

## Cooperation in the field of Entrepreneurship Education Asia–Europe, *Krems 2018*



Asia-Europe Meeting

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**1. Why ENTREPRENEURSHIP EDUCATION?**

A wooden sculpture of a reindeer, standing on a dark wooden base. The reindeer is facing left, with its head turned slightly towards the viewer. The sculpture is set against a background of a sunset or sunrise, with a warm orange and yellow glow. In the distance, there are silhouettes of mountains and a single evergreen tree on the right side. The overall scene is peaceful and scenic.

## 2. Entrepreneurship Education Approach



**3. Levels of Cooperation Asia & Europe**



**1. Why ENTREPRENEURSHIP EDUCATION?**



# 1. ENTREPRENEURS and Entrepreneurship

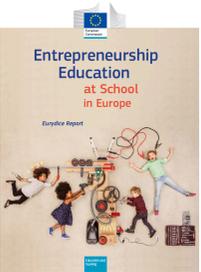
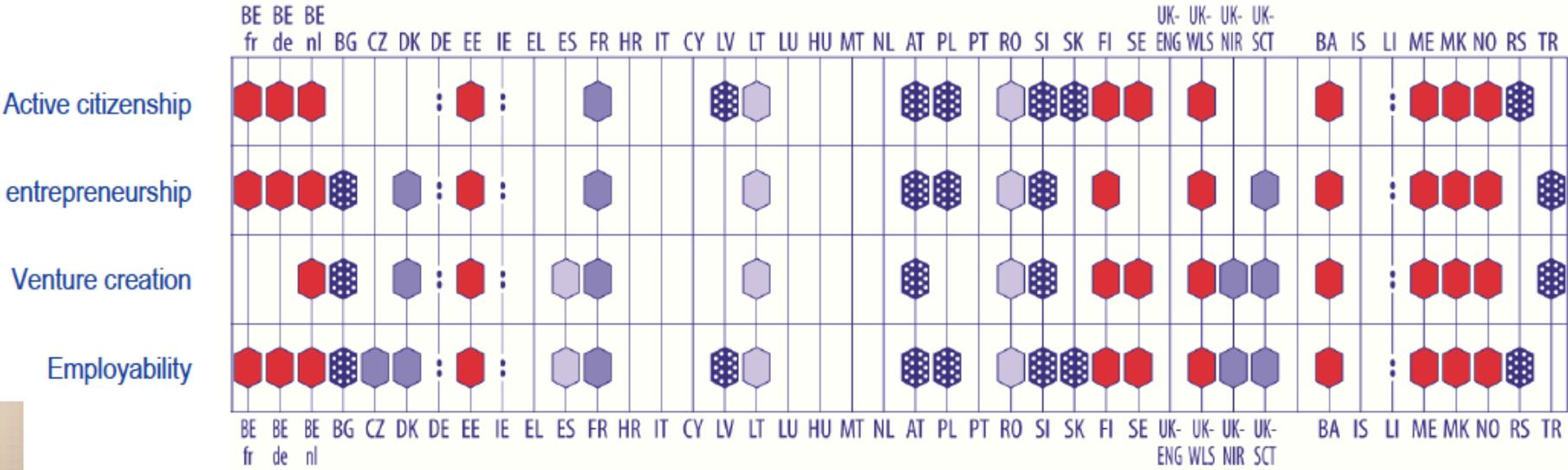
Why is an Entrepreneurial Ecosystem important also for Kids and Youth?





# Entrepreneurship Education Strategy

Figure 2.6: Overview of wider strategy objectives linked to entrepreneurship education



- Specific entrepreneurship education strategy
- Innovation strategy
- Economic development strategy
- Education, training and/or youth strategy

Source: Eurydice.

