with several different paths until they find the right one. The more different paths you try, the greater the chances of finding the best path to success.

Any efficient pedagogical proposal must consider students as agents of their learning and each actor is fundamental in the process of implementing a Culture of Innovation within the school.

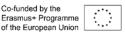
At school, it is important to create spaces to "make it happen"; spaces for collective construction and experimentation, where students, teachers and the entire school community can have and acquire practical knowledge. It is essential that knowledge and experimentation consider a practical aspect, of prototyping, of making ideas, projects or

practices of intention happen. Spaces where the learning acquired in the classroom context can be contextualized and use all spaces in the school to generate a deeper and more meaningful learning. Simulation and ideation are fundamental learning processes, but they only acquire their sense of being when transferred to reality.

It is essential to "go beyond the walls of the school". Seek to develop projects that are part of the reality of the context where the student lives and where the school is located and that are connected with problems and challenges of the community and the territory.

The ability to innovate is inherent to every human being and should not be centralized in decision-making positions. The ability to innovate is inherent to every human being and should not be centralized in decision-making positions. It is everyone's responsibility to innovate within their sphere and to be consistent, it is important that innovation and the ability to innovate is cultivated by managers and stimulated throughout the team, avoiding to repeat processes that have already proven to be inefficient.







in the classroom

In order to awaken an entrepreneurial and innovative know-how, it is important that the learning is based on problems (Problem-Based Learning), which are used as a context to develop the contents.

The world needs people with the ability to take decisions, analyze probabilities, and have knowledge about the impact that the identified solutions can have. Thus, it is necessary that any young person understands and has the ability to solve problems. To identify needs or problems, structure a solution, identify resources needed to implement the planned solution and the ability to communicate, implement, monitor and evaluate it. If we develop these learnings in students, teachers and the entire school community, we will have people better prepared to respond to the current and future challenges of humanity.

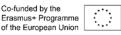
box" and to create environments that instigate the search for alternatives, without pressure for immediate responses, also contributes to an entrepreneurial school that better prepares students and teachers to respond to the challenges they face.

The world changes very quickly, and it is not possible to maintain the "current state", as we are pressured to go further. It is necessary to have the capacity to be available for change and to want to be part of that change. We are training people who, in 5 or 10 years, will have professions that we do not know yet.

Meanwhile, in the educational world, we cannot continue to give the same answers or prepare students for a past or present that will not exist in the future. It is necessary to develop the capacity to respond to this change, reinforcing the learning of socio-emotional skills. Often, barriers are placed, out of a desire to maintain tradition or the status quo. Only the whole world is in transformation.

If we continue to do what we did before, we will be missing out on opportunities. So, if an idea comes up, it has to be put in place - test, correct and re-apply. It is essential to work on resilience and resilience in the face of mistakes. The important thing is not to avoid mistakes. They will always happen in innovation processes. You have to avoid the old mistakes. Repeating the same mistake means you haven't learned anything, so making a mistake was useless. We must make new mistakes.







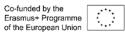
in the classroom

Learning happens when we discover new things, and sometimes this discovery comes with new mistakes. It is not easy to adopt error-tolerant behavior. Society does not normally accept errors and this culture of error must be adopted in learning environments

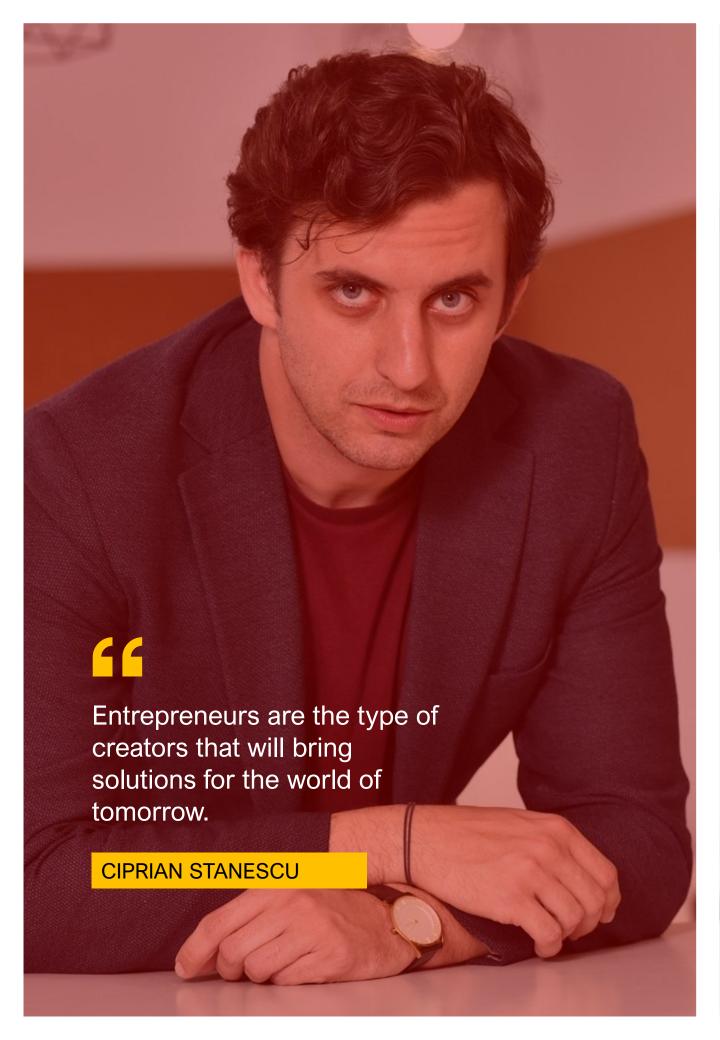
The school environment is full of situations in which soft skills are put into practice. But, for them to be assimilated, it is important that the learning cycle is guided. It is essential to promote interaction between students, to encourage group activities and to encourage diversity.

These are the plots that will contribute to adding value. And a school that seeks to promote innovation must follow certain concepts: participatory democracy, participation, decentralization, autonomy, dialogue, discussion among all actors, school organization, sharing and collective construction.









# WHY SHOULD WE BECOME MORE ENTREPRENEURIAL

The world of today and the world of tomorrow needs people that are adaptable, innovative and risk takers. **Entrepreneurs are the type** of creators that will bring solutions for the world of tomorrow.

As long as we create save spaces where we can experiment, can fail, and can experiment their creativity, we will create a better future.

Jobs of the future are going to be very different and the skills of the future that will enable employees to fit in the roles of the future are to be also different. We will focus will on multi-skilled and multitalented teams.







### WHY SHOULD WE BECOME MORE ENTREPRENEURIAL

Skills such as Creativity, Digital Skills, Problem Solving, Leadership, Communication Skills, and Critical Thinking would be in high demand in the future.

The soft skills emerged as a key differentiator.

Better soft skills will help people to manage unknown situations, develop their entrepreneurial perspective and help to support a better decision-making process.

Emotional intelligence, critical thinking, flexibility, and adaptability are some skills that

One of the most important skills that young people can develop is problem-solving skills. Many education and school systems do not teach these skills and young people will need to solve a wide range of problems. Young people with critical thinking skills are one of the top talent's employers are looking for.

have gained importance.

Global citizenship and a good understanding of other cultures is one of the other skills employers are looking for.

It's no longer enough to know more than one language, is important to be able to communicate with people from other cultures.

We can develop this global citizenship skills, by traveling, connecting, or networking with people from different countries, or participating in international volunteer activities.

All youth need a sense of entrepreneurship to succeed. This means that young people need to be motivated, passioned, committed and problem solvers in their jobs.

Companies are looking for people who will make a difference in their company. And for that, curiosity, and people passioned by learn, and learn more, is crucial. People that challenge themselves and what they know, exploring knowledge and be eternal learners. It is no longer about what we know, but what we can find out. It's not necessarily needed to have a full of knowledge but have the skills to access to information we need to solve a problem.

The modern world is constantly changing, and no one knows for sure exactly how world will look like in the future. It's essential to be able to easily adapt to changes and change our way of thinking as quickly as new situations emerge.







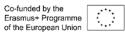
### WHY SHOULD WE BECOME MORE ENTREPRENEURIAL

Also, another skill very important is the capability to know what our strengths and weaknesses are and a good emotional intelligence, will allow us to have better connections with others.

This are some of the skills for the future, that will help to have success in the in the work of tomorrow.

