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Entrepreneurial learning in schools

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Goals to be followed...

... in today's highly competitive world:

- Promoting entrepreneurial culture
- Encouraging creativity and innovation
- Strengthening entrepreneurial mindset
- Developing entrepreneurship competences
- Promoting entrepreneurial behaviour
- Increasing the number of self-employment and new businesses
- Promoting intrapreneurship, entrepreneurship in big organizations
- Encouraging job creation and employability
- Enabling growth and competitiveness...



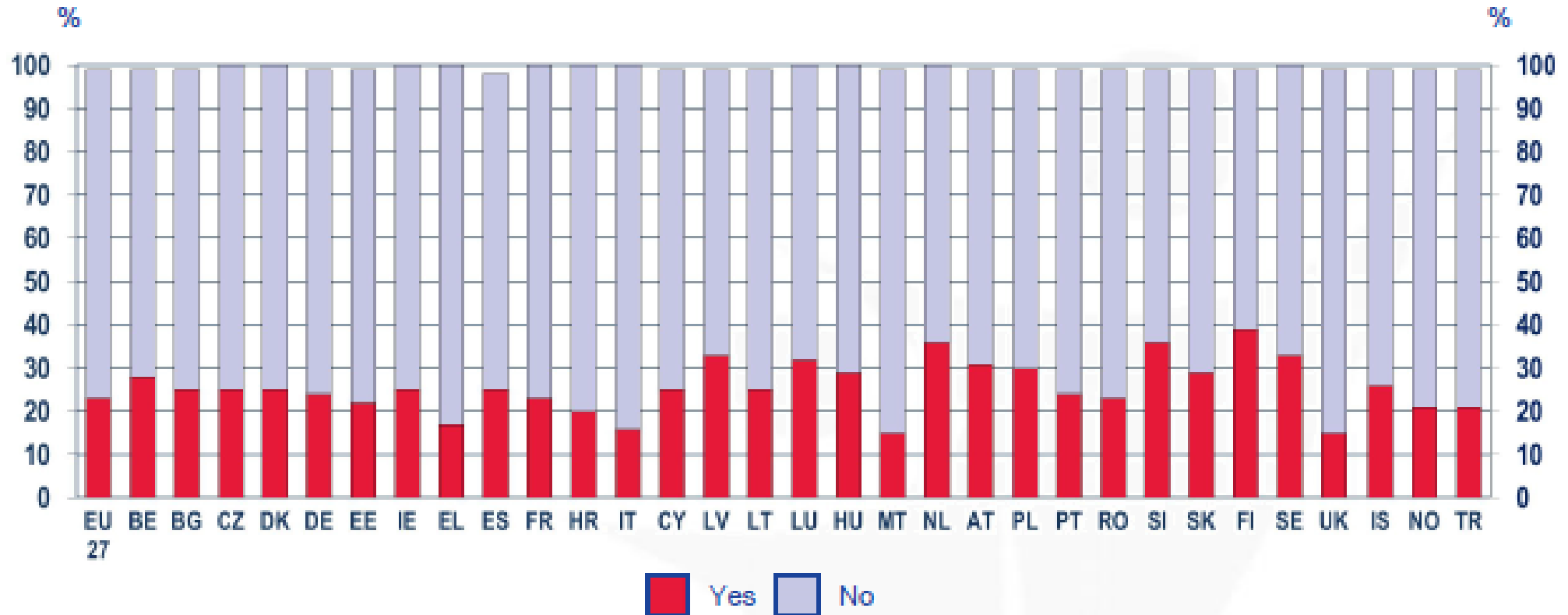


Entrepreneurship education

- Entrepreneurship competence as one of 8 key-competences in EU
 - **Sense of initiative and entrepreneurship**
- Definition
 - It is about learners **developing the skills** and **mindset** to be able to turn **creative ideas** into entrepreneurial **action**. This is a key competence for **all learners**, supporting **personal development**, active **citizenship**, **social inclusion** and **employability**. It is relevant across the **lifelong learning** process, in **all disciplines** of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an **entrepreneurial spirit** or **behaviour, with or without a commercial objective**.



