

# Entrepreneurship Education

Map of Actions for  
Children and Young Adults





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A responsible society and market economy needs assertive and politically mature citizens who (co-)shape their own future and that of society as such by taking on entrepreneurial and social initiatives. People who proactively implement ideas are the motor of progress and economic prosperity. There would be no art and no schools, no cars and no medicine, no rule of law and no democracy if humans did not constantly champion ideas and change the rules of the social game.

Strengthening and promoting entrepreneurship education has for many years been a key political goal of the European Union and its member states (European Commission, 2013, 2014, 2018; European Council, 2014). Entrepreneurship education can intensify efficacy among pupils, students and trainees, can teach them to participate in society, all of which contributes to enjoying equal opportunities. Entrepreneurship education constitutes a systematic programme for the young – comparable to athletic programmes (to promote mass as well as competitive sports) – who will shape the future sustainable society and economy. Proactive citizens do not appear from nowhere; they need a foundation of skills to develop and implement their ideas and a supportive environment that provides them with room to move.

The national action plan for entrepreneurship education developed from a cooperative venture between the Federal Ministry for Digital and Economic Affairs (BMDW), the Federal Ministry of Education, Science and Research (BMBWF), several other ministries (Federal Ministry of Labour, Family and Youth BMAFJ, Federal Ministry of Finance BMF, etc.), the Federal Chancellery and about 65 stakeholders (including Austrian Economic Chamber WKÖ, Federation of Austrian Industries IV, Austrian National Bank OeNB, universities, initiatives, foundations: ISB, MEGA) who have set up a joint vision/objective for a future-proof Austria by 2025 and have agreed to work towards that objective (see Figure 2). They have compiled a formidable map of measures to achieve this vision. Their coordinated procedure (bundling of activities, initiatives and projects) aims to strengthen their impact.

Anticipating the future: “educate, train and skill the young today for tomorrow” – this is the challenge towards which we all want to work because it is the hinge for a successful individual future of the next generations as much as the future of Business Location Austria.

## Preface



Margarete Schramböck



Heinz Faßmann

The COVID-19 pandemic threatens our globalised world economy. Delivery chains are endangered, business models are rendered moot, and unemployment is a problem not just in Austria but everywhere in the world. It is obvious that the virus is accompanied by problems and serious suffering. Yet we need to ask ourselves whether it does not nevertheless open up entrepreneurial opportunities. In a similar vein, the conquest of Constantinople by the Osmons caused many Greek scholars to migrate to the Latin west. The sudden influx of knowledge was a critical impetus for the emergence of the Renaissance. Change may be a source of entrepreneurial opportunity: novel needs arise and our entrepreneurs develop new offers to cover them. Change concerns mostly technology. Introduction of the internet in the 1990s certainly opened up many opportunities for entrepreneurship. Complex interaction between new opportunities and new offers creates a constant stream of new products, new services and new business models. Search engines, online commerce and social networks are examples of such entrepreneurial opportunities. Even in the turbulent times that we currently experience due to the measures necessary to fight COVID-19, we can still trust that our entrepreneurs will secure the requisite provision for all of us. Our entrepreneurs have always been pioneers of creativity, masters of finding ideas and solutions. With their entrepreneurial spirit they ensure that the challenges faced by our society are met and Austria remains among the most affluent and secure members of the European Union.

Looking at the challenges facing us in the future, we perceive a high degree of uncertainty, thanks to COVID-19, industry 4.0, the digital revolution, as well as political and social problems in all parts of the world. These challenges need to be countered by creative ideas for a sustainable and future-proof development of Location Austria. To achieve this, it is necessary to understand the political, social and economic importance of the sustainable development goals (SDGs) and to effectively and efficiently work towards achieving these goals. In education and training the object needs to be to foster continuous development of specialised expertise and interdisciplinary skills, to

strengthen responsible and independent action and to increase the ability to handle uncertainties and produce structured solutions to problems. Accordingly it is crucial to encourage pupils at an early age to look for creative and solution-focused approaches. And accordingly we have explicitly incorporated a greater emphasis on entrepreneurship education in the government programme for 2020–2024.

These considerations have caused us to strengthen cooperation between the Federal Ministry for Digital and Economic Affairs and the Federal Ministry of Education, Science and Research, and to develop a joint vision of a viable Austria in 2025, with the support of several other ministries and many stakeholders. A formidable list of measures to reach this vision has been compiled, which spans both established measures such as Jugend Innovativ and pilot projects such as the Entrepreneurship Week. The various private and public initiatives are impressive, and we intend jointly to educate, train and skill the young today for tomorrow.



**Dr. Margarete Schramböck**  
Federal Minister for  
Digital and Economic Affairs



**Dr. Heinz Faßmann**  
Federal Minister for  
Education, Science and Research

# The Action Map consists of three parts:



## Part 1:

### Schemes for the structural widening of entrepreneurship education and strengthening an entrepreneurship education ecosystem

This part indicates schemes planned to promote and perpetuate entrepreneurship education in Austria.



## Part 2:

### Activities involving entrepreneurship education from primary to secondary II levels

This part provides an overview of existing activities and outlook on planned projects.



## Part 3: Definitions for entrepreneurship, entrepreneurship education, sustainable entrepreneurship education



## Content

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## Part 1:

# Schemes for the structural widening of entrepreneurship education and strengthening an entrepreneurship education ecosystem



Many players lack the knowledge and awareness of the potential and added value of entrepreneurship education. Strengthening the social innovation potential and readiness to shape it requires a specific entrepreneurial mindset and an entrepreneurship education ecosystem.

Factors that drive the development of an entrepreneurship education ecosystem are named in Figure 1. It is these factors which provide the environment necessary to create the key competence for own initiative and entrepreneurship. The illustration shows that the learners are at the heart of it, embedded in an ecosystem that is responsible for developing and fostering an entrepreneurial mindset. In order to structurally anchor it we need a suitable supply and environment, an appropriate educational level among teachers, a culture of testing, school heads and the authorities responsible for education.

Concurrently, the entrepreneurship education ecosystem needs to be integrated in the economic and social community. Entrepreneurship skills are the prerequisites as much as an important contribution to a society consisting of self-confident and self-assured citizens who (co)shape their own future and that of society responsibly and assertively by entrepreneurial and social initiatives.

Target-specific entrepreneurship education is necessary to foster individual responsibility and social innovation: entrepreneurial education needs to be accessible with a low threshold: all children and adolescents should attend activities for entrepreneurship education in order to experience how their own ideas can produce results.

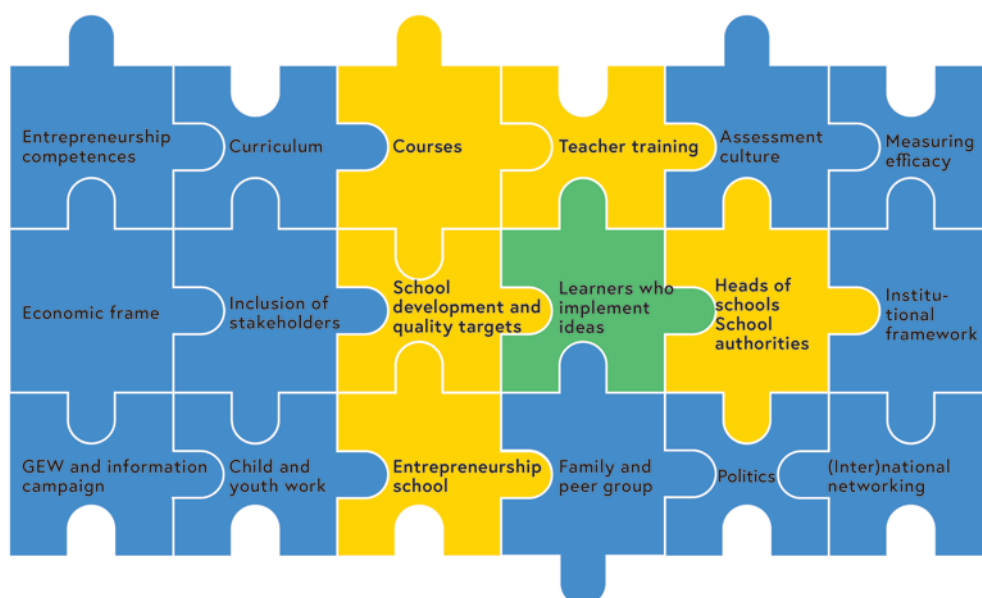


Fig. 1: Elements of the entrepreneurship education ecosystem, Lindner 2017.

Entrepreneurship education aims to achieve the following goals by 2025:

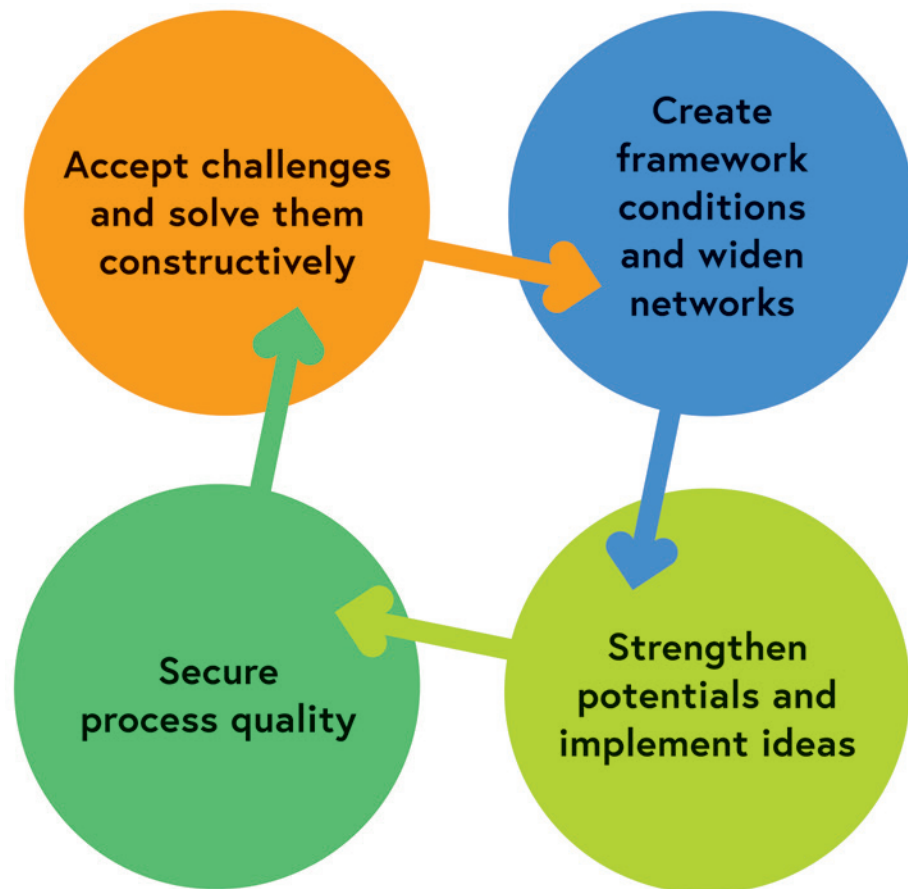


Fig. 2: Goals for 2025; Entrepreneurship Platform.

### Accept challenges and solve them constructively

- Entrepreneurship education is found in all humans in their culture, attitude and skills, as a recurrent theme with a clear profile.
- Humans are able to constructively handle the opportunities and challenges of an (enlightened) society.
- The positive effects are felt by all participants in society and business.

### Create framework conditions and widen networks

- Sustainable and social entrepreneurship education is anchored in the curricula and in child/youth work.
- Entrepreneurship education is implemented in all educational institutions; they have free spaces and open learning arrangements where entrepreneurial and civil society ideas are implemented. Entrepreneurship education has an interdisciplinary approach and can be easily combined with digital skills and STEM.
- Schools are part of a network that comprises business, organisations, public facilities and committed individuals.

### Strengthen potentials and implement ideas

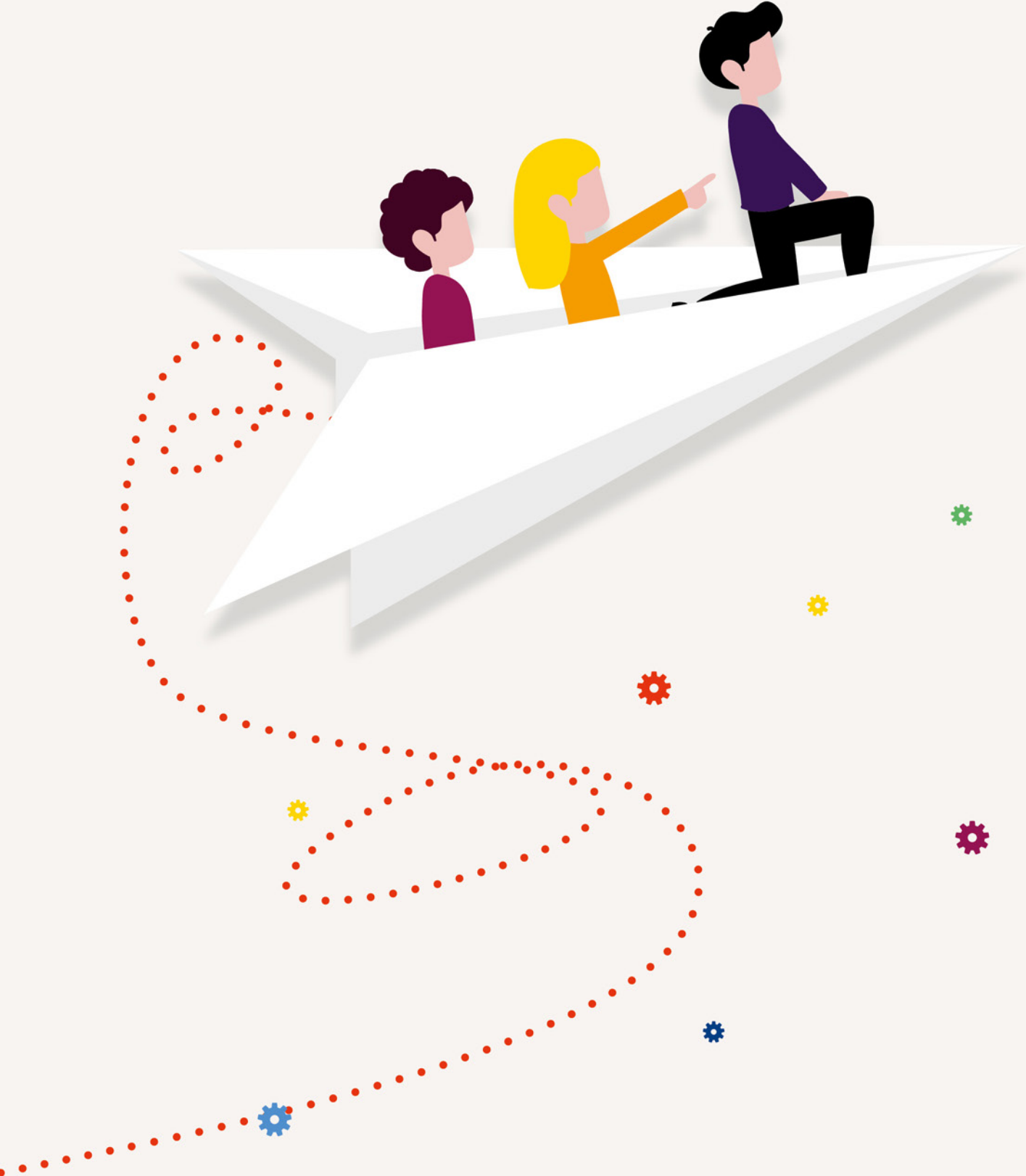
- The potentials of children, adolescents and teachers are identified and specifically fostered.
- All children and adolescents have developed ideas and implement them proactively.
- Each pupil has tested an idea in actual practice.
- The school system has been opened for entrepreneurship education and performance assessment is focused on children's potentials.
- Schools develop into Entrepreneurship Schools.

### Secure process quality

- An action plan of sustainable process quality and financial stability exists or is being implemented, which ranges from consent through implementation to evaluation and continuation.
- To improve its efficiency, it requires stable partners and networks.
- Teachers and youth workers are able to learn with the children and adolescents in accordance with the ideas of entrepreneurship education.

Below, schemes to achieve key factors are assigned to the goals (see Fig. 2 ):

# Taking up challenges and solving them constructively





### Name and purpose

**Global Entrepreneurship Week (GEW).** Sending out a strong life sign of entrepreneurship



### Activities

- Every year in November, events, workshops and entrepreneurship weeks have entrepreneurs, changemakers, potential mentors, investors and teachers meet up with the young.
- The Global Entrepreneurship Week taking place in more than 170 countries is a sign of the strengthening of the entrepreneurial ecosystem.
- The Entrepreneurship Summit is the main event in Austria.

**Institutions** e.e.si of BMBWF & IFTE.at • BMDW • BMHS • IV • AWS • Jugend Innovativ • Wiener Wirtschaftsagentur • and partners

**Outcome/time schedule** 2020: 20<sup>th</sup> Entrepreneurship Summit on Megatrends • About 100 individual events throughout Austria

**Contact** Johannes Lindner

**Status\*** 1



### Name and purpose

**Startup week ViennaUP.** Ecosystem presents itself



### Activities

- More than 50 partners from all parts of the start-up ecosystem host events on entrepreneurship, FinTech, HealthTech, life sciences, climate-conscious businesses, social entrepreneurship, entrepreneurship education
- Many of these events welcome young people.

**Institutions** Wiener Wirtschaftsagentur and partners

**Outcome/time schedule** About 80 events

**Contact** Alexander Diesenreiter

**Status\*** 1

\*

**Status 1 = fixed**

**Status 2 = planned**



### Name and purpose

**Bringing entrepreneurship to people.** Contributing to strengthening the entrepreneurship education system



### Activities

- Meeting with entrepreneurs in Café Julius interviews (Vlog format)
- Strengthening social awareness of entrepreneurship
- Strengthening the will to found a business and entrepreneurial mentality already at school
- Publications on entrepreneurship
- Getting interdisciplinary entrepreneurship projects into selected schools by way of combined geography and business lessons as well as literature

**Institution** Julius-Raab-Stiftung

**Outcome/time schedule** Anchoring entrepreneurship education permanently in selected schools

**Contact** Sebastian Swoboda

**Status\*** 1



### Name and purpose

**Entrepreneurship – Educator of the Year Award.** Strengthening the role of teachers and youth workers



### Activities

- Entrepreneurship Educator of the Year ist an award given annually to committed teachers, youth workers and stakeholders in entrepreneurship education.
- Nomination by the e.e.si federal coordinators and IFTE.at
- The award is presented at the Fest der Ideen and the Entrepreneurship Summit.
- Accepting nominations
- Expanding the group of sponsors

**Institutions** e.e.si of BMBWF & IFTE.at • BMDW • Österreichischer Gewerbeverein • KPH Wien/Krems

**Outcome/time schedule** Permanent

**Contact** Johannes Lindner

**Status\*** 1





### Name and purpose

#### Strengthening entrepreneurship education in schools



### Activities

- Extending consulting to school clusters (see also Entrepreneurship School)
- Providing further education within and between schools
- Offers for primary level
- Offers for secondary level
- Publications on entrepreneurship education

**Institutions** e.e.si of BMBWF • IFTE.at • KPH Wien/Krems

**Outcome/time schedule** Permanent

**Contact** Johannes Lindner • Markus Schebella • Eva Jambor

**Status\*** 1



### Name and purpose

**Developing innovation schools and COOL Schools.** School as a place to develop the potential of ALL participants – the entire school, all pupils find the requisite (time) space. Social entrepreneurship in the school concept



### Activities

- Integration of COOL coordinators at the innovation schools in the COOL impulse centre
- Know-how transfer to other schools (opening own location, workshops, courses, conferences, invitations)
- For schools, education and training facilities
- Spreading news of offers – personal discussions – networking events
- COOL school development course (four semesters)

**Institution** COOL BMBWF

**Outcome/time schedule** Entire school 100 %

**Contact** Martina Piok

**Status\*** 1



### Name and purpose

**Federal debate contest.** A key prerequisite for social participation is ways and means for young people to communicate their personal concerns, visions, worries and criticism, to be heard, understood and taken seriously. This helps with the presentation of entrepreneurial initiatives.



