

Social Entrepreneurship Education in Primary School: Empowering Each Child with the YouthStart Entrepreneurial Challenges Programme

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Abstract

This article provides an overview of challenge-based social entrepreneurship education in primary schools in Austria. The “YouthStart”-Programme “Empowering Each Child” is introduced as well as its impact on children. Research accompanying the programme shows that small challenges strengthen particularly the following skills and abilities of pupils: self-confidence and self-initiative, innovation, creativity, mindfulness, empathy, self-motivation and participation in society. Many of the challenges are based on the SDGs, so children are encouraged to learn to think and act in a sustainable way already at the beginning of their school career. The aim is to make young people aware of the fact that a change of people’s mindsets is needed worldwide, educating responsibly acting individuals, who do not only have their personal benefits in mind but also the needs of future generations.

Key words: entrepreneurship education, entrepreneurial challenge-based learning, social entrepreneurship, sustainable entrepreneurship, youth start entrepreneurial challenges.

Introduction

To think independently and to act responsibly must be learnt in early childhood. Therefore it is crucial to start Social Entrepreneurship Education as early as possible. The programme “Empowering Each Child” is a precious vehicle to show young people, that every individual makes a difference, that each person’s active participation in society is needed and that every single child can make valuable contributions to the common good. By means of various (small) challenges children get to know themselves and their potential better, they strengthen their competences and gain enough self-confidence to dare to believe in their own ideas. This enables them to put their ideas into action and to take their personal but also our global challenges in their own hands to create a sustainable common future.

The article deals with the following questions:

1. What does Entrepreneurship Education mean, especially Social Entrepreneurship Education at primary level?
2. How can Social Entrepreneurship Education be implemented at primary level?
3. Which in-service training supports the implementation?
4. What results can be achieved through Social Entrepreneurship Education at primary level?

Definitions

Sense of initiative and entrepreneurship refer to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance (EU Commission, 2005, p. 17).

The term **Entrepreneurship Education** has established itself for the learning of entrepreneurship competences. This is the learning process through which knowledge as well as skills and abilities are imparted which support learners in developing and implementing their own ideas (Hueber & Lindner, 2017). The objective of Entrepreneurship Education is for people to learn to actively participate in society with their own ideas and to lead a self-determined life. Entrepreneurship Education comprises personality development, cooperation, empathic togetherness and economic education.

Entrepreneurship Education according to the **TRIO model** (Aff & Lindner, 2005) comprises three areas:

- **Core Entrepreneurial Education** describes the basic qualities of the creative development and structured implementation of innovative ideas.
- **Entrepreneurial Culture** stands for personality development – to be proactive, to believe in oneself, to act empathetically and in a team as well as to encourage oneself and others.
- **Entrepreneurial Civic Education** means the strengthening of social competence as a citizen – taking responsibility for oneself, others and the environment (Strachan, 2018).

At the primary level it is therefore useful to extend the term Entrepreneurship Education to **Social Entrepreneurship Education (SEE)**. Social Entrepreneurship Education focuses on learning opportunities that work on innovative solutions to social problems or more generally on a positive development of society, e.g. in accordance with the UN Sustainable Development Goals (SDG's) (Lindner, 2018). With SEE, professional competences, personal competences and social skills are acquired that enable children to take a holistic view of themselves and their environment at an early age.

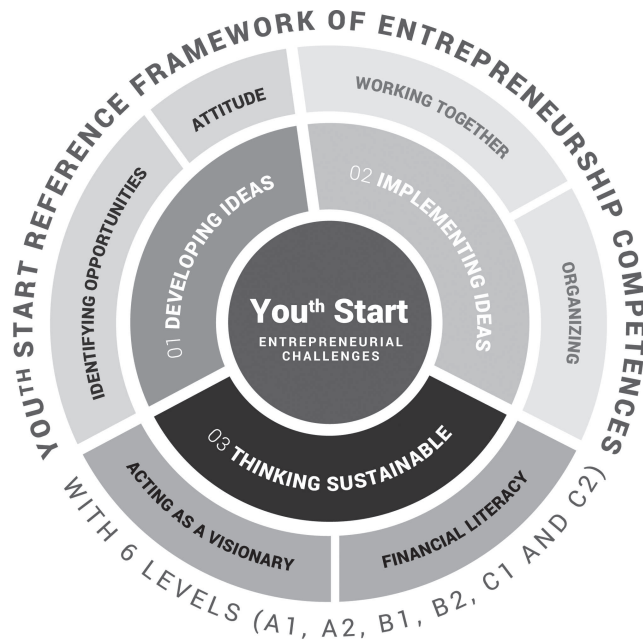


Figure 1. Reference Framework of Entrepreneurship Competences, overview (Lindner, 2014)