Context of entrepreneurial education – entrepreneurship courses

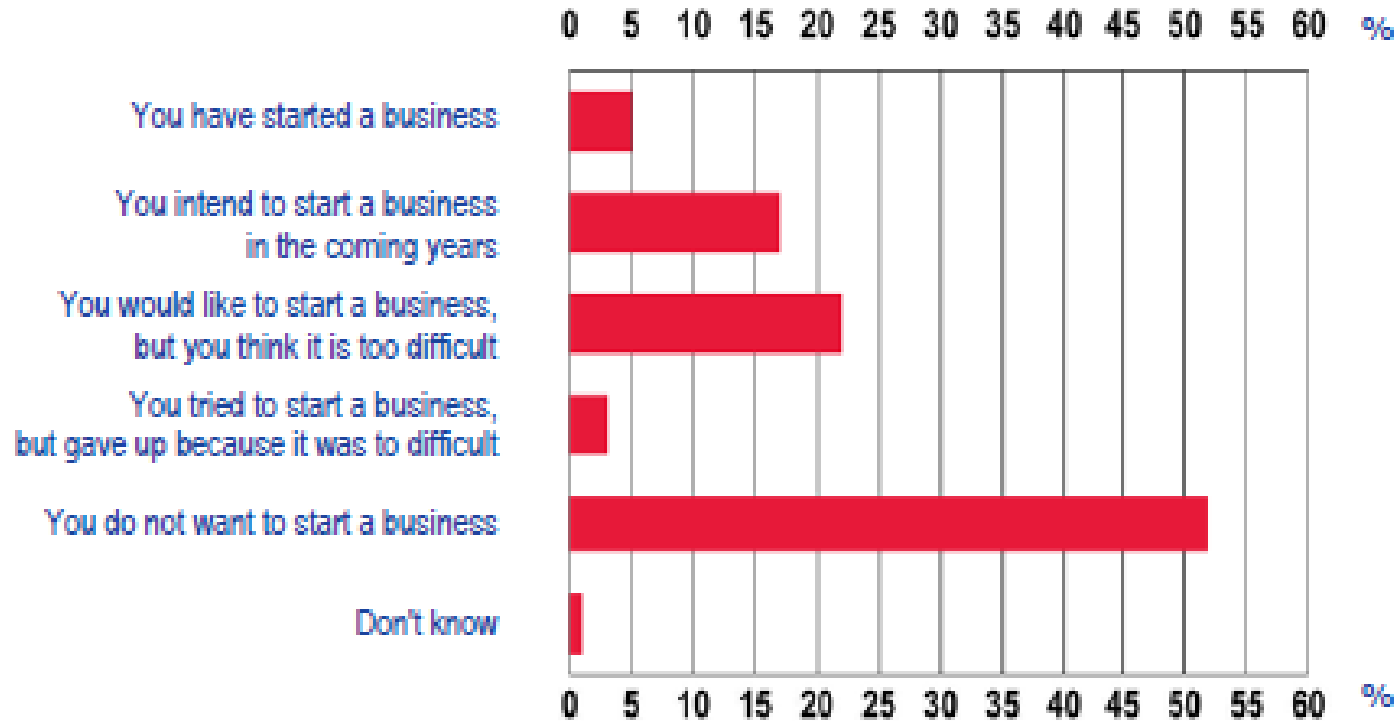


- 'My school education is helping/has helped me to develop my sense of initiative and a sort of entrepreneurial attitude';
- 'My school education is helping me/has helped me to better understand the role of entrepreneurs in society';
- 'My school education is giving/has given me skills and know-how to enable me to run a business';
- 'My school education is making/has made me interested in becoming an entrepreneur'.



Entrepreneurial intentions

Regarding the start-up of a business, which of the following is closer to your situation?

