

# Framework: Entrepreneurship Education for HEIs with Initial Primary Teacher Education

## Introduction

### The Reasoning for Developing the Entrepreneurship in Primary Education Students.

The issues of entrepreneurship and entrepreneurship competence development as an area of priority of education development have been discussed since 2005. In the document *Proposal for a Recommendation of the European Parliament and of the Council on key competences for lifelong learning* (2005) entrepreneurship was identified as one of the eight key competences for lifelong learning. Since then, various EU documents and reports have called for the development of a unified and coherent system of entrepreneurship education. The economic training of youth and the development of entrepreneurial individuals are becoming key tasks for the EU, as well as a part of the entire education system.

Entrepreneurship and its education, from a holistic point of view, also the importance of its education for a person is revealed in other EU documents: *Entrepreneurship in Vocational Education and Training* (2009); *Towards Greater Cooperation and Coherence in Entrepreneurship Education* (2010); *Entrepreneurship education policies* (2011); *Entrepreneurship Education: Enabling Teachers as a Critical Success Factor* (2011); *Entrepreneurship Education at School in Europe* (2012). Entrepreneurship is one of the essential skills and attitudes that can be developed throughout life. Entrepreneurship education (EE) is seen as a force, on which a person's ability to influence personal, collective goals and social change depends. Entrepreneurship and its development are defined as a person's ability to turn ideas into action, crea-

tivity, innovation and risk-taking, and the ability to plan and manage projects in order to achieve goals. And although in European countries, entrepreneurship education is increasingly included in strategic programs every year, there is still insufficient attention to the development of teachers' entrepreneurial competence and systematic improvement of their qualifications. European countries seeking good results in entrepreneurship are recommended to improve the curriculum and process of entrepreneurship education, the implementation of entrepreneurship curriculum, and teacher training. The educational institutions are proposed to create conditions for the development of creative and reflective teachers' and teacher educators' communities, to share professional experience and to provide in-service teachers with opportunities for continuous professional development in entrepreneurship and the EE area.

Institutions of higher education (HEI) should take into account development of entrepreneurial skills and competences in all study programs, including initial teacher education programs as it is stated in the *Official Journal of the European Union* (2015).

*The Entrepreneurship Plan 2020* (2013) also provides with measures to develop entrepreneurship and improve the quality of EE: „A number of Member States have successfully introduced national strategies for entrepreneurship education or made entrepreneurial learning a mandatory part of curricula. But more is needed.

*Education should be brought to life through practical experiential learning models and experience of real-world entrepreneurs. Defined entrepreneurial learning outcomes for all educators are needed, to introduce effective entrepreneurial learning methodologies in the classroom. Practical entrepreneurial experiences can also be gained outside of education. Young people should be encouraged to develop entrepreneurial skills through informal and non-formal education like volunteering. Such experiences should also be validated and recognized, in accordance with the proposed Commission recommendation in this area“.*



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Creating a unified strategy for the development of entrepreneurial competence is difficult due to the different approaches of scholars towards the concept of entrepreneurial competence and to its development. Researchers analyse various aspects of entrepreneurship, the concept of entrepreneurship, the characteristics and abilities of an entrepreneur (Arasti, Falavarjani, 2012; Dudaitė, Žibėnienė, 2012; Gîmbuța, 2010; Fayolle, Kyrö, 2008; Kozlinska, 2011; Lans et al., 2008; Mwasalwiba, 2010; Raposo, do Paco, 2011; Timmons, Spinelli, 2008; Sánchez C. J., 2011; Strunga, Martin, 2012; Vázquez-Burgete et al., 2012 and others. However, the concept of entrepreneurship, the learning outcomes of entrepreneurship education vary. G. Strazdienė and A. Garalis (2005) present different scholars' (A. Adcroft, R. Willis, S. Dhaliwal (2004), G. Gorman, D. Hanlon and W. King (1995), SL Jack and AR Anderson (based on C. Henry et al., 2005), A. Župerka (2010)) approaches towards the concept of entrepreneurship and the development of entrepreneurial competence: entrepreneurship is associated with innate qualities and acquired entrepreneurial skills; the process of entrepreneurship education is defined as art and as science. D. Bornstein (2004) notes that there may never be a uniform definition of entrepreneurship, but he emphasizes the need to discuss it. The development of entrepreneurial competencies of teachers is related to the simplification of business creation and the basics thereof. In the development of teachers' entrepreneurial competencies, three main areas are distinguished, which