### Activities

Annual events organised in cooperation with the State Youth Offices:

- District and state contests
- Federal contest (winners of state contests) alternatively in each state

**Institution** BMAFJ

**Outcome/time schedule** Permanent

**Contact** Zlata Kovacevic

**Status\*** 1



### Name and purpose

**Misch dich ein – Debattierclub.** Showing up problems, developing solutions and providing good arguments – in small groups



### Activities

- Promoting debating societies throughout Austria
- Offering debating society workshops for beginners and advanced learners (especially juries)
- Event formats: a debating day and “Ideen für Europa debattieren” for youths and teachers, jointly with prominent impulse speakers
- Organising annual state championship on “SchülerInnen debattieren”
- Anchoring in the curriculum, linkage with existing subjects with a view to creating a subject in its own right (currently optional subject, non-obligatory exercise)

Details: [mischdichein.at](http://mischdichein.at) and [ifte.at/debattierclub](http://ifte.at/debattierclub)

**Institutions** e.e.si of BMBWF & IFTE.at • KPH Wien/Krems • Chamber of Labour • Debattierklub Wien • schools

**Outcome/time schedule** Annual schedule • 20–30 debating society workshops per year, debating tournaments and championship “SchülerInnen debattieren” • Textbooks, videos and posters • 2020/21 on the focal subject #climateofchange

**Contact** Stefan Lamprechter • Johannes Lindner

**Status\*** 1

# Creating the framework and expanding networks





### Name and purpose

**Entrepreneurship Education Platform.** National network of Ministry representatives with social partners and stakeholders in Austria



### Activities

- Regular meetings for networking and cooperation
- Development of activities for entrepreneurship education and reflection on their implementations
- Information campaign for awareness of entrepreneurship and entrepreneurship education
- Contribution of entrepreneurship education to modern basic education for the 21<sup>st</sup> century
- Communication of learning offers from primary education to upper secondary level for intensification (see Entrepreneurship Week)

**Institutions** BMDW • BMBWF

**Outcome/time schedule** Once or twice a year

**Contact** Maria Christine Zoder • Katharina Kiss

**Status\*** 1



### Name and purpose

**Entrepreneurship skills.** Entrepreneurship skills are described progressively for children up to young adults



### Activities

- Reference frame for entrepreneurship skills, based on the results of the three-year field trial YouthStart, EntreComp's and the basic skills for the 21<sup>st</sup> century, is updated.
- Development of a tenet ordinance for the key skills for life-long learning: own initiative and entrepreneurship

**Institution** BMBWF

**Outcome/time schedule** The reference frame will be available in German and English in 2021. The tenet ordinance is available.

**Contact** Katharina Kiss • Johannes Lindner

**Status\*** 1

\*

**Status 1 = fixed**

**Status 2 = planned**



### Name and purpose

**Curriculum.** The interdisciplinary subject EE is incorporated in all curricula



### Activities

- Formulating the interdisciplinary subject and incorporating it in the curricula of the primary and secondary I levels
- Including entrepreneurship operators in subjects of the primary stage, secondary I and secondary II levels and strengthening entrepreneurship as clusters in the curriculum and as a subject in the secondary II level

**Institution** BMBWF

**Outcome/time schedule** Improving the position in the curricula

**Contact** Katharina Kiss • Johannes Lindner

**Status\*** 1



### Name and purpose

**Expansion events.** Creating sensitivity across Austria



### Activities

- Informing educational authorities and heads of paedagogical service
- Including heads of school

**Institution** BMBWF

**Outcome/time schedule** from 2020

**Contact** Katharina Kiss

**Status\*** 1



### Name and purpose

**Training ordinance for apprenticeship occupations.** Strengthening entrepreneurship and intrapreneurship in a dual apprenticeship system



### Activities

- Considering and strengthening interdisciplinary skills with intrapreneurship in rearranging and updating as well as creating new apprenticeship occupations, enabling certain aspects of entrepreneurship
- Specificities and arrangements are defined together with the stakeholders, including in particular the businesses carrying out apprenticeship training and the BMBWF.

**Institution** BMDW Dep. IV/7

**Outcome/time schedule** Training ordinance

**Contact** Karl Wieczorek • Josef Hochwald

**Status\*** 2



### Name and purpose

**Trade law, etc.** Solving legal challenges for pupils' projects



### Activities

- Legal clarification of trade law for projects by pupils and pupils' associations

**Institution** BMDW

**Outcome/time schedule** Clarification and regulations for young people

**Contact** Maria Christine Zoder • Katharina Kiss

**Status\*** 1



### Name and purpose

**Cooperative of novel ideas.** Solving legal challenges for young adults



### Activities

- Cooperative of novel ideas that supports projects by young adults who have a trade licence

**Institutions** ÖGV • e.e.si of BMBFW & IFTE.at • and partners

**Outcome/time schedule** Permanent

**Contact** Johannes Lindner • Elisabeth Mayerhofer

**Status\*** 2



### Name and purpose

**Federal Youth Promotion Act.** Supporting measures of extra-curricular youth education and youth work



### Activities

Support within the frame of this Federal Act is chiefly granted to youth work projects that focus on the following principles:

- support of innovative processes and projects
- development of the social and ecological commitment of youngsters
- support of occupational and career-oriented education
- development of the creative forces of the young

**Institution** BMAFJ

**Outcome/time schedule** Permanent

**Contact** Zlata Kovacevic

**Status\*** 1



### Name and purpose

**National Financial Education Strategy**



### Activities

- Two phases: 1. OECD study on the status quo by way of market data and activities overview (stakeholder consultation); 2. development of the strategy's structure including targets, tools, action plan
- Focus will be, i.a., on basic knowledge and capital market.

**Institution** BMF

**Outcome/time schedule** Until September 2021

**Contact** Vanessa Koch

**Status\*** 1



### Name and purpose

**Austrian Youth Strategy.** The Austrian Youth Strategy focuses on a harmonised youth policy in all political areas.



### Activities

Of the four fields of action pursued by the Youth Strategy, two aim specifically at individual aspects of promoting entrepreneurship: education and job, and contribution and commitment.

This is reflected in some objectives (e.g. entrepreneurship education of BMDW and BMBWF, and financial literacy of BMF) of the Youth Strategy developed by the ministries in 2019 and to be backed by activities from 2020 onward.

**Institution** BMAFJ

**Outcome/time schedule** Permanent

**Contact** Robert Lender

**Status\*** 1



### Name and purpose

**European Youth Goals.** The European Youth Goals emerged from an EU-wide contributory process that involved more than 50,000 youths. The eleven goals focus on young people's concerns and include, especially in the individual goals, repeated references to the promotion of young people's self-reliance and commitment.



### Activities

- The European Youth Goals are closely linked to the Austrian Youth Strategy.
- Starting out from the 2020–2024 government programme, the youth goals are discussed in all federal ministries and included in their interministry discourse.
- The youth goals are discussed through consultations, dialogues and meetings with the young and extended by their specific concerns. In this way, the youth goals provide a further framework to transport the concerns of entrepreneurship education and develop them jointly with young people.

**Institution** BMAFJ

**Outcome/time schedule** Permanent

**Contact** Robert Lender

**Status\*** 1





### Name and purpose

**Youth information.** A fundamental political concern is to ensure that the young are well informed and actively involved in shaping our society.



### Activities

- Developing target-group-directed information into topics of relevance to the young, i.a. information on education and job career, job orientation, internships, holiday jobs and sideline jobs, self-employment, etc.
- Provision of information to the Austrian Youth Portal and the facilities of extra-curricular youth work

**Institution** BMAFJ

**Outcome/time schedule** Permanent

**Contact** Erich Pauser

**Status\*** 1



### Name and purpose

**Strengthening entrepreneurship education.** Creating a better understanding at schools



### Activities

Ongoing exchange and discourse with decision-makers and ministries in order to get the subject better anchored in curricula and schools and to create awareness among parents and children

**Institution** Julius-Raab-Stiftung

**Outcome/time schedule** Increasing EE at schools, DigiPlayDays (exhibition for digital learning by playing)

**Contact** Sebastian Swoboda

**Status\*** 1



### Name and purpose

**Foundation for business education.** Strengthening and systematic anchoring of a broad basic economic knowledge in the general education provided at schools (focus on secondary I levels)



### Activities

- **Activities based on three pillars:**
- **Anchoring in the regular school system:** testing various approaches to anchoring (priorities chosen by schools themselves and Austria-wide school pilot projects) and for content specification (economy as a subject of its own; project-oriented approaches to teaching, etc.)
- **Measures to support teachers:** teaching materials, online platform, further education programmes, etc.
- **Awareness-raising:** action day, ambassadors, media work, etc.
- Bundling of activities by the foundation partners, carrying-out of projects
- Tendering of funds
- Networking of relevant stakeholder groups

**Institutions** Chamber of Labour • ERSTE Stiftung, Industriellenvereinigung • MEGA Bildungstiftung • OeNB • Innovationsstiftung für Bildung • Wirtschaftskammer Österreich

**Outcome/time schedule** From 2020 • until at least 2023

**Contact** Nicol Gruber (AK) • Philip List (ERSTE) • Tina Dworschak (IV) • Andreas Lechner (MEGA) • Martin Taborsky (OeNB) • Teresa Torzicky (ISB) • Melina Schneider (WKO)

**Status\*** 1



### Name and purpose

**Digital skills model for Austria.** Promoting digitally inclusive skills development



### Activities

- The digital skills model for Austria incorporates the model of the eight EU key skills.
- Digitisation and innovation belong together, their linkage to EE aspects will be intensified in the next step.

**Institutions** BMDW • fit4Internet

**Outcome/time schedule** Skills model

**Contact** Thomas Narosy

**Status\*** 2



### Name and purpose

**Changemaker Lab.** Entrepreneurship Centre at the BHAK & BHAS Kitzbühel, (academic) commercial schools as a regional centre for entrepreneurship education regardless of age



### Activities

- The Changemaker Lab is the Western Austrian location of the Changemaker programme which offers pupils an opportunity to develop sustainable business ideas within the scope of projects.
- The creation of a prototyping workshop aims to offer a way to get such ideas even closer to reality and more professional.
- In the medium run, the Changemaker Lab of BHAK Kitzbühel is to be turned into a regional centre for entrepreneurship education that can be used beyond the secondary II level.
- In addition, cross-level training for entrepreneurship education is to be offered for teachers and pupils of the primary level and secondary I level of the Kitzbühel region.

**Institutions** BHAK & BHAS Kitzbühel • Rotary Club Kitzbühel • IFTE.at

**Outcome/time schedule** Concept to be developed in 2020 • Implementation to start in 2021/2022

**Contact** Christoph Haselmaier • Hans Philipp

**Status\*** 1



### Name and purpose

**HTL Entrepreneurship – Ideas and Projects.** Presentation of entrepreneurship ideas and projects by students of vocational schools



### Activities

Annual event for students of vocational schools from all parts of Austria

- Presentation of ideas for foundations, novel products, etc.
- Evaluation by experts – start-ups, business, sponsors, etc.
- Search for investors and other funding
- Prizes and awards, if any

**Institutions** BAG EEE • HTL

**Outcome/time schedule** Concept to be developed in 2020/2021 • Implementation in 2021/2022

**Contact** Wolfgang Pachatz • Jürgen Jantschgi • Markus Liebhard

**Status\*** 2



### Name and purpose

**Innovation lab.** Entrepreneurship Centre at human-relations-oriented vocational schools: HAK, HTL and HUM to support pupils and graduates in developing their projects and business ideas



### Activities

- Learning space to develop and advance innovative ideas
- Infrastructure and human resources at some Austrian locations to develop ideas and results of school projects (including those by graduates)
- Using resources of vocational schools: machines/tools, teachers know-how, regional networks, etc.
- Financial support/funding of graduates to get their idea/product ready for the market and test its market introduction
- Reference to further funding with a view to start up a business

**Institutions** BAG EEE • e.e.si of BMBWF & IFTE.at

**Outcome/time schedule** Concept to be developed in 2020/2021 • Implementation in 2021/2022

**Contact** Wolfgang Pachatz • Jürgen Jantschgi • Markus Liebhard • Wolfgang Bodei • Johannes Lindner

**Status\*** 2



### Name and purpose

**European working groups.** European networking in order to exchange good practices at the EU level



### Activities

- Contribution to content harmonisation at a European level: SME assembly, network of SME ambassadors, TWG indicators for EE, workshops on EE of DG Youth and Innovation and DG Growth
- Spreading information of Austrian activities at EU level (including a presentation of our EE activities)

**Institutions** BMDW • BMBWF

**Outcome/time schedule** Permanent contribution to European development work

**Contact** Ulrike Vonderhaid • Maria Christine Zoder • Katharina Kiss

**Status\*** 1



### Name and purpose

**International networks.** Active contribution to European and international networks



### Activities

- The YouthStart network organises the European Entrepreneurship Award and the conference for young social entrepreneurs “We Grow Together”. Austria has been providing the director since 2007: The European championship will take place in Austria in 2021, in Switzerland in 2022 and in Albania in 2023.

•

**Institutions** IFTE.at • e.e.si BMBWF

**Outcome/time schedule** Annually held European championship with 3–5 teams

**Contact** Johannes Lindner

- Euroskills network organises the European vocational championships, including the entrepreneur contest. Austria holds regional and federal championships. In 2021, Austria will organise the Euroskills event.

**Institutions** BMBWF • e.e.si, WKO

**Outcome/time schedule** European championship every two years with one team

**Contact** Inge Koch-Polagnoli • Döminik Böck

- Global Entrepreneurship Network (GEN). Austria is a member and contributes to networking activities. Austria sends a member to the executive board of GEN Europe.

**Institutions** IFTE.at

**Outcome/time schedule** Cooperation with GEN Europe and Global

**Contact** Johannes Lindner

- International Economics Olympiad. Austria sends a member to its executive board.

**Institutions** IFTE.at

**Outcome/time schedule** One Austrian team every year

**Contact** Johannes Lindner

- International Society for Business Education (SIEC-ISBE International). Austria is a member and has been providing the president of SIEC-ISBE International since 2019. The international conference of 2022 will take place in Austria.

**Institutions** ISBE Österreich

**Outcome/time schedule** International conference every year

**Contact** Evelyn Meyer • Johannes Lindner

**Status\*** for all 1



### Name and purpose

**UNESCO working group.** Implementation of the UNESCO Strategy for Entrepreneurship Education for youths, in a working group



### Activities

- Works on UNESCO's Entrepreneurship Education Strategy, especially on technical and vocational education and training (UNEVOC)
- YouthStart ([www.youthstart.eu](http://www.youthstart.eu)) selected as best practice
- Work towards an ecosystem approach and help with implementation (see Practical Guide on Entrepreneurial Learning for TVET Institutions), with representatives from Austria, Chile, China, India, Nigeria, Paraguay, Spain, South Africa, Tunisia and international organisations

**Institutions** e.e.si of BMBWF • IFTE.at

**Outcome/time schedule** Contribution to international development activities

**Contact** Johannes Lindner

**Status\*** 1



### Name and purpose

**Active contribution to the European network**



### Activities

- International networks for entrepreneurship education (established a hundred years ago, 40 countries in Europe, 120 countries worldwide) and their impact on 12 million pupils and a worldwide alumni network

**Institutions** Junior Achievement Austria (JAA)

**Outcome/time schedule** Annual European contest of junior companies (mini companies)

- TES Award – European school award

**Contact** Milica Markovic

**Status\*** 1



### Name and purpose

**Moonshot Pirates Festival.** Flagship event of the Moonshot Pirates. A festival focusing on education, entrepreneurship and the global future • International pupils of secondary II levels



### Activities

- A lake festival is to take place, which for several days offers workshops, lectures, learning, but also music, sports, summer and fun.
- The festival aims to assemble the global community: pupils (Pirates), global organisers, mentors, partners and enterprises, consultants, lecturers, etc.
- The programme includes a bootcamp that offers pupils an opportunity to develop their own ideas.
- The event superstars are always the pupils.

**Institution** Moonshot Pirates

**Outcome/time schedule** The object is to get together the global Moonshot Pirates community on an annual basis with a view to jointly working on new approaches to a better future (including in education).

**Contact** Marko Haschej

**Status\*** 2



### Name and purpose

**Entrepreneurship Breakfast.** Offer of network of the entrepreneurship community



### Activities

Networking of the entrepreneurship community in Austria, with a focus on the United States, that includes programmes, help for pupils and teacher activities

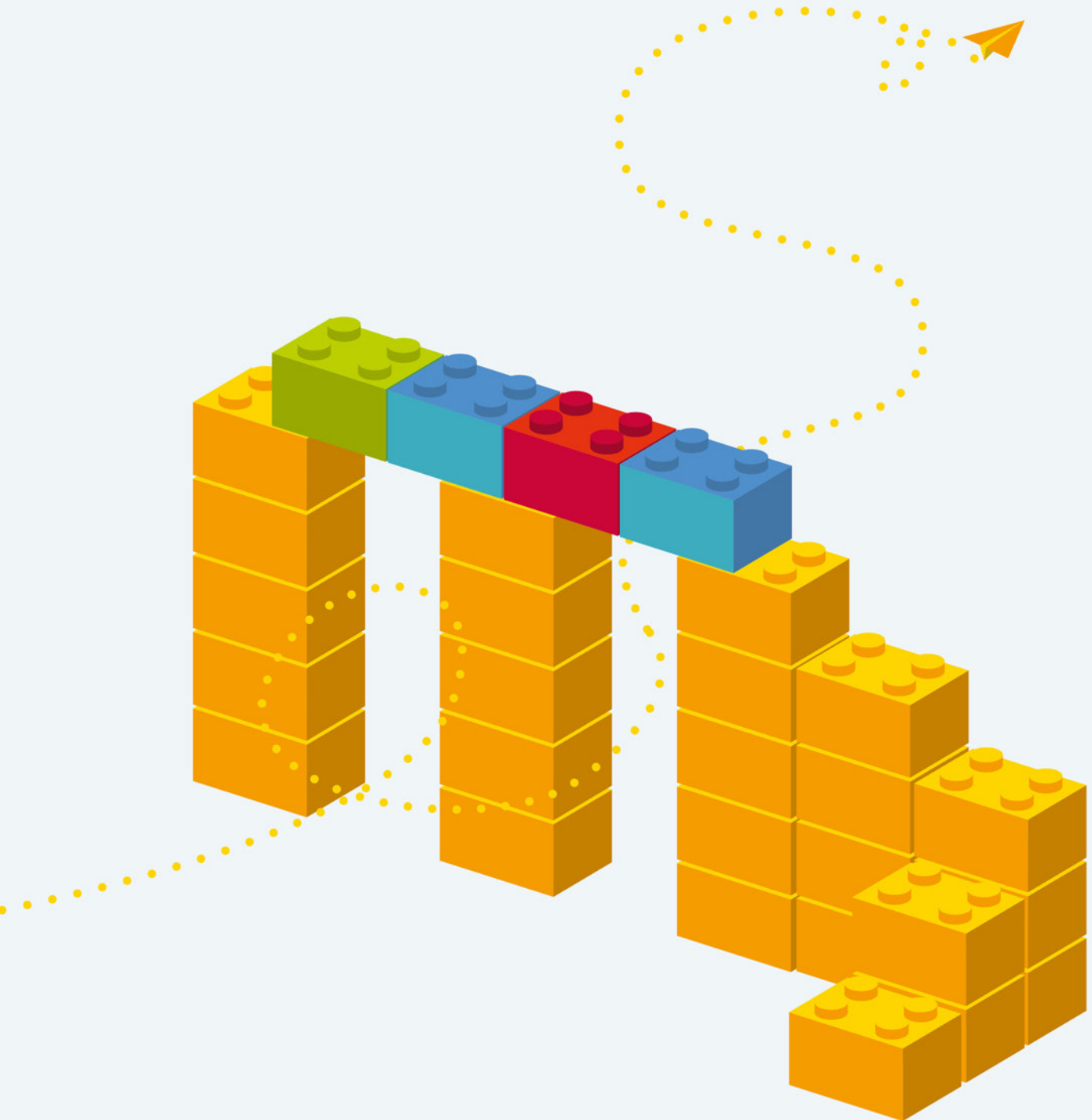
**Institution** U.S. Embassy in Austria

**Outcome/time schedule** Networking

**Contact** Andreas Lerch • Katharina Kiss

**Status\*** 1

# Strengthening potentials and implementing ideas







### Name and purpose

**Elementary paedagogics.** Aims to promote self-efficacy and the joy of discovery and to help kids who work on their own ideas



### Activities

#### UKids talent portfolio

- According to the description in the National Qualification Framework NQR, graduates of an elementary teachers' training college (BAfEP) obtain basic knowledge of EE. The school plans and provides training for didactics and practice on entrepreneurship education.
- A guideline for elementary facilities in Austria is to be developed to produce a talent portfolio with kindergarten attendants, with a view to supporting resource-focused elementary education in practice, to accord with the principle of "strengthening each child", which is to be tested in a pilot project.

**Institutions** BMBWF • Elementary paedagogics • KPH Wien/Krems • BAfEP

**Outcome/time schedule** 2021/22: EE concept in kindergartens and BAfEP • Talent portfolio guideline

**Contact** Gabriele Bäck • Eva Jambor

**Status\*** 2



### Name and purpose

**Empowering each child (“Jedes Kind stärken”) at the primary level.** Implementing EE as an interdisciplinary subject with teaching programmes and festivals



### Activities

- Widening social und sustainable EE at the primary level. Scaling and furthering the “Jedes Kind stärken” YouthStart programme based on the field trial and linking it with cooperations, i.a. by:
- Workshops for kids to organise the Markttag
- WILMA Inventor’s workshop along the SDG lines, organising them in a Makerspace setting
- Provision of a debating society for children to inspire them to start a debating society at their own school

**Institutions** IFTE.at • KPH Wien/Krems • e.e.si of BMBWF • Board of education • Land Salzburg • PH Salzburg • WU Vienna • Uni Vienna • ZOOM

**Outcome/time schedule** Salzburg 2020: 72 schools • Vienna 2020: 30 schools • Other federal states

**Contact** Eva Jambor

**Status\*** 1



### Name and purpose

**Empowering youth (“Jugend stärken”) at secondary I level.** Promoting EE as an interdisciplinary subject



### Activities

- Widening social and sustainable EE at secondary I level. Revising and scaling the material for secondary I level based on the “Jugend stärken” field trial
- Expanding “Jugend stärken” with YouthStart
- Helping the young with workshops

**Institutions** e.e.si of BMBWF & IFTE.at • Board of education • Chamber of Labour

**Outcome/time schedule** 2020/21: Expansion in Salzburg, Lower Austria and Vienna

**Contact** Eva Jambor

**Status\*** 1



### Name and purpose

**YouthStart Digital.** The object is to create a no-cost digital learning platform for entrepreneurship education of young people aged 15–19.