# EU Framework of Key Competences for Lifelong Learning



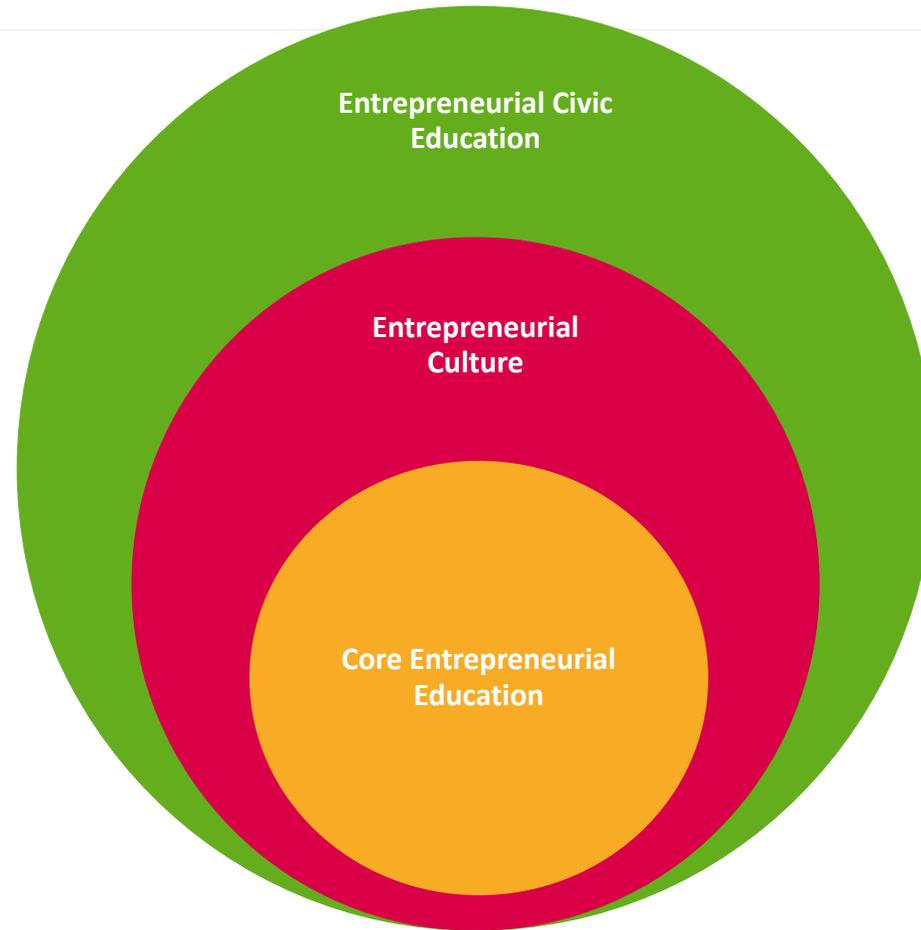
1. Communication in the mother tongue
2. Communication in a foreign language
3. Mathematical competence and basic competence in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competence
- 7. Sense of initiative and entrepreneurship**
8. Cultural awareness and expression.

All that individuals need for personal fulfillment and development, active citizenship, social inclusion and employment.