And this are also skills and competences developed when we grew up in an entrepreneurial ecosystem. Skills and competences that can and must be developed in a school that prepares citizens for the tomorrow's world.







### Entrepreneurial games applicable to primary school

Stimulating entrepreneurial thinking is a priority all over the world, being an engine of the well-being of people and communities. And because mentalities are formed from an early age and through the contribution of several actors, entrepreneurial education programs must be implemented in schools, involving teachers, students and their families, as well as external partners - institutions and societies that provide practical examples based on theoretical courses.

Since the primary classes, the students need to be stimulated to form an entrepreneurial mindset that will help them in the future to be independent, innovative, to take risks, to accept challenges and seek creative solutions, whether they launch a business or engage.

Nowadays, being educated financially is just as important as taking care of health. We live in a world where everything is in a continuous and rapid change: temptations call out to us from all directions, promotional campaigns are ubiquitous, credit cards lure us, shopping is a click away, the child's desire to have the latest model of "something" is always heard. Therefore, entrepreneurship education should be started as soon as possible.

From the age of 7-8, children can learn about entrepreneurship. "The age of 8-13 years is the optimal age when children are open to everything. Everything that comes into their lives at this age turns into values that sit at their foundation for the rest of their lives", says Carmen lorgulescu, program coordinator at KEN Academy Romania, an institution specializing in financial and







Entrepreneurial games applicable to primary school

For real-life young people, a complex learning process is needed, from trainings and webinars for students and teachers, to classroom lessons and practical entrepreneurial education projects, such as the establishment of pilot companies, incubation periods supported by the business community, local, regional or national product and service fairs, continuing with the possibility of testing acquired skills and obtaining a Certificate of Entrepreneurial Skills.

During the programs, students need to be aware that money is not the goal itself. The goal in itself is for them to be able to define your dreams and have the power and knowledge to turn them into reality, into entrepreneurial projects from which you can earn money, because money is important too.

Programs should span several years and should contain interactive and interactive sales events in which children have the opportunity to present their products to real customers. A stand where the little ones sell lemonade, muffins or bracelets made by them themselves turns into a valuable learning tool and can be organized involving many factors with constructive valences. Thus, they come into direct contact with the market, get to know the customers personally, practice their courage,

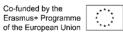
sales skills and learn to work as a team.

In addition, such activities push children to ask questions such as **Why? What? How? When? Where's that?** helps them visually represent their information in a mind map, a map of the mind, that functions as an organizer and helps them create strategies, plan, track solutions and solve problems.

Personally, I had the opportunity to observe the applicability and impact of an entrepreneurial program developed by DNA Cascais and Start IUPI in Portugal and implemented with the support of teachers of the "Traian" Gymnasium School, participate in the Erasmus+ project course "Network of Entrepreneurial Schools".

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Entrepreneurial games applicable to primary school

Administrator and organizer of the Ready for Life children's education camps, we decided to integrate the entrepreneurial game Start IUPI into the summer camp program in 2020, attended by a total of 80 children aged 7 to 14. The game proved to be extremely motivating, training the children to carry out all the activities proposed in the camp plan.

The aim of the game was well determined, namely to function as a company, to distribute roles and responsibilities, following an entrepreneurial plan that starts with the establishment of a field of activity and is carried out in terms of production, promotion, sale, negotiation and reinvestment.

The game has proven to have many educational, practical, contemporary valences that prepare children to adapt to a society in which to be an entrepreneur, to find solutions, to collaborate, to agree, to lead, to analyze risks, to consider mistakes learning opportunities is a necessity.

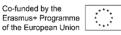
Game-specific activities have alternated with other activities, including personal and public speaking workshops, to foster courage, self-confidence, to develop the skills needed in promotion and marketing, as well as teamwork, collaboration, subordination and leadership.

### Basic activities of the game:

- establishment of company teams;
- design and realization of a logo, a currency;
   establishment of functions in society;
- analysis of materials made available for the production of a product in society;
- the accumulation of capital by solving daily tasks, challenges, by actively participating in workshops, courses, competitions;
- investments, buying materials and making a product in society;
- making a commercial and a speech promoting each product;
- selling products and analyzing the situation
- investments, expenses, profit;
- participating in auctions;
   distributing income and buying desired
   products with the money earned.

The impact of the game was effective immediately, but also in the long run. First, it was observed that children were interested and motivated to complete their tasks, to engage in all the activities and challenges proposed, with the aim of the established reward that would constitute the share capital for investments.







Entrepreneurial games applicable to primary school

From the very first days there was also a desire to collaborate and identify the potential of each team member, so that the chances of winning are as high as possible. Very quickly the children discovered the efficiency of teamwork, learned to save, became aware of the applicability of the concepts learned at school, adapted and gradually adapted their needs, learning to set priorities.

They also changed their manipulative attitudes and behaviors into negotiating skills, experiencing risk and taking ownership.

Although the creative potential is huge at this age, children have sometimes had difficulty designing products to find a usefulness for consumers, given that resources for money, materials and time were limited. Thus, the challenges were many, but motivating in finding solutions.

A difficult stage, which risked being treated superficially, was the pricing of the products made, because the euphoria of the result makes them forget the value of the work done. Thus, it is necessary for the game to carry out its stages to the end, setting very clearly the target of the company, namely the continuity and development of the long-term business, investment and reinvestment, more products

on the market, team expansion, hiring, new horizons, new perspectives, refinement, passion, involvement, dedication.

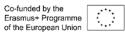
In the end, the children left happy, more confident, braver, more open in discussions, more open to talking about their own ideas, concerns, interests, visions, opinions. Towards the end, conflicts of any kind disappeared, with children becoming more understanding and independent.

Subsequently, following the evolution of some of them, participants in several camps in which we also integrated entrepreneurial games, we noticed the skills, behaviors and competences concerned – the parents and teachers in the class witnessing their changes.

Some of them have even developed small businesses that they promote on social media sites, tracked and encouraged by their parents.

Certainly, Start IUPI is a game whose goal is to develop entrepreneurial skills among children and aims to train skills for the future, for life, in a dynamic and funny way, so ideal for practicing entrepreneurial education among primary school students.







# THE IMPORTANCE OF ENTREPRENEURIAL EDUCATION IN PRIMARY SCHOOL

Entrepreneurial education is extremely important at any age. Nowadays, being financially educated is as important as taking care of your health. We live in a world where everything is constantly and rapidly changing: temptations call us from all directions, promotional campaigns are ubiquitous, credit cards entice us, shopping is just a click away, the child's desire to have the latest model of something is always heard.

Therefore, entrepreneurship education must be started as early as possible.

The emphasis of our entrepreneurial projects that we always put is that money is not the end in itself. The goal itself is for you to be able to define our dreams and have the strength and knowledge to turn them into reality, into entrepreneurial projects from which we can also earn money, because money is also important. We can't end up being extremely good if we are not passionate enough about it and if we don't do it with dedication.







### THE IMPORTANCE OF ENTREPRENEURIAL EDUCATION IN PRIMARY SCHOOL

### ACQUIRED SKILLS THROUGH ENTREPRENERURIAL EDUCATION

- Critical thinking
- Decision making and expressing opinions
- Understanding the consequences of elections
- Identify resources and opportunities
- Team work
- Assume the responsibility
- Creativity and innovation
- Adapting to change
- Connecting school knowledge to economic reality
- Identifying risks and opportunities

Stimulating entrepreneurial thinking is a priority all over the world, being an engine of the well-being of people and communities. And because mentalities are formed from an early age and through the contribution of several actors, JA Romania implements entrepreneurship education programs in public-private partnership, involving educational institutions, companies, teachers, students and families in the educational process.

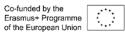
JA Romania prepares young people for real life by teaching them how to start and run profitable businesses and how to create jobs for themselves and their friends, adding value to the communities in which they live.

The students in the program are stimulated to form an entrepreneurial thinking, which will help them in the future to be independent and innovative, to take risks, to accept challenges and to look for creative solutions, regardless of whether they will launch a business or will hire.

The JA Entrepreneurship Education Program offers a complete learning process: from free trainings and webinars for students and teachers, to classroom lessons and practical projects for setting up pilot companies, incubation periods supported by the business community, product fairs and local, regional or national services, continuing with the possibility of testing the acquired skills and obtaining the European Certificate of Entrepreneurial Skills (European Skills Pass).