Entrepreneurial Challenge Based Learning

The “YouthStart Entrepreneurial Challenges” programme was developed as part of a European cooperation between the Ministries of Education of Luxembourg, Portugal, Slovenia, Austria and NGOs (as part of an Erasmus+ Key Action 3 policy experimentation project) and field tested for three years. In addition to Primary Schools, Secondary Schools, Business Colleges, Colleges of Social and Services Industries, Technical Colleges and Vocational Schools were also involved. The field trial took place between 2015 and 2018. Austria had the leading role in the programme in matters of methodology. The holistic programme is based on the Reference Framework for Entrepreneurship Competences and the Entrepreneurship Education understanding of the TRIO model:


- The Youth Start Reference Framework of Entrepreneurship Competences (Lindner, 2014) comprises three main categories: Developing ideas, implementing ideas and thinking sustainably. There are different levels of competence depending on the age group, A1 corresponds to primary level (Figure 1 and Table 1). The reference frame corresponds to the later developed EntreComp.
- The programme comprises 18 challenge families of the TRIO model (Figure 2) and thus covers a broad spectrum of topics. Its aim is to promote self-determination and self-motivation as well as to strengthen the potentials of children.
- The programme is modular and cross-curricular and offers learning pathways for smaller and larger challenges in a wide range of subjects, embedded in existing curricula. It is a flexible, innovative, transferable and scalable programme. It also includes videos with body exercises for activation and concentration as well as a training programme for mindfulness (Teufel, 2018).

Table 1
Reference Framework of Entrepreneurship Competences (Lindner, 2014)
Extract for A1 (primary level)



















Developing ideas	Attitude	<p>I can perceive my surroundings attentively with all my senses and can describe my perceptions.</p> <p>I can recognize my strengths, can use them and do not let mistakes discourage me.</p> <p>I can use my strengths to set myself motivating goals and pursue them confidently and consistently.</p>
	Identifying opportunities	<p>I can find out how I can learn best.</p> <p>I can look at topics from different angles.</p> <p>I can recognize problems and develop creative ideas for their solution.</p> <p>I can see also opportunities in challenges and problems.</p>
Implementing ideas	Organizing	<p>I can carefully plan simple projects and consider their consequences.</p> <p>I can complete my tasks by myself or as part of a team, even when things get difficult.</p> <p>I can see myself as part of my environment and take responsibility for the completion of my tasks.</p> <p>I can recognize what I have to learn in order to perform my tasks well.</p>
	Working together	<p>I can work with others.</p> <p>I can recognize my feelings and needs and can name them.</p> <p>I can listen attentively and ask whether I have understood everything correctly.</p> <p>I can recognize the feelings and needs of others and deal with them carefully and empathetically.</p> <p>I can express and justify my opinion.</p> <p>I can word oral and written stories that appeal to others.</p>
Thinking sustainably	Acting as a visionary	<p>I can take on duties for the community I live in.</p> <p>I can name some Global Sustainable Development Goals and think about creative ideas to solve them.</p> <p>I can understand that many resources are limited and I handle waste carefully.</p> <p>I can create something new and valuable out of used objects.</p>
	Financial literacy	<p>I can collect information about money.</p> <p>I can plan and spend my pocket money economically.</p> <p>I can estimate and compare prices of products and services.</p> <p>I can define myself as part of the economic cycle.</p> <p>I can calculate the price of a selfmade product and play the role of a salesperson.</p>