are focused on: cognition, discovery, motivation of oneself as an entrepreneur, leader; the emergence of business and its development (which includes creativity, innovation, problem solving); practical implementation of business ideas (preparation and implementation of a business plan). Oganisjana and T. Koke (2012) distinguished the components of entrepreneurship: personality traits, abilities, learning, motivation, emotions, needs, cognition, behaviour. They emphasize the importance of developing entrepreneurship not just as a mechanical combination of individual components, but rather as a dynamic system whose elements are interconnected and based on complex functions. Based on the concept of entrepreneurship summarized by P. Kaufmann and R. P. Dant (1998), three main directions are important in the development of entrepreneurship:

- development of entrepreneurial qualities - creativity, ability to solve problems, ability to make decisions, critical thinking, leadership, motivation, initiative, etc.;
- capacity building to create companies, implement new products;
- introduction to the activities of an entrepreneur and preparation for it.

Other scholars analysed teachers' attitudes towards the preconditions of entrepreneurship education were also (Zaleskienė, Žadeikaitė, 2008), and directions of students' entrepreneurship improvement (Župerka, 2009). In summary, it can be stated that entrepreneurial competence in teacher training includes general and special competences. Entrepreneurship competence development in primary education educators focuses on the following competencies: general (such

as self-knowledge, communication, time planning and management, emotion management, conflict management, creativity, analysis and critical thinking), management competence (company formation and management, leadership, strategic planning and management, team building and management, problem solving, risk management, change management, project management, delegation, motivation), economic literacy and financial management competencies.

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In the case of EIPTE, after analysing the different entrepreneurial competences that higher education educators should develop, the project partners decided to adapt the competences suggested by EntreComp (2018) what are given in Figure 1.

In constructing the model of EE in initial teacher education (EIPTE project), the following competences were singled out from the suggested model:

- Action taken (Communication, Planning, Taking the initiative),
- Personal attitude (Motivation and perseverance, Risk-taking, Self-efficacy),
- Sustainable ideas generation (Creativity, Ethical and sustainable thinking).

The above competences were selected by the EIPTE project team after the collaboration and consulting of a group of experts as a minimum requirement for students and educators. So each HEI, which decides to empower their future primary teachers and educators for EE should consider how these competences can be embedded in the study programmes curriculum and professional development of teaching staff, based on national policies, the current study pro-



Figure 1. Areas And Competences Of Entrecomp's Conceptual Model.

gram curriculum, etc. As each HEI in ITE has its own system for the evaluation or self evaluation of teacher educators, it is responsible to ensure, that entrepreneurship competences of teacher educators are a part of their competency framework and e. g. annual evaluation as well.



Figure 2. Entrepreneurship Competences For Higher Education Educators By Eipte Project Team.



The research on how future primary education teachers assess their entrepreneurship competence mentioned previously was conducted, it includes the analysis of students' self-perceptions as well (Arruti, Paños-Castro, 2020).

The project team developed a **toolbox**, which gives impetus to on-going efforts in different European countries and serves as an inspiration for educators in HEI's formal Initial Primary Teacher Education in particular as a means of fostering EE (look for the project's intellectual outcome output IO1—toolbox, available at <https://eipte.eu/>).

Since the toolbox consists of various elements targeting different levels of EE and includes resources, activities, etc., what require different durations of time, **guidelines** are needed to explain the use of the toolbox, as an overview and in detail. The guidelines will help any European (or even non-European) HEI with Initial Primary Teacher Education to adapt the tools offered to its needs (look for the project's intellectual outcome IO4, available at <https://eipte.eu/>).

The entrepreneurship knowledge and skills can be measured in a qualitative and quantitative way. As a quantitative evaluation tool the EIPTE project offers a **self-evaluation questionnaire** with relevant ques-

tions for student primary teachers to evaluate their EE competences. The quiz is available to future primary teachers, but can also be used for in-service teachers, too (look for the project's intellectual outcome IO6, available at <https://eipte.eu/>). At the end of this document the suitable qualitative evaluation methods are described.

The entrepreneurship competences of student teachers can be developed by bigger or smaller changes of obligatory formal curriculum or through additional activities, what HEI organize in order to enrich their programs. The formal curriculum can be considered as separate mandatory or elective courses, cross-curriculum topics in the frame of HEI's curriculum, activities with primary students (at schools during practices, etc.), non-formal activities (not required activities outside HEI: start – up's, etc.), informal activities (creating an entrepreneurship friendly environment at HEI, establishing motivating relationship between HEI and school communities, etc.).