**BCR Money School** is the largest financial education program in Romania. The program offers to young people an educational platform full of practical resources and tools that help students manage their money more efficiently.







### THE IMPORTANCE OF ENTREPRENEURIAL EDUCATION IN PRIMARY SCHOOL

They will learn to organize their income better and meet their financial goals, in order to have a better life.

Because most Romanians lack the basics needed to manage the budget, the Money School aims to bring about a positive change in the lives of those interested in learning how to take care of their money.

The project have to teach children that money is hard to earn through work and can be easily spent if we are not careful about our decisions. Experiential learning and games specially created by specialists from the University of Vienna help children quickly gain useful knowledge for life.

Educational institutions, from the first to the last levels, must adopt methods and tools specific to the 21st century, to develop the right learning environment, to encourage creativity, innovation and the ability to think from a new perspective ("out of the box").

Entrepreneurship allows the development of leadership skills and life skills, being increasingly recognized that they are a key competence. Entrepreneurship and innovation generate new ways of learning, life and work. Incorporating entrepreneurship and innovation, cross-

disciplinary approaches and interactive teaching methods in education requires new models, architectures and standards.

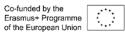
In Europe, it is clear that it is time to reconsider old systems and fundamentally resettle the education process. Changes in the education system are needed at all levels and should address the lifelong learning process, as well as key links and interactions between levels.

### The need for entrepreneurial education.

The current society brings more and more demanding requirements to the educational system, formulating a previously non-existent social order.

These changes are generated, in particular, by the considerable changes of the last decades, by the need for active citizens, with initiative, able to integrate in this society and to participate, in their turn, in the continuation of its progress. In this context, in addition to economic education, the cultivation of entrepreneurship, at the educational level, comes to fill a gap, of major importance, in the educational system, namely, the formation of entrepreneurial skills.







### THE IMPORTANCE OF ENTREPRENEURIAL FOUCATION IN PRIMARY SCHOOL

These, together with the spirit of initiative, are included in the category of integrative social competences: active consumer, skilled, knowledgeable of the mechanism of price formation, of his rights, able to elaborate and manage the personal or family budget. On the other hand, specific skills are being developed, which are very useful today, such as: opening your own business, making a profit through legal means, taking risks and responsibilities for this activity, which, in fact, also expresses the essence of entrepreneurship.

Entrepreneurial education aims to provide students with the appropriate skills, knowledge and motivation to encourage them to achieve entrepreneurial success in a variety of directions.

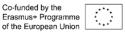
Currently, entrepreneurship education is offered, in a variety of forms, at all levels of schooling. Entrepreneurship education differs from other forms of education in that it

focuses on responding to opportunities, while management education is focused on the best way to operate in existing structures. In both approaches, the interest is the same, namely "profit" in any form (in the case of non-profit or governmental organizations, it can take the form of either increasing services or reducing costs or increasing the ability to respond to customer requests or citizens).

The team of our school is in process of learning through projects how to sustain the courage, the spirit of initiative and the confidence of the children to act in order to turn their dreams into reality.

We get involved in educational projects, knowing full well that "financial intelligence" is a "must have" of our day, while "entrepreneurship" is an engine for future growth, that "key" element that helps children to they manage in life no matter what they choose to do.









Entrepreneurial education is defined as a whole subject and training activity that try to develop participants' entrepreneurial intention or some factors that affect the intention, such as knowledge, desirability, and feasibility of the entrepreneurial activity.

Entrepreneurship education focuses on the development of skills or attributes that enable the realization of opportunity, where management education is focused on the best way to operate existing hierarchies. Both approaches share an interest in achieving "profit" in some form (which in non-profit organizations or government can take the form of increased services or decreased cost or increased responsiveness to the customer/citizen/client).

Why do students need to study entrepreneurship education you may ask. Well, although we may have an inborn aptitude for a discipline or subject, any skill can be improved if there is willingness to learn. We live in a world where the future is uncertain, and it belongs to creators and innovators. And that's why it's important to learn and study entrepreneurship. *Entrepreneurship education* serves as an excellent foundation for the types of creative, innovative ideas that we need to succeed in the 21st century.







## THE FOLLOWING ARE THE REASONS WHY YOU SHOULD STUDY ENTREPRENEURSHIP EDUCATION:

### 1. Nurtures Personal Growth and Development

Studying entrepreneurship benefits students and learners from different social and economic backgrounds because it teaches people to cultivate unique skills and think outside the box. Moreover, it creates opportunity, instills confidence, ensures social justice and stimulates the economy.

Entrepreneurship education also provides budding entrepreneurs with the skills and knowledge to come up with business ideas and develop their own ventures. And this includes helping them learn about core business areas such as finance, sales, marketing, management and accounting, not to mention, broader ranging skills such as adaptability, effective communication, and confidence.

Researchers have found that entrepreneurial education is related to career choice and personal skills. For example, research finds that entrepreneurial education is positively related to entrepreneurial attitudes and skills.

#### 2. Relevance

The advantage of learning entrepreneurial skills over more traditional subjects is that they are not uniquely relevant to a career as an entrepreneur. The skills needed to start your own business are relevant in any field and would also be desirable attributes for being an employee.

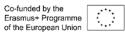
In fact, having a wide range of businessrelevant skills acquired through studying entrepreneurship would make you an ideal candidate in most fields. Therefore, skills taught in entrepreneur courses generally apply to all areas of industry and do not kill creativity or block opportunity to a specific career.

### 3. Tap into Unrealized Talents

Standard education programs ranging from elementary schools to universities are optimized to reflect the "education for everyone" model. While the idea behind this movement is great and essentially good, it doesn't mean that it brings out the best in the students.

Many students float away from their talents because they are pushed to study math, history, or the arts.







Learning entrepreneurship is very different from learning anything else. The very concept of the program is to help the students identify their strengths and talents and to work on improving them. In real-world examples, we can see many successful entrepreneurs who were very bad students in their time.

### 4. Risk is Something to Live With

Another important lesson that entrepreneurship programs teach students is that **risk is something natural**, something that we have to live with, and something that has to be managed. There is no other school program that teaches this. In fact, if we are being honest, most of us have been thinking throughout our education that we need to stay away from the risks and that certainty is the best path to take. In the world of business, risk is a common occurrence.

And to be able to succeed in it, you have to work on your character traits – risk-taking and persistence. An entrepreneurship program fosters these character traits. This is why it's beneficial for students when they find themselves in a real-life like situation.

### 5. Critical thinking

Irena, a student in our school, considers that the ability to think critically is essential to your success in the world of business.

Unfortunately, it's not something that is being nurtured in the traditional schools. Why is this important? A company is not something bound to run smoothly forever, especially today, when markets are more volatile than ever. Not to mention the harsh competition.

Learning entrepreneurship exposes students to numerous opportunities to learn how to think critically and analyze the pieces on the board. Being aware of all the important factors and seeing how they affect each other is the foundation of a smart decision-making process. This is not something that can be learned from a book.

Students have to be exposed to real-world examples and learn from their own experience.

Therefore, entrepreneurship education is one of the most important and benefic subject for students, that must be taken seriously in order to achieve their goals.







Entrepreneurial education seeks to provide students with the knowledge, motivation and skills to encourage entrepreneurial success in different surroundings and circumstances. It is a learning process that prepares people to be responsible and enterprising individuals.

There are many reasons why we should be willing to learn this type of education, as it helps us be more intelligent people and teaches us crucial life skills.

By definition, people are social beings and need different social interactions every day, whether you are a fully grown adult or a middle school student.

Entrepreneurial education teaches us how to communicate in the most efficient ways and how to work and collaborate with a team, in order to create an innovating future. Many high entrepreneurs know that learning how to cooperate with people is the key to making the world a better place. Working effectively in a team environment requires tact and a lot of patience and understanding. You must be respectful to your teammates in order for you to be respected, as well.

Collecting and analyzing data is another thing that entrepreneurial education teaches us. If anybody wants to solve a problem, only teamwork will not be enough. The solution to the problem must be found in the most efficient ways, and everybody should have patience in learning entrepreneurial education, because all good work takes time. There are steps and stages that everyone should be aware of, as well as anyone that is in the learning stage has to have a very strong will.