YouthStart
ENTREPRENEURIAL
CHALLENGES
www.youthstart.eu




Empowering each child with the Youth Start Entrepreneurial Challenges Programme

LET'S DEVELOP AND IMPLEMENT YOUR IDEAS!		DON'T BE AFRAID TO TRY NEW THINGS! ALSO ENCOURAGE OTHERS!		USE YOUR IDEAS TO HELP OTHER PEOPLE!	
 IDEA CHALLENGE Get your ideas moving forward! Let's create value! <input type="checkbox"/>	 HERO CHALLENGE You're my role model! <input type="checkbox"/>	 EMPATHY CHALLENGE My feelings – Your feelings <input type="checkbox"/>	 STORYTELLING CHALLENGE Creative storytelling <input type="checkbox"/>	 BUDDY CHALLENGE Empower others! <input type="checkbox"/>	 MY COMMUNITY CHALLENGE Solving problems together <input type="checkbox"/>
 MY PERSONAL CHALLENGE What's it worth? <input type="checkbox"/>	 LEMONADE STAND CHALLENGE Selling is fun <input type="checkbox"/>	 PERSPECTIVES CHALLENGE Tracking 20 Euros <input type="checkbox"/>	 TRASH VALUE CHALLENGE Recycling adds value <input type="checkbox"/>	 OPEN DOOR CHALLENGE Discovering clues <input type="checkbox"/>	 DEBATE CHALLENGE Let's talk to each other! <input type="checkbox"/>
 REAL MARKET CHALLENGE Becoming a "junior manager" <input type="checkbox"/>	 START YOUR PROJECT CHALLENGE I'm off to a flying start! <input type="checkbox"/>	 EXTREME CHALLENGE Assessing oneself <input type="checkbox"/>	 BE A YES CHALLENGE This is good for me <input type="checkbox"/>	 EXPERT CHALLENGE Learning holistic learning <input type="checkbox"/>	 VOLUNTEER CHALLENGE I can volunteer <input type="checkbox"/>


The Youth Start Programme "Empowering each child" promotes the self-initiative and entrepreneurial spirit of children at the primary school level. All teaching materials are available at www.youthstart.eu. A mindfulness programme with video clips is provided in the "Mind & Body" section.



Challenges with a **yellow icon** instruct the children in entrepreneurial thinking and acting.



Pink stands for personal development: these challenges focus on empathy, teamwork and self-confidence.



Green icons indicate that social competences are trained: the children learn to assume responsibility for themselves, others and the environment.

Figure 2. YouthStart programme for primary school, overview poster

- All challenges can be downloaded in an open source access at www.youthstart.eu and can be used individually for teaching purposes. There are also explanatory videos on many challenges that give teachers an overview of the content of these challenges. They can also be found online together with the corresponding challenges.
- The programme is available in German, English and other languages and can therefore be used in bilingual classes as well as in foreign language classes.

The Programme and the Challenges in Detail

The programme comprises 18 Challenge Families (Figure 2) in the three areas according to the TRIO model: Core Entrepreneurial Education, Entrepreneurial Culture and Entrepreneurial Civic Education. The challenges are based on mindfulness (Teufel, 2018) and a holistic learning approach (Teufel, 2019). During the three-year field trial children in 3rd and 4th grades were taught 4 to 6 challenges every year. As a finding of the research done after the field trial schools were recommended to start the programme in 2nd grade and to combine the challenges in the way shown in Figure 3. To make the programme's intention clear it was named "Empowering Each Child" for primary level.

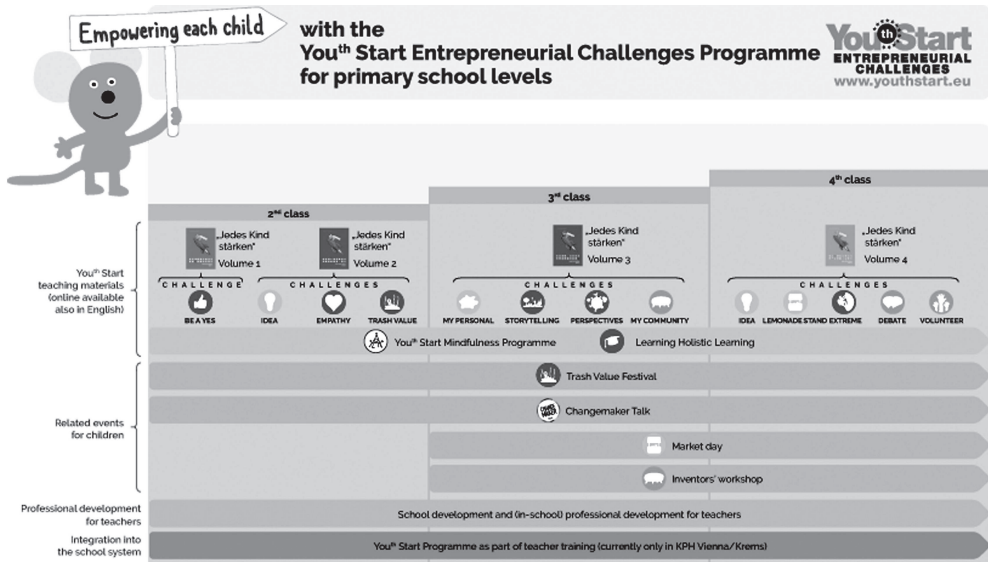


Figure 3. Empowering Each Child Programme for primary school (Jambor, 2018)