HEI can use a **toolbox** of EIPTE for developing missing outcomes in their future teachers.



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## Guiding Principles for the Implementation EE HEI with Initial Primary Teacher Education

The education system is large, complex, consisting of other systems (pre-school education, general education, higher education, special education, vocational education and others). Thus, not only the education system as a whole, but also each of its components (relevant system) and its elements (educational institutions) have a corresponding mission and their own philosophy, culture, and values that guide the implementation of the mission of the educational institution.

The HE studies and research quality policy is focused on seven main areas:

- strengthening the interaction between science and studies;
- strengthening the interaction between science and studies;
- the development of student-centered studies;
- the suitability of studies for the purposes of students, stakeholders and society;
- interdisciplinary studies, innovation and entrepreneurship education;
- the internationalization of studies and science;
- electronic and virtual studies;
- social innovation research.

According to Jelagaitė A., Vijeikis J. (2012), the system of entrepreneurship education at different levels of education consists of three components:

- education systems,
- business systems, and
- consumers of those systems - the subjects of the education system.

In the system of entrepreneurship education, three main elements of the system interact and interact with each other: employees of the education system (pre-school, primary, basic, secondary and higher education), subjects of the education system (students) and business system (business entities).

The most important factors of the education system that affect the implementation of educational goals are:

- quality of education (education, teaching and learning, study program; teaching and learning tools and environment, experience: life in an educational institution and other activities);

- peculiarities of a pedagogical staff (structure of a pedagogical staff, teacher training, continuous professional development of in-service teachers);
- education inclusion (education, teaching and learning, access to studies; diversity; recognition of competencies acquired in different ways);
- education (system) culture (agreements on goals and principles; autonomy of educational institutions, self-government, leadership; validity and accountability of decisions).

Most of the in-service teachers working at the school today were not provided with knowledge on how to develop entrepreneurship during their initial pedagogical studies. In addition, a large proportion of teachers did not study the basics of business, management or entrepreneurship. For some teachers, entrepreneurship education raises a number of challenges and issues, and the teacher often feels insufficiently prepared and unable to develop the entrepreneurship of students.

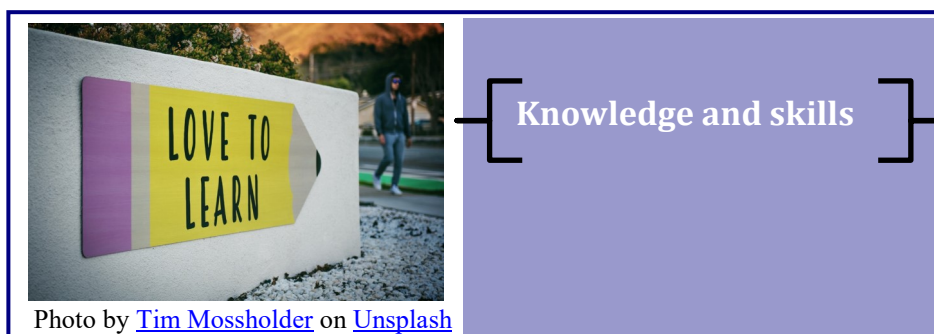
Teachers understand and recognize the importance and necessity of developing entrepreneurship, but they also admit that they aren't familiar with methodologies for effectively promoting student entrepreneurship and developing students' personal qualities to support their entrepreneurial competence. Such knowledge would come from experience, but teachers don't have much of it yet, and they may need some external support. Without feeling competent in the field of entrepreneurship education, it is clear that it is not possible to achieve the learning outcomes for Entrepreneurship Education what are described in the The Framework Programme of some countries.

The lack of entrepreneurial competence is observed not only among in-service teachers, but also among students - pre-service teachers, according to a study conducted at the Lithuanian University of Educational Sciences (2012), only about a half of undergraduates of economics and business agree that they have enough knowledge in the field of entrepreneurship.