Difficult obstacles are the main things that keep a learner from continuing giving his best in becoming an entrepreneur or just becoming a better-informed person. As we learn entrepreneurial pedagogy, we can see that numbers, techniques and lots of studying are not the only things we need to enhance our intelligence. Creativity and perspicacity can get us through most problems, but the two methods go hand in hand. One cannot work without the other.

Curiosity is also a big factor of need when we learn entrepreneurial pedagogy.







There are multiple stereotypes that tell us only people good at math or only "nerds" learn this type of pedagogy. The people that confirm us we should not learn enterprising education are wrong, because this type of learnings can be understood even by middle school students, if the terms used are adapted to their vocabulary.

Entrepreneurial education is not only teaching how to start business, it is, in fact, teaching us to develop wonderful social skills, that are very important in the 21st century, and, overall, to develop our intelligence.

The main purpose of entrepreneurs and entrepreneurial education is to prepare all that are willing to learn for a future that is uncertain. Many studies have shown that people with a good entrepreneurial education are better employees, and can make efficient projects, in order to publicly discuss and present them. All this is because entrepreneurs want to make a difference and make the world a better place. They believe in unity and diversity.

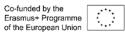
Iris' opinion is that worldwide, entrepreneurial education is not taught as much as it should. She sustains that by counting all the benefits of this type of pedagogy and realizing the help

it would be to every student to be offered to learn and understand entrepreneurs and their teachings. It would prepare them for the future of work and social interactions, making it easier for their next generations to build a better world.

Being in her 7th year of school in Romania, an European country, she has had some interactions with entrepreneurial education, and she thinks it developed her personality and thinking very much, because every time she learnt something new, it would be easier for her to empathize and work with other people. She would like to learn more, for a brighter future. Her conclusion is that students should all be taught entrepreneurial education, as it has a big significance, values creativity and is becoming more important each day. All of us should be serious when it comes to our future world, society and systems.

Entrepreneurship education is a helper tool for students to accumulate knowledge and skill about starting a new business and about running one. It seeks to provide learners with motivation to encourage entrepreneurial success in a variety of settings.







Entrepreneurship education can be oriented towards different ways of realizing opportunities, like regular entrepreneurship which is defined as the development of business acumen that can realize the full potential.

A more recent approach is based on creating charitable organizations designed, in addition to finishing their work, to be self-supporting. This is normally called social entrepreneurship and/or social venturing. Even a version of public sector entrepreneurship has come into being in governments, with an increased focus on innovation and customer service.

Entrepreneurship is also helpful with developing different types of skills like risk-taking and problem solving that facilitate achievement of life goals and in education.

When Francesca first heard about this project, she was quite confused. At first she thought: "Entrepreneurial skills? What does that have to do with me? I'm not a businessman, I'm just a student."

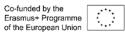
Later on, she came to understand what entrepreneurship is all about.

" When I arrived there, I didn't know what to expect, but fortunately Rodrigo was there to explain what was going on. At first, he asked us what we thought entrepreneurship was about and most of us thought that it was related to having or business or being a businessman. After we gave our answers, he explained to us that entrepreneurship wasn't necessarily something that was related to business and it was more of a way of thinking. That's when I learnt that in order to be an entrepreneurial person you don't necessarily have to be a businessman, you just have to have an open mind. I learnt that entrepreneurship wasn't just something useful you could learn, it was a way of looking at things in a creative way, learning how to make an idea reality; a way of finding the potential in something that could seem quite boring or learning how to listen and communicate with the people around you and how to take their ideas in mind and incorporate them in whatever you are working on.

After he was done explaining to us what the basic meaning of entrepreneurship was, we played a game where we got to test out teamwork skills. He gave each of us a piece of paper filled with questions about certain experiences we've had like if we had ever travelled between countries or continents or if we had ever volunteered and so one.

One of those questions what if we had ever modified a piece of clothing and I first I thought it was quite a silly one, but he explained to us that even that, cutting up a piece of clothing or modifying it in any way was something entrepreneurial because it meant that we had an idea and we found of way of making the idea we had in our head come to life. We paired up in teams of four or five and we had to find at least one person who had done one of the things on the list.







When time was up, we were supposed to have a list full of different people describing those experiences and talk about them. I think it was a guite interesting game because we had the chance to do a lot of teamwork and we got to see the same experience through multiple people's eyes. I think that was the most interesting part about it; seeing how different people's experiences and emotions had been even though they had done the same thing.

That was one of the most important things that I learnt. If you really think about it, that is one of the best things about entrepreneurship, learning how to work with the people around you, learning how to take into consideration feedback and how to use other people's inputs and thoughts in a creative way. If I had to sum up the whole experience, I would say it was one of the most educational and inspiring one's I've ever been glad. I'm really glad I got to meet Rodrigo and all of the other people that participated because they helped me not only develop my teamwork skills but also help me better my way of thinking. I now understand that entrepreneurial thinking is something we all should adapt because it helps us be more creative and it gives us the chance to make something out of nothing.

Arianna has also been in an entrepreneurial education activity. She thinks it was a great experience and a very helpful one.

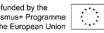
"It did indeed boost my social skills enough to easily talk to other people. It has also helped me be more used to questioning and answering questions more easily.

Here is how it went. At first there was a foreign man talking to us, a bunch of kids, about what

entrepreneurial education is and about how it can help us. We went around and introduced ourselves. He talked to us and asked if we had any questions, telling us not to be scared to talk to him. Quite a few children there asked some questions, though I don't really remember any of them. The man then proceeded to tell us about the activity we were about to start doing. Each of us received a paper on which different questions were asked. We were told to go around with that paper and ask random people in the room the different questions. hoping they would answer yes and note their answers on your paper.

The questions were about variety and about unique stuff that we tried or that we did. I remember quite well that one of the questions was if we had ever left the continent, and if we did, which continent did we visit. There was one about new types of food and more that I cannot remember for some reason. When we started there was a bit of chaos. I remember there weren't pens for everyone, so we had to ask other people to lend us their pens. I think that was an important part of the exercise as well. Now, the exercise could seem guite easy, but the hard part was that once someone has written something on your paper, they couldn't write an answer again. So, with that and the chaos that was happening it did end up quite challenging. I met up with some friends from other classes, some of my classmates and with people I have seen around the school in the past, but that I never talked to, either because I didn't have the confidence and because I thought I didn't have enough skill, or just because I never got the chance.







And so we all started. Some people immediately went and talked to strangers, some started off by questioning their acquaintances. I started with my acquaintances, to get an easier start. Then the chaos also started settling down and communicating with one another got easier itself. It was most likely because we were getting used to it

The exercise started kicking in and having effects on us. After everyone finished asking their questions, I think we all sat down in our seats and talked a little more with the man. We again got the permission to ask questions and after everyone got their answers we got up, said goodbye to each other and then left."

Arianna feels like this whole thing was indeed helpful with her social skills, she feels like she can get around more easily now and that it was overall a success she is looking forward to experiencing again someday soon.

So overall entrepreneurial education is a helping way of learning how to start, run and succeed your own business, of developing your social and teamwork skills and of knowing what is going to happen in the future when you decide to start your firm, or to get around knowing things and ways about how firms work.

Entrepreneurial education has always been a key place in the urban society. From an early age, children around the world are taught,

whether by parents or relatives, about everything they could use in life. About how, when they grow up, they will be doctors, lawyers, or have big companies and will have a lot of money. And most of them, who have nothing to do with this field, or who have never been explained the importance of teamwork, wake up in a world full of adults, finding themselves in one, not knowing when or how they can make their dream come true.

This is where the role of entrepreneurship comes in. Entrepreneurial education consists of work and its role in the community. How to start a business and all the necessary steps to achieve it. It also teaches you about the competition, advantages and disadvantages, which you can follow as an example in everyday life.

This entrepreneurial education pursues not only the urban development or the material constructions, but it follows the community development, of the society, coming with the material benefits only on the second plan, as a bonus. Currently, this type of education is taken over by various organizations, offered in various forms, explained to all students, from school to college.







Being part of one of those students, Emilia was lucky enough to be able to participate in such an activity.