In the area of **Core Entrepreneurial Education**, four challenges are particularly promoted in the “Empowering Each Child” programme, which are briefly outlined here:

- **Idea Challenge: Get ideas rolling.** The challenge for the children is to analyse a product and then to develop their own idea for a product and, ideally, to realise it. The children reflect on which possibilities are available for them in order to implement their idea by using resources wisely in an environmentally fair way. The learning event is accompanied by an age-appropriate story with the Lewi mouse. The children learn that even seemingly simple products consist of components that may come from all over the world (division of labour). For this purpose, they get to know the building blocks that are necessary to implement their own ideas (production factors).
- **Idea Challenge: Creating value.** The children explore how value can be created while acting sustainably and thinking globally. Using strawberry jam as an example, the children experience a value chain from planting the young plants to processing the harvested fruit and eating the jam in pancakes. Every good idea can create value. Furthermore, the children reflect on various other ways how to act sustainably.
- **My Personal Challenge: Becoming aware of prices and value.** The children guess what individual products cost, find out the real price and how it is established. They find out what is valuable to them and learn how to plan their expenses. Questions such as “Do I really need this?”, “Can broken things be repaired and reused?” or “Is there an alternative to simply throwing things away?” are discussed with the pupils.
- In the **Lemonade Stand Challenge**, children learn how to sell a product or a service at a real market stand (e.g. on a special Market Day, organised for them). They start with planning: What can we sell? How can our products or services be sustainable? The product should require a minimum of resources,

but still be attractive to customers. The children learn to set up a timetable and to divide the individual tasks among themselves. Then they prepare their goods or services in order to sell them to customers on Market Day. Therefore they consider prices, and reflect on whether these prices are fair. They calculate expenses, income and profit. In sales talks, they train how to address potential buyers.



Figure 4. The Storytelling Challenge (www.youthstart.eu, illustration: Helmut Pokornig)

In the area of **Entrepreneurial Culture**, seven challenges are briefly outlined:

- The **Expert Challenge** supports children to become experts of their own learning process. The challenge combines different and diverse (learning) methods and techniques to enable holistic learning. In addition to teaching these numerous learning techniques, pupils are instructed to define their own learning goals and give their own assessment of what they have learned. The Challenge refers to the 21st Century Skills and aims at empowering children to be more resilient, to act responsibly, to deal with problems and conflicts and to keep pursuing their goals (Teufel, 2019).
- The **Be A YES Challenge** is based on scientific findings from brain research and positive psychology (Seligman, 2012; Seliman, 2018; Fredrickson, 2009). The challenge to strengthen self-esteem is to know one's own strengths and potentials and at the same time to know where one still needs support. Various exercises, thought-provoking impulses, games etc. support the children in recognising their strengths and developing an optimistic attitude. A strength treasure hunt (also as app) completes the material.
- The **Empathy Challenge** contains the basics of non-violent communication (Rosenberg & Chopra, 2015). The challenge is to be empathetic and mindful with oneself and others. Through exercises, tasks and games the children experience how to express their feelings and needs and how to guess the feelings and needs of others (Figure 4).

- In the **Trash Value Challenge**, children learn that they can create something valuable from supposedly worthless waste products (upcycling). They present their newly created objects to their classmates and reflect on what value means, on limited resources and on how to avoid waste.
- The **Storytelling Challenge** is about telling stories vividly in order to gain the attention of others. With a variety of narrative and writing impulses, the children's imagination and creativity are trained as some of the core competences for the 21st century. Step by step, the children's linguistic competence and critical thinking skills are also promoted. The children get inspired by pictures (Figure 4), phrases, poems, games and little stories told in different rooms of an imaginary castle of stories.
- In the **Perspectives Challenge** the children perceive themselves as part of the (simple) economic cycle. They experience this by reading an age-appropriate story ("Tracking 20 Euros"). They also collect information about money and get to know companies (in their environment).
- The **Extreme Challenge** is designed to be used in sports lessons. The challenge is to run a certain route twice at the same speed. The exercise covers three distances (small, medium, large) with two runs each. Whoever has the smallest time difference in the end has mastered this challenge particularly well: The challenge is not about running the fastest, but assessing oneself and one's timing well.