### Activities

- Developing e-learning courses on entrepreneurship education and basic business skills
- The modules in the form of e-books can be selected and used flexibly as harmonised with the curricula of the various types of schools.
- The e-books are obtained free of charge through the learning platform lms.at (official BMBWF learning platform) and are created mostly through using the platform's authoring tool (directly on lms.at).
- Teachers can integrate the interactive multimedia e-books into their courses. They are directed at pupils during normal school hours but they are also suitable for flipped classrooms and homeschooling.
- They can also be used in further education for teachers with a view to offering optimal support for teachers in their teaching.
- lms.at offers users a learning platform that comes free of charge from the BNBWF and in conformity with the General Data Protection Regulation. lms.at is among the most widely used learning platforms in Austria (and can be easily combined with Office365).
- Schools are linked for development and testing.
- Discussion and development of entrepreneurship certificates to graduate from digital courses

**Institutions** IFTE.at • KPH Wien/Krems • e.e.si of BMBWF • B&C Stiftung

**Outcome/time schedule** 2020: YouthStart concept completed • 2020/21 first e-learning courses • 2025 final expansion level achieved

**Contact** Gerald Fröhlich • Heidi Huber • Johannes Lindner

**Status\*** 1



### Name and purpose

**Combined game “The Next Generation of Changemakers”.** This combined game creates a learning forum that provides an ideal entry point for the subject, from developing ideas to elementary decision-making in the process of concept development. The combined game helps prepare for the Entrepreneurship Week.



### Activities

- Combined game “The Next Generation of Changemakers”: a combination of board game and digital game
- “The Next Generation of Changemakers” combines a board with cards and a smartphone (by way of a web app) into a “combined game”. The digital part offers opportunities for expansion and customising:
- The inspiration phase involves cards and megatrends. The digital version uses sustainable development goals (SDGs) and the challenges of climate change. More topics can be added through the digital level.
- The environmental cards (ecosystem) integrates and updates regional features (depending on the state, region or city).

The Combined Game consists of four phases:

- Inspiration: Initial creative ideas are developed for challenges, e.g. based on own potentials. The print version uses the megatrends, the digital version uses the SDGs and climate change as opportunities to develop ideas.
- Idea generation: The ideas are experimented on, to indicate new opportunities from a range of perspectives; to collect key components for implementation and use opportunities provided by the own environment (ecosystem).
- Entrepreneurial design: All ideas are structured and complemented.
- Final check & pitch: The concepts thus developed are presented and jointly reflected.

The combined game is available in German and English.

**Institutions** e.e.si of BMBWF & IFTE.at • BMDW • BMBWF • WKO • AWS • Austrian Start-ups • Braintribe • Wiener Wirtschaftsagentur • Bank Austria • Klimafonds • Chamber of Labour • Start-up Tyrol Rotary • Starte dein Projekt • Youth Award for Sustainability • Magenta TUN Stiftung Entrepreneurship • Tribe.Kids • KPH Wien/Krems

**Outcome/time schedule** Autumn of 2020: 1<sup>st</sup> edition of 3000 • Accompanying measures and implementation

**Contact** Johannes Lindner

**Status\*** 1



### Name and purpose

**Entrepreneurship Weeks.** The Entrepreneurship Week aims to promote the next generation – comparable to a soccer week or skiing week. It serves to access or deepen projects carried out during the school year.



### Activities

1. The Entrepreneurship Week – comparable to a sports week or skiing week – is an entrepreneurship education scheme for youths (age 14–19).
2. The Entrepreneurship Week is held either at school or externally (in a co-working space or a maker space), intended to provide intense thoughts on entrepreneurship and work towards own ideas.
3. It helps the young to access or deepen projects during the current or next school year.
4. The idea may be inspired from own skills, from a discussion of SDGs, problems and opportunities of the market and society.
5. The Entrepreneurship Week is to be organised in cooperation with young start-ups, established businesses and ecosystem experts.
6. In the course of an Entrepreneurship Week, youths will learn to:
  - work on opportunities and problems proactively and using own ideas;
  - develop entrepreneurial designs (business models) for their own idea;
  - find out about the ecosystem in their own region;
  - present own ideas (elevator pitch);
  - assess and reflect own and other ideas (proof of concept); and
  - be linked up with further offers.

Phase 1: Combined game (see separate item)

Phase 2: Pilot and concept

Phase 3: Flagship and communication

Phase 4: Expansion and interlinkage

Stage 1: Support in planning the Entrepreneurship Week

Stage 2: Support in carrying out the Entrepreneurship Week

**Institutions** BMDW • e.e.si of BMBWF & IFTE.at • WKO • AWS • Austrian Start-ups

**Outcome/time schedule** Autumn of 2020: combined game pilot week • Spring of 2021: going public flagship • From 2021/2022: expansion and linkage • 45 Entrepreneurship Weeks • 5 Entrepreneurship Weeks in every Austrian state • 40 Youths per Entrepreneurship Week • Teachers: further education (start and reflection) • 2 Trainers for three days as support

**Contact** Birgit Schwabl-Drobir • Katharina Kiss • Bern Buchinger • Johannes Lindner • Markus Raunig • Matthias Reisinger

**Status\*** 1



### Name and purpose

**Systematic anchoring of Entrepreneurship Schools.** Extending concept from secondary I level



### Activities

- In an Entrepreneurship School, measures to promote entrepreneurial thinking, to develop a personality and to educate pupils to become mature citizens are an integral part of teaching and everyday school life. Entrepreneurship is fostered by the way the school is managed. Entrepreneurship education and school development should go together and include all stakeholders in school life in order to enable sustainable change.
- Fostering personal skills and performance potentials of pupils in terms of responsible and self-determined action, deepening communicative skills and creating suitable communication structures between school management, teachers, pupils and parents must be considered in planning a coherent Entrepreneurship School programme.
- Certification of an Entrepreneurship School aims to confirm that the school has implemented entrepreneurship activities in its everyday activities holistically, in a target-focused manner and in the long term. Sustainable entrepreneurship education is possible only when it is integrated in the school development process and supported by all stakeholders. Learning and teaching must be planned and implemented in an entrepreneurial spirit.
- Two levels of certification of secondary II levels
- Addition of another level for secondary I levels, conceivably as an individual entrepreneurship certificate or badges system
- Quality of certification process to be ensured by an Austrian standard
- Development of the certification process with online support
- Term of certification may be extended from two to three years

**Institution** e.e.si of BMBWF

**Outcome/time schedule** 2020/2021: Entrepreneurship School certificate renewed along Austrian standard • 30–40 secondary II schools certified per year

**Contact** Katharina Kiss • Johannes Lindner

**Status\*** 1



### Name and purpose

**TES Award.** Awarding EE showcase schools



### Activities

- European tender
- Assembly of a national jury
- Media support by partners

**Institution** JA

**Outcome/time schedule** Ongoing

**Contact** Milica Markovic

**Status\*** 1



### Name and purpose

**UNESCO Practical Guide on Entrepreneurial Learning for TVET Institution.**

Support to strengthen entrepreneurial learning in occupational training



### Activities

- Entrepreneurial learning has never been as important as today. Growing numbers of young people, growing youth unemployment in many countries, changes in the labour market and in our economy due to technological progress are among the many reasons why it is important to provide future generations with entrepreneurial skills and thinking which they need to handle a changing world.
- Production of a practical guide that offers:
  - an investigation of the basic issues of entrepreneurial learning;
  - a self-assessment test on the scope to which entrepreneurial learning is integrated in the school;
  - a holistic concept for integrating entrepreneurial learning in schools by way of the Entrepreneurial Learning Institution Canvas (ELIC). The EUC is a concept that deals with issues of strengthening entrepreneurial learning at an institutional level. This process supports schools in developing a concept for entrepreneurial learning.

**Institutions** UNESCO-UNEVOC • e.e.si of BMBWF

**Outcome/time schedule** Practical guide is available in 2020, based on experience and discourse with experts from Austria, Chile, China, India, Nigeria, Tunisia, Paraguay, South Africa, Spain, ETF and UNESCO-UNEVOC • 2021/22: testing and expansion

**Contact** Johannes Lindner

**Status\*** 1



### Name and purpose

**KARDEA!** The prize for young people and their ideas regarding finances

- Financial education enables children and youths to handle their own money sustainably in the current financial and consumer situation.
- Focus on financial education activities in schools
- Primary to secondary II levels
- Best practices are offered a platform



### Activities

- Annual award of a prize for outstanding financial education projects for children and youths
- Award ceremony with top celebrities acting as multipliers
- Prizes: cash and non-cash prizes (taster days, internships, tickets for events, workshops, book boxes)

**Institutions** ERSTE Stiftung • Erste Financial Life Park • Three Coins, an independent educational organisation • support: Wirtschaftsuniversität Wien • patronage: BMF

**Outcome/time schedule** In the first year (2019) more than 50 schools from eight Austrian states entered projects • Ongoing development

**Contact** Lena Gugenberger

**Status\*** 1



### Name and purpose

**Starte dein Projekt.** Changemakers and entrepreneurs offer workshops for pupils and a crowdfunding platform for projects developed by youths.



### Activities

- Expanding “Starte dein Projekt” workshops to three versions
- Changemaker talks with interested people and entrepreneurs
- Crowdfunding for projects developed by youths

**Institutions** e.e.si of BMBWF & IFTE.at • FLiP • ERSTE Stiftung • JW Burgenland • KPH Wien/Krems • and others

**Outcome/time schedule** By 2020: 450 workshops with about 10,000 pupils • 2020/21: 50 workshops per year

**Contact** Valentin Mayerhofer

**Status\*** 1





### Name and purpose

**Entrepreneurial LIGA for pupils.** Establishing an entrepreneurial league concept, same as in sports, to foster entrepreneurship among the young



### Activities

Developing an entrepreneurial league concept same as in sports for entrepreneurship, starting out from a positive experience (YouthStart challenges, NEXT GENERATION, junior company, Euroskill, Jugend Innovativ, Changemaker programme, etc.)

**Institutions** BMDW • e.e.si of BMBWF & IFTE.at • AWS, JA

**Outcome/time schedule** 2020/21: concept • 2021/22: implementation

**Contact** Johannes Lindner • Katharina Kiss • Maria Christine Zoder

**Status\*** 2



### Name and purpose

**NEXT GENERATION.** Strengthening and expanding Bank Austria's ideas and business plan competition



### Activities

- Idea challenge and real market challenge: young people develop ideas and business plans in two categories
- Support from business coaches
- Regional jury and awards
- Fest der Ideen in eastern and western Austria
- Addition of the cooperative social impact category
- Austria-wide final and European championship
- Link to Entrepreneurial LIGA

**Institutions** e.e.si of BMBWF & IFTE.at • Bank Austria • Wirtschaftskammer Tirol • Oikocredit • Jugend Innovativ • AplusB • Wiener Wirtschaftsagentur • Young Enterprise • and others

**Outcome/time schedule** 2020: 650 teams per year • 2021: 15<sup>th</sup> anniversary

**Contact** Johannes Lindner • Valentin Mayerhofer • Martin Wegscheider

**Status\*** 1



### Name and purpose

#### Furthering Jugend Innovativ



### Activities

- Taking the JI programme to the next level with the BMBWF and opening it for new school types
- Increasing diversity of participants: more non-technical colleges and more female participants
- Activating JI alumni network
- Adding to the offer of accompanying measures (e-learning, mentoring, coaching)
- Project funding and project budgets reintroduced for leverage

**Institutions** BMDW II/3 • BMBWF

**Outcome/time schedule** 2020: greater participation: 600 project teams per year, more female participants

**Contact** Sarah Klaffner

**Status\*** 1



### Name and purpose

**Euroskills.** Increasing awareness of entrepreneurship and entrepreneurial spirit in a competitive environment



### Activities

- Every two years
  - State championship
  - National championship
  - Euroskills

**Institutions** e.e.si of BMBWF • WKO

**Outcome/time schedule** Ongoing

**Contact** Dominik Böck

**Status\*** 1



### Name and purpose

**Junior company programme.** Enabling practical entrepreneurial experience to be gained by pupils of secondary I and II levels



### Activities

- Pupils manage a mini company with genuine products for several months (up to one year)
- Workshops at schools in each Austrian state, organisation of events and contests to provide pupils with a platform to present their achievements

**Institution** Junior Achievement Austria

**Outcome/time schedule** Ongoing

**Contact** Milica Markovic

**Status\*** 1



### Name and purpose

**Cooperative societies for pupils.** Promoting entrepreneurship skills • Finding out about strengths and weaknesses of cooperative ventures



### Activities

- Cooperative societies for pupils are pupils' businesses with a special purpose
- In order to learn, pupils found and operate cooperative societies which do actual business.
- Close cooperation with regional partner societies and auditing associations
- Project that spans several grades and years

**Institutions** Austrian cooperative societies, leading among them ÖRV (Österr. Raiffeisenverband) • BMBWF • BMLRT

**Outcome/time schedule** 2020: foundation of the "Genossenschaft macht Schule" organiser association • 2020/2021: Pilot project with 4 schools

**Contact** Katharina Kiss • Dominik Böck • Ingrid Veis

**Status\*** 1



### Name and purpose

#### **Changemaker programme with the Rotary Youth Award for Sustainability.**

Strengthening entrepreneurship skills and networking



### Activities

- Supporting youths and their projects based on SDGs or start-ups focused on SDGs
- Mentors and mini funds for each team
- Networking awards for the teams
- Best team participates in the business olympiad
- Foundation of a Changemaker lab at BHAK/BHAS Kitzbühel

**Institutions** Rotary Clubs Kitzbühel • e.e.si of BMBWF & IFTE.at • Starte dein Projekt  
• and partners

**Outcome/time schedule** 2020–2023: 30–40 teams every year • Programme also in  
Albania, Bosnia and Herzegovina and Bulgaria

**Contact** Hans Philipp • Johannes Lindner • Valentin Mayerhofer

**Status\*** 1



### Name and purpose

**Eure Projekte.** Enabling experience in own initiative and project management within  
the meaning of EE



### Activities

Youths get uncomplicated financial help without any red tape in order to implement  
projects and ideas quickly and easily. Young people can experience themselves as being  
effective and able to “prove” themselves – failure included! The innovative power and  
commitment of the young are made visible.

**Institution** BMAFJ

**Outcome/time schedule** Permanent

**Contact** Erich Pauser

**Status\*** 1



### Name and purpose

**European Solidarity Corps.** The European Solidarity Corps aims to foster solidarity in Europe and get young people and organisations for accessible, high-quality activities that benefit society



### Activities

Participating youths are financially supported to carry out voluntary work, internships and jobs, and to realise solidarity projects of their own.

**Institution** BMAFJ

**Outcome/time schedule** Permanent

**Contact** Birgit Klausser

**Status\*** 1



### Name and purpose

**EU Programme Erasmus+: Youth in Action.** Various forms of meetings between youths (workshops, seminars, training courses and voluntary work) aim to achieve joint European goals such a promoting active citizenship of the young, developing solidarity and tolerance, and mutual understanding between youths from different countries.



### Activities

- The programme aims at youths aged 13–30 and people working with them – all those who want to develop and carry out a project on a joint-interest topic in a team of international partners.
- Promotion of innovation and exchanging tested procedures that reflect the spirit of (social) entrepreneurship

**Institution** BMAFJ

**Outcome/time schedule** Permanent

**Contact** Birgit Klausser

**Status\*** 1



### Name and purpose

**Helpful potentials of digital games.** Focus on strategic and tactical thinking, planning and organisation



### Activities

- Recommendation of digital games that offer skilling potentials, with the focus on games that require and promote management skills and creativity
- Workshops and materials for parents and educators to raise awareness and motivation to recognise and use the opportunities of digital games
- Workshops for youths to foster the conscious and helpful handling of digital games

**Institution** BMAJF

**Outcome/time schedule** Permanent

**Contact** Herbert Rosenstingl

**Status\*** 1



### Name and purpose

**WIK:I – Was ich kann durch informelles Lernen.** The WIK:I programme helps young people to use informally obtained skills for their future career.



### Activities

In workshops, experts help participants to discover hidden talents as a momentum for their individual educational and vocational career.

**Institution** BMAJF

**Outcome/time schedule** Permanent

**Contact** Erich Pauser

**Status\*** 1



### Name and purpose

**Making Social Innovators.** Materials and education to strengthen the potentials of children (6–16).



### Activities

- <https://www.doit-europe.net/toolbox#/welcome>: provision of a toolbox “Making Social Innovators”:
- MOOC online course in English
- Course to train teachers, youth workers, etc., i.a. on Making Social Innovators,
- 4–12 hours

Details: [doit-europe.net](https://www.doit-europe.net)

**Institution** Salzburg Research

**Outcome/time schedule** 2020: Conference online course

**Contact** Veronika Hornung-Prähauser • Eva-Maria Hellauf

**Status\*** 1



### Name and purpose

**Social Entrepreneursip.** Round of workshops at BHAK & BHAS Schwaz for pupils



### Activities

- In the course of a round of workshops pupils deal with future-focused topics such as sustainability, social commitment and the SDGs of the United Nations, jointly with Charly Kleissner (i.a. cofounder of ARIBA, developer of the OS operating system with Steve Jobs).
- The workshops focus on the theory of change, social entrepreneurship and impact investment.

**Institutions** BHAK & BHAS Schwaz • KL Felicitas Foundation

**Outcome/time schedule** 2020: start of the round

**Contact** Peter Schraffl

**Status\*** 1



### Name and purpose

**effy lectures.** Young start-ups inspire youths



### Activities

- Lectures for one teaching unit
- Bookable online
- Co-operation with “Starte dein Projekt”

**Institution** effy

**Outcome/time schedule** 2020: 50 lectures • From 2021: 100 lectures per year

**Contact** Christoph Bernkopf

**Status\*** 1



### Name and purpose

**Founder ambassadors**



### Activities

- Entrepreneurs act as founder ambassadors.
- Austria Wirtschaftsservice GmbH (aws) provides contacts with entrepreneurs.

**Institution** BMDW Dep. II/3

**Outcome/time schedule** Ongoing

**Contact** Sarah Klaffner

**Status\*** 1



### Name and purpose

**Female entrepreneurs as role models.** Interested in entrepreneurship – part of education campaign by WKO



### Activities

- Female entrepreneurs talk about their day-to-day life as entrepreneurs.
- Austria-wide scheme
- Building up a database of teachers

Details: [unternehmerinmachtschule.at](http://unternehmerinmachtschule.at)

**Institutions** Frau in der Wirtschaft • WKO

**Outcome/time schedule** Ongoing

**Contact** Bernadette Hawel

**Status\*** 1





### Name and purpose

**Erasmus for Young Entrepreneurs.** Support and networking during the ideas development phase



### Activities

Mobility programme for incipient, new and ambitious young entrepreneurs from age 18 onwards who can get a 12-month grant for a stay with an experienced company abroad in order to implement their idea.

**Institutions** e.e.si of BMBWF & IFTE.at

**Outcome/time schedule** Annual grants for 2020 to 2023

**Contact** Valentin Mayerhofer

**Status\*** 1



### Name and purpose

**FLiP Erste Financial Life Park.** Basic financial education, understanding links, online challenges as an advancing discourse



### Activities

- Providing children and youths with basic knowledge in a playful and interactive way
- Raising interest in economic relationships
- Own financial security is the prerequisite for developing and implementing ideas.
- A new digital challenge is developed every year.
- Development of design thinking as an entrepreneurship challenge

**Institution** FLiP

**Outcome/time schedule** Ongoing • 2020: Entrepreneurship challenge: design thinking

**Contact** Nina von Gayl

**Status\*** 1



### Name and purpose

**boerse4me.** Provision of teaching materials and workshops



### Activities

- Development of didactically sound teaching material
- Print and digital
- Workshops in schools
- Teacher education

**Institution** Wiener Börse

**Outcome/time schedule** Strengthening teaching

**Contact** Erwin Hof

**Status\*** 1



### Name and purpose

**Web apps.** As tools for a self-determined (financial) life



### Activities

- m€ins is a web app in the form of a budget planning tool for young people from secondary I level onwards.
- PIA is a personal inflation app to compute one's personal inflation rate.