According to G.Žibėnienė (2015), one of the possible reasons why the situation of entrepreneurship education in Lithuanian schools is not satisfactory is perhaps that by 2012 the regulatory enactments did not designate or specify any institution that would be directly responsible for

the area of competence of teachers in entrepreneurship, the development of a system for in-service teachers' training, and addressing the issues related to entrepreneurship education. According to J. Vijeikis, A. Jelagaitė, V. Lukoševičius (2012), the transformation of the education system should first be initiated by preparing appropriate study programs in institutions training education specialists. The change requires an appropriate organization of the educational process, by adapting certain teaching materials and methods. HEI can become an institution (may be authorized by the Ministry of Education and Science), which would take care of teachers' in-service education programs and the organization of in-service training events.

According to I. Zaleskienė, A. Railienė (2007), HEI should strive for entrepreneurship to become an important part of their curricula, to distribute entrepreneurship education in the curricula of various subjects taught and to require or encourage students to choose entrepreneurship courses. HEI should acknowledge the importance of EE and to **promote** the idea of EE in ITE in order to affect national policies and practices, what can create better conditions for implementing EE in the future (e.g. creating networks HEI and enterprises, involving foundations, what would be interested in cooperation etc.)



To this day, various authors have observed that the content of the entrepreneurship education program is more focused on academic knowledge, performance of individual thematic tasks, rather than on the formation of a student's thinking and behaviour. There is also a lack of interdisciplinary integrity in studies.

The scientific literature analyses the internal and external factors influencing the development of entrepreneurial skills. According to A. Župerka (2010), the main factors influencing students' entrepreneurial skills are three:

1. the positive self-perception of students (distinguished connection with personal qualities: tolerance, patience, courage, self-development, self-control; connection with entrepreneurial skills: decision-making, organization, planning, systemic thinking, delegation, problem solving, collaboration and communication, critical analysis, presentation, questioning, collaboration with people of different nationalities);
2. the educator's teaching and communication style with the learner;
3. a favourable educational environment.

These three factors become significant in developing entrepreneurial competence development opportunities, creating EE programs and in organizing training for educational institutions, by paying attention not only to the provision of academic entrepreneurial knowledge, but also to fostering students' personal characteristics, revealing their creativity, initiative, curiosity and individuality.

In the scientific literature, the goals of EE are related to the perception of the concept of entrepreneurship, the belief in business as an activity, the broadening of personal attitudes, the acquisition of knowledge and skills for the entrepreneur and the creation of the business itself.

U. Hytti and C. O'Gorman, Jakubavičius, A., Strazdienė, G., Vilys, M., Burinskienė A., Žemaitis E., Pipirienė V. (2014) found that entrepreneurship education programs aim at various goals.

According to the goals, the programs can be divided into: programs that develop skills and provide - knowledge that is necessary for a person to start or run a business; programs to prepare people for the labour market and improve their understanding of small businesses or entrepreneurship; programs to help individuals become entrepreneurs, as this is driven by a changing society and culture.

In today's context, the education system is constructed in the context of entrepreneurial HEI, which create, develop and promote a culture of entrepreneurship.

According to Leydesdorff and Etzkowitz (1998), the university combines and integrates traditional activities - teaching and research, and contributes to the process of economic and social development of the society.

The concept of an “entrepreneurial university” is presented, where the institution is characterized as a flexible organization that interacts with the socio-economic environment, adapting and seeking additional sources of funding for research, studies, technology transfer and commercialization.

In the system of entrepreneurship education, entrepreneurial universities must have the function of entrepreneurship education, promotion and support for business creation and development, linking the latter to the EE goals of university students.

The scientific literature suggests focusing the institutional system of EE on four main areas: entrepreneurship culture education; promoting entrepreneurship; support for start-ups; supporting business growth.

The institutional system of entrepreneurship education consists of macro elements (university, business organization and government) and micro-elements (university community, EE program, and an academic incentive system).

