

EIPTE


Entrepreneurship in Initial Primary Teacher Education



LÜNEBURG MULTIPLIER EVENT
International Online Conference
June 11, 2020




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 **Deusto**
Facultad de Psicología y Educación
Psikologia eta Hezkuntza Fakultatea
Faculty of Psychology and Education

Academic year 2014-2015

Once upon a time

A close-up photograph of a black ballpoint pen writing the words 'Once upon a time' in cursive on a light-colored, textured piece of paper. The pen is positioned at the end of the word 'time', and its shadow is cast onto the paper to the right. The text is written diagonally across the frame.

Academic year 2014-2015

THE PROPOSAL

Wilfred van Eijden
Meppel University
(Stenden-Netherlands)



The question: Would you be interested in being part of an international network that promotes entrepreneurship among teachers?

The network: ILITE (International Learning and Innovation in Teacher Education).

Academic year 2015-2016...



THE WORK

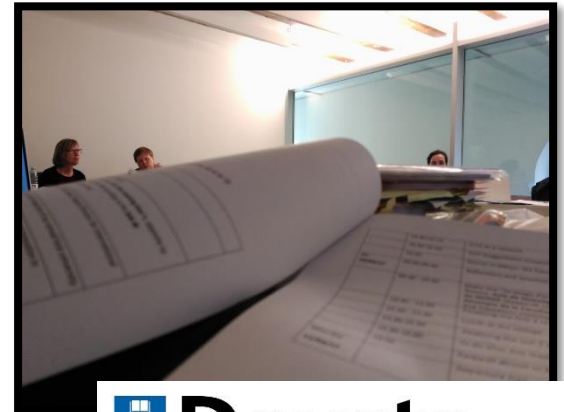
A process of meetings and various discussions begins with a clear objective of presenting a "**strategic partnership**" under the Erasmus+ programme.



These are **transnational projects** which aim **to prepare and transfer innovative practices** and **to promote cooperation, peer learning and exchange of experiences** at European level.

February 2017

The decisive meeting and the decision



Deusto

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6 institutions will present a project on EE to the European Commission.
It will be lead by the University of Leuphana-Lüneburg (Germany)

The process: many
messages, calls and
conversations to
define the project.



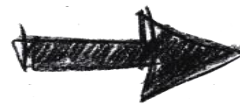
29 July 2017

The PN day... of the piece of news



The strategic project within the framework of the Erasmus + programme, which will last 3 years (until 2020), was accepted.

EIPTE



THE 6 COUNTRIES and THE 8 EDUCATIONAL INSTITUTIONS INVOLVED

Partners:

[Leuphana University of Lüneburg](#), Germany

[University of Deusto](#), Spain

[Artesis Plantijn Hogeschool Antwerpen](#), Belgium

[University College Absalon](#), Denmark

[Fonden for Entreprenørskab](#), Denmark

[Mid Sweden University](#), Sweden

[Technichus Science Center](#), Sweden

[Vilniaus Kolegija/ University of Applied Sciences](#), Lithuania



TOWARDS THE GOAL

To increase the number of higher education institutions that develop entrepreneurial education and/or to improve the quality of entrepreneurial education programs in the initial training of primary school teachers.



THE GOAL

Intellectual outputs



IO1 - Toolbox for Entrepreneurship in Initial Primary Teacher Education

IO2 - European Level Platform

IO3 - Framework: Entrepreneurship Education for HEI's with Initial Primary Teacher Education

IO4 - Guidelines for the Toolbox for Entrepreneurship in Initial Primary Teacher Education

IO5 - Research on the ecosystem for EE in HEI's with Initial Teacher Education

IO6 - Web-based self-evaluation for EE competences as a primary teacher

IO7 - Report for Policy-Makers on EE competences in Initial Primary Teacher Education

IO8 - Case study

IO9 - Research paper on students' competences pre and post entrepreneurship education in ITE