**Institution** OeNB

**Outcome/time schedule** Ongoing

**Contact** Marilies Jelovsek • Martin Taborsky

**Status\*** 1



### Name and purpose

**AWS Working Group on Business and School.** Teaching materials



### Activities

Compact teaching materials on current business topics:

- Quiz app
- Volkswirtschaft Plus
- Betriebswirtschaft Plus
- Didaktik Plus

**Institutions** WKÖ/IBW

**Outcome/time schedule** Ongoing

**Contact** Josef Wallner

**Status\*** 1



### Name and purpose

**#beapirate Challenge.** Pupils from many countries work towards their own solutions for global problems



### Activities

- International pupils form teams (often from different countries) to find solutions for global problems within three weeks.
- They get input and advice in entrepreneurship, global challenges, exponential thinking, ideation and design thinking, implementation of projects and pitching.
- International mentors are available for 30-minute mentoring calls, advising the youths in developing their ideas.
- Final submission: one-minute pitch video, followed by online voting.
- The best teams are invited to an online live pitch, with the winner being awarded an exciting prize (2020: trip to Silicon Valley).

**Institution** Moonshot Pirates

**Outcome/time schedule** Pupils learn valuable skills for the future. First organised in 2020 with 800 young people from 30 countries. The programme is fully digital and thus scalable.

**Contact** Marko Haschej

**Status\*** 1



### **Name and purpose**

**Moonshot Pirates Bootcamp.** 3-day ideas workshops to develop solutions for global problems. Pupils from various types of secondary II schools



### **Activities**

Each bootcamp follows a simple and efficient framework:

- 3-day bootcamp for pupils from various types of schools
- Input & keynotes on entrepreneurship, exponential thinking & technologies, and mindset & moonshot thinking
- Ideation workshop to develop own ideas for the solution of global problems
- 48-hour hackathon to implement ideas
- Mentoring with 10+ international mentors each
- Pitch training
- Final public pitch night

The bootcamps are extracurricular activities.

**Institution** Moonshot Pirates

**Outcome/time schedule** Pupils develop their own solutions, thereby learning skills for the future • 2020: 10 bootcamps (7 international) • The model can be globally scaled by way of licensing

**Contact** Marko Haschej

**Status\*** 1



### Name and purpose

**Future Health.** The object is to demonstrate various job profiles to the young and to raise their interest in research and innovation in the life sciences. The focus is on Viennese companies and training facilities.



### Activities

- Training of explainers (students) of life sciences
- Organisation of workshops for 7<sup>th</sup> and 8<sup>th</sup> grade pupils. Workshops consist of three parts:
  1. Pupils learn about life sciences, their definitions and applications, linking them with experience from everyday life.
  2. Youths learn about job profiles from life sciences. Apprentices and others working or being trained in the field provide interesting insights in their working life and tell about their personal experience.
  3. Development of an own idea: developing and presenting own inventions in the life sciences field aims to foster creativity and entrepreneurship among the young.
- Preparation of a handout listing training and job opportunities

**Institution** Wirtschaftsagentur Wien

**Outcome/time schedule** The Future Health workshop will take place every two years, starting in the autumn of 2020.

**Contact** Kristina Wrohlich

**Status\*** 1



### Name and purpose

**Digital Tax Education.** “Enlightening” young European citizens about taxes and how they affect their life



### Activities

- Online support for schools for their financial education (focus on taxes) with learning materials, videos, apps, the “Taxlandia” game, etc., available at <https://europa.eu/taxedu/>, for different target groups:
- Primary level: explain what taxes are and their benefits/uses for all in everyday life. The section contains entertaining facts to ensure that learning is fun. Simple language.
- Secondary level: describe what taxes are and their benefits/uses in everyday life: downloading of music, online shipping, founding a business, working in another country, etc.

**Institutions** EU • BMF

**Outcome/time schedule** Ongoing

**Contact** Manfred Elmecker

**Status\*** 1



### Name and purpose

**MoneyMatters.** Strengthening financial knowledge by workshops and an online platform for pupils that revolves around money and business



### Activities

- In the context of social impact banking, Bank Austria provides a combination of workshops and an online platform known as MoneyMatters, which allows pupils to extend their financial know-how.
- Short workshops carried out by the Österreichisches Gesellschafts- und Wirtschaftsmuseum, a highly reputed partner, help pupils to access the programme. They enable pupils to work with the online platform without the need for help.
- Five basic modules (such as payment by card and internet banking, or individual financial planning and budgeting) discuss monetary topics in a highly practical way. Seven advanced level modules cover subjects from technology and finances to cyber security and an introduction to the world of entrepreneurship.
- The programme is chiefly targeted at pupils from age 14, but the basic models are already suitable for the fourth grade of the new middle school (NMS).

**Institution** Bank Austria

**Outcome/time schedule** 2020: School workshops start in a pilot project in Burgenland

- From 2021: available in all of Austria

**Contact** Arnold Ollinger • Andrea Strohmayer

**Status\*** 1

# Securing process quality







### Name and purpose

#### Teacher training

**UKids – YouthStart for kids.** Preparing future entrepreneurial teachers for sustainable and social entrepreneurship education



### Activities

#### Improving integration in teacher training:

- KPH Wien/Krems cooperates with universities in five EU countries to implement social entrepreneurship education in the training schedule of future primary school teachers using access points and a new priority.
- Expansion of the learning programme “Jedes Kind stärken” (YouthStart Entrepreneurial Challenges)
- Strengthening the Zentrum für Entrepreneurship Education und wertebasierte Wirtschaftsdidaktik
- Research into EE and business education

**Institution** KPH Wien/Krems

**Outcome/time schedule** 2019: Zentrum für Entrepreneurship Education und wertebasierte Wirtschaftsdidaktik • 2019/2020: Testing SEE for primary school teacher training • 2019–2020: Research • 2021: Permanent implementation, international cooperations

**Contact** Elisabeth Fernbach • Susanne Spangl

**Status\*** 1



### Name and purpose

**Design teaching.** Applied design thinking as part of teacher training for arts education, technical and textile crafts and combined teaching at the Universität für Angewandte Kunst Wien



### Activities

- Teaching applied design thinking to train teachers for technical and textile crafts, for the bachelor and master studies, and combined subjects
- Applied design thinking lab as a place of learning and inspiration, problem-solving, as a centre for innovation
- Research into design teaching

**Institution** Universität für Angewandte Kunst Wien

**Outcome/time schedule** Ongoing

**Contact** Ruth Mateus-Berr

**Status\*** 1



### Name and purpose

**Training teachers in entrepreneurship education.** Preparing students for the EE challenges on the secondary I and II levels



### Activities

- Lecture on entrepreneurship education for future geography and economics teachers
- Research into entrepreneurship and business education

**Institution** Universität Wien

**Outcome/time schedule** Ongoing

**Contact** Herbert Pichler

**Status\*** 1



### Name and purpose

**Strengthening teaching skills in EE.** Preparing students for the EE challenges on the secondary II level



### Activities

- Lecture on entrepreneurship education at the Institute of Business Education
- Research into Entrepreneurship Education

**Institution** WU Wien (WiPäd)

**Outcome/time schedule** From 2020

**Contact** Gerhard Geisler

**Status\*** 1



### Name and purpose

#### Teacher training

##### PIETE – Partnership for Initial Entrepreneurship Teacher Education

Anchoring EE in training teachers for the secondary II level

Provision of a sound knowledge base (approach, fostering understanding and application)

Promoting EE by creating a new generation of “entrepreneurial teachers”



### Activities

- PHT and MCI combine to form a regional, inter-institutional tandem to ensure that EE will be fully included in the training of teachers for secondary II levels in Tyrol
- Awareness Test Center: Survey of current understanding and ideas about EE with lecturers who are responsible for teacher training
- ITE framework report: description of current situation in teacher training in order to find out where and how to efficiently integrate EE
- Capacity building compilation: organisation of events to raise awareness of the topic
- Teaching moduls are integrated in the teacher training curricula for various studies. The modules for teacher training are tested in pilot trials.

**Institutions** MCI • PH Tirol

**Outcome/time schedule** Introduction of EE in training teachers for secondary II levels in Tyrol.

**Contact** Desiree Wieser • Christine Pirhofer

**Status\*** 1



### Name and purpose

**Qualifications framework for child and youth work.** Shows how individuals act competently in their child and youth work outside school and encourages the development of key skills



### Activities

- The qualifications framework is a tool to translate child and youth work skills within the Nationaler Qualifikationsrahmen NQR. The NQR in turn visualises and enables a comparison of skills at a European level through the European Qualifications Framework.
- Support by aufZAQ, which doubles as NQR service point.

**Institution** BMAFJ

**Outcome/time schedule** Permanent

**Contact** Erich Pauser

**Status\*** 1



### Name and purpose

**Further education of teachers.** Anchoring sustainable/social entrepreneurship education in the further education of teachers, better networking of players involved



### Activities

**Further education courses for teachers,** for various target groups, to accompany implementation of the new curriculum

- Primary school with “Jedes Kind stärken”
- Secondary I level with “Jugend stärken” and DO IT
- Secondary II level with YouthStart programme
- In-house training for Entrepreneurship Schools
- Entrepreneurship Summit

**Institutions** e.e.si of BMBWF & IFTE.at • KPH Wien/Krems • PH Salzburg • PH Tirol • PH Kärnten

**Outcome/time schedule** Annual further education course for teachers of primary schools and secondary I levels: Lower Austria, Salzburg, Tyrol, Vienna • Secondary II levels in all of Austria

**Contact** Johannes Lindner, Eva Jambor • Martin Wegscheider • Andrea Bisanz

**Status\*** 1



### Name and purpose

**Interactive online workshops for teachers**



### Activities

Development of interactive teacher online workshops with the virtual university college of teacher education for the Entrepreneur Licences A, B, C and UP

**Institutions** WKO • Virtuelle PH

**Outcome/time schedule** Ongoing

**Contact** Friederike Hennessey

**Status\*** 1



### Name and purpose

**Strengthening teacher education and further education**



### Activities

- Development of further education forms
- Provision of lecturers and locations
- Offer for all of Austria

**Institution** Wiener Börse

**Outcome/time schedule** Ongoing

**Contact** Erwin Hof

**Status\*** 1



### Name and purpose

**Digital mentoring offers.** Target group: international pupils of secondary II levels



### Activities

**Online group mentoring.** 6-month mentoring programme for the self-development of youths aged 15–19, in small groups

**On-demand mentoring.** Pupils working on a project get round-the-clock access to experts and successful entrepreneurs in order to develop their own (entrepreneurial) projects

**Institution** Moonshot Pirates

**Outcome/time schedule** Young people who have clear personal goals, a strong self-awareness and are fitted with tools to master hurdles in their lives. The programmes are held digitally and are rolled out globally.

**Contact** Marko Haschej

**Status\*** 2



### Name and purpose

**Institutional strengthening.** Achieve a strengthening of institutions



### Activities

Making institutions stronger. Established institutions are:

- ifte (Initiative für Teaching Entrepreneurship) – Awakening, fostering and strengthening entrepreneurial conduct, founded as an association in 2000
- e.e.si (Entrepreneurship Education als schulische Innovation) – impulse centre of the BMBWF, developed in 2006 as a network of coordinators for entrepreneurship education at national and state levels. Every state has EE working groups for exchange and joint development. e.e.si is financed chiefly by the commercial colleges.
- Cooperations have been established with the expert field and the Zentrum für Entrepreneurship Education und wertebasierte Wirtschaftsdidaktik of KPH Wien/Krems.
- ACT (Austrian service centre for practice firms)
- YouthStart learning offers from primary to secondary II levels, to be YouthStart Digital Lab in the future: youthstart.eu
- Junior Achievement Austria – “Learning Business by Doing Business”. Association was established in 1997, active in all Austrian states, secondary I and II levels, general and vocational schools

**Institutions** BMBWF • JAA

**Contact** Katharina Kiss • Milica Markovic

**Status\*** 2



### Name and purpose

#### Metering the effect

Indicators for entrepreneurship education

- Development and establishment of indicators for entrepreneurship education
- An indicator that perceives the measured performance also as an output measure for an educational process
- Low-cost survey of the indicator
- Harmonisation at European level
- Effects can be found in society and business.



### Activities

Possible indicators currently discussed:

#### Input-focused:

- Percentage of 18- to 29-year-olds who were given an entrepreneurial education during their school years. Number of pupils who participated in an entrepreneurial innovation project with a business or NOP
- Percentage of teachers trained in entrepreneurial education
- Percentage of schools offering practical entrepreneurial experience
- External certification of an educational facility as an Entrepreneurship School
- Number of hours offered for entrepreneurship education. Resources for entrepreneurship education.

#### Output-focused:

- Results of (self-)evaluation of pupils' entrepreneurial skills
- Self-assessment of youths in their ability to implement own ideas in our society
- Number of initiatives and start-ups after five years
- Certification as Entrepreneurial School (see Entrepreneurship School)



**Indicators** of whether more businesses were started are obtained primarily from the following statistics:

- WKO statistics of newly founded businesses in Austria
- Statistik Austria business data, business demographics
- Austrian Startup Monitor
- Global Entrepreneurship Monitor

**Institutions** BMBWF • BMDW

**Outcome/time schedule** Set of indicators is available • 2021/2022: Study on “Entrepreneurship Education at Schools in Europe”, by the EU Commission • Analysis of set of indicators

**Contact** Katharina Kiss • Johannes Lindner • Sarah Klaffner

**Status\*** 1

**Part 2:**

**Activities involving  
entrepreneurship education**

**From primary to  
secondary II levels**



In the past years, several approaches to entrepreneurship education for children and youths have emerged. They include exciting activities at schools, such as the Markttag or the WILMA Erfinderinnen- und Erfinderwerkstatt, new didactic-methodic approaches in existing subjects, the mini companies, junior companies, the smart-practice companies with their priorities on digitisation, sustainability and human resources, and new subjects such as the debating society and the training focus on “entrepreneurship”. They also range from the development of “entrepreneurial challenge-based learning”, an interdisciplinary approach, to ambitious Entrepreneurship School concepts. The following pages list key activities in a structured form.

## a) Overview of courses

Systematic programmes that are linked to curricula and are held as a regular schedule (plus the requisite school level)

YouthStart programme: programme for primary and secondary I levels. At the secondary II level modules can be combined in various ways, depending on the curriculum and linked to contests	Primary to secondary II
Growing Change in the Entrepreneurship Learning Garden	Primary to secondary II
Lehrerinnen und Lehrer in die Wirtschaft – internship	Primary to secondary II
WILMA Erfinderinnen- und Erfinderwerkstatt	Primary to secondary II
Markttag	Primary
Ideenattacke + Leonardino & Galilea	Primary to secondary I
Meine Zukunft + Der Betrieb in meiner Nähe + Kids-Academy + „Bring dein Kind zur Arbeit mit“-Tag	Secondary I
Financial Education + TECmania	Secondary I
DigiMe	Secondary I
TalenteCheck + Euer Potenzial	Secondary I and polytechnical
Arbeitsgemeinschaft Wirtschaft und Schule (AWS)	Secondary I and II
Learning trail “The Austrian Capital Market” + WIF und Digitalisierung, What’s up + WU learn public	Secondary I and II
FLiP	Secondary I and II
“Starte dein Projekt” workshops and crowdfunding platform for pupils’ projects	Secondary I and II
The Entrepreneur’s Skills Certificate	Secondary I and II

IZI Imst + Girls' Day + Unternehmerin macht Schule	Secondary II
Inspire Lab Klagenfurt	Secondary II
7€ Cash@School Kufstein	Secondary II
Business simulation game + simulation game "Arbeitswelt und Schule"	Secondary II
business@school	Secondary II
Entrepreneurship education as a teaching principle	Secondary II
Practice company	Secondary II business schools
Pupils start a mini company – Junior Achievement	Secondary I and II
Entrepreneurship as a training priority	Secondary II BMHS
Teachers' course on entrepreneurship education – Kitzbühel Summer college	Secondary II

## b) Summary of festivals and contests

Trash Value Festival	Primary and secondary II
UP-Challenge	Secondary II technical college
Wiener Forschungsfest	Primary to secondary II
Entrepreneurship Summit – Global Entrepreneurship Week	Secondary I and II
Styrian Challenge + Entrepreneurship Day	Secondary II
NEXT GENERATION – BA idea and business plan contest, state, national and European championships	Secondary II
YouthStart – European Entrepreneurship Award	Secondary II
Junior Achievement Österreich – state, national and European championships	Secondary II
Jugend Innovativ – Project contest	Secondary II
HAK Forward + Start-up Challenge	Secondary II
Changemaker programme with the Rotary Youth Award and the Changemaker Award, Economic Olympiad	Secondary II
Euroskills, Entrepreneurship/Business Development Team Challenge, national and European championships	Secondary II BMHS
Misch dich ein – der Debattierclub including the national championship "SchülerInnen debattieren"	Secondary II
Entrepreneurship Educator of the Year	Primary to secondary II

## c) Entrepreneurship School

BMHS (HAK, HUM, HTL)

## a) Overview of courses

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### YouthStart – Entrepreneurial Challenges Programme

#### School level

- Primary
- Secondary I
- Secondary II

#### Organiser

- e.e.si of BMBWF and IFTE, in a cooperation of the education ministries of Austria, Luxembourg, Portugal and Slovenia, with PEEP, the Danish Entrepreneurship Foundation, KPH Wien/Krems and WKO.
- Austria is the methodological lead manager through the e.e.si of BMBWF and IFTE.at.<sup>1</sup>

#### Goals

- Learning programme based on the TRIO model
- Learning with major and minor challenges for all grades and subjects. Consists of several modules that are combined into the programme

Since 2015

#### Measures

- Preparation of 40 challenges, accompanied by further education for the pilot schools (of all three levels)
- Scientific field trial in 2015 to 2018 with 71 schools in all of Austria – the largest field trial in EU member states so far
- A qualitative study for Austria is available for the primary and secondary I levels.
- An empirical, quantitative, randomised study for Austria, Slovenia, Luxembourg and Portugal is available for the secondary II level.

Details: [youthstart.eu](http://youthstart.eu)

#### Outcome

- Learning programme in German and English, as well as in Bulgarian, French, Spanish, Portuguese and Slovenian, see [www.youthstart.eu/en](http://www.youthstart.eu/en)
- The field trial in 2015–2018 involved some 10,000 kids and youths in Austria, altogether over 30,000 children (including in Luxembourg, Portugal and Slovenia).
- The programme is called “Jedes Kind stärken” in primary school and “Jugend stärken” on the secondary I level. The programme is further developed based on scientific accompaniment (see Part 2).
- International cooperations: parts of the programme are implemented in Cameroon (in cooperation with UNCTAD) and South Africa (in cooperation with the South African Education Ministry) and from Indonesia to Afghanistan (in cooperation with UNIDO and the Afghan Education Ministry).

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## Sprouting Entrepreneurs in South Africa – Growing Change in the Entrepreneurship Learning Garden

### School level

- Primary
- Secondary I
- Secondary II

### Organiser

- BMBWF Department for school systems abroad
- In cooperation with the education ministries of the provinces of Eastern Cape and Gauteng (South Africa)

Organisation: matthias.forcher-mayr@bildung.gv.at

### Goals

- Sprouting Entrepreneurs addresses the real world challenges of youth unemployment and poverty-caused nutritional problems, and fosters project-focused learning at school.
- The Entrepreneurship Learning Garden operates as a learning medium for critical analysis of the socio-economic frame for action and the development of creative project ideas in gardening/farming. Pupils manage and market their projects, creating values for others. Examples of challenges:
  - Ubuntu vegetable boxes for the needy
  - Sale of seedlings
  - Food and gardening workshops in a community
  - Mini companies produce food for the school nutrition programme
  - Campaign for healthy meals in schools
  - Food security “One Home, One Garden”

Since 2017

### Measures

- The programme is taught as a three-year elective course or by interdisciplinary annual curricula.
- The Sprouting Entrepreneurs course consists of 78 workshop hours and is targeted at teachers, heads of schools and representatives of the school authorities. Ten to 15 schools in a school district make up a group that deals with the following modules:
  - entrepreneurship education
  - project teaching
  - nutritional education
  - Entrepreneurship Learning Garden, school development and community practice
- Participating schools get three teachers’ manuals and an Entrepreneurship Learning Garden starter pack that contains tools, seeds and compost for 35 pupils.
- Participants guide a team of pupils in the local Entrepreneurship Learning Garden and present the project’s progress at the end of the course. A final certificate is awarded and participating schools are permitted to name themselves “Sprouting Entrepreneurs Partner School”.

## Outcome

- Sprouting Entrepreneurs has become a flagship project of the Rural Education and Agricultural Schools reform initiative launched by the Eastern Cape Education Ministry.
- Since 2017, the programme has been implemented in 35 partner schools in three provinces.
- The concept serves as a pedagogical basis for school gardens of the National School Nutrition Programme.
- Sprouting Entrepreneurs offers a didactic model for implementing entrepreneurship education contents of the state curriculum.
- An English-language 140-page manual for teachers was published in 2019. It can be downloaded free of charge as a PDF file to be ordered by sending an e-mail to [matthias.forcher-mayr@bildung.gv.at](mailto:matthias.forcher-mayr@bildung.gv.at).
- Further details: [instagram/sproutingentrepreneurs](https://www.instagram.com/sproutingentrepreneurs)  
[facebook.com/sproutingentrepreneurs](https://www.facebook.com/sproutingentrepreneurs)  
[twitter.com/sproutpreneurs](https://twitter.com/sproutpreneurs)

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## Lehrerinnen und Lehrer in die Wirtschaft – internship

### School level

- Primary
- Secondary I
- Secondary II

### Organiser

IFTE.at, KPH Wien/Krems, Wirtschaftsforum der Führungskräfte (WdF), Bildungsdirektion Wien, Vienna Economic Chamber (WKW), Bildungsdirektion Kärnten, Inspire Lab and some 40–60 businesses every year

### Goals

- Teachers get insights into business transactions and economic links.
- Networking between teachers and business people

Since 2004, Austria-wide

### Measures

- Teachers get introduced to businesses for three days.
- Businesses provide a three-day internship for teachers.
- Teachers prepare questions which are then answered during the internship.
- Businesses have an opportunity to sensitise teachers for the requirements of the economy, in return get feedback from the teachers and contacts to schools with a view to recruiting future staff members.
- The internships are held in March of each year.