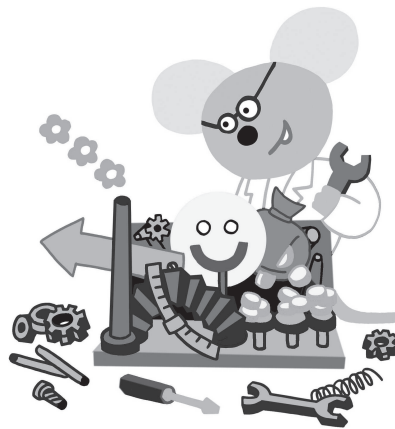


Figure 5. My Community Challenge – WILMA inventor's workshop, (www.youthstart.eu, illustration: Helmut Pokornig)

In the area of **Entrepreneurial Civic Education** two challenges are presented:

- The **My Community Challenge** encourages children to use their ideas and energy to solve problems (as defined by the United Nations in the Sustainable Development Goals / SDGs) that affect all of us. In the WILMA inventor's workshop, the children look for a problem, together find creative solutions and create prototypes (Figure 5). Using the DO-IT-approach of the makerspace community children are encouraged to believe in themselves and their ideas and to act as changemakers for global challenges. Trying to come up with a solution for one of the 17 SDGs, children realize that every single person is

needed to contribute to help our planet to survive and learn to act responsibly and sustainably.

- The **Debate Challenge** is about having the children find arguments for their opinions and introducing them in a debate. Clear rules are needed for a fair debate. To convince others, you need good arguments and well ordered thoughts. In the “Little Philosophers’ Box” the children find inspiration to let their thoughts run free and discuss them in class. During the “ping-pong debate” they also learn to stand up to opposing opinions. By debating together, the children strengthen their understanding of problems, their ability to judge and articulate, and last but not least their tolerance towards other people. A debate regarding the environment, social fairness, being a responsible customer and many other topics, gives the individuals the opportunity to analyse pros and cons and to form their own opinion.



Figure 6. Market Day for primary schools at the Vienna University of Economics and Business, 2019

Further challenges will be developed for the primary level, which will be added to the programme step by step.

For each challenge, there is a pupil manual and a teacher’s guide containing didactic explanations and copy templates for games. Since the end of the field trial, the online version of the A1 Challenges has regularly been revised using feedback from classes. In German the A1 Challenges are also offered as printed workbooks (Figure 3). All challenges have a similar structure. After a short introduction, in which the content of the challenge is explained, the children learn in a step-by-step model how to reach their goals. Every challenge includes tasks, group work and debates fostering the new skills and abilities of the children. One objective is to develop language skills: children expand their vocabulary, learn to prepare and give presentations or to express their own opinions.

The competence checks at the end of each challenge in the form of self-assessment give the pupils the opportunity to reflect on their learning progress and to take over responsibility for their own learning.

The main ideas of some challenges are explained in children's booklets containing children's stories with the girl Julia and a soft toy, a mouse called Lewi (Figure 3). At the teachers' disposal there is a ready-made Powerpoint presentation to be used in class.

Two challenges are supported by festivals, which in Vienna are held with partner organisations: the **Trash Value Festival**, together with the children's museum ZOOM and the **Market Day**, together with the University of Economics and Business Administration (WU-Vienna). Vienna's Market Day is a cooperation with the so called "Change-maker Programme" of the University: as an integrative part of their studies students support classes at primary schools with three workshops to prepare for the Market Day and to reflect on it (Figure 6) (Kardos, 2019).

In-Service Training

During the field trial a two-year inservice training, consisting of 3 training courses per year, was provided by the University Teacher College (KPH) Vienna/Krems in order to support teachers to implement the challenges. 49 teachers from 14 primary schools in Vienna took part in the training, thus reaching 1,035 pupils.

Based on the findings of the field trial, the learning programme and the training cycle were further developed and the programme was given the programmatic title "Empowering Each Child".