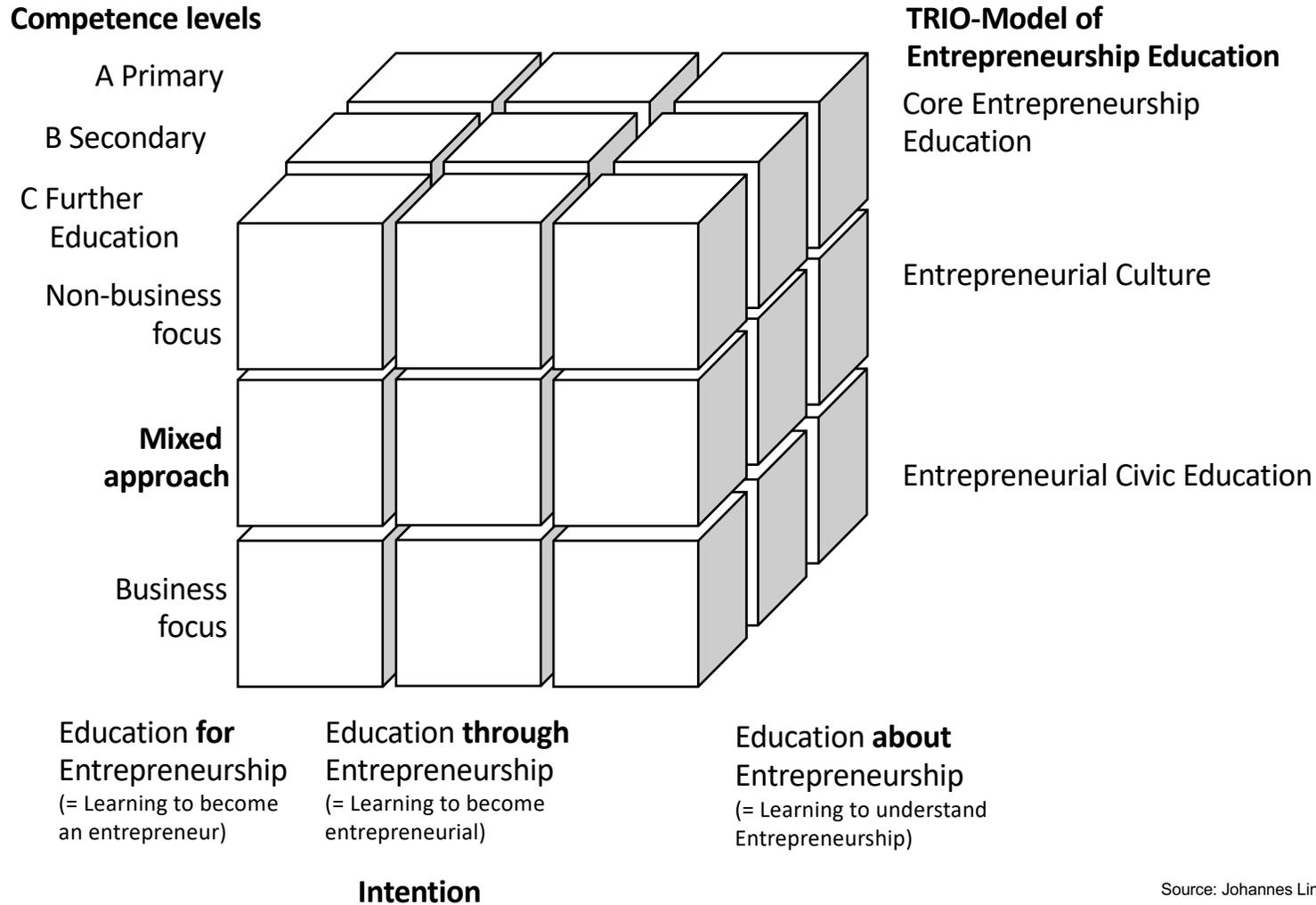
A wooden sculpture of a reindeer, standing on a dark wooden base. The reindeer is made of dark wood and is shown in profile, facing left. The background is a sunset or sunrise over a mountain range, with a clear sky transitioning from blue to orange. A small evergreen tree is visible on the right side of the frame.