Details: [ifte.at/lehrerinnenindiewirtschaft](https://ifte.at/lehrerinnenindiewirtschaft)

### Outcome

- 30–60 teachers and 40–50 businesses every year

Since 2004: 950 teachers

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## WILMA – Erfinderinnen- und Erfinderwerkstatt

### School level

- Primary
- Secondary I
- Secondary II

Primary and secondary I pupils in cooperation with secondary II pupils, apprentices, students and adults

### Organiser

Initiative of Gabi Hampson (W\*ORT Lustenau) and Steven Marx (Jugendnetzwerk SDM). IFTE.at in cooperation with KPH Wien/Krems, Universität Wien, Land Salzburg, Bildungsdirektion Salzburg, e.e.si Salzburg and many primary schools

### Goals

What makes children strong? When we encourage them to use their ideas and energy in order to solve problems that concern us all. At WILMA Erfinderinnen- und Erfinderwerkstatt children choose an SDG problem, jointly finding creative ideas by trying out what works and what doesn't. A (mobile) maker space provides the location.

Since 2017

### Measures

- WILMA incites the spirit of inventing and discovery and shows how to approach a problem. Children become attentive and understand problems as challenges rather than hurdles, recognising that change, considering the large (global) challenges of our time, can begin at a small scale (with oneself).
- A WILMA Erfinderinnen- und Erfinderwerkstatt may be implemented by way of a two- to three-hour design workshop or kids' hackathon, where children become inventors and put their initial ideas onto paper. Alternatively, WILMA may be organised as an event that takes several days or even weeks to produce (functioning) prototypes.
- Using the manual, older pupils, students and adults can help children to carry out their own projects in WILMA.
- The manual is available free of charge in several languages under "My Community Challenge" for children on the YouthStart Entrepreneurial Challenges platform.

Details: <https://wilmaonline.net/was-ist-wilma/> (with films)

[youthstart.eu/de/challenges/solving\\_problems\\_together/](https://youthstart.eu/de/challenges/solving_problems_together/)

### Outcome

Vorarlberg: 2017: 3-day pilot. From 2018: four one-day workshops annually for apprentices with primary school children; seven open WILMA afternoons within the scope of youth work, and one week of a WILMA summer programme. A total of 230 children and 30 apprentices were involved in 2018 and 2019. Ten school workshops were planned for 2020, of which three could be held before the schools had to close. A one-week WILMA Erfinderinnen- und Erfinderwerkstatt was held in July, by two teachers who will take a class at a secondary school in Bregenz with focus on WILMA in autumn.



Lower Austria and Vienna: 16 three-hour workshops since 2018, by students with primary school children, as part of the entrepreneur education seminar of Universität Wien. A total of 760 children and 65 students in 2018 and 2019. More workshops of WILMA Erfinderinnen- und Erfinderwerkstatt are planned for the autumn of 2020.

Salzburg: 19 three-hours workshops since 2020, by HAK pupils with primary school children. Altogether 450 children and 80 HAK pupils in 2020.

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## Markttag

### School level

Primary

### Organiser

Cooperation between WU Wien and IFTE.at, KPH Wien/Krems, Bildungsdirektion Wien and e.e.si of BMBWF

### Goals

Learning with small challenges:

- Sales skills
- Personal responsibility
- Teamwork
- Financial planning
- Persuasiveness

The students use learning activities to encourage children. An e-learning course was prepared in 2018/19 for widespread use. The Markttag is part of the YouthStart programme and a university course for students of WU Wien.

Since 2017

### Measures

- The Markttag is a challenge for fourth-grade primary school children: helped by students, they plan, organise and set up a market stand. The challenge is a continuation of the Lemonade Stand Challenge of the YouthStart Programme.
- For the students, the Markttag is the final project of the Changemaker programme run by WU Wien – an extracurricular programme for students to learn leadership and entrepreneurship skills.

Details: [ifte.at/markttag](https://ifte.at/markttag)

### Outcome

In 2018 and 2019, the programme reached about 15 classes each, with 400 children. The next Markttag is scheduled for 2021 at WU Wien.

The scheme will be expanded by a cooperation with secondary II schools. It is planned to expand to Salzburg in 2021.

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## Ideenattacke

### School level

- Primary
- Pupils of the 3<sup>rd</sup> and 4<sup>th</sup> forms

### Organiser

Wirtschaftsagentur Wien

The workshops are cofinanced by the European Regional Development Fund within the frame of the IC3 Innovation by Co-Operation, Co-Creation and Community Building project

### Goals

The object is to communicate to primary school children (especially girls) a wide range of occupations and to raise their interest in research and innovation. In this way, children can be acquainted with the entrepreneurial spirit and thus entrepreneurship already at an early age. Wirtschaftsagentur Wien moreover offers an Ideenattacke workshop targeted specifically at teachers (Train the Trainer).

Since 2010

### Measures

- Training of explainers (students) who anchor the workshop
- The morning workshop consists of three parts:
- Connecting specific everyday elements by terms such as research and innovation and in this way understand the relevance of research and innovation for our society
- Finding out about the job profiles of scientists
- Practising inventions: pupils devise an innovation and set up a prototype which they present to the classroom

Details: <https://wirtschaftsagentur.at/technologie/technologie-erleben/workshops/>

### Outcome

The workshop was launched in 2010; since then about 190 workshops were held and 3975 pupils participated.

---

## Leonardino + Galilea

### School level

Primary

### Organiser

Initiators: WKW, IV Wien and FESTO

Partner: Bildungsdirektion Wien

### Goals

Promoting technology and the life sciences in primary schools

Since 2014

### Measures

- Starting in 2007 schools have been given experimental boxes on “air and air pressure” and on “electricity”. Specifically designed basic and advanced workshops for teachers teach their use in the classroom. Teaching is supported by regular activities and schemes (such as Leonardino Checker, short videos).
- In 2018, primary schools were first provided with “BionikBoxes” fitted by Festo.

Details: leonardino.at

### Outcome

All 263 primary schools in Vienna have received experimental boxes on “air and air pressure” and on “electricity”. Rollout of the BionikBoxes started in 2018.

---

## Meine Zukunft – meine Arbeitswelt – mein Bezirk

### School level

Primary

### Organiser

Steirische Volkswirtschaftliche Gesellschaft jointly with Steiermärkische Sparkasse and regional partners

### Goals

Pupils of 3<sup>rd</sup> and 4<sup>th</sup> forms of primary school

Since 2019

### Measures

- Using local legends, children are given insights into responsible entrepreneurial activities in various fields.
- Pupils act independently, guided by professionals, thereby experiencing concrete jobs.

Details: <https://bfb.berufsorientierung.at/meine-zukunft-meine-arbeitswelt-mein-bezirk-liezen-26-und-27-februar-2019-2/>

### Outcome

Pilot in February 2019 with 25 businesses and 200 pupils. Continuation and expansion (after corona) in progress

---

## Der Betrieb in meiner Nähe

### School level

Primary

### Organiser

WK Burgenland

### Goals

Views of company and job life

### Measures

- Discovering a business
- Testing simple activities

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## Kids-Academy

### School level

- Primary
- Secondary I

### Organiser

WKNÖ and Land Niederösterreich

### Goals

Creating an interest in, and enthusiasm for, various occupations

### Measures

- One-day hands-on workshops suitable for kids, jointly with the specialists
- Trial days in (apprenticed) jobs such as cook, joiner or programmer

---

## “Bring dein Kind zur Arbeit mit”-Tag

### School level

- Primary
- Secondary I

### Organiser

Steirische Volkswirtschaftliche Gesellschaft jointly with Bildungsdirektion Steiermark; initiated by BerufsFindungsBegleitung

### Goals

Children spend a working day together with their mother, father or other important person, getting an inside view of work in a company.

Since 2017

### Measures

- A scheme to accompany youths in their search of a career, this day has been held since 2017, in the last two weeks of June of each year, for Styrian third-grade pupils.
- The scheme is evaluated and continued.

Details: <https://bfb.berufsorientierung.at/bring-dein-kind-zur-arbeit-mit-tag-17-bis-28-juni-2019/>

### Outcome

In 2019, 1,600 pupils from 62 schools received impressions from a total of about 1,000 businesses. In 2020, the scheme was organised as a virtual experience.

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## Financial education workshop

### School level

- Secondary I
- 7<sup>th</sup> and 8<sup>th</sup> form pupils

### Organiser

Wirtschaftskammer Salzburg, Banks and Insurers section

Role models from banks and insurers and their staff in Salzburg

### Goals

- Raising interest in a traineeship for banker and insurer
- Stressing how important proper handling of money and insurance is for one's own life
- Sparking enthusiasm for financial and insurance business
- Reflection of own talents and fortes

### Measures

Workshop of about four teaching units for pupils in the occupational and university orientation phase of secondary academic schools

- Presentation of job profiles
- Grounds for job choice, salaries
- “Million Quiz”
- Financial and insurance terminology
- Case studies from the financial sector discussed in groups

### Outcome

About 10 secondary academic schools per semester

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## TECmania Vienna

### School level

- Secondary I
- 7<sup>th</sup> and 8<sup>th</sup> form pupils

### Organiser

WK Wien, Bildungsdirektion Wien and KPH Wien/Krems

### Goals

TECmania incites interest in young people for technical occupations and training.

### Measures

- Tester days in a technology company
- Experiences are autonomously documented by pupils and published on Facebook for the contest. In addition to an audience award for the most popular documentary (via Facebook voting), prizes are also awarded for the best documentaries, decided on by an expert jury.
- Conclusion by an award to the 20 best presentations given in April

Details: [wko.at/site/Biwi/tecmania-2019.html](http://wko.at/site/Biwi/tecmania-2019.html)

### Outcome

Every year, 30–60 pupils take a tester day.

---

## DigiMe – digital and media skills for pupils

### School level

- Secondary I
- 7<sup>th</sup> and 8<sup>th</sup> form pupils

### Organiser

Wirtschaftsagentur Wien

DigiMe is a cooperation between Wirtschaftsagentur Wien, the European Office of Bildungsdirektion Wien and two Czech partners (Vysočina Education and SVČ Lužánky Brno) The DigiMe project is funded by the INTERREG V-A programme Austria/Czech Republic for the period of 2014–2020.

### Goals

The ultimate object is to sustainably improve digital education in Austria and Czechia and to qualify pupils for the requirements of digital work.

- Basics of digitisation
- Basics of IT professions
- Meeting young role models from Viennese IT companies
- First steps of programming with BBC micro:bits
- Developing and presenting innovative digital inventions to attract youths to inventions and entrepreneurship

From 2019 to 2022

### Measures

- Youths learn the first steps of programming, developing their own creative ideas for technology products or services
- Weekly workshops for pupils
- Training of explainers (students) who anchor the workshop
- Apprentices and others working or being trained in the IT sector furnish interesting insights in their everyday working life and tell about their personal experiences.
- The youths get an info sheet with information and training opportunities for IT jobs, and a certificate for attending the workshop.
- Measures to develop cross-border school partnerships between Czech and Viennese schools
- Cooperation with eight strategic partners in the tech scene
- Development of a multi-lingual e-learning platform with courses for pupils aged 6–15
- An online course was developed in the summer semester of 2020 in order to respond to the COVID-19 crisis and continue to offer the workshops.

Details: <https://digime.europabuero.Vienna/>

### Outcome

Cross-border outcomes:

- 5000 pupils participated in workshops
- Training of 300 teachers
- Training of 15 explainers
- Implementation of sustained school partnerships between Vienna and the Czech Republic
- Multi-lingual e-learning platform with free offers for teaching

---

## TalenteCheck – occupational training

### School level

- Secondary I
- 7<sup>th</sup> and 8<sup>th</sup> form pupils

### Organiser

WK Wien, Bildungsdirektion Wien, WK Burgenland

### Goals

The TalenteCheck furnishes pupils with a focus on their own strengths and weaknesses and on the requirements of business.

### Measures

The Talent Check is a performance test carried out online. It confronts pupils with tasks from the following fields:

- Practical maths
- German
- Understanding of texts
- Concentration
- Logic
- English
- Basics of technology

Details: [talentecheckwien.at](http://talentecheckwien.at)

### Outcome

2018:

- Vienna: 12,500 pupils from 186 schools
- Other Austrian states

---

## Eure Potenziale – pupils sparring

### School level

Compulsory schools

### Organiser

ÖGV (Österreichischer Gewerbeverein)

### Goals

What does the business scene expect from school graduates? What are their skills? What do youths expect from an apprenticeship?

### Measures

The focus is on the sparring of 100 pupils per batch who are looking for an apprenticeship (fourth grade of a compulsory school or polytechnical school). Companies introduce their operation, describe apprenticeships and may invite applicants into their company



for a more detailed discussion. Parents' evenings and teachers' meetings are held to prepare pupils for job interviews.

#### **Outcome**

2,500 pupils per school year (21–23 secondary non-academic and polytechnical schools) in Vienna

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## **Arbeitsgemeinschaft Wirtschaft und Schule (AWS)**

#### **School level**

Mostly from secondary I

#### **Organiser**

AWS as a project at the Institut für Bildungsforschung der Wirtschaft (ibw)

An initiative of Wirtschaftskammer Österreich (WKÖ) and Österreichischer Sparkassenverband

#### **Goals**

- Supporting pupils in understanding economic relationships
- Promoting a positive attitude towards business
- Fostering entrepreneurial spirit
- Advancing economic and everyday skills

#### **Measures**

- Designing didactically developed teaching materials on current economic topics (print, online, videos)
- Designing teaching materials of interactive and multimedia content
- Preparing tasks with a focus on online tools
- Priority contents in 2019: industry, financial literacy, digital world
- Quiz app to assist current teaching methods (blended learning, mobile learning, gamification)
- Participation in target-group-specific events (e.g. Entrepreneurship Summit, WiPäd conference, edudays, etc.)
- Interactive advertising materials

Details: [asw.ibw.at](http://asw.ibw.at)

#### **Outcome**

- 150+ free teaching materials for downloading and/or web-based
- 10,000 downloads p.a.
- Mailing of about 3,000 prints to teachers at secondary levels p.a.
- 55,000 website contacts p.a.
- 73,000 video calls on own YouTube channel p.a.

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## Adventure trail “Der österreichische Kapitalmarkt”

### School level

Secondary II

### Organiser

Österreichisches Gesellschafts- und Wirtschaftsmuseum and Wiener Börse

### Goals

Teaching of financial skills with the focus on stock exchange and capital market  
Since 2004

### Measures

- Teachers of economics provide the basics of stock exchange and capital market knowledge in one- to two-hour lectures.
- Pupils receive accompanying information material.
- The lectures are held either directly at the schools or at the museum in Vienna.

### Outcome

2019: 160 teaching units with about 2,700 pupils

The scheme is continued in 2020.

Total (2004–2019): 5,581 teaching units and 94,572 pupils

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## Wirtschaft im Fokus (WIF) + “What’s up?” workshops

### School level

Secondary II

### Organiser

Volkswirtschaftliche Gesellschaft Steiermark; funded by WKO Steiermark, IV Steiermark and Erasmus+

### Goals

- Pupils acting as ambassadors of Styria report on the Styrian economy in the course of their internships abroad.
- Pupils get acquainted with digitisation methods and discuss their opportunities regarding their future as entrepreneurs or staff members.

Since 2017/18

### Measures

The two workshops teach fundamental knowledge about the Styrian economy, Industry 4.0 and digitisation to pupils entering an internship abroad within the “Young Styrians GO Europe” mobility project, discussing current and future trends and topics.

### Outcome

300–500 pupils per year

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## WU learn public & WU4juniors Summer School

### School level

- Secondary I
- Secondary II

### Organiser

WU Wien

### Goals

learn public is an active contribution made by a public university responsible for dispersing economic skills (economic and financial literacy).

Since 2020

### Measures

- WU learn public: The WU platform offers open educational resources regarding economic and business subjects. WU learn public centres around learning videos embedded in interactive tasks.

Details: <https://learnpublic.wu.ac.at/course-overview/>

- WU4juniors Summer School

Details: <https://www.wu.ac.at/wu4juniors-1>

### Outcome

The platform has almost 5,000 registered users who have already acquired 2,000 badges for learning modules completed by them.

The first summer school with 36 participants takes place in 2020.

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## FLiP Erste Financial Life Park

### School level

- Secondary I
- Secondary II

### Organiser

FLiP Erste Financial Life Park (Erste Group Bank AG)

Erste Bank und Sparkassen

IFTE Initiative for Teaching Entrepreneurship

### Goals

Fostering financial and business skills and entrepreneurship education

Since 2016

### Measures

- FLiP-Tours: Interactive tours that offer exciting financial education, illustrate the importance of finances for personal life planning and explain economic relationships

Details: [financiallifepark.at](http://financiallifepark.at)

- Online teaching material: Teaching material on financial education and entrepreneurship for pupils from the 4<sup>th</sup> form onwards

Details: [financiallifepark.at/unterrichtsmaterialien](http://financiallifepark.at/unterrichtsmaterialien)

- FLiP-Challenges: The FLiP content is acquired playfully using FLiP Challenges on the smartphone, tablet or computer. Teachers analyse the financial skills of their pupils by assessing the entire class.

Details: [flipchallenge.at](http://flipchallenge.at)

- “Starte dein Projekt” helps pupils find ideas, manage projects and finance school projects. The scheme includes a crowd funding platform and three free workshop formats:

- Entrepreneurial Design Thinking: how to turn a business idea into a business model
- Project Playground: how does project management work?
- Crowdfunding: how to launch and handle a crowd funding campaign

Details: [startedeinprojekt.at](http://startedeinprojekt.at)

- FLiP2Go – Financial Education Goes Mobile: FLiP2Go offers financial education in a converted double-decker bus. Visitors can use seven interactive bus stops to find out about household planning, pricing and global value-adding chains.

Details: [financiallifepark.at/flip2go](http://financiallifepark.at/flip2go)

### Outcome

18,000+ visitors per year

Educational quality certified by Kokoa Standard (Finland)

50+ workshops per school year

From 2015 to autumn of 2019: 10,000 participants

More than 1,500 visitors since April 2019

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## Starte dein Projekt – workshops and crowd-funding platform for pupils' projects

### School level

- Secondary I
- Secondary II

### Organiser

e.e.si of BMBWF & IFTE.at in cooperation FLiP and Social Innovation

Organisation: office@ifte.at

### Goals

“Starte dein Projekt” offers youths support in carrying out projects. The object is to encourage young people through good practice examples to pursue their own road and to take up projects already in school with a view to future perspectives.

A priority is to demonstrate to young people, based on successful projects, how own ideas are created and creatively implemented. The object is to nudge them towards own initiative, entrepreneurship and responsibility.

It is linked to the YouthStart challenge “Starte dein Projekt”.

Since 2015

### Measures

#### Three Workshops with Young Entrepreneurs

- Entrepreneurial Design Thinking – to develop a sustainable business model
- Project Playground – to introduce project management
- Crowdfunding – as a foundation for organising your own crowd funding campaign

Each workshop takes three hours and usually takes place outside the school, with locations ranging from the FLiP in Vienna to Dreamicon Valley in Burgenland, the Inspire Lab at the Lakeside Spitz in Klagenfurt, the Entrepreneurship Camp in Kitzbühel and the Café W\*ORT in Lustenau.

- **Crowd-funding platform.** To introduce pupils to networking, a crowd-funding platform is offered for projects organised by young people. Crowd funding offers them a proof of concept.
- **Innovation savings book.** The deposit is in the form of ideas which generate interest in their realisation. It shows resources that can be used for the project.
- **“Starte dein Projekt” manual**

Details: startedeinprojekt.at

### Outcome

In four years from 2015, 450 workshops were organised that reached more than 11,000 youths.

The crowd funding platform can be used free of charge.

A third edition became available in 2019. It can be obtained free of charge from the workshops, IFTE.at and e.e.si.