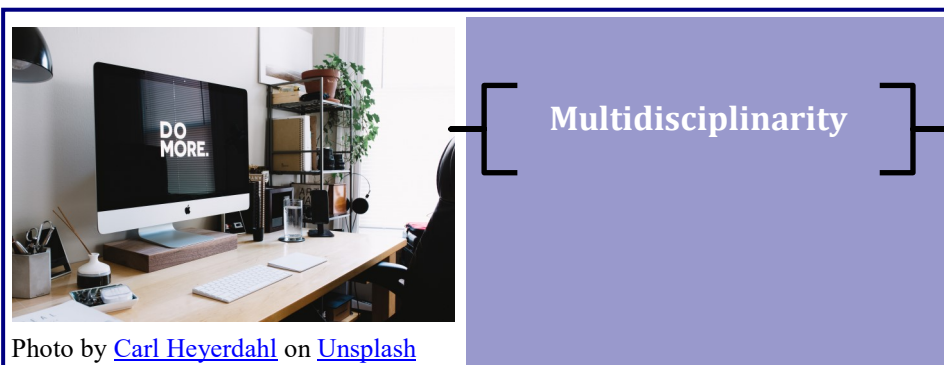


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EE should be seen as a **multidisciplinary** objective and taught by **integrating** it into other subjects, when a separate obligatory subject cannot be integrated into the curriculum due to policy regulations or other reasons.

It is important to mention that HEI must base their EE system on the principles of interdisciplinarity. EE is directly linked to sciences such as:

- **Philosophy** (which forms the methodological basis).
- **Ethics**, like the philosophical science, which examines the most general questions of morality. Business ethics as a scientific discipline is one of the varieties of professional ethics. Professional ethics defines the moral requirements for a professional to be followed. Business ethics can be understood in two ways: as professional ethics, expressing the ethical attitude of a professional (entrepreneur) and as the application of ethical principles to address specific business situations. Understanding business ethics and, more narrowly, one can speak of the ethics of a professional entrepreneur. Its subject is an entrepreneur who, in his professional activity, demonstrates an approach to existing moral values and norms in pursuit of his goals. Business ethics, as a scientific discipline that examines the application of ethical principles in business situations, has con-

nections with various sciences: moral theory, management, economics, psychology.

Some European countries are focused on students' adaptation to a dominant socio-economic logic in society by targeting entrepreneurship aimed at a commercial market, while other countries have focused more on entrepreneurship as creating social and cultural values for others, lately sustainable development, businesses' social responsibility are highlighted and promoted even in business and leadership studies. Project members support the latter approach, especially in initial primary teacher education, as education in the EU is considered as a public service and teachers are rarely taught to be self employed or develop a business. But it is a lot to be expected from them when it comes to shaping students' lives by empowering them since their early years to be entrepreneurial and at the same time responsible for the future of the world.

- **Aesthetics**. Researches the essence of beauty, its manifestation, touches on education when a factor that shapes aesthetic views, creates a system of aesthetic education.

- **Sociology**. Researches the laws of society development, relations of social groups, seeks to reveal various social phenomena and processes



taking place in society. The data of this science allow to understand the dependence of education on the development of society, the environment surrounding the child.

**Psychology.** It is a science about the laws of human mental activity or mental life. Its topics are highly relevant to education and include personality formation and stages of human development as well as perception, attention, memory, imagination, needs, feelings, character, will, motivation and intelligence.

Psychology contributes to the development of EE by its account of how individuals differ and how productive working relationships between the teacher and the learner can be fostered.

- **History** can offer us insights into how educational theory and practice has evolved over time in different national contexts. Examples would include formal education and child rearing practices or the development of school curricula and individual subjects. We can better understand past trends and future prospects in education, one of which is the emergence of EE.

- **Politics.** can shed light on the theoretical foundations of education policy practice, whether teacher training, the legal regulation of the teaching profession, or school management. A current focus is on how entrepreneurship education can be integrated into the school curricula and supported by teacher training and development in entrepreneurship competence.

**Didactics of primary school subjects** helps to prepare future teachers for their careers in education. EE must be embedded in the didactics curriculum as theory and in internship practice.

The organization of the development of general competencies and the integration of EE begins with the preparation of the study program and its subjects. It is important for educators teaching the subjects or modules of the program to agree not only about the coherence of the general competence objectives to be developed, but also about the systems for their monitoring and evaluation.

EE integrated into initial teacher education, preparation of subject descriptions (goals, objectives, topics, tasks, indicators of achievement) is based on the principles of openness, cooperation and systematicity.

HEI which aims to implement EE in initial teacher education, must be **open** for finding various solutions for promoting EE and enabling communities to think in entrepreneurial manner (e.g. collabora-

tion with enterprises, non-formal and informal education, EE oriented projects, conferences, etc.)

Openness is also critical to entrepreneurship education in initial teacher education. Integration of entrepreneurship competencies into the pedagogical subjects of the study program is related to the HEI's openness for a change: curriculum development, method selection, finding and developing the relations between knowledge and teaching skills.