IO10 - Research paper on the perceptions of entrepreneurial competences

THE TEAM



Transnational meetings + videoconferences

Multiplier events

Intensive programmes for learners

November 2017



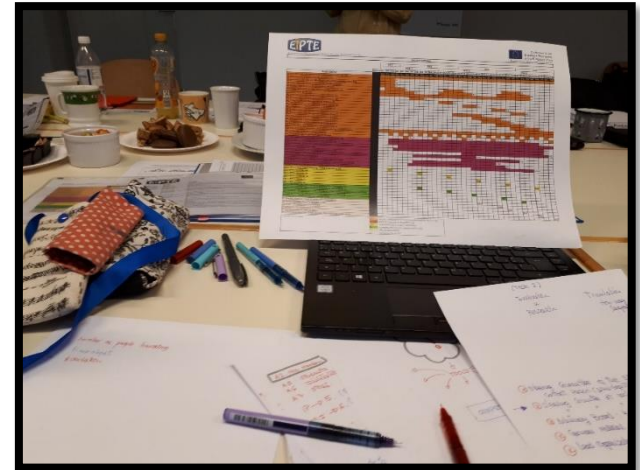


THE ADVENTURE BEGINS

Lüneburg (Germany)

Leuphana University of Lüneburg

THE WORK



HERE WE ARE

PROJECT TIMETABLE

Project activity*	MONTHS	2017					2018								2019											
		YEAR 1												YEAR 2												
		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23		
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul			
A1 Overall Project Management (including project website) (DE)																										
A2 Development of Partnership Agreement (DE)				A2																						
A3 Communication Plan incl. Handbook (DE) and Dissemination Plan (DK)				A3																						
A4 Preparation and Organisation of Kick-Off Meeting (DE)				A4																						
A5 Student Acquisition in all participating HEI (all)						A5												A5								
A6 Contact Schools/Start-Ups/Businesses/Municipality (all)								A6												A6						
A7 Involve Staff @ HEI (all)																										
A8_a Preparation and Management of IP Roskilde, DK										A8_a																
A8_b Preparation and Management of IP Antwerp, BE																A8_b										
A8_c Preparation and Management of IP Bilbao, ES																					A8_c					
A8_d Preparation and Management of IP Sundsvall, SE																										
A8_e Preparation and Management of IP Vilnius, LT																										
A9_a Preparation and Management Multiplier Event 1																						A9_a				
A9_b Preparation and Management Multiplier Event 2																										
A9_c Preparation and Management Multiplier Event 3																										
A9_d Preparation and Management Multiplier Event 4																										
A9_e Preparation and Management Multiplier Event 5																										
A9_f Preparation and Management Multiplier Event 6																										
A10 Evaluation (incl. evaluation plan) and monitoring activities (Spain)																										
A11_a Steering Committee Virtual Meeting																										
A11_b External Experts (Advisory Board) Review							A11_b						A11_b						A11_b							
O/A1 EE Toolbox FOR HEI (lead: Mid-Sweden, Technichus, SE)																										
O/A2 European Level Platform (lead: Mid-Sweden, SE)																										
O/A3 Framework: EE for HEI's with Initial Primary Teacher Education (LT)																										
O/A4 Guidelines EE Toolbox (DE)																										
O/A5 Research on the entrepreneurial ecosystem (DE)																										
O/A6 Web-based self-evaluation for EE competency as a primary teacher (Mid-Swed																					O/A6					
O/A7 Report for Policy-Makers (LT)																										
O/A8 Case Study: Mobile App as an innovative case of EE (BE)																										
O/A9 Research on competencies pre and post EE in ITE (UCSJ and FFE, DK)																										
O/A10 Research on the perceptions of EE competencies in IPTE (DEUSTO, Spain)																										
M1 (Transnational Project Meeting - TnPM) in Lüneburg, DE			Nov																							
M2 TnPM in Roskilde, DK									May																	
M3 TnPM in Antwerp, BE															Nov											
M4 TnPM in Sundsvall, SE																					May					
M5 TnPM in Vilnius, LT																										
M6 TnPM in Bilbao, ES																										
C1 IP in Roskilde, DK, with a focus on school visits, businesses, FFE									May																	
C2 IP in Antwerp, BE, with a focus on creativity as part of EE in ITE															Nov											
C3 IP in Bilbao, ES, assessing the first prototype of the toolbox, guidelines and platfor																				Apr						
C4 IP in Sundsvall, SE, with a focus on the ecosystem for EE in ITE																										
C5 IP in Vilnius, LT with a focus on policy making																										
E1 Swedish Multiplier Event in Sundsvall (+ Technichus)																						May				
E2 Danish Multiplier Event in Roskilde (+ FFE)																										
E3 Belgian Multiplier Event in Antwerp																										
E4 Lithuanian Multiplier Event in Vilnius																										
E5 Spanish Multiplier Event in Bilbao																										
E6 International Multiplier Event in Berlin, Germany (final conference)																										