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## Unternehmerführerschein

### School level

- Secondary I
- Secondary II

From 8<sup>th</sup> form, as non-binding or optional obligatory subject, may be used as a subject for the university-entrance diploma

### Organiser

WKÖ in cooperation with the economic chambers in the Austrian states, in cooperation with “it in der Bildung”, bitmedia, “e-Learning-Wirtschaftszertifikate in der Bildung”

### Goals

Enhancing economic knowledge

Module A: basics of business

Module B: macroeconomics

Module C: business administration

Module UP: in-depth business administration

Since 2004

### Measures

- Standardised certificate as an additional qualification in four modules
- WKÖ accredits learning material
- The association “it in der Bildung” is a licensee of WKÖ.
- bitmedia offers standardised online tests on models A, B and C, against a charge
- The UP module (entrepreneur tests) is a test taken before a WK board, thus replacing the entrepreneur test.<sup>2</sup>
- Teacher seminars in cooperation with teacher colleges
- Interactive online seminars for teachers in cooperation with the virtual teacher college
- Regular evaluation and update of curricula and online test questions, jointly with WU Wien and Arbeitsgemeinschaft Geografie und Wirtschaftskunde

Cost of the skills card: € 15

Testing of Modules A, B and C: € 20 each; UP: € 150

### Outcome

83,017 module tests since 2004 (as of May 2019), 4,510 of them carried out by the board

About 1,500 module tests per year just in Upper Austria; some 20,000 module tests since 2004

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## Inspire! Lab Klagenfurt (Carinthia)

### School level

Secondary II

### Organiser

Bildungsdirektion Kärnten, Alpen-Adria-Universität, commercial schools in Carinthia, e.e.si coordinator for Carinthia, coordinator of the Institut für Innovationsmanagement und Unternehmensgründung

### Goals

- Networking of pupils, students, scientists with start-ups and established businesses
- Creating a “playground” for creative thinking and testing of innovative ideas and start-up projects
- Cooperation of school and university as a nodal point for networking in Carinthia

Since January 2018

### Measures

The Lab offers space for groups of up to 25 persons to employ methods to take own visions and ideas into reality.

- **inspire! build you business.** Simulation game to develop a business model
- **inspire! teach.** Workshops for teachers
- **inspire! next generation.** Motivational speeches on trends
- **inspire! connect.** Impetus by founders with an interactive setting
- **inspire! design.** “Starte dein Projekt” workshops
- **inspire! school.** Pupils taking the initiative
- **inspire! social.** Preparation of solutions for social and societal problems
- **inspire! partner.** Workshops for mutual inspiration with stakeholders

### Outcome

- **inspire! build you business.** 8 workshops for pupils
- **inspire! teach.** 4 workshops for teachers
- **inspire! connect.** 8 workshops for pupils
- **inspire! design.** 10 “Starte dein Projekt” workshops for pupils

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## 7€ Cash@School, Kufstein (Tyrol)

### School level

Secondary II

### Organiser

Initiator: Karin Steiner from FH Kufstein. Cooperation with Innovationsplattform Kufstein (i.ku) and FH Kufstein Tirol with Wirtschaftskammer Tirol, Bezirksstelle Kufstein, Gründungszentrum Start Up Tirol GmbH and Sparkasse Kufstein

Supported by a team of business management students who have previously founded 7€ cash businesses

### Goals

For the pupils:

- Discussion of start-ups
- Practical implementation of a business idea
- Insights into practical company management
- Experiencing teamwork
- Managing projects
- Making decisions
- Accepting responsibilities
- Defining realistic goals and tasks

For the students:

- Applying learning activities
- Coaching and supporting pupils
- Teaching/learning transfer
- Reflecting and improving entrepreneurial skills

(Obligatory subject at FHs since 2014 [www.fh-kufstein.ac.at/7EuroCash](http://www.fh-kufstein.ac.at/7EuroCash))

With pupils since 2018

### Measures

Teams of 4–6 pupils (mostly from the second-last school year) develop a business idea with a capital of € 7 and carry out “real” business within 7 weeks.

The learning project comprises three phases:

1. Introduction (about 2 weeks, 8 teaching units): developing ideas, feasibility study, coaching and release
2. Entrepreneurial phase (about 7 weeks in parallel with classroom work): payout of € 7, self-controlled project work, feedback rounds and accompaniment, final work
3. Final phase: closing time, preparation of presentation, pitch training for the final presentation to an external jury (with prizes of € 1,200)

Accompanied by:

- Manual with info and rules, model documents such as applications, invoices, ledger, requirements for final report



- Use of an online platform ([www.joolia.cloud](http://www.joolia.cloud)) to accord with teachers, partners and coaches
- Inclusion of partners: e.g. obligatory coaching for all teams at WK Kufstein, presentation training by experts from Startup.Tirol, offer of small no-interest loans by the “7€ Cash-Schulbank”, etc.
- Press and social media work, e.g. [www.facebook.com/pg/7eurocashkufstein](https://www.facebook.com/pg/7eurocashkufstein)

#### Outcome

The programme reached altogether 59 pupils at four regional schools in its first run in 2018/19. The 12 teams used their capital of € 7 each to gain a profit of altogether € 4,265,76. The profit was given to regional charities chosen by the teams.

A second run was planned for the autumn of 2019.

Details: [iku.Tyrol/grandioses-finale-des-1-i-ku-7e-cashschool-wettbewerb/](http://iku.Tyrol/grandioses-finale-des-1-i-ku-7e-cashschool-wettbewerb/)

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## Business simulation games

#### School level

Secondary II

#### Organiser

Volkswirtschaftliche Gesellschaft Oberösterreich (VWGOÖ)

#### Goals

Teaching of business skills

#### Measures

Economic and business administration simulation games are held at schools by way of two-day workshops, disseminating specific business knowledge and illustrating economic relationships by way of a simulation game.

#### Outcome

75 events with 1,500 pupils per school year (2018)

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## “Arbeitswelt und Schule” simulation games

### School level

Secondary II

### Organiser

Department for Work and School at the Chamber of Labour and the Österreichischer Gewerkschaftsbund, throughout Austria

### Goals

Teaching of social and business skills

### Measures

- Simulation games are ideal for young people to get an experience of the networked business world. Economic simulation games in the form of five-hour workshops and audio-guided tours in the form of half-day workshops are held externally, providing specific economic knowledge and allowing young people to playfully learn about economic relationships.
- Learning materials for various social and business subjects are offered (against a small fee).

### Outcome

2019: workshops are held in every Austrian state and 4,175 youths in Vienna attended simulation game workshops.

---

## business@school

### School level

Secondary II, with university entrance diploma

### Organiser

business@school, an education initiative of Boston Consulting Group (BCG)

### Goals

- Pupils develop an understanding of business issues and acquire hands-on knowledge of the basics of business management.
- They learn about conditions at companies from SMEs to large corporations.
- Pupils train entrepreneurial thinking and doing.
- Project work in a team fosters and trains key skills such as the ability to work in a team, to handle conflicts, time management and presentation techniques.
- Pupils acquire knowledge important for starting up a business: the third phase in particular awakens their founder’s spirit and confidence in their own capabilities.

In Germany since 1998, in Austria since 2000/2001

### Measures

How does the economy work? And why is economic knowledge important already for pupils? Each year, pupils take a ten-month investigative journey, in close cooperation with teachers and business representatives.

In three phases, pupils learn the basics of business management in teams of four to six persons. They are assisted by their teachers and staff from partner companies and BCG who are committed to civil society values.

**Phase I:** analysis of a large corporation, focus on the company structure, market and competitors

**Phase II:** analysis of a small local company, focus on strategy and positioning

**Phase III:** development of a business idea, including a business plan

The outcome of each of the three phases is presented to the school in a competition. The winners go on to the international finals where an expert jury of well-known business representatives awards prizes to the best business ideas.

Details: [business-at-school.net](http://business-at-school.net)

#### **Outcome**

In 2019, about 50 pupils from four schools in Austria participated in the scheme.

Since 1998, there have been 26,500 participants in Austria, Germany, Italy, Albania, Switzerland and the U.S.

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## **IZI – Innovations- und Impulszentrum für Unternehmensgründungen im Bezirk Imst (Tyrol)**

#### **School level**

- Secondary I
- Secondary II

#### **Organiser**

Non-profit organisation with regional partners of BHAK and BHAS Imst

#### **Goals**

- Encouraging young people, especially trainees, to realise ideas and make a valuable contribution to the region
- Regional awareness-raising for entrepreneurship
- School as a nodal point for regional development and networking

Since January 2017

#### **Measures**

- Contest of ideas in the District of Imst
- Teaching materials regarding [www.youthstart.eu](http://www.youthstart.eu)
- Support for occupational choice programmes
- Events focusing on entrepreneurship (twice yearly)
- Workshops on topical themes
- Advice and information (ongoing)

Details: [izi.tirol](http://izi.tirol)

### Outcome

- Assisting finalists of the regional ideas contest “Innovation.Imst”
- Contact for people in need of help (youths, prospective entrepreneurs) > “Critical Friend”
- Provision of suitable premises (e.g. for networking)

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## Girls’ Day

### School level

Secondary I, 7<sup>th</sup> form pupils

### Organiser

WKNÖ, IV Niederösterreich, AMS Niederösterreich and Land Niederösterreich

### Goals

Girls learn about occupations that have not been typical for women

Since 2001

### Measures

- Girls and their teachers are invited to a business where they can try out or make a product.
- Teachers are trained.
- Available in all Austrian states

Details: <https://portal.ibobb.at/veranstaltungen/veranstaltung/e/girls-day-in-den-bundeslaendern/>

### Outcome

About 90 schools and 1,800 girls participate in Lower Austria.

---

## Unternehmerin macht Schule

### School level

Secondary II

### Organiser

Frau in der Wirtschaft, BMDW and BMBWF. In cooperation with the economic chambers of seven Austrian states

### Goals

Entrepreneurship is still far away from the importance it should be accorded. Lectures held by female entrepreneurs aim to awaken the spirit of entrepreneurship among female pupils:

- Breaking up dated role models
- Networking with schools

- Strengthening the business location

Since September 2017

#### Measures

- One-hour lectures held by female entrepreneurs at schools. They act as role models, incorporating the “self-employed” status as an occupational perspective.
- Presentation material
- Online test (Web app) on participants’ entrepreneurship spirit

Details: [unternehmerinmachtschule.at](http://unternehmerinmachtschule.at)

#### Outcome

Altogether 43 lectures for 1,200 pupils (as of November 2019)

## Entrepreneurship Education as a teaching principle

#### School level

Secondary II BMHS

#### Organiser

BMBWF, Dep. I/12

#### Goals

- Contents of entrepreneurship education are taught in a range of subjects.
- Teaching principle means that teachers of all subjects promote entrepreneurial thinking and attitudes.

Since 2004

#### Measures

School has educational responsibilities that are not assigned to specific subjects. They need to be considered in every subject in the form of a teaching principle. They include in particular entrepreneurship education, i.e. enabling individuals to take initiatives, think and act on their own as entrepreneurs, employees and consumers, taking active and responsible acts and thereby contributing to shaping the economy and society.

Regular element of the curricula of commercial schools since 2014

#### Outcome

The teaching principle applies in various subjects, especially entrepreneurship in business and management and in the priority training subjects.

See Part 2 “Skills” and “Curriculum”. The new generation of curricula for primary and secondary schools establishes the cross-disciplinary theme in all subjects.

---

## Practice Company

### School level

Secondary II

### Organiser

BMBWF, ACT service point, ACTIF association, ARGE Übungsfirmen

### Goals

- Develop own business ideas and strategies, and implement them in the market of practice companies
- Develop range, marketing measures and customer/supplier relationships in the market of practice companies
- Network all working areas of the (small) business and handle business in teams in a process-focused manner
- Pupils act as staff members with much leeway to introduce their own ideas and put them immediately into practice.
- Responses by business partners provide rapid feedback, permitting a reflection of own activities.
- Hands-on training for vocational school graduates (all types of schools including adult-education schools)
- Transparent design of learning processes
- The complex situation of a practice company allows pupils to identify economic relationships, take operational decisions and reflect their effects.
- Better self-organisation, reflection and own responsibility

### Measures

Obligatory subject in the curricula of various commercial school types

Topical and realistic simulation of government authorities and services: internal revenue service, business register, court, trade authority, social insurance authority, customs; bank and credit card, transport, web shop, advertising, foreign language service, shopping mall, search for practice company, economic chamber, foreign trade, export guarantee, exhibitions.

- Part of the final exam at HAS schools
- Since 2003: practice company as a quality brand (certification); from 2019: quality audit
- Since 2014: special teaching areas for pupils of all types of subjects/schools who do not yet work in a practice company, as per HAK curriculum
- Educational standard of practice companies
- Cooperation partners: VISA Card Complete, Rail Cargo Austria, hello Cash, LKW Walter, ELDA, OeKB
- 2017/18 Year of the Practice Company, involving many measures to improve the quality of practice companies

## Goals

15,000 pupils p.a.

1,200 teachers p.a.

About 850 active practice companies (world market leader)

- Internationally:
- Foreign trade: 40+ countries
- Erasmus+ mobility (teachers)
- Business teacher training: practice company as an obligatory subject at Universität Graz and as an optional seminar at WU Wien
- Website: [www.act.at](http://www.act.at) – 185,000 visitors per month, 130,000 of which are on government service site (requiring log-in)
- Shopping Mall: [mall.act.at](http://mall.act.at) (web shops) 125,000 visitors per month
- Cooperation with primary schools (“Volksschule goes Übungsfirma”)

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## Pupils set up a mini company – Junior Achievement

### School level

- Secondary I
- Secondary II

### Organiser

Junior Achievement Österreich, VWG Austria

Sponsored by WKÖ, Junge Wirtschaft, BMBWF and BMVIT.

Support for junior companies in each Austrian state

JA Österreich, Europe and Worldwide, JA Alumni Europe

### Goals

Fostering entrepreneurship

Since 1995

### Measures

Optional subject or interpretation of subjects that cover mini companies

- **Junior Company programme.** Founding a mini company for one school year
- **Junior Compact programme.** Shortened to one semester (for secondary II level)
- **Junior Basic programme.** Simplified version and shorter term of one semester (for secondary I level)
- **JA Marketplace.** International junior company fair and competition on state and national levels

Licensed learning programme of an American non-profit organisation in 120 countries

Details: [www.junior.cc](http://www.junior.cc)

- **Junior Achievement Alumni Austria.** Participation possible after taking a JA programme

## Outcome

4,000 pupils p.a.

In the school year of 2019/2020

	Company	Compact	Basic
Burgenland	6	1	4
Carinthia	23	4	1
Lower Austria	67	16	9
Upper Austria	22	2	13
Salzburg	33	10	-
Styria	50	-	-
Tyrol	21	-	3
Vorarlberg	24	-	-
Vienna	80	16	2
Austria	326	49	32

More than 40,000 pupils since 1995

150 members in Austria

JA Alumni Europe with 20,000 members

JA Alumni Austria organised the first JA Global Alumni Conference in the autumn of 2019, which had 400 international participants.

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## Entrepreneurship as a training priority

### School level

Secondary II BHS

### Organiser

BMBWF, Dep. I/12

### Goals

- Fostering entrepreneurship education
- Fostering problem-solving ability and the development of own solutions
- Developing business models with due regard to sustainability
- Implementing ideas

Since 1996

### Measures

Exactly in line with entrepreneurship education as a teaching principle, this concept concentrates on autonomous learning by way of group work, handling cases, developing a business plan for a business model, and implementing projects. Pupils participate in



Austria-wide contests (see Fig. 7). A course was developed for the priority subject and teachers are given an annual training.

Regular part of the curriculum of academic commercial schools with altogether six weekly hours

Annual teacher training organised by e.e.si, IFTE.at and KPH Wien/Krems

#### Outcome

40 colleges of business administration offer the training priority

Focal points (excerpt):



Fig. 3: Focal points of Entrepreneurship as a training priority, diagram made by BHAK & BHAS Eisenstadt in accordance with the curriculum of the colleges of business administration

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## Teacher training for entrepreneurship education – Kitzbüheler Sommerhochschule

### School level

Secondary II

### Organiser

BMBWF, KPH Wien/Krems, IFTE.at, e.e.si and Rotary Club Kitzbühel. International seminars in cooperation with KulturKontakt, education ministries or UNIDO.

### Goals

Teachers learn about entrepreneurship education and are provided with a methodological framework.

Since 1999 seminars on entrepreneurship education, consisting of two parts (since 2008 in Kitzbühel)

### Measures

- An opportunity to work at own ideas; momentum for entrepreneurship education in teaching economics and other subjects at school
- One team from each school would be ideal to participate in the seminars.
- Entrepreneurship skill is the ability to put ideas into practice. This skill helps individuals at their day-to-day life at home and in society, and enables workers to consciously experience their working environment and use their opportunities.
- The seminar has been adapted to international needs and held in Albania, Afghanistan, Bosnia and Herzegovina, Bulgaria, Croatia, Germany, Hungary, Kosovo, Indonesia, Moldavia, Montenegro, North Mazedonia, Romania, Serbia, South Africa.

Details: [ifte.at/sommerhochschule](http://ifte.at/sommerhochschule)

### Outcome

30–100 teachers per year

Since 1999: 40 seminars in Austria (consisting of two parts) with about 1,000 teachers

## b) Overview of festivals and contests

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### Trash Value Festival

#### School level

- Primary
- Secondary I

#### Organiser

The Trash Value Festival is organised as part of the YouthStart programme “Jedes Kind stärken” as a cooperation between ZOOM Kindermuseum, KPH Wien/Krems, IFTE.at and Bildungsdirektion Wien.

#### Goals

- Kids learn to get value from something that is apparently trash (upcycling)
- Look into the issue of avoiding garbage
- Present the issue to an audience
- Reflect on how to create value

Linked to the YouthStart programme “Jedes Kind stärken”

Details: [youthstart.eu](http://youthstart.eu)

Since 2015

#### Measures

- Take up the Trash Value Challenge in teaching (arts teaching)
- Open to all forms in primary and secondary I schools in Vienna, also in Salzburg from 2019
- Festival at the premises of ZOOM Kindermuseum, organised by
- KPH Wien/Krems and IFTE.at
- class prize: guided tours and workshops in museums in Vienna (ZOOM, Kunsthistorisches Museum, Museum der modernen Kunst, Naturhistorisches Museum, Museum für angewandte Kunst, Albertina, Experiments workshops sponsored by Wissensfabrik, “Changemaker-Talks” with entrepreneurs at a joint breakfast, workshops on handling money at FLiP, etc.)
- Classes apply to [andrea.bisanz@kphvie.ac.at](mailto:andrea.bisanz@kphvie.ac.at)

Details: [ifte.at/trashvalue](http://ifte.at/trashvalue)

#### Outcome

During the first three years, 30 classes participated p.a.

---

## Upcycling-Challenge

### School level

HTL

### Organiser

HTL schools in Vorarlberg

### Goals

- Fostering entrepreneurial spirit
- Letting creativity and inventiveness flourish
- Collaboration of the three HTLs in Vorarlberg
- Developing digital know-how among pupils and teachers
- Using the synergies from schools
- Stengthening social skills
- Networking between pupils and teachers at the three HTLs in Vorarlberg

Since 2018/2019

### Measures

- 3 schools – 3 classes – 3 events
- Skills camp: developing know-how on entrepreneurship using videos and case studies
- “Upcycling sprint” and “lion’s den”
- Upcycling challenge: teams of 4 or 5 (within a class)
- Produce products
- Entrepreneurial design (business model)
- Digital processing
- Short presentation
- Organised in the hackathon style

Details: <https://htl-v.at/projekte/>

### Outcome

Three schools sent three classes in 2018/2019 and 2019/2020.

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## Wiener Forschungsfest

### School level

- Primary
- Secondary I
- Secondary II

The festival is directed to all people living in Vienna.

### Organiser

Wirtschaftsagentur Wien

### Goals

Jointly with enterprises, universities and research institutions, a broad public learns what and how research is carried out in Vienna using an interactive format.

The festival invites all people, regardless of their age, to experience science and research together.

Since 2008

### Measures

- The festival has two formats: a major event in one year is followed by a touring exhibition with a special programme for schools.
- Enterprises, universities and research institutions in Vienna have a platform to present their activities and get them closer to children and youths.

Details: <https://wirtschaftsagentur.at/technologie/technologie-erleben/workshops/>  
<https://wirtschaftsagentur.at/technologie/das-Viennaer-forschungsfest/forschungsfest-2020/>

### Outcome

A large-scale event (of about 12,000 visitors) takes place every two years, alternating with a festival on tour (with about 4,000 visitors) in the years inbetween.

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## Entrepreneurship Summit – Global Entrepreneurship Week (GEW)

### School level

- Secondary I
- Secondary II

### Organiser

Organisers are e.e.si, KPH Wien/Krems and IFTE.at (a partner of GEW since 2008 and of the Global Entrepreneurship Network GEN since 2016).

Partners are Junge Industrie, enterprises, Wirtschaftsagentur, etc. Schumpeter HAK has been a partner of Entrepreneurship Summits eleven times.

Johannes Lindner is a member of the Executive Board of GEN Europe and Global.

### Goals

The GEW is organised in 190 countries, where events on entrepreneurship are held each November.

All Entrepreneurship Schools and many universities are among the participants.

The Entrepreneurship Summit is the main event of the GEW in Austria. Every year it offers an opportunity to meet inspiring people and their ideas in panel discussions and up to 30 workshops. At these events, the focus is on entrepreneurship from a multitude of perspectives, aiming to encourage young entrepreneurs in developing and implementing their ideas. For the past two years, SDGs have been at the centre of events.

Since 2003

### Measures

- Formats for organising the GEW at schools are offered.
- A map or diagram is developed as an overview of events.
- Kick-off for the NEXT GENERATION contest
- Workshop with changemakers
- Networking and inspiration
- Workshops for teachers from various types of schools
- Award of the e.e.s.i Entrepreneurship School certificate by the Education Minister
- The European championship “YoutStart European Entrepreneurship Award” was twice organised within the scope of the Entrepreneurship Summit.