## 2. Entrepreneurship Education Approach

# TRIO-Model Entrepreneurship Education

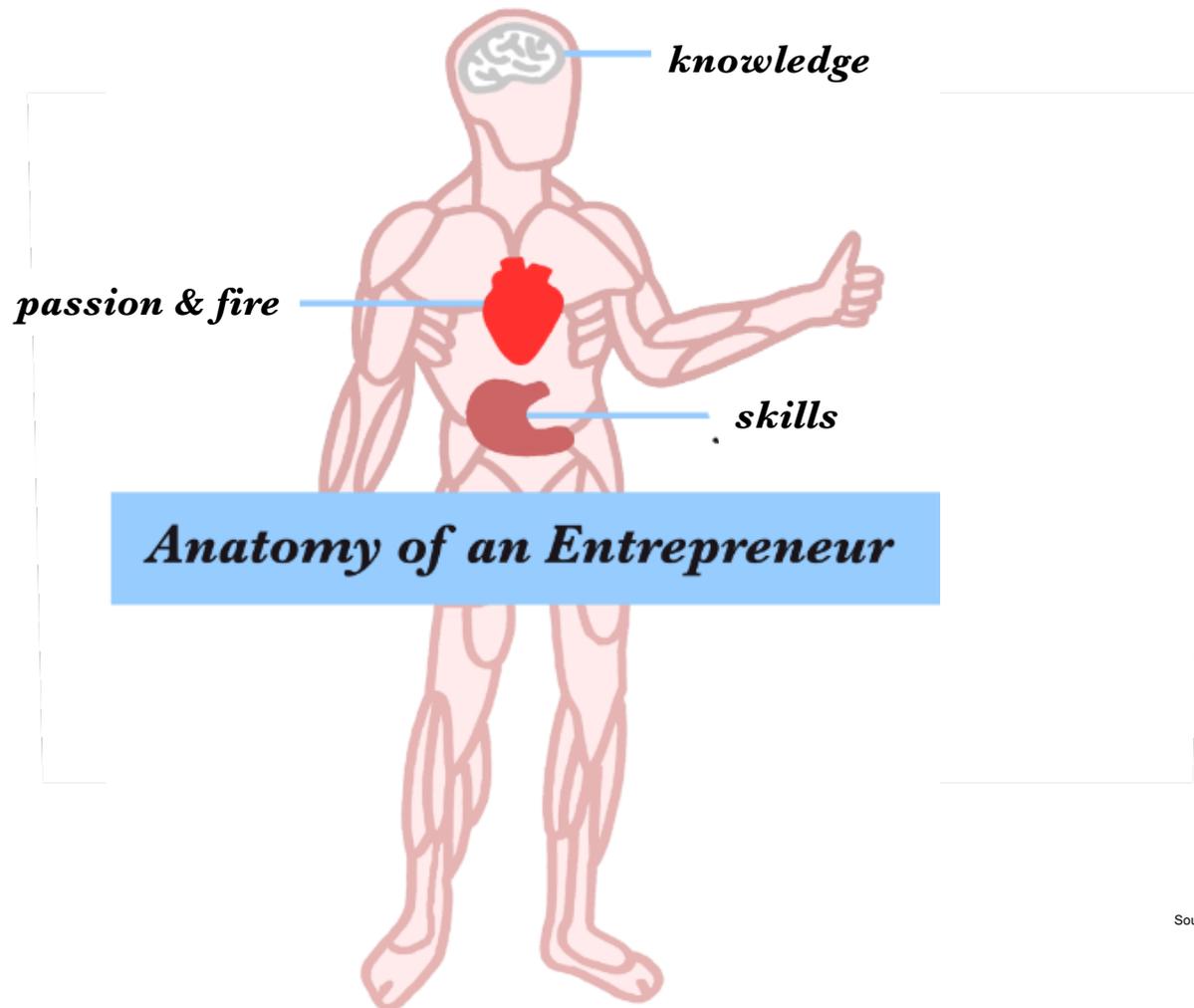


# Curricular approaches to Entrepreneurship Education



Source: Johannes Lindner

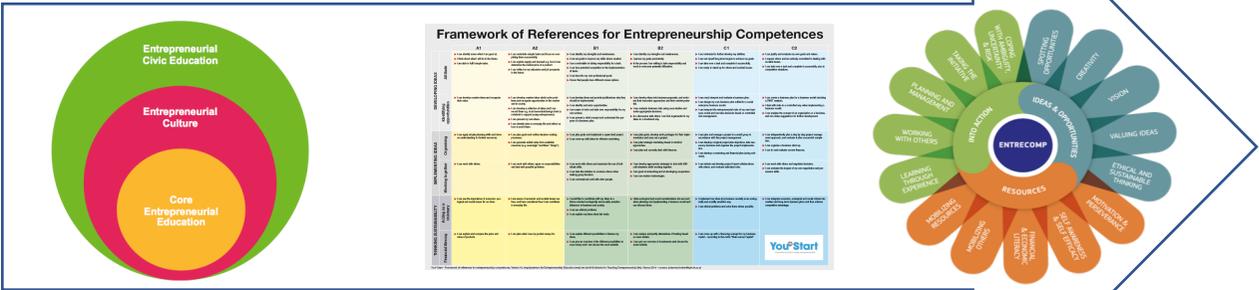
# Entrepreneurial Competences



# Reference frame for Entrepreneurship Competences

		A1	A2	B1	B2	C1	C2
DEVELOPING IDEAS	Attitude	<ul style="list-style-type: none"> <li>I can identify areas which I am good at.</li> <li>I think about what I will do in the future.</li> <li>I am able to fulfil simple tasks.</li> </ul>	<ul style="list-style-type: none"> <li>I can undertake simple tasks and focus on completing them successfully.</li> <li>I can explain supply and demand e.g. how it can determine the market price of a product.</li> <li>I can reflect on my education and job prospects in the future.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify my strengths and weaknesses.</li> <li>I can set goals to improve my skills where needed.</li> <li>I am comfortable in taking responsibility for a task.</li> <li>I can face potential competition in the implementation of tasks.</li> <li>I can describe my own professional goals.</li> <li>I know that people have different career options.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify my strengths and weaknesses.</li> <li>I pursue my goals persistently.</li> <li>In the process I am willing to take responsibility and work to overcome potential difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>I am motivated to further develop my abilities.</li> <li>I can set myself long term targets to achieve my goals.</li> <li>I can take over a task and complete it successfully.</li> <li>I am ready to stand up for others and societal issues.</li> </ul>	<ul style="list-style-type: none"> <li>I can justify and evaluate my own goals and values.</li> <li>I respect others and am actively committed to dealing with societal issues.</li> <li>I can take over a task and complete it successfully, also in competitive situations.</li> </ul>
	Identifying opportunities	<ul style="list-style-type: none"> <li>I can develop creative ideas and recognize their value.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop creative ideas which solve problems and recognise opportunities in the market and in society.</li> <li>I can develop a collection of ideas and I can record them e.g. in an InnovationSavings book (a notebook to support young entrepreneurs).</li> <li>I can present my own ideas.</li> <li>I can identify risks in everyday life and reflect on how to avoid them.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop ideas and provide justifications why they should be implemented.</li> <li>I can identify and seize opportunities.</li> <li>I am aware of risks and take over responsibility for my own actions.</li> <li>I can present a draft concept and understand the purpose of a business plan.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop ideas into business proposals, and evaluate their innovative approaches and their market potential.</li> <li>I can evaluate business risks using case studies and make appropriate decisions.</li> <li>In a discussion with others I can find arguments for my ideas in a structured way.</li> </ul>	<ul style="list-style-type: none"> <li>I can read, interpret and evaluate a business plan.</li> <li>I can design my own business plan within/for a social enterprise business model.</li> <li>I can interpret the entrepreneurial risks of my own business model and can take decisions based on controlled risk management.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a business plan for a business model including a SWOT analysis.</li> <li>I deal with risks in a controlled way when implementing a business model.</li> <li>I can analyse the concept of an organisation or a business, and can make suggestions for further development.</li> </ul>