*Project activity types:

THE GANTT

- An** - PROJECT MANAGEMENT AND IMPLEMENTATION ACTIVITIES
- On /An** - INTELLECTUAL OUTPUTS/ACTIVITIES
- Mn** - TRANSNATIONAL PROJECT MEETINGS
- Cn** - LEARNING/TEACHING/TRAINING ACTIVITIES
- En** - MULTIPLIER EVENTS
- n** - number of the activity

A collection of various pens and pencils is scattered on a white desk. The pens include a black ballpoint pen, a blue Pilot pen, a blue Hi-Tec pen, a red pen, a pink pen, and a purple pen. A red pencil is also visible. In the background, there is a white envelope and a black computer mouse. Handwritten notes in purple ink are visible on the desk, including the words "DOCUMENTACIÓN" and "RECURSOS".

**WE STARTED TO BE AWARE
OF THE WORK AHEAD AND THAT
WE NEED TO START MAKING
DECISIONS AND REACHING
AGREEMENTS**

WE HAD TO:

CLARIFY CONCEPTS:

- ✓ ENTREPRENEURSHIP
- ✓ ENTREPRENEURIAL EDUCATION
- ✓ ENTREPRENEURIAL TEACHER COMPETENCES

SELECT STUDENTS

PREPARE STUDENTS FOR THE
FIRST INTENSIVE WEEK

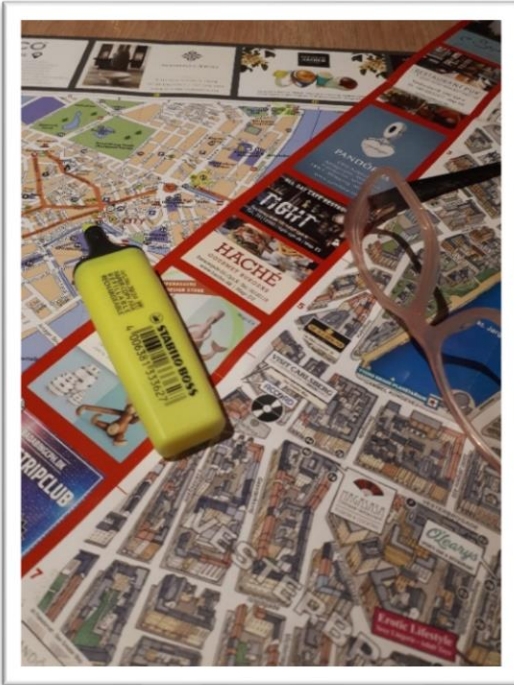
START WITH THE TOOLBOX



INTENSIVE PROGRAMMES



VITAL EXPERIENCE



- ✓ Enjoy an intensive and a specific week on entrepreneurship.
- ✓ Discuss with experts and exchange different point of views.
- ✓ See in situ different ways of carrying out entrepreneurship/Visit entrepreneurial educational and training centers.
- ✓ Learning by travelling:
 - ✓ 2018: May-Denmark, November-Belgium
 - ✓ 2019: April-Spain, October-Sweden
 - ✓ 2020: March-Lithuania
- ✓ Work hard.
- ✓ **Learn to be entrepreneurial teachers.**

THE FIRST INTENSIVE WEEK IS HERE, “THEIR” ADVENTURE BEGINS

Roskilde (Denmark)
University College Absalon
Fonden for Entreprenørskab





NEXT STOP:

Antwerpen (Belgium)