Details: [IFTE.at/summit](https://ifte.at/summit)

[eesi-impulszentrum.at](https://eesi-impulszentrum.at)

### Outcome

Up to 60 events as part of the GEW

The Entrepreneurship Summit has so far been organised 18 times. In Vienna, Graz, Innsbruck, Linz, Budapest and Sofia, 11 times at the IV Office.

In 2019, 100 speakers and 1,500 participants met at the Entrepreneurship Summit. The event regularly draws prominent speakers from the Austrian and international entrepreneurship scene.

Cooperation “Entrepreneurship-Schule Initiative” with the Peter Drucker Forum in Vienna and the Entrepreneurship Summit Berlin

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## Styrian Challenge within the scope of the GEW

### School level

Secondary II

### Organiser

Cooperation between INNOLAB of FH Campus 02 Graz; department of innovation management, and Styrian commercial schools

### Goals

- Pupils solving economic problems from a practical angle
- Pupils acquiring and applying entrepreneurship skills

Since 2014

### Measures

Teams of pupils develop creative and practicable ideas for entrepreneurial problems, such as Energie Steiermark, Café Kaiserfeld.

The teams are helped by members of INNOLAB in their structured efforts at innovation. The winners present their proposals to the companies.

### Outcome

About 500 pupils p.a. take part in the Styrian Challenge.

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## Entrepreneurship Day within the scope of the GEW

### School level

Secondary II (HAK, HUM, HTL, AHS, vocational school)

### Organiser

Cooperation between the e.e.si Salzburg team, PH Salzburg and Gründerservice Salzburg

### Goals

Pupils learn about entrepreneurship challenges.

Pupils are addressed at age 16/17.

Since 2018

### Measures

The Entrepreneurship (half) Day involves a World Café for diverse schools at which start-up themes are discussed with at least two founders from the region, and an entrepreneurial challenge is taken on.

### Outcome

In 2018/19, 22 classes and 500 pupils were reached.

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## NEXT GENERATION – Bank Austria Contest of Ideas and Business Plans, state and national championship, and YouthStart – European Entrepreneurship Award

### School level

Secondary II

### Organiser

e.e.si of BMBWF and IFTE.at with corporate partners Bank Austria, AWS, Oikocredit and Wirtschaftskammer Tirol

Partners in the Austrian states: Wiener Wirtschaftsagentur, Young Enterprise, A&B Zentren, Junge Industrie Wien, Junge Industrie Burgenland, Junge Industrie NÖ, RIZ NÖ, *Gewinn* news magazine, WKOÖ, WKS, network of entrepreneurs

### Goals

- Pupils learn to develop a business model.
- Pupils learn to develop a business plan to implement an idea.

Link to Idea Challenge and Real Market Challenge

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

Since 2007

### Measures

- Contests at state and national levels
- Each team has access to a business coach
- Regional finals: Fest der Ideen,
- European championship “Youth Start – European Entrepreneurship Award”
- Details: [youthstart.network](http://youthstart.network)
- Materials: [youthstart.eu](http://youthstart.eu)
- Details: [ifte.at/nextgeneration](http://ifte.at/nextgeneration)

e.e.si state coordinators organise state contest.

National coordination: Martin Wegscheider and Johannes Lindner

Prizes valued at € 15,000 are awarded. Sponsoring by BA, WK Tirol, AWS and Oikocredit

### Outcome

The contest is well established, its goals are a fixed part in many curricula (especially in commercial and human-relations-related vocational schools)

In 2019/20, 650 teams participated (a record number of applications).

European championships have been organised for ten years; Austrian teams won 6 gold, 10 silver and 15 bronze medals.

2018: Dublin, 2019: Barcelona, 2020: Vienna, 2021: Olten in the canton of Solothurn, Switzerland, 2022: Shkodra, Albania



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## Junior Achievement Austria – state and national contests

### School level

Secondary II

### Organiser

Junior Achievement Austria, VG agencies at state level

Sponsored by WKÖ, Junge Wirtschaft, BMBWF and BMVIT.

Each Austrian state has its own support point for their junior companies teams.

### Goals

Encouraging entrepreneurship, primarily competition-focused entrepreneurial spirit

Since 1997

### Measures

- At the end of their business year, the junior company teams face a jury of entrepreneurs, sponsors and partner organisations. These assess the exhibition stand, business report, performance at a jury interview and public presentation of each team. The latter is the high point of the one-day challenge.
- The winners of the state contests represent their state at the national contest.
- The winning team at the national contest represents Austria at the “ja Europe Company of the Year” contest which is held in another European country every year.

Details: [junior.cc](http://junior.cc)

### Outcome

- The state contests involve 7–15 junior company teams each, altogether 50 teams with 200 active pupils and 400–700 participants.
- The national contest involves 8–9 teams and about 150–200 participants.

The key outcome is the entrepreneurial spirit resulting from preparing for the challenge of the contest, from competing with others and the skills acquired in terms of content, social attitude, communication, presentation techniques and entrepreneurship in general.

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## Jugend Innovativ – Austria’s school contest for innovative ideas

### School level

Secondary II

### Organiser

Commissioned by BMDW and BMBWF, Jugend Innovativ is organised by aws with the support of Raiffeisen Nachhaltigkeits-Initiative.

### Goals

- Thrilling pupils and apprentices for technology, innovation, entrepreneurial thinking and acting
- Motivating and accompanying pupils to experiment and develop their own ideas at an early age

- Strengthening project teaching where youths learn basic skills and key qualifications for their further career
- Efficient project implementation: clearly describe, document and market results
- Jugend Innovativ shows the potential of school projects: optimising the transfer from academic knowledge to business
- Innovative project ideas by young talents are presented in all of Austria.
- Strengthening innovation culture in order to keep the location attractive and secure high-quality jobs in Austria: enterprises need well educated people who are able to think outside the box and realise innovations.

Since 1987 (continuously expanded, evaluated and modernised)

### Measures

- National project contest in the following categories:
  - design
  - engineering
  - science
  - young entrepreneurs
  - special award for sustainability
- The final national event awards prizes and trips to international contests to those who make it into the finals.
- Further training for teachers on teaching innovation and proprietary rights
- Workshops for pupils on proprietary rights and business model development

Details: jugendinnovativ.at

### Outcome

The contest involves more than 400 creative and innovative project teams.

Every year, teams are nominated to participate in numerous international contests, trade fairs and study tours in Europe, the U.S. and Asia.

About half of the school projects are developed or implemented in cooperation with a company, some 20% cooperate with research facilities.

The spirit of research and the capacity for teamwork is strengthened when classmates and teachers work at problem solutions.

Successes are highlighted by annual awards (finals at national level).

Project-based cooperation between companies and research facilities

Support for checking whether an invention can be patented (every two years one project applies for a patent)

From Jugend Innovativ to aws first incubator: using wildcards or direct applications, former Jugend Innovativ teams are prepared for setting up their own company.

Details: <https://www.aws.at/aws-first-inkubator/>

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## HAK FORWARD

### School level

Secondary II

### Organiser

Cooperation between academic commercial schools in Styria and WKO Steiermark, Dep. Information & Consulting

### Goals

- Pupils see the internal operations of a company for themselves, observe and learn about entrepreneurial thinking and acting and about the meaning of entrepreneurial responsibility.
- The companies confront them with tasks in line with their business.

Since 2016/17

### Measures

The department concerned with information & consulting at WKO Steiermark comprises 10 subgroups which represent more than 15,000 companies. Some of these cooperate with pupils (3<sup>rd</sup> to 5<sup>th</sup> forms) from Styrian academic commercial schools. The teams (2–4 persons) take their “My Company Days” for two days which they can/should use to get an idea for a project for their university entrance exam or diploma thesis.

Details: [wko.at/branchen/stmk/information-consulting/HAK.html](http://wko.at/branchen/stmk/information-consulting/HAK.html)

### Outcome

25 enterprises and about 100 pupils take part every school year. This scheme has been used by 15 pupils teams to generate their project for the university entrance exam or diploma thesis.

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## Startup Challenge

### School level

Secondary II

### Organiser

Startup Challenge Austria

### Goals

- Encouragement of start-ups and entrepreneurship of youths in Austria

2016–2019

### Measures

- Startup Challenge as a contest with 10–16 teams in the finals
- Young Entrepreneur Conference (YEC)

Details: <https://startupchallenge.at>

### Outcome

In 2018 and 2019, 300 participants each took part in the YEC.

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## Changemaker programme: Rotary Youth Award for Sustainability + Changemaker Award

### International Economics Olympiad

#### School level

Secondary II

#### Organiser

Cooperation between Rotary Clubs, "Starte dein Projekt" and some enterprises  
IFTE.at organises the programme jointly with e.e.si of BMBWF, KPH Wien/Krems and mentors from the start-up community

#### Goals

- Promoting and strengthening entrepreneurship education
- Spreading awareness of SDGs
- Developing innovative business ideas on the SDGs
- Involving pupils from secondary and tertiary vocational schools
- Completing a project
- Preparing a start-up based on a business plan and networking
- Mini funds
- Mentors open doors

Since 2018

#### Measures

Committed project teams whose project ideas focus on the UN's Sustainable Development Goals (SDGs); links, i.a., with the NEXT GENERATION contest; applications are in two categories; acceptance is decided by a jury:

- **Category 1 – Changemakers:** projects completed by the end of the school year
- **Category 2 – Changemaker going Start-up:** projects moving towards a start-up (which may be implemented at a later date)

The programme is its own award because the teams get ongoing support. It awards various networking prizes: the Rotary Youth Award for Sustainability and the Changemaker Award. Participation in the International Economics Olympiad is possible for the winner of the Changemaker programme. Austria is represented in the Executive Board of the Olympiad.

Details: [ifte.at/rya](http://ifte.at/rya)

Economics Olympiad: [ifte.at/ieo](http://ifte.at/ieo)

#### Outcome

- Network of mentors from the startup community, various venture capital funds, incubators of universities, AAIA, Ashoka, Standortagentur Tirol, FH Kufstein, Dreamacademy
- 20 teams in the first round, 33 teams from all Austrian states in the second round (plus 24 teams from Albania, Bosnia and Herzegovina and Bulgaria)

- Teams pitch their projects at AAIA, “Changemaker im Brutkasten”, Ashoka supports a team, etc.
- One team from Carinthia and Vienna gains bronze at the Economics Olympiad.

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## **EuroSkills, Entrepreneurship/Business Development Team Challenge – national and European championships**

### **School level**

Secondary II

### **Organiser**

Cooperation between SkillsAustria, WKO, BMBWF and BMDW  
e.e.si organises BMBWF contribution

### **Goals**

- Promoting and strengthening entrepreneurship education
- Dispersing news of SDGs
- Developing innovative business ideas involving SDGs
- Involving pupils from all secondary vocational colleges
- Ability to develop a business plan for a business idea

### **Measures**

Organisation of:

- semi-finals at school locations
- state finals
- Austrian national championship
- development of modules for the EuroSkills European vocational championship

Details on the EuroSkills Entrepreneurship/Business Development Team Challenge:  
[ifte.at/teamchallenge/](https://ifte.at/teamchallenge/)

Details on EuroSkills for all areas: <https://www.wko.at/site/skillsaustria/start.html>

### **Outcome**

- Solidly establish the Entrepreneurship/Business Development Team Challenge internationally at the EuroSkills European vocational championship
- Semi-finals at the school locations
- 9 state finals
- Austrian national championship
- Participation in EuroSkills
- Austrian team won medals in 2012, 2014, 2016 and 2018
- EuroSkills 2021 to take place in Graz

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## “Misch dich ein – der Debattierclub” and national championship “SchülerInnen debattieren”

### School level

Secondary II<sup>3</sup>

### Organiser

e.e.si of BMBWF and IFTE.at, KPH Wien/Krems, Debattierklub Wien and Chamber of Labour

### Goals

- Analysing a social problem
- Developing a proposal for a solution
- Exchanging arguments for its implementation

Part of the [www.youthstart.eu](http://www.youthstart.eu) programme

Debating societies since 2009, national championship since 2015

### Measures

- Debating day at the start of the school year in Vienna and Salzburg
- Debating societies at schools
- Support with free-of-charge debating workshops at schools
- “Ideen für Europa debattieren” – dates
- National championship “SchülerInnen debattieren” on 27 May 2019
- Manual “Misch dich ein – der Debattierclub” and debate challenge
- Two instructive films
- A poster outlining the debate topic every year

Details: [ifte.at/debattierclub](http://ifte.at/debattierclub)

### Outcome

- About 40 debating society workshops at schools
- Manual and instructive films
- Already 50 dates for “Ideen für Europa debattieren”
- Fourth national championship “SchülerInnen debattieren” on the subject of the generation conflict – opportunities for ALL

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## Entrepreneurship Educator of the Year

### School level

All

### Organiser

Organised by e.e.si, KPH Wien/Krems and IFTE.at in cooperation with Junge Industrie and partnering businesses

### Goals

- Honouring teachers for their commitment, personality and character-forming teaching and in this way contributing to spreading good practices
- Shouting out to committed teachers
- Improving public perception of the profession of teacher

Since 2007

### Measures

- The Education Minister gives away 1 to 4 Entrepreneurship Educator of the Year Awards annually at the “Fest der Ideen” and also at the Entrepreneurship Summit.
- Nominated by national and state e.e.si coordinators in honour of commitment to entrepreneurship education. Automatic nomination for teachers who accompany as mentors teams that win gold or silver at the European championship “YouthStart – European Entrepreneurship Award”

### Outcome

2018:

- Werner Bossniak (intense commitment at HAK Mistelbach)
- Hannelore Frühwirth (intense commitment in Carinthia for NEXT GENERATION and gold at the European championship)
- Inge Wasserburger (silver at the European championship)

2019:

- Erika Hammerl and Beate Tötterström (for their commitment to the Entrepreneurship School)
- Inge Koch-Polagnoli (EuroSkills Entrepreneurship)
- Ewald Nowotny (commitment to economics perspectives and general financial knowledge)
- Philip List (reached over 30,000 kids and youths through FLiP and more than 10,000 youths by “Starte dein Projekt”)

## c) Entrepreneurship School

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### e.e.si – Entrepreneurship School

#### School level

Secondary II HAK & HUM

#### Organiser

e.e.si impulse centre of BMBWF<sup>4</sup> – Entrepreneurship Education for school innovations

Sister association: IFTE.at

#### Goals

In an Entrepreneurship School, measures to encourage entrepreneurial thinking, personality forming and education towards responsible citizens (TRIO model) are an integral part of teaching and day-to-day school life. Entrepreneurship education and school development should move forward jointly and include all school stakeholders.

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

Since 2011 at commercial schools, since 2017 also for human-relations-related vocational schools

#### Measures

- Certified Entrepreneurship School: development of the e.e.si Entrepreneurship School approach as an Austrian Standard linked to school development and quality assurance
- By certifying their school based on a catalogue of criteria (basic level: 20 criteria; advanced level: 29 criteria) regarding school activities, basics for teachers, organisational framework, vocational schools can furnish evidence of having implemented entrepreneurship education in their teaching for the entire year and for all pupils.
- Contribution to developing the YouthStart programme, link to the Entrepreneur School approach
- Strengthening competitions, linked to the NEXT GENERATION Bank Austria Ideas and Business Plan contest and national championship for “SchülerInnen debattieren”
- e.e.si coordinators in each Austrian state multiply activities and contests, jointly with a state working group.
- Annual Entrepreneurship Summit for networking and to provide a framework for the certification celebration [www.ifte.at/summit](http://www.ifte.at/summit)
- In 1999/2000 establishment of IFTE.at by teachers, school authorities, BMBWF and businesses with a view to developing programmes and contests
- In 1999–2006 organisation of the scientifically accompanied school pilot project Schumpeter Handelsakademie

#### Outcome

State working group for Entrepreneurship

NEXT GENERATION contest

EUROSKILLS Entrepreneurship and others



Further education and internal further education courses

e.e.si Entrepreneurship School with ÖNORM, handouts, posters

First certification in 2012: The certificate is valid for two years. Currently, 70 schools in all of Austria and two schools in South Tyrol have been certified or are in the process of certification.

Fest der Ideen in Vienna and Innsbruck

Entrepreneurship Summit

Learning programme in German and English: [www.youthstart.eu](http://www.youthstart.eu)

Further education workshops on entrepreneurship education: Kitzbüheler Sommerhochschule and others

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## Entrepreneurship School for HTL schools

### School level

Secondary II HTL

### Organiser

- Arbeitsgemeinschaft Entrepreneurship for Engineers (EfE)
- Internationale Gesellschaft für Ingenieurpädagogik (IGIP)

Cooperation with e.e.si

### Goals

- Forming personalities by entrepreneurial mindset, especially fostering project-focused procedures
- Disseminating basic economic know-how
- The technical know-how provides the foundations.
- Setting up networks with enterprises

Since 2017

### Measures

- Certified Entrepreneurship Schools of the HTL school type
- Entrepreneurship Schools can award an additional certificate to their pupils.
- Entrepreneurship Education Workshop at the IGIP Conference of Engineering Pedagogy

Details: [igip-austria.at](http://igip-austria.at)

### Outcome

First certification in 2017

Currently, 5 HTLs have a certificate.

Journal contributions to entrepreneurship education in “The Challenges of the Digital Transformation in Education”

A1	Entrepreneurship Day
A2	Company visit
A3	Participation in Ideas Competition
A4	Extra-curricular workshops initiated by teachers
A5	Presentation on Open Day
A6	Practice Enterprise/Junior Company
A7	Commitment to Sustainability
A8	Challenges from the YouthStart programme
A9	Working with digital tools
A10	Activities related to the Global Entrepreneurship Week
A11	Extra-curricular workshops initiated by students
A12	Debate Club
A13	External additional qualifications of students
A14	Additional offers by school
A15	Coaching programmes
A16	International activities of students
A17	Internship
A18	Participation in a Business Plan Competition

Activities  
at  
School

Criteria for  
Entrepreneurship  
Schools

**Legend:**

Top rows:	Level 1 criteria
Middle rows:	Level 2 criteria
Bottom rows:	Selectable criteria




Organisational  
Framework

- 
- 01 School mission statement
  - 02 Website
  - 03 Documentation in the school building
  - 04 Presence on social media
  - 05 Involvement of student council
  - 06 Involvement of parents
  - 07 PR activities
  - 08 Networking with graduates
  - 09 Specialist Subject Area/Special Subject
  - 10 Support of another school in their entrepreneurship activities
  - 11 Cooperation between different types of schools
  - 12 Sponsoring



Basics  
for  
Teachers

- 
- B1 Basic in-house teacher training seminar
  - B2 Participation in Entrepreneurship Education seminars
  - B3 Program for school principals
  - B4 Cooperation with persons responsible for Entrepreneurship Education
  - B5 Teamwork between teachers
  - B6 Advanced in-house teacher training seminar
  - B7 Cooperations with entrepreneurs
  - B8 Nationwide series of seminars on entrepreneurship
  - B9 Seminars on Entrepreneurship and Management

## Part 3:

Terminology:  
entrepreneurship,  
entrepreneurship education,  
sustainable entrepreneurship  
education



Contrary to “Management“ and “Marketing“, “Entrepreneur“ and “Entrepreneurship“ are still relatively unknown terms in the German-speaking countries, even though their use has definitely increased in recent years. The term derives from the French language (“entreprendre“ means to start a business) and it got its current meaning by Joseph Alois Schumpeter, an Austrian economist (1883–1950), in his “Theory of Economic Development“ (1912). In it, he emphasised the performance of “dynamic entrepreneurs“ who realise “new combinations“ with the help of bank loans and in this way generate an upswing of the economy. Anglo-Saxon economists went in the same direction.

**Entrepreneur:** The **person** of an entrepreneur is a separate type of player who, according to Schumpeter, is a key motor of the dynamics of business and society. Schumpeter emphasises the ability and skill to develop ideas of their own and be able to implement them, and notes the innovative power which ranges from the development of new products and production methods to new organisation structures or alternative sales routes. Drucker (1986) and Spinelli & Timmons (2008) emphasise the discovery and exploitation of an entrepreneurial opportunity as a central entrepreneurial task. Entrepreneurs are relevant in all functional systems of a society – from business to religion, science, politics and education to sports. In principle, every person can be active as an entrepreneur (Faltin, 2015). Entrepreneurs who become active as employees in a company are known as “intrapreneurs“ (Franke, 2004) or “co-entrepreneurs“ (Wunderer, 1999). Social entrepreneurs or changemakers (Drayton, 2006) are persons who combine entrepreneurial and social initiatives to achieve a positive change in society. They implement ideas in fields such as education, job creation for disabled people or environmental protection.

**Entrepreneurship:** While the term of entrepreneur relates to a person, entrepreneurship (see Fig. 5) revolves around a **process**, a method or a mindset. Entrepreneurship may be seen as a process that consists of several phases (Kuratko & Hodgetts, 1998). The basic phases range from identifying opportunities and own potential as a starting point for developing new ideas which create a value for somebody and for society. Entrepreneurship as a **method** emphasises the thinking and acting principles (Connor et al., 2014; Plattner, Meinel & Weinberg, 2009; Sarasvathy & Venkataraman, 2011), especially with regard to how the future is seen. Entrepreneurship as an **entrepreneurial mindset** stresses the way of thinking that enables a person to master challenges and undertake responsibility for results (Dweck, 2007; Rae, 1999). The term of *social entrepreneurship* emphasises problem solution at a social level, but the delimitation between *social entrepreneurship* and *social business* is blurred.