"The teacher was of Portuguese origin. A gentleman with an imposing voice, but who made his presence appreciated only by saying a single word. He taught us about education and teamwork, about our diversity and about common goals. Throughout the course, we also had a communication activity. It was a BINGO! But a little different. Here, participants received a sheet and a pen that they had to use and find people in that room who had did or took part in one of the activities in the boxes. Almost all of us did well, and only the joy of communication made us truly understand the purpose of the game, the closeness to others with a common goal, helping each other and doing good to our colleagues.

The good always returns to its maker and always comes in a multiplied form every time. Thanks to the course, I also learned about our diversity and how two almost identical people can have completely opposite interests and paths.

Some people still keep their purity in everything they do while others have strayed from this golden path bordered with colored pebbles and decided to shorten it among the chain of climbing roses with thorns. But they always get bad, hurt by the thorns that scratch them mercilessly, leaving only the right and good ones to move on, to success.

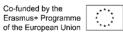
But they always get bad, hurt by the thorns that scratch them mercilessly, leaving only the right and good to move on, to success." Even though education has evolved a lot over the last decade, with possibilities that seemed impossible not many years ago, schools around the world still face many problems on a daily basis. Entrepreneurial education should be presented to students as helpful and stimulating to capture their attention and interest. With a little effort, this could even improve students' grades and memory, but to achieve all this, all institutions should be notified and take action on the preparation of entrepreneurial programs.

Like all people, regardless of race, religion or spiritual culture, entrepreneurship education excludes these aspects, making everyone equally important and equal in rights, bringing another advantage of modern society.

Although totally different, looking at each other, all of us achieved a very important thing by the end of the course. Which I still remember and will cherish all the time:

You don't have to be big in the industry, you don't have to be someone important, or you have a lot of money to be able to enjoy a business. All you need is confidence in what you do, emotional support and last but not least hope, because this is above all, and that makes us the people we are today.







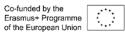
Entrepreneurship education benefits students from all socioeconomic backgrounds because it teaches kids to think outside the box and nurtures unconventional talents and skills.

Furthermore, it creates opportunity, ensures social justice, instills confidence and stimulates the economy.

Schools need not teach these skills on their own. They can reach out to the myriad organizations that help teachers in low-income areas teach entrepreneurship or take advantage of initiatives that pair kids of all ages with science and engineering experts across the country so they can engage in hands-on projects.

In other words, affluent backgrounds often do not encourage kids to take risks and make mistakes, which are necessary for cultivating ingenuity. Perhaps if students were to study entrepreneurship, they would be forced to think outside the box, to fail and to persist experiences that would inspire them to become creative, inventive and innovative.









The entrepreneurial school must have the ability to contribute to the training of young people with the aptitude to find solutions to real problems

**JEAN BARONET** 

## YOUNG ENTREPRENEURSHIP

## The work developed in Cascais

DNA Cascais emerged 14 years ago. At the time, in 2006 little was said about entrepreneurship and there were no structures that exist today to support entrepreneurs and entrepreneurship. When DNA Cascais was created 14 years ago and the support ecosystem for entrepreneurship in Cascais, young entrepreneurship and entrepreneurship education was one of the fundamental axes of this ecosystem. Today, DNA Cascais maintains this axis - one of the most important of DNA Cascais' work, which is the Entrepreneurship in Schools Program.

We may have the best idea, we may have equity to invest, we may have identified the best business opportunity, but if we do not have the skills nothing will work. Therefore, one of the major investments is to develop a culture of entrepreneurship from an early age. This culture, not only to create business, but so that any young person can have the necessary skills to be able to create value. Create economic value, but also create social value.

That is why, annually, DNA Cascais promotes entrepreneurship education programs entrepreneurship actions in schools to almost 10,000 young students from the municipality.







### YOUNG ENTREPRENEURSHIP

The work developed in Cascais

From the 1<sup>st</sup> cycle of education to the university. And what is intended is that throughout the academic and student trajectory, every young person - before entering the job market - may have had an experience of entrepreneurship education. It is important that students know the cycle of the entrepreneurial process and that they develop skills such as creativity, critical spirit, ability to make decisions, resilience, knowing how to identify opportunities, commitment, ability to work as a team or communicate an idea.

On the other hand, also in support of business creation, DNA develops work to support the development of the business plan, business incubation and support in accessing a network of contacts that facilitates the creation of a business.

Also, promoted by the Municipality of Cascais, by the Youth Division and the Employment Division, there are programs that enable young people to promote their Talent. For example, Talent Promotion Grants provide a budget of up to 2500 Euros where any young person can apply to promote and enhance their talent. Also, Experimenta, an internships local program, that intends to support the development of employability skills for young

people and support for the design and implementation of their personal and professional projects.

For 8 months, young people, have an experience in the context of work in services of the municipal universe of Cascais, supported by a Tutor, having support for Personal and Professional Development, personal path consultancy, thematic training actions about employability and entrepreneurship, and the opportunity to develop an individual talent promotion project.

Being an entrepreneur is not just creating a business on your own. It is to add value. And the labor market, as it exists today, needs each one to add value.

The challenges we face in today's society, need everyone to add value and have the ability to identify opportunities, problems or needs, structure an action and make it happen. It is important that each young person realizes and understands that it is up to each one to add this value in society. For that, it is important to create, test, make mistakes, learn from mistakes and go back to testing and doing. It is important that everyone is aware that it is important to make it happen.







### YOUNG ENTREPRENEURSHIP

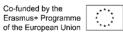
The work developed in Cascais

On the other hand, if we want to see a problem solved, we must act. It is useless to complain or wait for someone to solve it for us. If it's a problem, we must solve it or find someone who can help us solve it. If it's an opportunity, if we don't take it, someone else will do it for us.

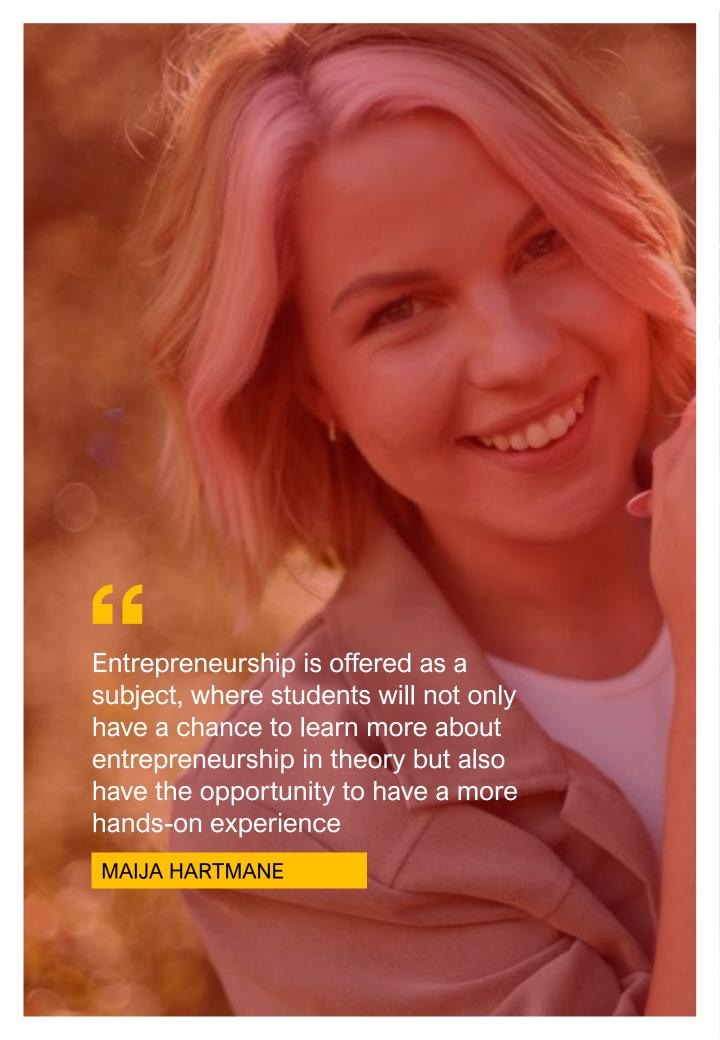
The future belongs to those who do it!

When we are young and we are studying, is one of the best ages of our life to do. Of course, we do not have extensive experience of how the market works, but we do have the energy and time needed to learn, grow and do. Its fundamental that young people diversify their learning and do more than one thing, during their age.









### In Latvia

Although Young Entrepreneurship in Latvia has been around for at least three decades, it has only started becoming a well-known concept in the last 5 years and is becoming more popular every year.