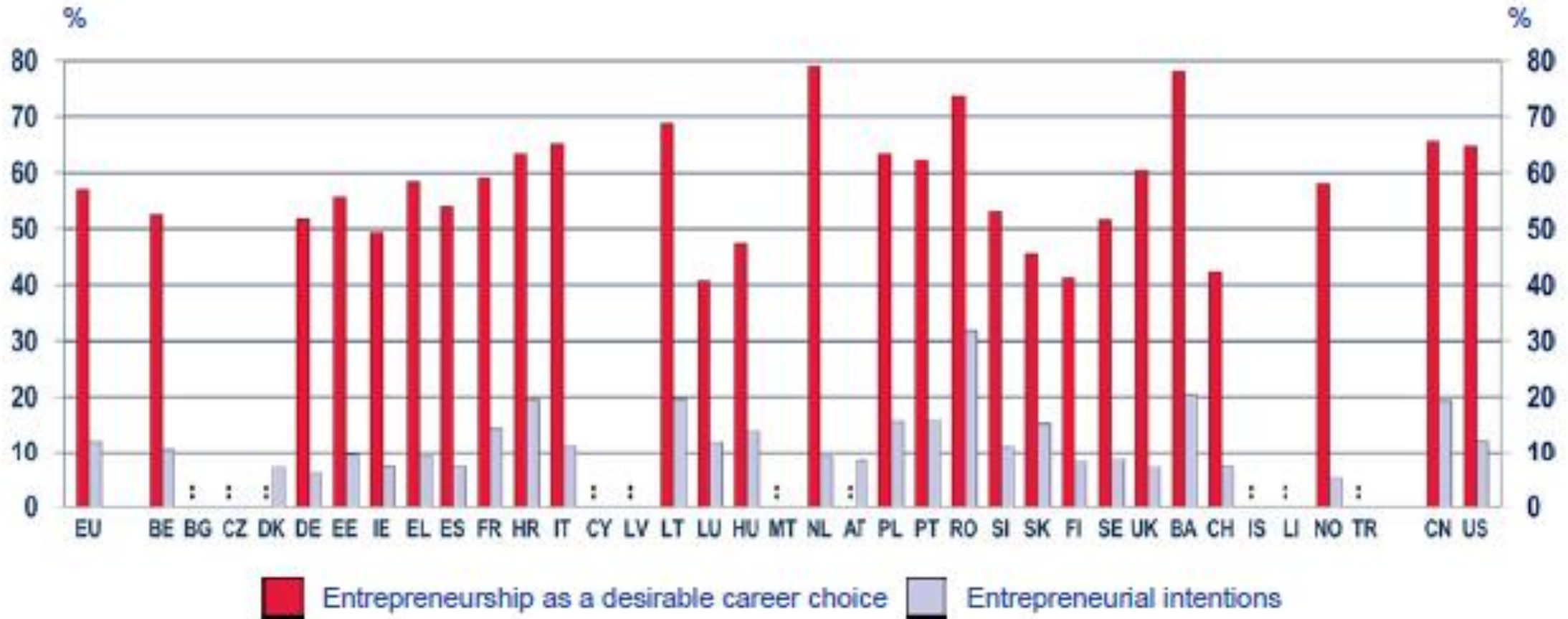


Base: all respondents.

Source: Flash Eurobarometer of the European Parliament (EP EB395) on 'European Youth in 2014'.