Openness also means cooperation with the business sector, schools and innovation at various levels. This would strengthen innovation and creativity through cooperation between HEI and technology sectors, leading to interdisciplinarity and the promotion and application of innovative teaching methods, access to open learning resources, and increasing learning opportunities in HEIs.

By working in accordance with the principle of openness and cooperation, HEIs ensure the development of entrepreneurship, and will identify and involve new in-service teachers, who will ensure the dissemination and will join for their further development of entrepreneurial competencies.

EE must be seen from a systematic perspective, which means that future teachers and teacher educators are aware of outcomes and their relations with a entrepreneurship competence and are able to reflect or assess the level of their development, even though the learning outcomes might be achieved in other subjects.

Taking into account the principle of systematic nature, EE program in teacher education can be integrated into the study programs of educational institutions as a separate subject (this should be the goal of the educational institution) or it can be integrated into the development of educational business enterprises, focused on the teacher's work, but cooperating and collaborating with entrepreneurs and sharing good practices. EE should be constructed by integrating three business elements: specialty knowledge, practical activities and innovation activities. The curricula itself should be less focused on knowledge acquisition and more on students' practical training, developing entrepreneurial competence in practical entrepreneurship projects.

It is also important to follow the basic principles of learning when developing entrepreneurial compe-



tence. R. Novikienė (2000) distinguishes the following:

- **Purposefulness:** Each learning cycle begins with a motive.
- **Interactivity:** Everyone's knowledge is individual. It is constructed by the learner himself based on his experience. This is influenced by the interaction of prior knowledge and new learning experiences. Only active learning of the learner is an achievable result. Learning takes place in an environment of active discussion.
- **Effectiveness:** Only conscious activity leads to the expected result, i.e. knowledge, motive for further activity. Learning needs to be planned in such a way that a small but expected result is learning.
- **Structure:** the student must understand the teaching material, the system how to better master it, find the connections between the individual elements of the content. For learning to be effective, all content needs to be broken down into small portions, highlighting the essential elements.
- **Dynamism:** Learning is an ongoing process, learning encourages further learning. Learning is a dynamic activity that lasts a lifetime: science and technology are changing so fast that the goal of school is not to transfer knowledge, but to learning how to learn.
- **Systemic teaching:** Knowledge is acquired through systematic learning with a certain foundation. The interconnected knowledge is of a different quality. The learning process itself is focused on the acquisition of systematic knowledge.
- **Self-assessment:** The learning process is completed by reflection, i. e. reflection on what has been learned and what results will be achieved. Self-assessment allows you to allocate time more productively, allows you to avoid negative emotions and awkward situations.

The learning principles outlined by R. Novikienė (2000) emphasize the necessity of monitoring and assessment of the acquired skills necessary for entrepreneurship. Those processes can be organized and planned, but at the same time it is important to empower the future teacher to be responsible for his / her achievements. The assessment methodology for self-assessment of entrepreneurial competence must provide clear assessment criteria. The defined entrepreneurial competency elements to be assessed can be: qualities, knowledge, abilities and values.

Within the project, the self-assessment tool has

been developed as it is mentioned before.

For qualitative assessment other methods and means can be applied.

A **portfolio** method is recommended for assessing the achievement of entrepreneurial competences. It enables a continuous form of student self-assessment during all studies as it is a set of accumulated official documents proving professional and non-formal learning experience in order to recognize acquired competency. The portfolio can contain the material and evidence of entrepreneurial competences accumulated in all study subjects. The portfolio approach focuses on a holistic approach that reflects the greatest diversity in the acquisition of EE competency, which is acquired during other obligatory curriculum subjects, non-formal or informal activities of HEI.

**Reflection** is the other method which can be applied with the portfolio. Reflection helps the student not only to select the facts necessary to substantiate entrepreneurial competence, but also plays a very important role in the cognitive, emotional and psychological aspects of the material or experience gained. This is one of the forms of student self-analysis.

Instead of reflection, a **diary approach** can be integrated into the portfolio to help with capturing the learning process Brookfield (1995). A regular writing according to a scheme provided by the teacher in advance develops the discipline that is necessary for learning. The diary is divided into two—mandatory and free parts. In the mandatory part, the teacher formulates the questions that the students must reflect on and write their answers. This should include reflective questions related to the experience gained (tasks performed) related to the development of entrepreneurial competence. In the free part the students create their own structure.

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