Currently, the national school curriculum in primary and secondary schools does not include entrepreneurship as a subject, and the basics can only be learnt through subjects that provide fundamental knowledge of entrepreneurship such as economics or business studies. However, in the near future this is about to change. In 2020, Latvian ministry of education made substantial changes in the education system and in the way subjects are going to be taught.

The project 'Skola2030' aims to redevelop the current education system to ensure that students receiving education in any of the institutions are ready for the world of work.







In Latvia

With the new project coming into action gradually, over the next 10 years each student in one of the 100 pilot schools will have more autonomy over their curriculum, and schools are encouraged to offer new subjects to students, which are divided into certain subject groups to provide a more insightful learning of a single area, rather than going through the basics of all subjects with no real depth.

In one of the 'packages' that are suggested to schools, entrepreneurship is offered as a subject, where students will not only have a chance to learn more about entrepreneurship in theory but will also have the opportunity to have a more hands-on experience of the area. Teachers will have the opportunity to take children to organizations, museums and other locations outside of their usual learning environment to provide them with a real-world experience and contemporary business environment knowledge.

Hopefully, this will initiate interest in entrepreneurship and consequently, a rise in young enterprise education across the country, encouraging more children to start up in entrepreneurship programs that are currently offered in the country.

In Maltas Vidusskola, to boost entrepreneurship education, an entrepreneurship coordinator was defined and, in 2020, Maltas Vidusskola becomes one of the 100 pilot schools for a new education programmed. Entrepreneurship events starts to be created for students across classes 6-12, over 20 students per year actively participate in Junior Achievement Latvian Program and a non formal education enterprise camp was organized in 2020.

The project helped in the involvement of all stakeholders and members of school community to recognize the importance of entrepreneurship.

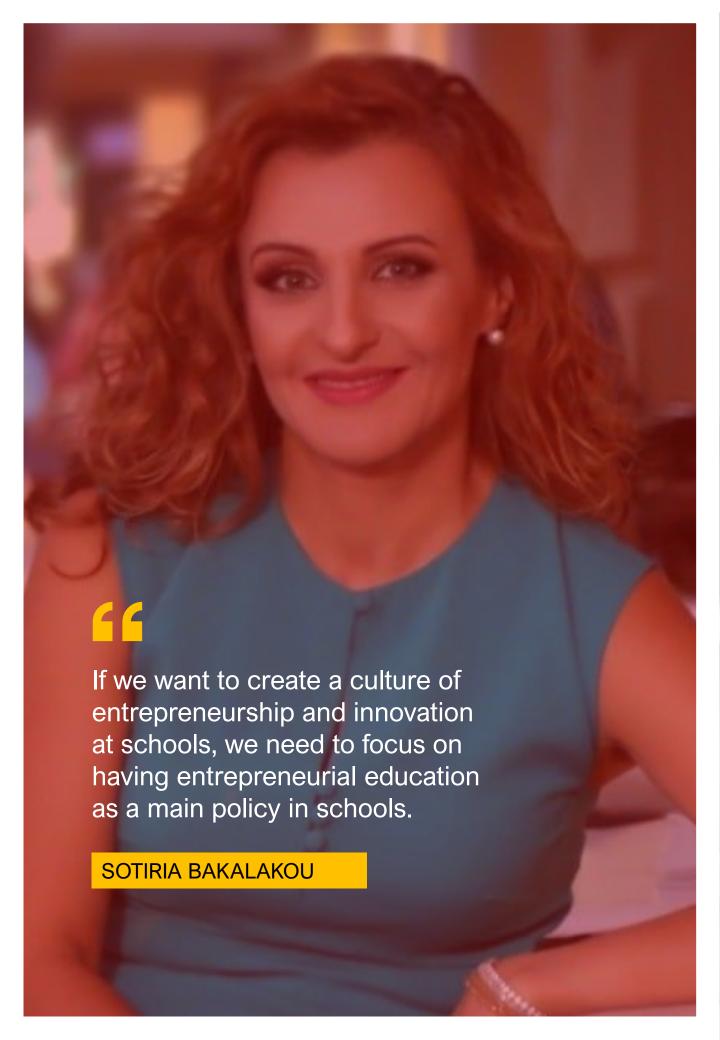
New plans for creating an enterprise classroom with the new equipment for students to implement their ideas were created and a training program to other member of school about the importance of entreprise education was designed.

Also, a strategy is being developed to entreprise education as a subject and not just an extracurricular activity.











### In Greece

Entrepreneurship is very important for the economy and education. In Greece the education system is not as much as it should be. Vocational schools have some parts where entrepreneurship is teaching. But in general schools it's not that much.

The entrepreneurship in Greece has not developed in line with the other countries of Europe, particularly at the level of innovation. It becomes obvious that entrepreneurship education is a modern necessity of the Greek educational system, considering international developments and the applicable adverse developmental conditions.

There are Countries with distinct entrepreneurship education programs, and Countries with no distinct courses of entrepreneurship and the basic principles of entrepreneurship are usually been taught in other courses like economy and administration. Greece is classified in the second category.







In Greece

The concept of entrepreneurship in the Greek education system is approached in the form of developing the possibilities of students through their participation in corresponding activities. Although many activities are ongoing at all levels of education, most are not integrated into the curriculum and the related initiatives are isolated.

Formal school curricula do not include specific entrepreneurship courses, but only disseminate concepts in, mainly, financial courses.

Entrepreneurship, is seen as an extracurricular activity, as part of a seminar or, as an elective course in higher education. The result of this situation is that most of the students do not have the opportunity to participate in courses and entrepreneurship programs. The Greek education system does not emphasis on employment and self-employment of students.

Of course, the implementation of programs, which are not part of the official curriculum is not possible without the enthusiasm, the active participation and the initiative of teachers.

Entrepreneurship is now recognized as a necessary subject. However, the question that

has not yet been answered is if entrepreneurship should be included in the national curriculum or be an extracurricular activity.

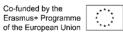
In the research that was conducted during the NES project, we found out that our school, administrators, teachers and students knows very few things about entrepreneurial education and most of our teachers do not even know what the entrepreneurial education is about.

If we want to create a culture of entrepreneurship and innovation at schools, we need to focus on having entrepreneurial education as a main policy in schools. That will contribute for building a better society.

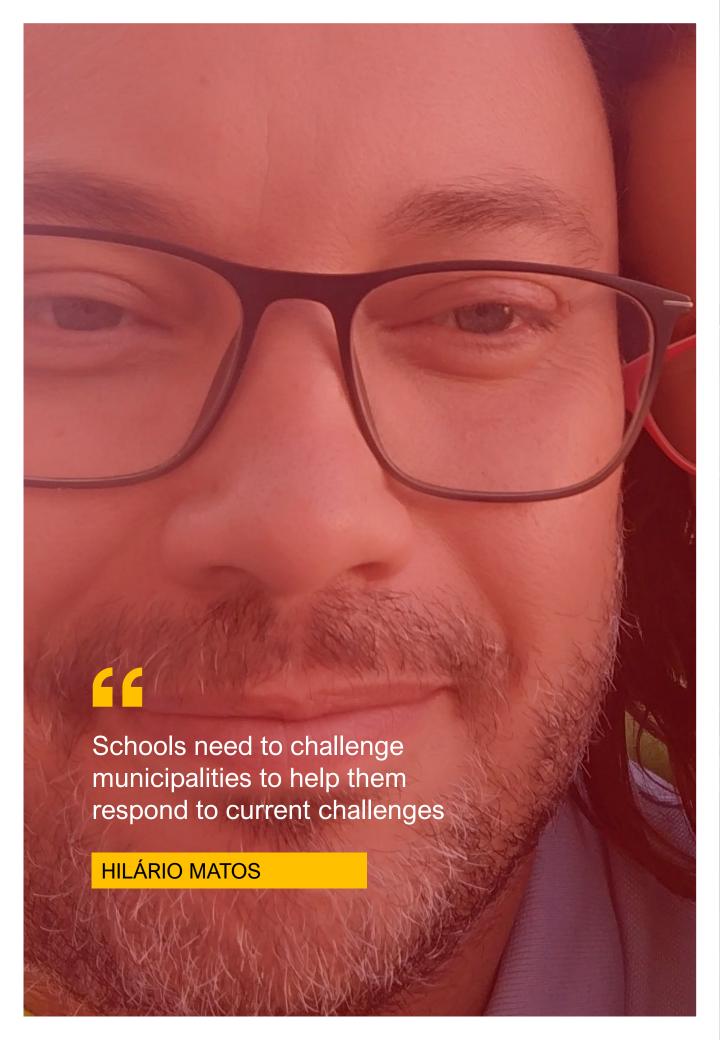
The decision makers must set
entrepreneurship education in their agenda
and the school communities must create
conditions for an innovative environment.
Teachers and trainers need to explore new
techniques in order to engage students
engage in a new creative educational context.