The actual **training cycle** for "Empowering Each Child" – for Social Entrepreneurship Education in primary school – for teachers from the second to the fourth grade consists of four parts. The training cycle is offered by the University Teacher College (KPH) Vienna/Krems and the University Teacher College (PH) Salzburg:

- **Developing potentials mindfully at school.** The first module of the training introduces exercises from the Youth Start mindfulness programme and proven methods for holistic learning (A1 Expert Challenge).
- **Strengths treasure hunt.** The second module comprises four challenges: A1 Be A YES Challenge, A1 Empathy Challenge, A1 Idea Challenge: Getting ideas rolling and A1 Trash Value Challenge.
- **Discover the world through stories.** The third module includes the A1 Storytelling Challenge, the A1 Perspectives Challenge, A1 My Personal Challenge and the A1 Community Challenge with the inventor's workshop WILMA.
- **Shaping our future.** The fourth part includes the A1 Idea Challenge: Creating Value, A1 Lemonade Stand Challenge, A1 Debate Challenge and A1 Extreme Challenge.

In addition to in-service training, the KPH Vienna/Krems also provides in-school training, sending a trainer to schools. The advantage of this training is that all teachers of a school acquire the same level of knowledge and cooperate in the implementation of the Social Entrepreneurship programme in different classes at the same time.

With the UKids project Social Entrepreneurship Education will be integrated into the initial-teacher training for primary education at the University Teacher College Vienna/Krems (KPH Vienna/Krems). Willke (2001) emphasises that if a change is desired

in the education system, one should start with training student teachers. The Social Entrepreneurship programme is therefore implemented as part of existing courses (mainstreaming) and as a specific focus.

Research Design for Primary School

In order to investigate the effect of the learning programme on children, a research design for the primary level (A1) was¹ developed. The 139 participating teachers from primary schools were interviewed through online surveys (pre- and post-test) and group interviews. The head teachers were interviewed individually. The questions of the interview were developed by the Austrian research team (Hueber, 2019). This is an open, partially standardised survey, whereby “open” refers to the respondent’s ability to make statements that a specific teacher regards as relevant. This method was chosen in order to leave as much room as possible in the interviews for the experiences of teachers and head teachers. *“The guide book and the topics addressed provide a framework for data collection and analysis that makes the results of different interviews comparable.”* (Bortz & Döring, 2016). The group survey of teachers does not only show the views of teachers on the subject but also the group dynamics in communication. *“Basic idea: Evaluation research wants to scientifically accompany changes in practice and assess their impact by describing the processes in practice in an open, case-intensive and subject-oriented way.”* (Mayring, 2016). The interviews focused on the following topics:

- Entrepreneurship Education: What is important about Entrepreneurship Education in primary school? (Comparison of experiences at the start and the end of the project.)
- Challenges: How can the challenges be integrated into lessons?
- Implementation of the project: How do you assess the organisation and communication during the project and the workshops for teachers?
- Anchoring within the school: How is the knowledge disseminated within the school?
- Added value: What added value does the programme and the associated teaching materials have for the school, the teachers and the pupils?

Outcomes

At the start of the project, many teachers asked themselves the following question: “Is Entrepreneurship Education in primary school feasible?” They primarily associated economic topics with general science and social studies, but the term “Entrepreneurship Education” was largely unknown to them. The comparison of the interviews at the beginning of the project and at the end of the school years or at the end of the project shows a different picture. Using the challenges has proven that the obvious strength of the programme lies in its holistic learning approach, which fosters the potentials of the children and puts more prominence on social entrepreneurship education. The following quote by a teacher, “Pupils can do more, the more confidence you put in them “ shows how important independent learning, initiative, critical thinking and belief in oneself are. Exactly these qualities, among many others, are acquired successfully by mastering the challenges. In their interviews teachers describe that by working with the challenges

they see their pupils from a new perspective: They have more trust in their pupils' competences and perceive the commitment and joy of the children in working independently, alone or in a team. The sense of community within the class has improved considerably through empathic communication and reflection on one's own communication behaviour. At the same time the awareness of oneself, others and the environment has increased. Teachers emphasise that the implementation of the programme in several classes of a school leads to increased cooperation and exchange among teachers. Additionally, parents give a lot of positive feedback.

For the individual school, this programme provides new ideas for school development and further professionalisation of teachers. Through the Trash Value Festival, the inventor workshop WILMA and the Market Day, the programme attracts great public interest. Contributions to the school website or articles in newspapers also add to the promotion of Social Entrepreneurship Education.