IMPLEMENTING IDEAS	Organising	<ul style="list-style-type: none"> <li>I can apply simple planning skills and show an understanding for limited resources.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan goals and outline decision-making processes.</li> <li>I can generate added value from available resources (e.g. seemingly "worthless" things").</li> </ul>	<ul style="list-style-type: none"> <li>I can plan goals and implement a supervised project.</li> <li>I can come up with ideas for effective marketing.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan goals, develop work packages for their implementation and carry out a project.</li> <li>I can plan strategic marketing based on tactical approaches.</li> <li>I can plan and correctly deal with finances.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan and manage a project in a small group in accordance with the project management.</li> <li>I can develop a logical project plan objectives, take necessary decisions and organise the project implementation.</li> <li>I can develop a marketing and financial plan (using software).</li> </ul>	<ul style="list-style-type: none"> <li>I can independently plan a step by step project management approach, and evaluate it after successful completion.</li> <li>I can organise a business start-up.</li> <li>I can do and evaluate correct finances.</li> </ul>
	Working to gether	<ul style="list-style-type: none"> <li>I can work with others.</li> </ul>	<ul style="list-style-type: none"> <li>I can work with others, agree on responsibilities and deal with possible problems.</li> </ul>	<ul style="list-style-type: none"> <li>I can work with others and maximise the use of individual skills.</li> <li>I can take the initiative to convince others when making group decision.</li> <li>I can communicate well with other people.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop appropriate strategies to deal with difficult situations while working together.</li> <li>I am good at networking and at developing cooperation.</li> <li>I can use modern technologies.</li> </ul>	<ul style="list-style-type: none"> <li>I can initiate and develop project-based collaborations with others, and evaluate individual roles.</li> </ul>	<ul style="list-style-type: none"> <li>I can work with others and negotiate decisions.</li> <li>I can evaluate the impact of my own negotiation and persuasion skills.</li> </ul>
THINKING SUSTAINABILITY	Acting as a visionary	<ul style="list-style-type: none"> <li>I can see the importance of economic, ecological and social issues for our lives.</li> </ul>	<ul style="list-style-type: none"> <li>I am aware of economic and societal issues we face, and have considered how I can contribute in everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>I would like to contribute with my ideas to a future-oriented ecologically and socially sensitive behaviour in business and society.</li> <li>I can see ethical problems.</li> <li>I can explain my ideas about fair trade.</li> </ul>	<ul style="list-style-type: none"> <li>I take ecological and social considerations into account when planning and implementing a business model and can discuss these.</li> </ul>	<ul style="list-style-type: none"> <li>I implement my ideas (my business models) in an ecologically and socially sensitive way.</li> <li>I see ethical problems and solve them where possible.</li> </ul>	<ul style="list-style-type: none"> <li>I can integrate economic, ecological and social criteria into medium and long-term business plans and thus achieve competitive advantage.</li> </ul>
	Financial literacy	<ul style="list-style-type: none"> <li>I can explain and compare the price and value of products.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan what I use my pocket money for.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain different possibilities to finance my ideas.</li> <li>I can give an overview of the different possibilities to save money and I can choose the most suitable.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze and justify alternatives of funding based on case studies.</li> <li>I can give an overview of investments and choose the most suitable.</li> </ul>	<ul style="list-style-type: none"> <li>I can come up with a financing concept for my business model – according to the motto "Brain versus Capital"</li> </ul>	





TRIO Model of Entrepreneurship Education

Framework of Reference for Entrepreneurship Competences



Hallo, ich bin LEWI und freue mich auf spannende Aufgaben mit dir!