Artesis Plantijn Hogeschool Antwerpen





BILBAO IS WAITING FOR STUDENTS

Bilbao (Spain)
Universidad de Deusto

Bilbao



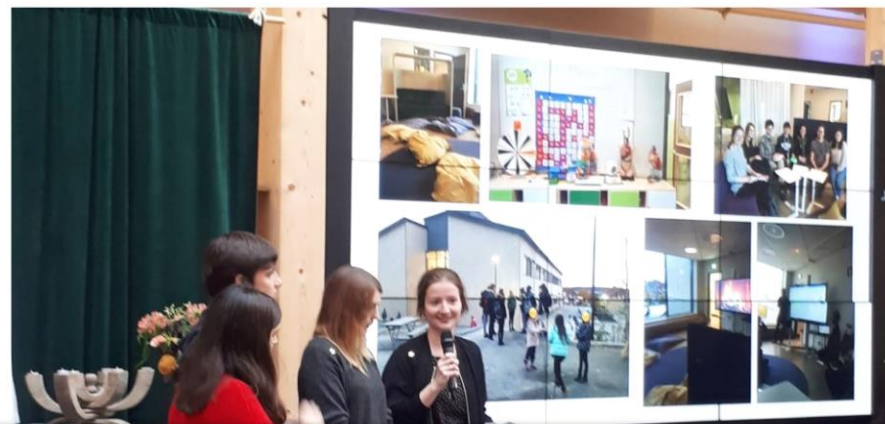
ARRIVING TO:

Sundsvall (Sweden)

Mid Sweden University

Technichus Science Center





THE LAST STOP:

Vilnius (Lithuania)

Vilniaus Kolegija/ University of Applied Sciences



BY THE WAY,
COVID19
ALMOST PREVENTS
US FROM
TRAVELLING



INTERNATIONAL EDUCATION CONFERENCE-FORUM



INTELLECTUAL OUTCOMES

Work in progress
(from July 2017 to July 2020)

IO1 - Toolbox for Entrepreneurship in Initial Primary Teacher Education

IO2 - European Level Platform (<https://eipte.eu/>)

IO3 - Framework: Entrepreneurship Education for HEI's with Initial Primary Teacher Education

**IO4 - Guidelines for the Toolbox for Entrepreneurship in Initial Primary Teacher Education

**IO5 - Research on the ecosystem for EE in HEI's with Initial Teacher Education



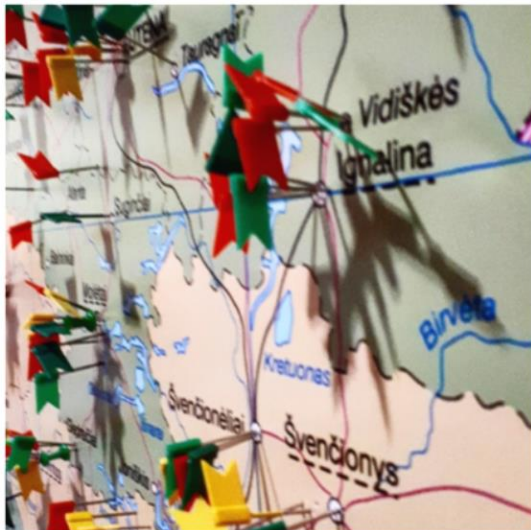
IO6 - Web-based self-evaluation for EE competences as a primary teacher

**IO7 - Report for Policy-Makers on EE competences in Initial Primary Teacher Education

IO8 - Case study

**IO9 - Research paper on students' competences pre and post entrepreneurship education in ITE

**IO10 - Research paper on the perceptions of entrepreneurial competences





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[EIPTE ▾](#)[TOOLBOX](#)[DISSEMINATION ▾](#)[INTENSIVE PROGRAM ▾](#)[PARTNERS ▾](#)[PRIVACY POLICY](#)

💡 FEATURED ARTICLE

Self-evaluation tool

General description

This Intellectual output is a questionnaire for primary teacher students to evaluate their Entrepreneurial competences. It consists of relevant questions and assumptions. You can as a Higher education teacher use the test before and after a course/module to evaluate the learning/progression among the students.