The following competences – in line with the key competences for lifelong learning (European Commission, 2005; European Commission, 2018) – will be promoted:

- **Personal initiative and entrepreneurship:** Trust in one's own ideas and the ability to implement them is empowering. Thinking in networks is stimulated. Economic cycles and the relationship between production, distribution and the consumer market are recorded. Financial knowledge is developed according to age.
- **Mother tongue competence:** Pupils can express thoughts, feelings, but also opinions appropriately to their age and linguistic competence. Pupils with a first language other than German benefit in a significant way from the programme.
- **Foreign language competence:** If challenges are presented in English during lessons, the linguistic abilities in this language also increase.
- **Mathematical competence:** On the one hand the handling of and calculating with the Euro is implemented and trained in the classroom, on the other hand expenses, income and profit are calculated as part of the production process.
- **Learning competence:** The entire challenge "Learning to learn holistically" is dedicated to this competence, promoting the independence of the pupils to organise their own learning and to record their progress.
- **Social competence and civic competence:** The pupils' personal, interpersonal and intercultural competences are promoted and also changed. The children learn to recognize and respect the diversity of people. They also learn to recognize their own feelings and needs as well as those of their counterparts. Furthermore, they learn how to deal with their own feelings and needs and how to pay attention to those of their classmates. Their own self-esteem, self-confidence, self-respect and self-efficacy, i.e. their belief in their own ideas, are strengthened. Teamwork and cooperation are encouraged. The pupils learn to take responsibility for society when they deal with a problem that concerns us all and seek creative solutions.
- **Cultural awareness and expression:** Pupils experience different ways of expressing their ideas artistically, for example by creating works of art from recycled products that are exhibited at school. They also manufacture products that they offer for sale on the Market Day with a view to the resource-saving use of materials. The value chain from the planting of strawberry seedlings, their

care through harvesting and processing shows the children a responsible approach to nature. When baking biscuits, they deal with recipes that come from different countries and use their creativity to make their own biscuits.

Outlook: Making the Experience of Self-Efficacy Possible

In Austria, a growing momentum regarding Social and Sustainable Entrepreneurship Education as early as in primary school can be observed. The Austrian Action Plan for Entrepreneurship Education (Kiss & Lindner, 2019) addresses competence levels from primary to secondary level. The new primary school curriculum takes up the integrative theme of entrepreneurship. In the **UKids project**, Social Entrepreneurship Education is being introduced in an Austrian college of education – KPH Vienna/Krems – for the first time as part of the initial teacher training for future primary school teachers. In the region of Salzburg, a broad implementation of the “Youtth Start” programme to promote self-efficacy and self-esteem in primary schools is being implemented (Land Salzburg, 2018). In the² first two years, 230 teachers were reached at 72 primary schools, teaching around 5,000 children.

The growing number of teachers using Social and Sustainable Entrepreneurship Education in their teaching shows that there is a shift in thinking about Entrepreneurship Education. The holistic concept “Empowering Each Child” promotes professional, personal and social skills as essential building blocks that people need for a successful life. Social and Sustainable Entrepreneurship Education is to be further disseminated at primary level, as every child already benefits from it at this age. Each child in primary school should take part in annual activities that make self-efficacy possible (Mayerhofer & Coudenhove-Kalergi, 2017) to experience how to develop ideas and to put them into action. In order to create a world where people **act sustainably** it is essential to introduce young learners to ways how to deal with the environment, society and economics in an appropriate way. According to the proverb “You can’t teach an old dog new tricks” it is important to start as early as possible so that young children become acquainted with values and essentials of life. Teachers should act as role models and put emphasis on sustainability education as much as possible. The Social and Sustainable Entrepreneurship Programme provides many opportunities to meet this goal.

Notes:

¹ The qualitative research design for the primary level in Austria was part of a three-year field trial in four EU member states (Luxembourg, Austria, Portugal, and Slovenia). The overall design of the field test was developed by Kare Moberg, the Danish Entrepreneurship Foundation, in consultation with research teams in all four countries. The field test covers the competence levels A1 to B2 with the core question about the effect of the learning programme. A qualitative research design was pursued at primary level and a quantitative randomised research approach at secondary level. 30,078 children and young people from 175 schools took part in the field trial in all four countries together (PEEP, 2018).

² In cooperation with the State of Salzburg, the Salzburg Directorate of Education, PH Salzburg and IFTE, with the support of KPH Vienna/Krems, Gesunde Schule, VWG Salzburg and WIFI Salzburg.

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