All the involved players must be involved, principal the decision makers and they should take entrepreneurial education seriously.

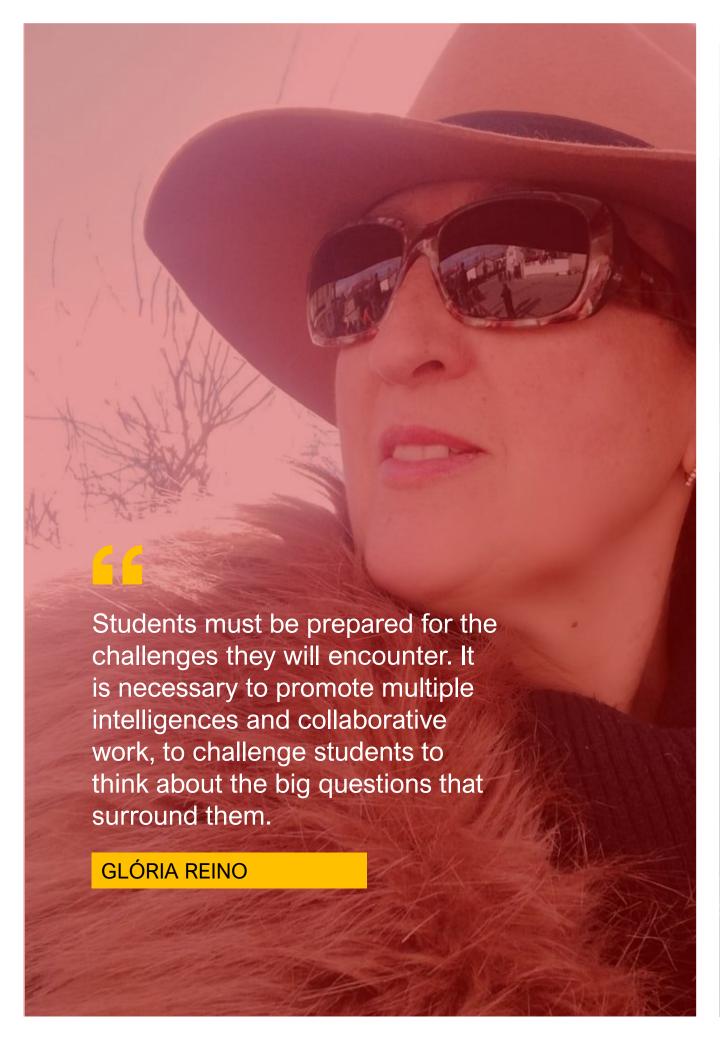








" We are born naturally entrepreneurs. What drives the young person is his desire for autonomy. Schools cannot kill this desire. **ISABEL QUIRINO** 



## AN ENTREPRENEURIAL SCHOOL IS

A school with some focus on teaching entrepreneurship and appreciating the entrepreneurial spirit. • A school of the future, focusing on essential learning • Proactive, works in network, creative, educates for autonomy, learning by doing • An "entrepreneurial school" is the school that prepares you for real life, it provides skills for life. • An entrepreneurial school is a place where students are empowered to develop life skills such as empathy and creativity. ● It is a dynamic school that is always developing activities to involve parents, students and teachers. • A school that gives the students the necessary "tools" for them to create and innovate • The school that promotes initiative, creativity, courage, balance and responsibility • It is a school with initiative, innovation, openness to change in teaching and learning methodologies, such as project work ... • It is a school which encourages entrepreneurship: more practical, and less theoretical, activities. • It is a school open to innovation and whose experience guides the path of each of the involved • Project based learning, community oriented, promoting wider experiences for the whole school elements • A school that is always trying to innovate bring new tools, new ideas in order to motivate students and teachers as well. • A school that prepares students for the environment that surrounds them and encourages them to take an active role in society. • A school open to new ideas and new challenges • A school where you can learn and get trained for future business situations. ● A school open to creativity and innovation ● Improve educational practices and contribute to the promotion of an entrepreneurial attitude in the school ecosystem. • A school which has a vision for a change • A school that empowers students with the tools to succeed no matter their future job. • Is a project for experimenting with public policies in Education for Entrepreneurship, developed under the Erasmus + Program. ● A school that creates value with students that create value ● A school where people take decisions together • A school that innovates education, with pupils more active and who like to change and improve things around them. ● A school that widens the school's community horizons. A school that "flies away" from its physical boundaries and sets off. •



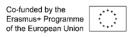




### **ENTREPRENEURIAL SCHOOL**

A learning ecosystem focus on solutions, where all actors contribute to create social and economic value. Future for creative minds
 Learning community to develop 21st century skills.
 An entrepreneurial school is a dynamic school with several projects and activities • Is a school with a strong relation with the community ● It's a school that teaches students to think outside the box. ● A school that wants always more for its community • Self-reflexive, active and socially implicated school • Someone who can turn school into a welcoming space where students like to be and learn ● A school based on entrepreneurial mindset. • A school that enables students to develop their entrepreneurial skills. • A school of entrepreneurial thought focuses on group phenomena such as the political, cultural, and economic environments. • Entrepreneurial school is innovation culture. • A school open to communities. Is a school that focuses on students, providing them with tools, 21st century skills and develops innovative projects. • Learning by local, national and international projects • A school with innovative projects, a school with a vision of the future and participatory. • In my opinion, it's a school that provides an active education and encourages pupils to be independent and creative. • A school that helps students become independent learners and problem solvers. • One that creates opportunities for all the students and teacher to engage in meaningful learning and teaching experiences. • A School where students, led by instructors/ become agents of change, collaborate and are co-designing achievement of activities • An "entrepreneurial school" is concerned with being active, serving the school community and the external community • One that allows itself and its students to take different paths. • A friendly school based on team building, leadership & collaboration. • A school that aims to be always progressing and searching for the best way to teach and learn • It is Multidisciplinary, has an integrated vision and is centered on the student and his / her performance • A school that offers its educators and students alike the possibility to try while teaching not to be afraid of failures • It is a school that looks for challenges and comes up with innovative solutions. • A school committed to the training of proactive, autonomous young people and the construction of a better world • A school that promotes both theoretical and practical learning, a space where innovative ideas are developed and supported 🔸 School with a global vision on Inclusive Education, constant evaluation of projects • A school that offer the students opportunities to create value to themselves as well as to others in their learning process. • An entrepreneurial school is a place where people can be optimistic about all possibilities, take a calculated risk • An entrepreneurial school is a school that aims to develop entrepreneurial education in classroom and through projects. • A school that can empower their students • A school that innovates and let children to be part of those innovations • Seeks evolution and continuous improvement •







### **ENTREPRENEURIAL SCHOOL**

School where knowledge about entrepreneurship mindset has been integrated in curriculum and practical activities. • A school that challenge the students to solve problems, to develop solutions to real needs and that get all the community. • A school involved in projects, that seeks to prepare students for their future careers • involves the beneficiaries of education in entrepreneurial educational activities in partnership with the business sector. • It is a school that uses the participation of all the community promoting entrepreneurial attitudes on the part of all. • An entrepreneurial school is a school that has a vision of its future needs. • An entrepreneurial school begins by being, in the first place, a learning organization with an ecosystemic notion of the environ • Provide students new attitudes and skills with creativity and solve problems . It's a school that has as mindset the future of each student according to their plans for their future. • The Entrepreneurial School (TES) Guide is part of a large entrepreneurship education initiative in Europe • An opportunity to offer students the chance to gain practical experiences and entrepreneurial skills before they leave school. • A school where all the school community is engaged with progress, innovation and sustainability. • A school that can focus on many projects which can include both teachers and students and from which all participants will learn • A school which gives students theoretical knowledge about entrepreneurship, and involves them in relevant activities/projects The source of inspiration
 An "entrepreneurial school" is one that is predisposed to innovate and create projects that can develop entrepreneurial skills • An entrepreneurial school is a school that creates and applies tools and strategies to achieve good results. • It's a school that facilitates the improvement of innovative teaching methodologies, creativity and self confidence • It is a school where students are prepared for the new realities of the 21st century • An institution that teaches the power of thinking outside the box and not just sticking to formal education. • The Entrepreneurship School aims to bridge the gap between entrepreneurial education and innovative learning. • A proactive school with active methodologies focused on students and their interests in which one learns to work as a team • A school which emphasizes the need of being independent, the acting behavior, the individual skills and competences. • They are schools that contribute to the training of people capable of finding solutions to real problems. • Entrepreneurial school is improvement and development of methodology for developing the values and dynamics of the entrepreneurs • A school aware of the importance of transformation, innovation • A school where students are the center of the learning process and knowledge is almost always used to solve problems. • The one who makes children think • A school that promotes a dynamic of proactivity and appreciation of lifelong learning. • A school that knows how to interpret the needs and dynamics of the market and that intends to have a proactive stance. • The one that develops problem solving skills in students, which promotes self-esteem and collaboration in the community.