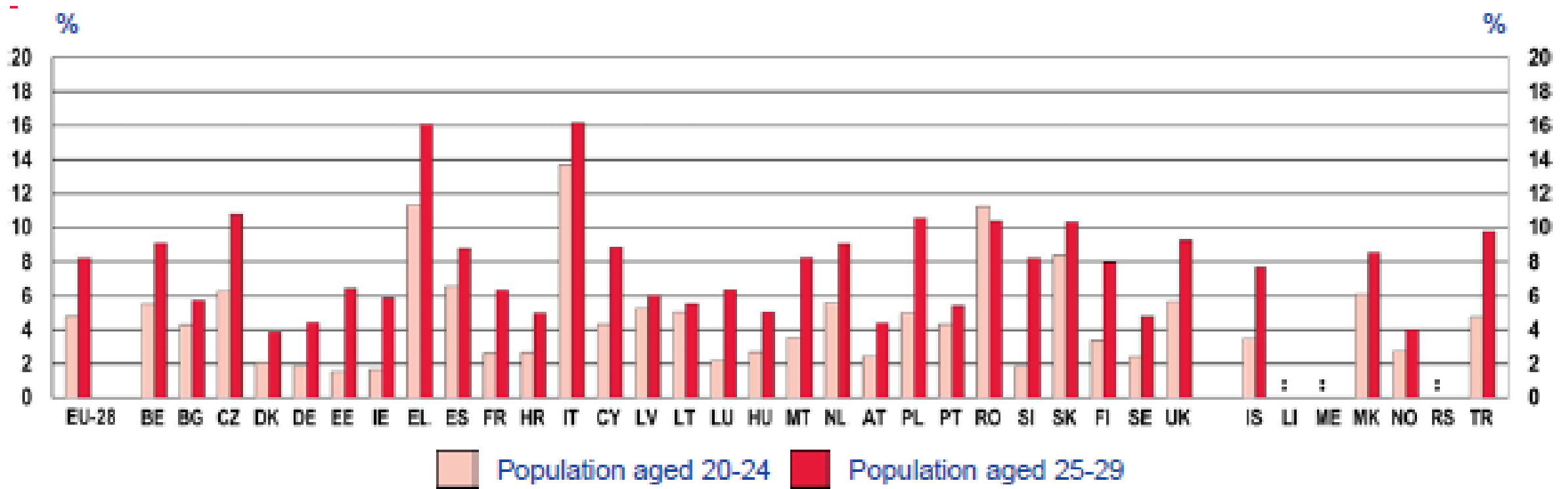


Desirability of entrepreneurship



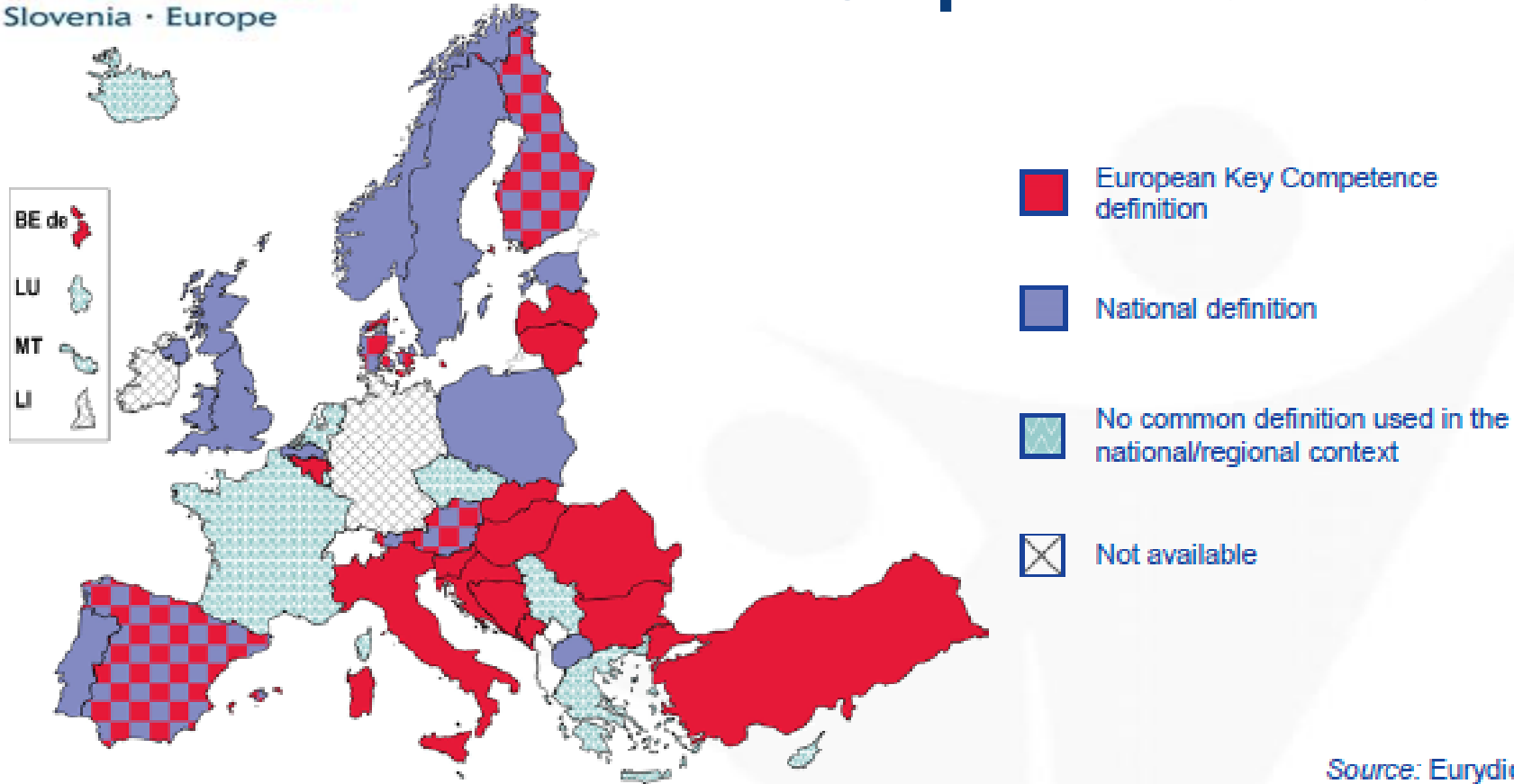