Hi, I'm LEWI. Let's do some fun activities!



You<sup>th</sup>Start  
ENTREPRENEURIAL  
CHALLENGES  
www.youthstart.eu

## Trio Model

**DE** LASS UNS DEINE IDEEN FINDEN UND UMSETZEN!  
**EN** LET'S DEVELOP AND IMPLEMENT YOUR IDEAS!

**DE** MACH DIR UND ANDEREN MUT UND PROBIERE ETWAS GANZ NEUES!  
**EN** DON'T BE AFRAID TO TRY NEW THINGS! ALSO ENCOURAGE OTHERS!

**DE** SETZE DICH UND DEINE IDEEN FÜR ANDERE MENSCHEN EIN!  
**EN** USE YOUR IDEAS TO HELP OTHER PEOPLE!

## Entrepreneurial Challenges

<p><b>IDEA CHALLENGE</b> Ideen ins Rollen bringen! Get your ideas moving forward! Wir schaffen Wert Let's create value!</p> <p><input type="checkbox"/> OK <input type="checkbox"/> OK</p>	<p><b>HERO CHALLENGE</b> Du bist mein Held You're my hero</p> <p><input type="checkbox"/> OK</p>	<p><b>EMPATHY CHALLENGE</b> Meine Gefühle - Deine Gefühle My feelings - Your feelings</p> <p><input type="checkbox"/> OK</p>	<p><b>STORYTELLING CHALLENGE</b> Kreativ Geschichten erzählen Creative storytelling</p> <p><input type="checkbox"/> OK</p>	<p><b>BUDDY CHALLENGE</b> Anderen Mut machen Empower others!</p> <p><input type="checkbox"/> OK</p>	<p><b>MY COMMUNITY CHALLENGE</b> Gemeinsam Probleme lösen Solving problems together</p> <p><input type="checkbox"/> OK</p>
<p><b>MY PERSONAL CHALLENGE</b> Mein Preis- und Wertgefühl entwickeln What's it worth?</p> <p><input type="checkbox"/> OK</p>	<p><b>LEMONADE STAND CHALLENGE</b> Verkaufen macht Spaß Selling is fun</p> <p><input type="checkbox"/> OK</p>	<p><b>PERSPECTIVES CHALLENGE</b> 20 Euro auf der Spur Tracking 20 Euros</p> <p><input type="checkbox"/> OK</p>	<p><b>TRASH VALUE CHALLENGE</b> Aus Alt mach Wert Recycling adds value</p> <p><input type="checkbox"/> OK</p>	<p><b>OPEN DOOR CHALLENGE</b> Spuren suchen Find the way!</p> <p><input type="checkbox"/> OK</p>	<p><b>DEBATE CHALLENGE</b> Reden wir! Let's talk!</p> <p><input type="checkbox"/> OK</p>
<p><b>REAL MARKET CHALLENGE</b> „Junior Manager/in“ werden Becoming a „junior manager“</p> <p><input type="checkbox"/> OK</p>	<p><b>START YOUR PROJECT CHALLENGE</b> Mein erstes Projekt My first project</p> <p><input type="checkbox"/> OK</p>	<p><b>EXTREME CHALLENGE</b> Ziele im Sport erreichen Setting and achieving goals in sports</p> <p><input type="checkbox"/> OK</p>	<p><b>BE A YES CHALLENGE</b> Meine Stärken My strengths</p> <p><input type="checkbox"/> OK</p>	<p><b>EXPERT CHALLENGE</b> Lernen lernen Learning to learn</p> <p><input type="checkbox"/> OK</p>	<p><b>VOLUNTEER CHALLENGE</b> Freiwillig helfen I can volunteer</p> <p><input type="checkbox"/> OK</p>

Das LEWI-Programm stärkt die Eigeninitiative und den Unternehmergeist von Kindern in der Primarstufe.  
The LEWI Programme empowers kids at the primary school level and enhances their entrepreneurial skills.