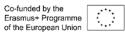




### **ENTREPRENEURIAL SCHOOL**

School where pupils play an active role in the teaching/learning process • A school that thinks and executes educational practices of change with a view to a better society and world • A school with strategy, with a very concrete plan and with vision in the future. • A school that innovates, adapts to the changes of today's society • Entrepreneurial school is a learning organization, innovative with an ecosystem awareness of the environment to which it belongs. • School that adds "value" to students' school pathpaths, through "education by and entrepreneurship" approaches • A school with a vision of leadership and teaches students to find solutions and awaken leadership. • School that identifies opportunities to promote innovation efficiently and effectively directed to the community in which it is part. • An open school, aware of its limitations and potentialities, and with a constant intention to innovate to improve itself. • A dynamic school, with innovative projects, open to abroad, which invests in partnerships to overcome problems... • It is a dynamic school that within its autonomy seeks solutions to the problems of its school community. • A school that promotes and develops tools to be able to enhance the success of students. • The Entrepreneurial School focuses on issues such as intuition, judgment, wisdom, experience, and discretion.







## **Entrepreneurial School**

In an economy oriented to be smart, sustainable and inclusive, it's essential to ensure employability, productivity and social cohesion levels, assuming entrepreneurship and the encouraging of the spirit of initiative of young people a key role in leveraging national economies. At the level of policies to support

The European Commission supports and recognizes the importance of the development of entrepreneurship education as set out in the Communication "Rethinking Education: Investing in skills for better socio-economic outcomes", in which the Member States assumed that "Member States should promote entrepreneurial skills through new and creative ways of teaching and learning with primary schools and at the next levels of education, while also retaining a focus, from upper secondary to higher education, on the opportunity of setting up businesses as a career destination real world experience, through business links and problem solving methods, must be incorporated into all disciplines and adapted to all levels of education. compulsory education " (European Commission, 2012).







**Entrepreneurial School** 

The relaunched Lisbon strategy in 2005, underlines the importance of promoting entrepreneurship. According to the European Union, for preserving the social model required "more new firms, more entrepreneurs willing to take innovative enterprises, and most SMEs, high growth"

**Education plays a fundamental role** in the development of competencies of any individual, contributing to the improvement of an entrepreneurial society.

It's essential to create a more entrepreneurial environment in society, based on integrated policies that aim to change mindsets and improve skills, removing obstacles and barriers that block business creation and growth.

Entrepreneurship is one of the 8 key competences for lifelong learning and one of the pillars that guides the individual's learning.

Schools assume a very important role in the dynamism of the territories, and we believe that reinforcing entrepreneurial education, innovation and an entrepreneurial attitude, in schools, will have a positive impact on the entrepreneurial dynamism of our economies.

It's crucial that we can develop educational strategies for entrepreneurship and that school develops entrepreneurial skills in students, but also in teachers and in non-teaching staff.

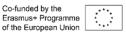
Students are the central actors of the educational process and teachers are the main influential players in this process. But that all this work can only be done considering an entire community that includes parents and family members, partners, non-teaching staff and assumed by school management.

School management, other school workers and external partners have a crucial importance in supporting teachers to create a more effective learning environments.

To promote innovation and an entrepreneurial attitude is fundamental that we have an engagement of different actors and at all levels in the school organization.

At school, young people can experience entrepreneurship and innovation. In its context, the school should play a central role in promoting knowledge and experiences of entrepreneurship, innovation and value creation, enabling and encouraging the action of different actors (students, teaching staff,







**Entrepreneurial School** 

parents and non-teaching staff) in the construction of solutions that cover not only the school environment and the surrounding community, but also the development of a sense of belonging to communities.

The creation of an entrepreneurial community or an entrepreneurial school cannot be achieved solely by introducing Entrepreneurship Education programs. For a successful cultural adaptation to "Entrepreneurship" lies in participation, inclusion, sharing and support across all community stakeholders.

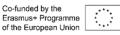
A concept that comes very close to what an entrepreneurial school is, is the concept of "learning communities". A community where business and industry, schools and organizations cooperate to create social value for their communities, promote cultural changes and create learning value.

There are some practices and examples of how to promote and encourage a culture of innovation and entrepreneurship in the school community.

 Case studies are an effective method to stimulate students' curiosity, putting them face to face with real life situations.

- Linking curricula to real-world business challenges promotes better assimilation of learning.
- Student participation in entrepreneurship contests, challenges school community to think and build solutions to opportunities and problems identified by them.
- Schools can contribute as a glue that connects students to the rest of the ecosystem, leading students to create a closer relationship with organizations and companies.
- Invite executives, organizations and companies to participate effectively in certain classes and content.
- In an increasingly technological society, it is essential to emphasize technology in curricula.
- It is essential to have a broader view, and to promote exchange programs with other institutions, it promotes the exchange of experiences and learning.
- Avoid what is right and wrong. Do not promote a culture of fear and encourage the ability to be resilient to learn from mistakes.
- Thinking outside the box to try to solve a problem is extremely valuable and, with enough time, students learned what is the most efficient way of doing things.





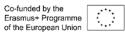


### **Recommendations:**

- **1.** The school must have an entrepreneurship education policy integrated into the School Vision and Mission, communicated to the entire educational community, and allocate specific resources to encourage and support entrepreneurship education.
- 2. The school has its own concept developed for entrepreneurship education, that is understood by the different actors of the school community
- **3.** Entrepreneurship and the promotion of an entrepreneurial attitude is referenced in the different school documents and is part of the school development plan
- **4.** All school actors have the opportunity develop their entrepreneurial attitude and school governance is open to innovative solutions and encourages all different actors to present their ideas and solutions
- **5.** School allocates specific resources to encourage and support entrepreneurship education programs and entrepreneurship initiatives by the different school actors

- **6.** Different actors are regularly called upon to come up with solutions to the school's daily challenges and to contribute to the strategic planning of the school
- **7.** The school in its strategy promotes an interdisciplinary dimension.
- 7. School promotes activities that requires decision-making skills, problem-solving skills, teamwork, incorporate the possibility of failure, IT Skills, creativity, planning, financial literacy, resource management, risk management, self-confidence and a sense of initiative)
- **8.** School promotes initiatives that develop entrepreneurial knowledge (knowing the entrepreneurial process; how to evaluate opportunities, the role of entrepreneurs in society, understand how goods and services are produced and provided)
- **9.** There's a clear identification of the knowledge and skills to be developed and how learning is assessed
- **10.** School cooperate with external partners (Companies; Entrepreneurs; Civil Society Organizations) and they are invited to develop their activities inside the school







Entrepreneurial School

- **11.** School Community is challenged to solve problems of external partners or to research about their activity
- **12.** Students, Teachers and Staff are challenged to work together and to solve problems together
- **13.** The school has an entrepreneurship education coordinator, clearly identified and recognized throughout the school.

- **14.** All entrepreneurship activities are evaluated, contributing to the school's self evaluation process and results are shared
- **15.** The curriculum includes subjects and activities that address the issues of Inclusion, Human Rights, Social Entrepreneurship and Social Economy
- **16.** Diversity is valued.