Self-employed young people





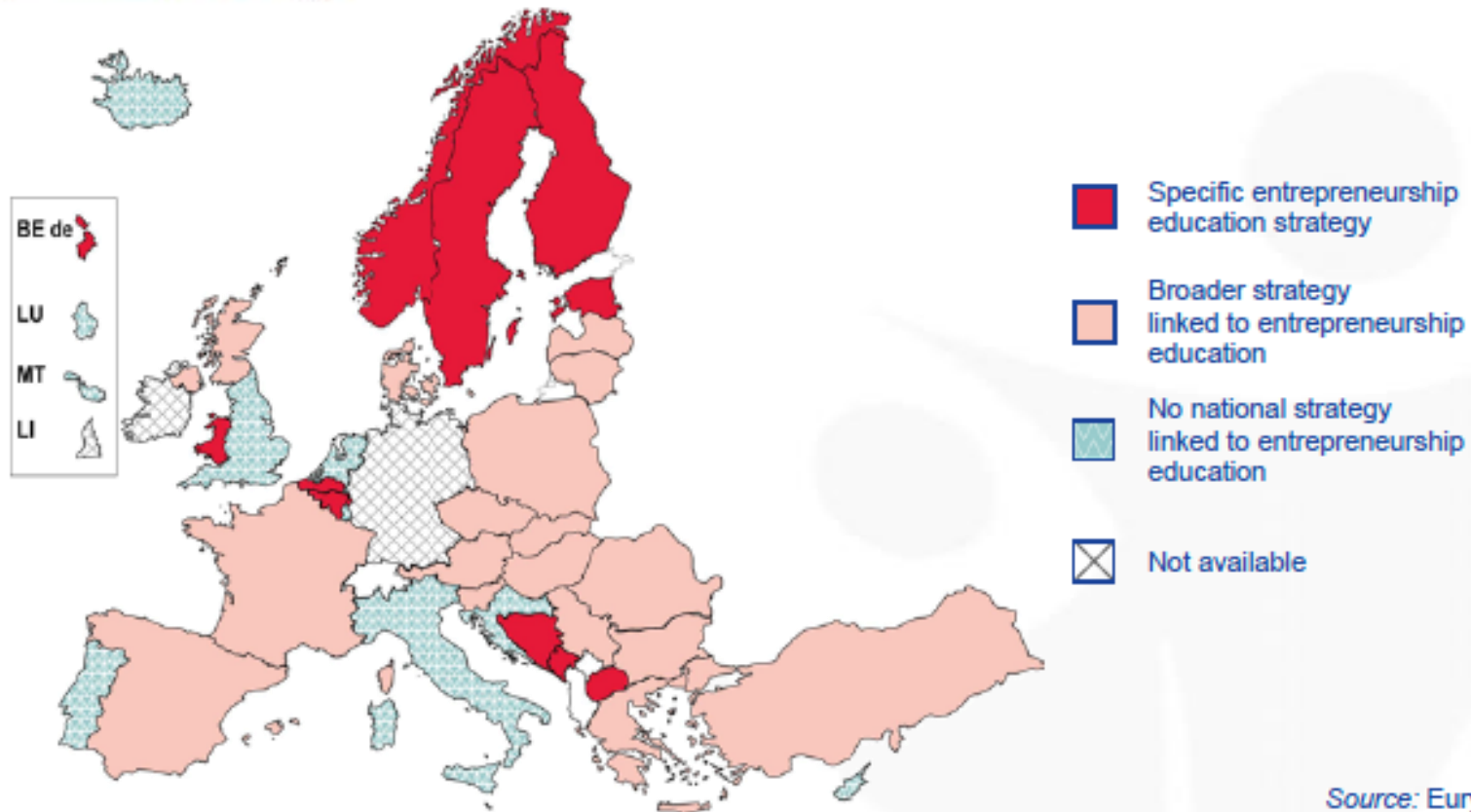
Definitions of entrepreneurship competences in EU