Achtsamkeitsübungen und die „You<sup>th</sup> Start“-Achtsamkeitsfilme findet man unter „Körper&Geist“ auf [www.youthstart.eu](http://www.youthstart.eu)  
For mindfulness exercises and the „You<sup>th</sup> Start“ mindfulness videos see the „Mind & Body“ section at [www.youthstart.eu](http://www.youthstart.eu)





**Challenges**



Idea



Lemonade Stand



Extreme



My Community



**Challenges**



Empathy



Storytelling



Perspectives



Debate



**Challenges**



Idea



My Personal



Be A YES



Trash Value



You<sup>th</sup> Start Mindfulness Programme and Learning to Learn



You<sup>th</sup> Start Programm

Kids



Trash Value Festival

Perspectives



Marketday



Community Challenge

Teacher

2 Workshops and 1 Jour Fixe

1 Workshop and 1 Jour Fixe

1 Workshop and 1 Jour Fixe

# You<sup>th</sup>Start

## ENTREPRENEURIAL CHALLENGES

Entrepreneurial Core Education					
Idea Challenge		Hero Challenge		My Personal Challenge	
Lemonade Stand Challenge		Real Market Challenge		Start Your Project Challenge	
Entrepreneurial Culture					
Empathy Challenge		Storytelling Challenge		Buddy Challenge	
Perspective Challenge		Trash Value Challenge		Open Door Challenge	
Extreme Challenge		Be A Yes Challenge		Expert Challenge	
Entrepreneurial Civic Education					
Community Challenge		Debate Challenge		Volunteer Challenge	

# Self Assessment of Implementing Entrepreneurship Education

	Learning Tools & Environment	Standards	Curriculum	Assessment	Professional Development of the teachers	Leading & Management	Stakeholder Involvement	Policy Maker
Early Stage								
Transitional Stage								
21 <sup>st</sup> Century								

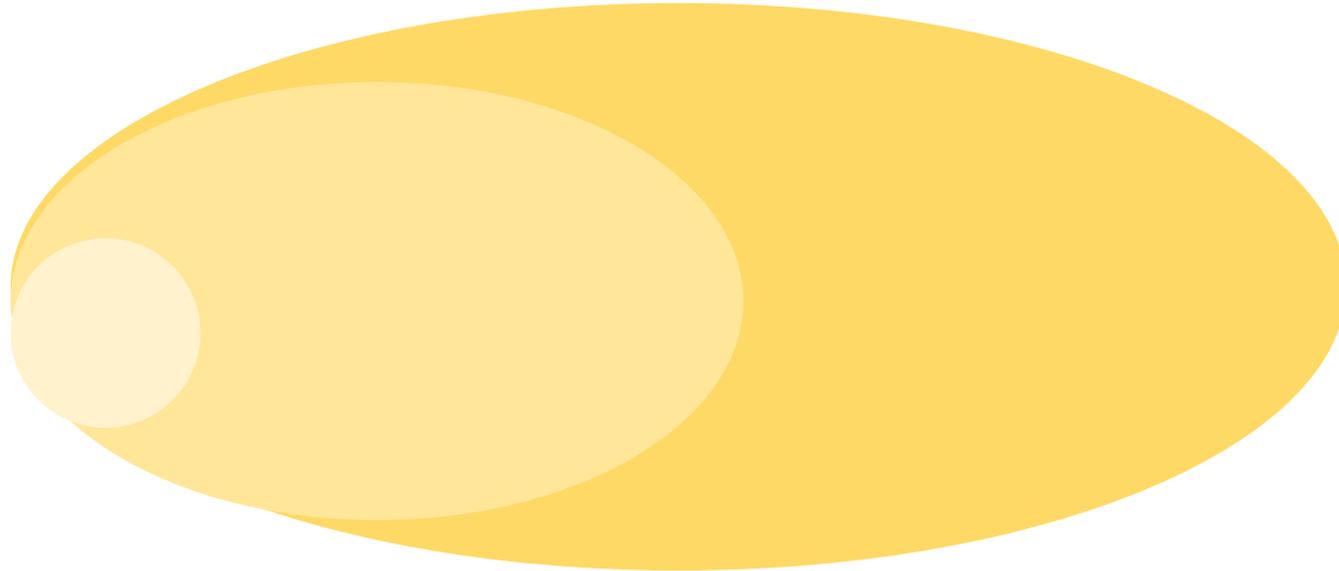
**eesi - External Certification as  
Entrepreneurship School**