The development of the constructions have been inspired by Octoskills and Entrecomp - the european entrepreneurship competence framework. The questions have been tested twice by student groups in the project and thereafter revised and reformulated.

The final questionnaire consists of nine constructions:

- Professional entrepreneurship pedagogy knowledge
- Professional leadership
- Professional entrepreneurial attitude
- Network
- Value
- Creativity
- Motivation
- Teacher support
- Persistence

CATEGORIES

[EIPTE COMPETENCES \(19\)](#)[LANGUAGES \(21\)](#)[TYPE OF TOOL \(22\)](#)

KEYWORDS

[active methodology](#)[adapt to change](#) [collaboration](#) [Communication](#)[course planning](#) [creative](#)[thinking](#) [Creativity](#)[decision-making](#) [define](#) [design for change](#)[design thinking](#) [Educators book](#)[empathize](#) [EntreComp](#) [entrepreneurial skills](#)[entrepreneurship](#)[entrepreneurship competence](#)[entrepreneurship education](#)[entrepreneurship](#)[process](#) [entrepreneurship tool](#)[Ethical and sustainable thinking](#) [facing](#)[challenges](#) [Framework](#) [ideas](#) [ideas](#)[generation](#) [ideate](#) [Innovation](#) [items](#)[Leadership](#) [learning approach](#) [Methodology](#) [Motivation](#)[and perseverance](#) [Oral communication](#) [Planning](#)[problem solving](#) [project](#) [prototype](#)[tags type](#) [take action](#) [teachers guide](#) [teachers](#)[guild](#) [Teamwork](#) [test](#) [toolkit](#) [Workbook](#)

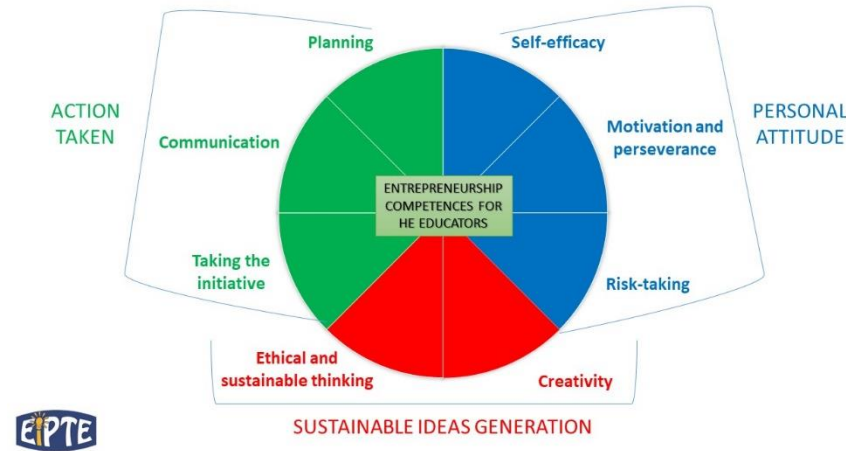
Framework: Entrepreneurship Education for HEI's with Initial Primary Teacher Education



ENTREPRENEURIAL TEACHERS COMPETENCES



Framework: Entrepreneurship Education for HEI's with Initial Primary Teacher Education



MAIN POINTS.

HEI should based their EE system on principles as:

- ✓ Interdisciplinarity (as EE directly linked to sciences such as Philosophy, Ethics, Aesthetics, Sociology, Psychology, History, Politics, and Didactics).
- ✓ Openness for a change: curriculum development, method selection, finding and developing the relations between knowledge and teaching skills.
- ✓ Learning (purposefulness, interactivity, effectiveness, structuring the content, dynamism, systemic teaching, self-assessment).
- ✓ Evaluation ([self-assessment](#), portfolios, reflection, diary approach).

Research on the ecosystem for EE in HEI's with Initial Teacher Education



1. Theories for university-based EE ecosystems and their usability for IPT education were analyzed.
2. An overview of the different stages of ecosystems in six different countries is provided.
3. A series of recommendations for the development of a comprehensive ecosystem for EE in ITS is provided.