- Development of pupil's sense of responsibility, autonomy, creativity, curiosity, initiative
- Development of skills for life, enabling handling of uncertainty, responding to change, being creative
- Development of basic principles of efficiency in everyday life without particular focus on business start-up
- Enterprise education to increase no. of start-ups and entrepreneurial economy
- Enabling young people to be positive, proactive, successful in their life and work



Entrepreneurship education strategies



- Example of Finland: **network of 19 regional education centres** – promotion of entrepreneurial culture, active citizenship, start-ups with networking, support and training for and with teachers; large scale projects engaging high proportions of school learners



Specific vs. broad entrepreneurship education strategies

- **Education strategy** - entrepreneurship education, implementation of practical teaching, successful entrepreneurs as real case studies, development of teachers' professional competences...
- **LLL strategy** - teacher education, new training programmes, provision of training companies, improving entrepreneurial culture...
- **Youth strategy** - practical entrepreneurial experience, development of social enterprises, mentoring schemes, entrepreneurship competitions...
- **Innovation strategy** - strengthening R&R, developing classroom resources...
- **Economic strategy** - collaboration and networking, web platforms to promote learning, practice firms, encouraging creative initiatives...



School curriculum approaches

- **Cross-curricular** - entrepreneurship education objectives are expressed as being transversal and horizontal across different subjects
- **Compulsory for all** – entrepreneurship education objectives relate to separate compulsory subject(s)
- **Optional** - entrepreneurship education is taught as an optional subject, or as part of (an) optional subject(s).
- **But...**
 - More subjects that incorporate entrepreneurship education at secondary level than at primary level
 - Entrepreneurship education is usually integrated into social subjects, economics and business studies



Learning outcomes

- Three categories of learning outcomes:
 - **entrepreneurial attitudes** (self-confidence and a sense of initiative)
 - **entrepreneurial skills** (creativity, planning, financial literacy, managing resources, managing uncertainty/risk, teamwork)
 - **entrepreneurial knowledge** (how to assess opportunities, the role of entrepreneurs in society and entrepreneurial career options)



Teaching and learning

- **Successful learning/teaching methods:**
 - Active learning
 - Project-based learning
 - Experiential learning
 - Activities outside the classroom/school linking students with the local community or businesses
 - Practical entrepreneurial experience



Practical entrepreneurial experience in the school curriculum

- Definition

- educational experience where a learner has the **opportunity** to **come up with ideas, identify a good idea** and **turn it into action**. It should be a student led initiative either **individually** or as part of a **small team**, involve **learning-by-doing** and should produce a **tangible outcome**. The aim of such an opportunity is for learners to **develop the skills, confidence** and capability to **spot opportunities, identify solutions** and put their own **ideas into practice**.



Practical entrepreneurial experience in school curriculum

- Examples:
 - **doing project-based work** – where there is a clear idea generation process and a specific end product;
 - **being given a practical challenge** – projects set by business or community organisations to address a problem they face at work;
 - **taking part in a community challenge** – using innovative ideas to develop solutions to tackle local or community problems;
 - **creating a mini/junior company** – having an idea for a business or social enterprise, and setting up and running it for a set period of time;
 - **micro-financed student initiatives** – concrete ideas and crowd-funded projects to make a profit and/or have a social impact.



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Student projects in local enterprises





Our experiences with enterprises

Added value of student projects:

- Implementation of solutions
- Involvement of students
- Employment opportunities
- Transfer of knowledge between education and business sector
- References





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Other activities

- Entrepreneurship community of practice
- Internship
- Community work, Volunteering



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Community work