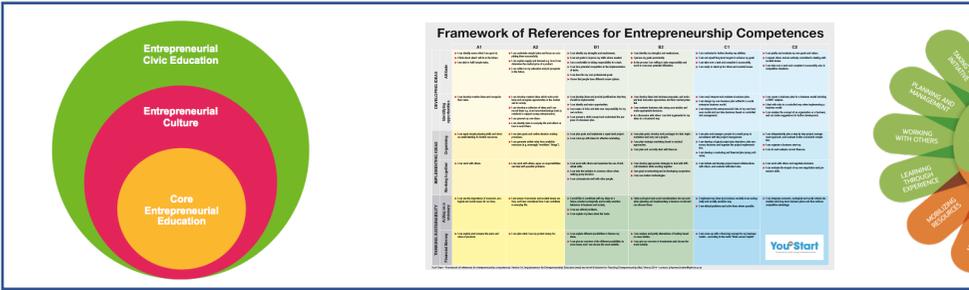
| [www.youthstart.eu](http://www.youthstart.eu) |



### 3. Levels of Cooperation Asia & Europe

**Levels of Cooperation in the field of  
Entrepreneurship Education Asia & Europe**

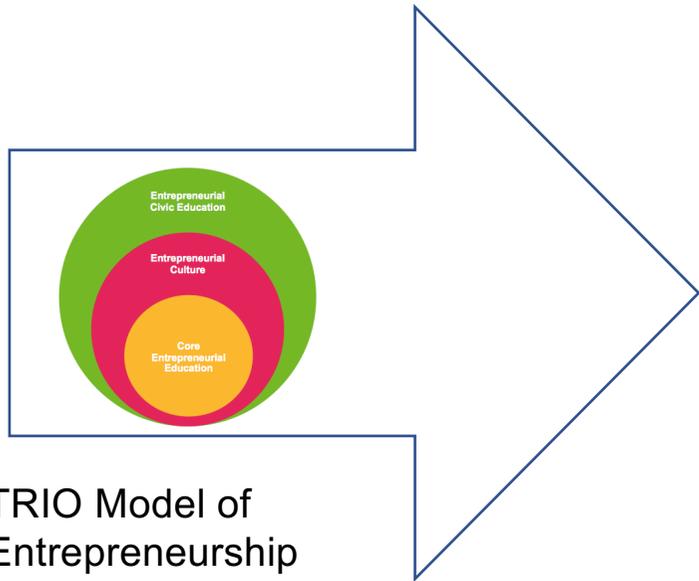




TRIO Model of Entrepreneurship Education

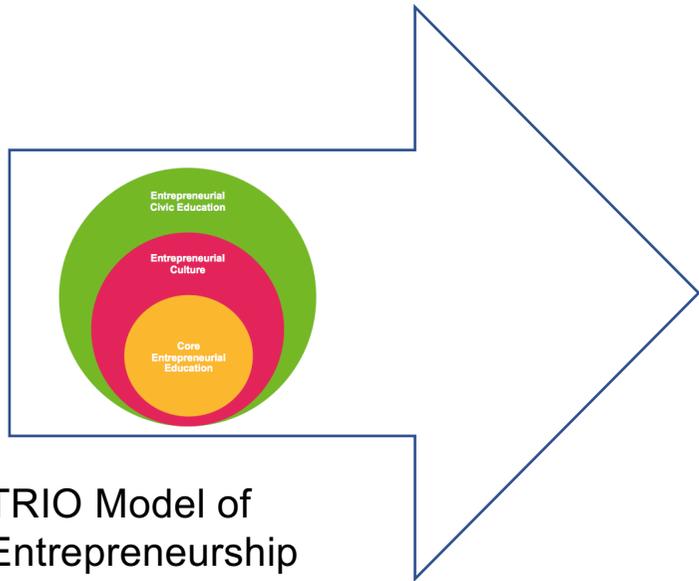
Framework of Reference for Entrepreneurship Competences





TRIO Model of Entrepreneurship Education





TRIO Model of Entrepreneurship Education



## Entrepreneurs shape the future

Foster the entrepreneurial competencies of youth with our challenges



[Start in your classroom](#)



Co-funded by the  
Erasmus+ Programme  
of the European Union



**Stay in contact**

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**Facebook/Link**

**Johannes Lindner Vienna**

**[www.youthstart.eu](http://www.youthstart.eu)**

**[www.entrepreneurship.at](http://www.entrepreneurship.at)**

**[www.eesi-impulszentrum.at](http://www.eesi-impulszentrum.at)**