SOME OF THE RECCOMENDATIONS ARE:

- ✓ To consider EE an integral part of ITE programmes.
- ✓ To identify existing stakeholders and connections.
- ✓ To find a common language at different levels: to develop a common vision based on thinking outside the box and value creation; to have meaningful interactions with other people and stakeholders; to develop an awareness and an entrepreneurial mindset; to disseminate positive experiences and initiatives.
- ✓ To search for an inventory about the beliefs about EE to address obstacles and overcome them.
- ✓ To combine learning spaces, more flexible and multifunctional.

Report for Policy-Makers on EE competences in Initial Primary Teacher Education



OUR STARTING POINT:

After analysing the contemporary policy situation of EE in ITE in the 6 partner countries and the latest EURYDICE and GEM reports:

A report for policy makers on the possible improvement of the existing regulation on EE in ITE is provided:

Formal teacher education curriculum as:

- separate mandatory course,
- cross-curriculum topic in the frame of university curriculum,
- project activity during practices at primary schools,
- integrated part of the subject (teaching subjects) based education.

Nonformal activities:

- students' start-up activities,
- participation in EU seminars, intensive training weeks, etc.

Informal education activities:

- building up entrepreneurship friendly environment at universities,
- establishing motivating relationship between universities and school communities,

Research paper on students' competences pre and post entrepreneurship education in ITE



OUR STARTING POINT. WE KNOW THAT:

1. One of the eight key competences for lifelong learning defined by the EC (2006) is the development of entrepreneurial competence.
2. Since 2006, EU member states have been working on the implementation of innovation and entrepreneurship into the national education systems.
3. NO COMMON UNDERSTANDING of those concepts has been developed.

THIS RESEARCH IS BASED ON:

Systematic inquiry into [students' evaluation](#) of their entrepreneurship competences before and after their participation in a curriculum based module taking place three times (2018-20).

TO TAKE INTO ACCOUNT:

The results of a preliminary study of the first two modules were used to improve the third one.

Participants revealed rather different understandings of Innovation and Entrepreneurship Education.

Case Study

Mobile App on STE(A)M topics as an innovative case of entrepreneurship



OUR STARTING POINT: The international multidisciplinary project the AP University of Applied Sciences organises every year FOR interdisciplinary students.

THE PARTNER: UGent Volkssterrenwacht Armand Pien.

THE CONTEXT: The partner had already designed a teaching package for children aged 8 -12 to get acquainted with the solar system and lunar travel and landings. They wanted to get children excited about more scientific professions at a young age.

THE “PROBLEM”: The classical teaching package does not fit in with the world of children in which digital media brings about a lot of learning and/or is a motivating factor.

THE GOAL FOR THE STUDENTS: To develop an educational tool in line with the curriculum.

THE CONCLUSION. Develop of the students entrepreneurial competences, a satisfied partner, an educational app to promote STE(A)M and strong entrepreneurial students.

Research paper on the perceptions of entrepreneurial competences



Future primary school teachers (from 6 countries) who participated in the EIPTE project:

- ✓ perceived themselves to be entrepreneurs;
- ✓ considered themselves good at planning, creativity and self-motivation, but less so at risk taking;
- ✓ gender and the number of times that they had participated in the intensive programmes for learners made no difference to the results obtained.

WE CONCLUDED THAT:

REGARDING PLANNING SKILLS: Didactic planning and design in mathematics, social sciences, languages; music, plastic and visual education; physical education; and experimental sciences are included among the objectives of the degree in Primary Education.

Planning has usually been a generic instrumental competence integrated into the higher education curricula since the Bologna Declaration (Villa & Poblete, 2008).



Entrepreneurship education should be promoted and risk taking and taking the initiative must be boost.

ATTENTION

Teachers are the ones who must design "tasks" or learning situations that make students possible see new opportunities, solve problems, apply knowledge and promote entrepreneurial competences.

Entrepreneurs may have a set of innate values and attitudes, but also thanks to entrepreneurial education from an earlier age students can develop this competence further.

Every human being is born with an entrepreneurial DNA, and this is why entrepreneurial education is so important.





Thank you very
much for your
attention!