**Entrepreneurship education:** The term is used to cover the development of own ideas and learning of skills to implement these ideas<sup>5</sup> (European Commission, 2006; UNESCO/ILO, 2006; World Bank, 2014). This paper emphasises **sustainable entrepreneurship education**, which covers strengthening own initiative and entrepreneurial spirit for a sustainable development of society and economy.

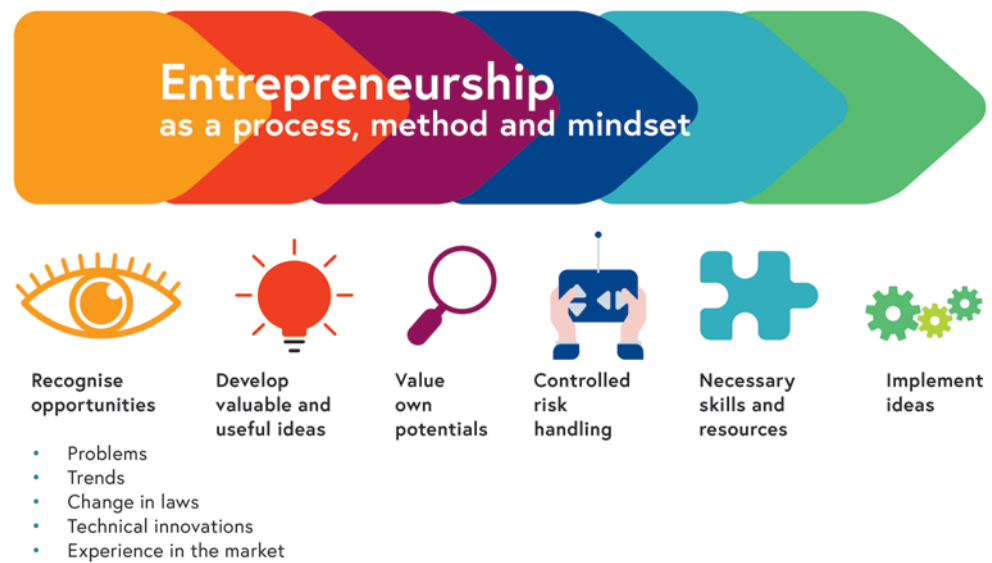


Fig. 5: Entrepreneurship as a process, method and mindset. Lindner, 2018.

**Entrepreneurship competence:** The EU Commission (2005, 2018) identifies entrepreneurship competence as one of **eight key skills for lifelong learning** which every EU citizen should have: “Entrepreneurship competence is the ability of the individual to implement ideas. It requires creativity, innovation, risk propensity and the ability to plan and implement projects in order to achieve specified goals. It helps individuals with day-to-day life at home and in society, enables workers to be consciously aware of their working environment and make use of opportunities, and it is the foundation on which entrepreneurs base their social or commercial activity.”

The Joint Research Centre of DG Employment (cf. Bacigalupo et al., 2016) categorises three competence areas of five competences each (see Fig. 6).

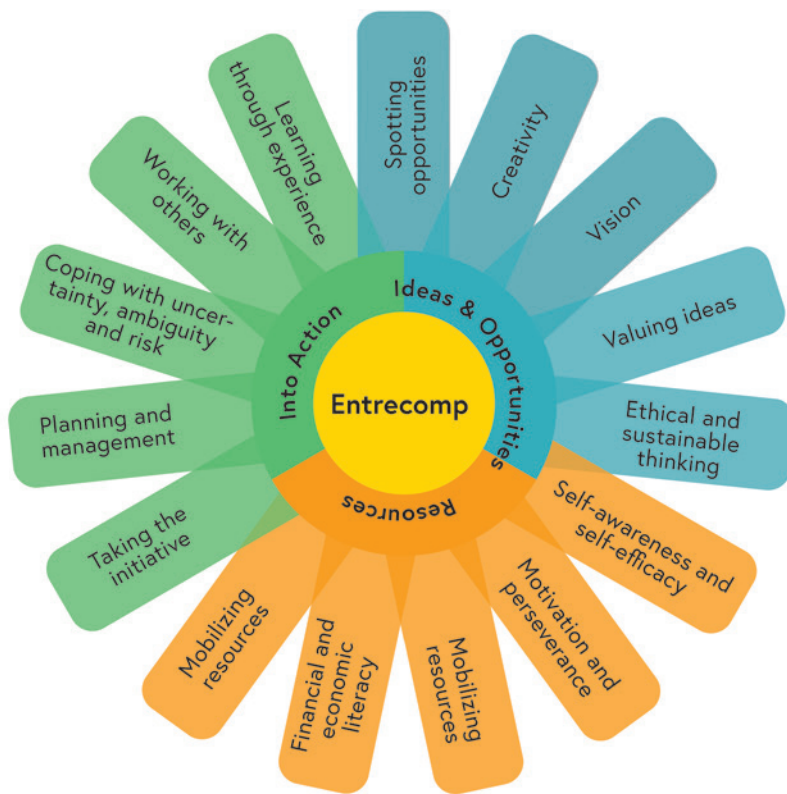


Fig. 6: EntreComp conceptual model. Bacigalupo et al., 2016.

Competence areas	Competences
1. Ideas & opportunities	<ul style="list-style-type: none"> <li>• Spotting opportunities</li> <li>• Creativity</li> <li>• Vision</li> <li>• Valuing ideas</li> <li>• Ethical and sustainable thinking</li> </ul>
2. Resources	<ul style="list-style-type: none"> <li>• Self-awareness and self-efficacy</li> <li>• Motivation and perseverance</li> <li>• Mobilizing resources</li> <li>• Financial and economic literacy</li> <li>• Mobilizing others</li> </ul>
3. Into action	<ul style="list-style-type: none"> <li>• Self-awareness and self-efficacy</li> <li>• Motivation and perseverance</li> <li>• Mobilizing resources</li> <li>• Financial and economic literacy</li> <li>• Mobilizing others</li> </ul>

A **reference framework of entrepreneurship competences**<sup>6</sup> was developed based on the European Commission's definition (European Commission, EACEA & Eurydice, 2016, Lindner 2014). An early start, already at primary level and across all forms, is considered important today (Kiendl et al., 2019; Lindner & Hueber, 2017; Pock et al., 2019), so that competence levels are provided and depicted in the reference framework. The levels are distributed as primary, secondary and tertiary:

- Competence level A (primary, beginners) describes elementary entrepreneurship applications;
- Competence level B (secondary) describes autonomous applications; and
- Competence level C (tertiary) describes competent entrepreneurship applications.

The competence levels are, in turn, divided into a higher and lower level each, so that there are altogether six competence levels.

#### Reference framework of entrepreneurship competences

Competences	Level	A1	A2	B1	B2	C1	C2
<b>Developing ideas</b> <ul style="list-style-type: none"> <li>• Attitude</li> <li>• Identifying opportunities</li> </ul>							
<b>Implementing ideas</b> <ul style="list-style-type: none"> <li>• Working together</li> <li>• Organising</li> </ul>							
<b>Thinking sustainably</b> <ul style="list-style-type: none"> <li>• Acting as a visionary</li> <li>• Financial literacy</li> </ul>							





Fig. 7: Basic reference framework for entrepreneurship competences. e.e.si of BMBWF/IFTE, [www.youthstart.eu/de/approach](http://www.youthstart.eu/de/approach) (10-07-2020)

The reference framework offers a guide for the learning process in the following sub-competences: “Developing ideas”, “Implementing ideas” and “Thinking sustainably” (as a value orientation). It outlines the competences of learners in the form of can-do statements and describes the attitudes, abilities and skills they should develop. The reference framework for entrepreneurship competences is an aid for teams developing curricula and teaching/learning arrangements. In Austria, all operators named are included in current curricula (for B1 and B2, specifically the commercial and human-relations-oriented vocational schools).

### Showing approaches of entrepreneurship education

Three intentions of entrepreneurship education are distinguished: education for, through and about entrepreneurship. The distinguishing prepositions stand for the following (see Fig. 8):

- *for = learning to become an entrepreneur:* The focus is on implementing an idea until the foundation of a company: ability and skills.
- *through = learning to become entrepreneurial:* The emphasis is on strengthening the entrepreneurial mindset (especially the skill), i.e. on the fundamental inclination “to be entrepreneurial”.

- *about = learning to understand entrepreneurship*: Learning activities aim to develop an understanding of the social relevance of entrepreneurship, with the emphasis on teaching knowledge of relationships.

The intent of entrepreneurship education affects the discussion of entrepreneurship competences and the methodological design of the teacher/learner arrangements. Sustainable entrepreneurship education aims at children up to young adults. Accordingly, the spectrum of entrepreneurship education ranges from encouraging an entrepreneurial mindset to the inclination to set up a company. An entrepreneurial mindset is necessary for various roles in society and business:

- **entrepreneurially proactive**: occupational and entrepreneurial independence
- **personally proactive**: implementing ideas for one's own way of life
- **socially proactive**: independence as mature and co-responsible citizens (citoyens)

The **TRIO model of entrepreneurship education**<sup>7</sup> shows three levels of entrepreneurship education, ranging from core entrepreneurship education to entrepreneurial civic education (Fig. 8).

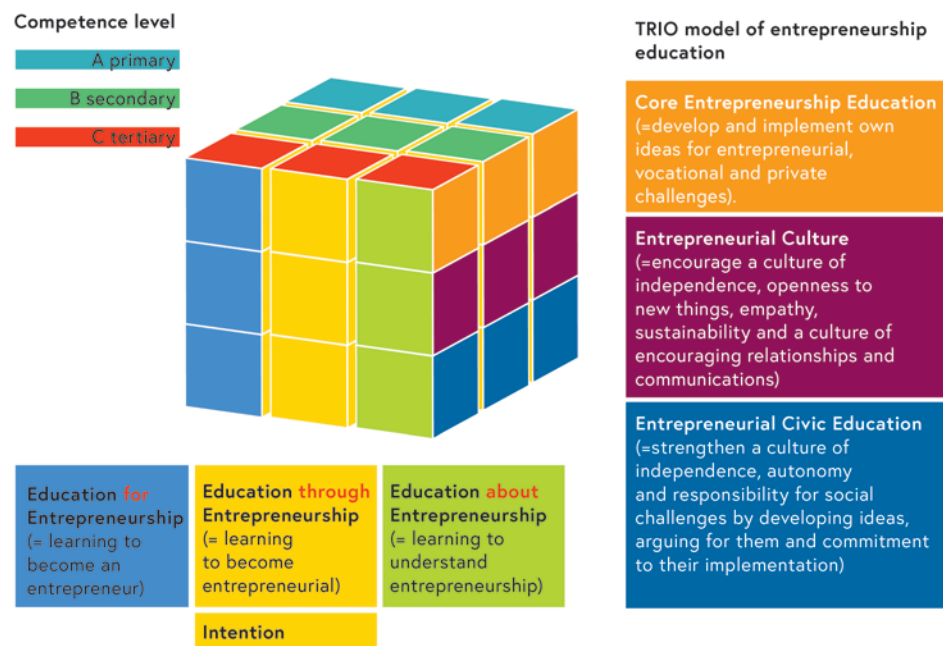


Fig. 8: Options to combine entrepreneurship education. Aff & Lindner, 2005; Lindner, 2015

At Level I **Core Entrepreneurship Education**, pupils learn core competences of entrepreneurial and vocational independence and an own private lifestyle. Problem solutions

that range up to business models (entrepreneurial designs) are developed for ideas for entrepreneurial, vocational, private and social challenges and implemented.

Level II **Entrepreneurial Culture** emphasises the encouragement of an entrepreneurial mindset, a culture of independence, opening for new things, empathy and sustainability, and a culture of encouraging relationships and communications.

Level III **Entrepreneurial Civic Education** stresses strengthening independence, autonomy and responsibility for social challenges by developing social ideas, arguing for them and commitment to their implementation.

The object is to include sustainable und social entrepreneurship (Volkman et al., 2019) in all economic and social dimensions as key strategies to achieve the sustainable development goals (SDGs) (United Nations, 2015), especially at regional and national level (see Fig. 5)

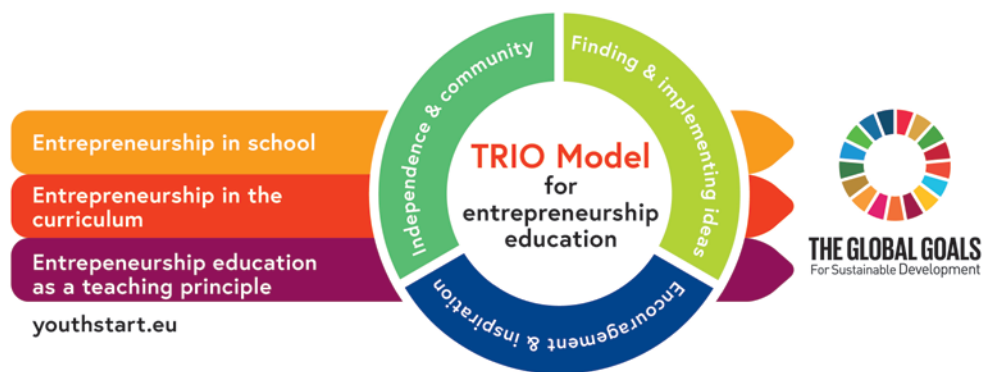


Fig 9: TRIO model for entrepreneurship education and the UN's SDGs.  
Source: Fröhlich & Lindner, 2016.

The TRIO model for entrepreneurship education can be easily combined with intention and competence levels (see Fig. 3). The sheer variety of combinations shows that different methodological and curricular dimensions of entrepreneurship education are both possible and necessary (see Fig. 8 and Fig. 10).



Fig. 10: Curricular dimension of entrepreneurship education. Own diagram<sup>8</sup>

### Delimitations and overlappings

Differences in methodological and curricular dimensions are indicated by the following:

- **“Island” vs “continuous“ learning content:** Is it possible to develop a continuous learning content in all subjects for all competence levels or in a multi-year school type or is the learning content “insular”? Ashmore (1990) and Johannisson (1999) postulate that entrepreneurship competences develop in the course of a long-term process rather than individual schemes (EU Commission, EACEA & Eurydice, 2016).
- **“Value orientation”:** All future workers attend school today. How they are educated and trained will shape their understanding of society and the economy. Each generation is requested to develop ideas and values that are important for their life. Entrepreneurship education wants to take into account and counteract disadvantages arising from the “chance” distribution of natural and social goods (Faltin & Zimmer, 1995). Through generating ideas with a future potential, the key is on the focus on sustainable management (Volkman et al., 2009; Lindner & Fröhlich, 2016) and on an argumentative debate about ideas.
- **“Method monism” vs “method pluralism”:** With entrepreneurship competences characterised by the union of knowledge, ability and skills, this has effects on the learning and teaching arrangements to be chosen. Disseminating inert knowledge does not suffice for youths if the point is developing abilities, skills and attitude. Entrepreneurship education implies an emphasis on methods that activate pupils (Gibb, 1993; Lindner 2018; Neck, Greene, & Brush, 2014), in order to open up as many

learning fields as possible to the pupils. For this reason, a plurality of methods is relevant, while method monism narrows the field.

- **“Business didactics” vs “interdisciplinary approach”:** In the 1990s, entrepreneurship education was described primarily as an important part of business didactics (Diensberg, 1999) with suitable learning/teaching arrangements (see Fig. 11). Business education may be divided into teaching general economic knowledge and teaching professional economic know-how. Entrepreneurship education covers several basic economic competences and elements of economic occupations, depending on the approach taken by entrepreneurship education. General financial education is closely linked to entrepreneurship education, and even used equivalently in some EU member states (European Commission, EACEA & Eurydice, 2016). Nevertheless it is mostly seen as one of the competences or results to be expected from entrepreneurship education. By defining entrepreneurship as a key competence, today’s experts emphasise the interdisciplinary and holistic dimension. Accordingly, entrepreneurship education comprises training in self-efficacy, elements of personality development, political education and education for sustainable development.

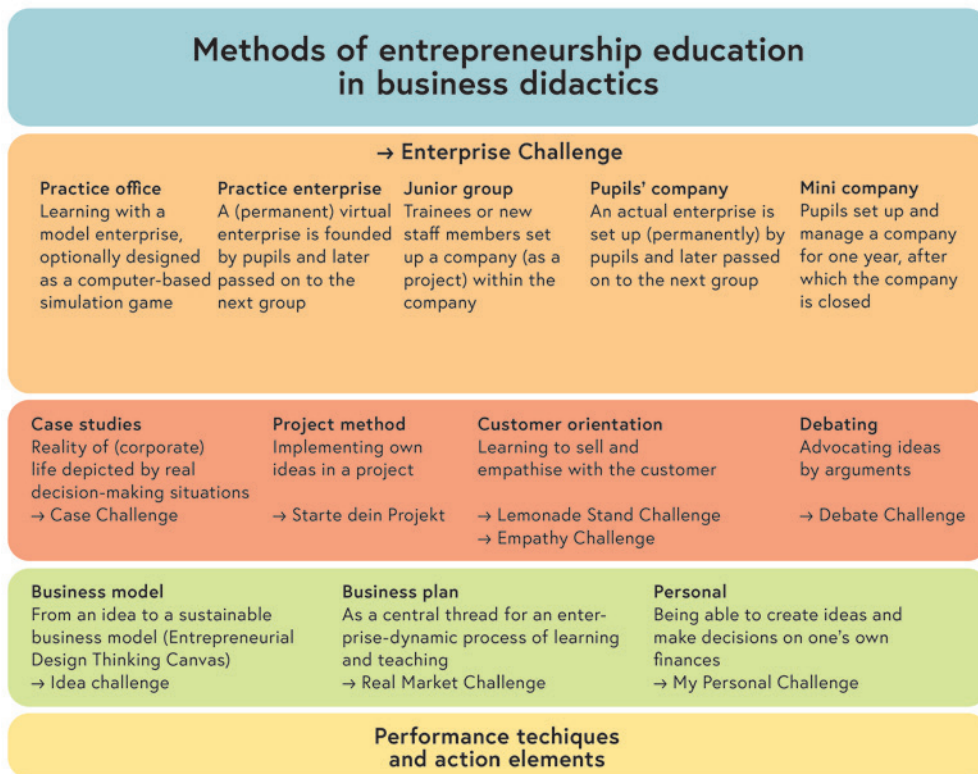


Fig. 11: Methods of entrepreneurship education in business didactics. Lindner, 2015

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## Abbreviations:

<b>Austrian name</b>	<b>Abbreviation</b>	<b>Official (inofficial) translation</b>
Arbeiterkammer	<b>AK</b>	Chamber of Labour
Austria Wirtschaftsservice	<b>AWS</b>	Austrian Promotional Bank
Berufsausbildungsgesetz	<b>BAG</b>	Occupational Training Act
Berufsschule		Part-time vocational schools
Berufsbildende mittlere und höhere Schulen	<b>BMHS</b>	Schools of intermediate vocational education and colleges of higher vocational education
Berufsbildende Schulen	<b>BBS</b>	VET schools and colleges
Berufsbildende Höhere Schulen	<b>BHS</b>	Colleges of higher vocational education
Bildungsanstalt für Elementarpädagogik	<b>BAfEP</b>	(Elementary Teachers' Training College)
Bundeskanzleramt	<b>BKA</b>	Austrian Federal Chancellery
Bundesministerium für Arbeit, Familie und Jugend	<b>BMAFJ</b>	Federal Ministry of Labour, Family and Youth
Bundesministerium für Bildung, Wissenschaft und Forschung	<b>BMBWF</b>	Federal Ministry of Education, Science and Research
Bundesministerium für Digitalisierung und Wirtschaftsstandort	<b>BMDW</b>	Federal Ministry for Digital and Economic Affairs
Bundesministerium für Finanzen	<b>BMF</b>	Federal Ministry of Finance
Bundesministerium für Landwirtschaft, Regionen und Tourismus	<b>BMLRT</b>	Federal Ministry of Agriculture, Regions and Tourism
COOL Schule (Cooperative Open Learning School)		COOL School
Entrepreneurship Education for schulische Innovationen	<b>e.e.si</b>	(Entrepreneurship Education for School Innovations)
Fachhochschule	<b>FH</b>	University of applied sciences
Global Entrepreneurship Weeks	<b>GEW</b>	Global Entrepreneurship Weeks
Handelsakademie	<b>HAK</b>	College of business administration
Handelsschule	<b>HAS</b>	School of business administration

<b>Austrian name</b>	<b>Abbreviation</b>	<b>Official (inofficial) translation</b>
Höhere technische Lehranstalt	<b>HTL</b>	College of engineering, arts and crafts
Höhere Bundeslehranstalt der Land- und Forstwirtschaft	<b>HBLFA</b>	College of agriculture and forestry
Humanberufliche Schulen	<b>HUM</b>	Schools and colleges of social and services industries <ul style="list-style-type: none"> <li>• Schools and colleges of management and services industries</li> <li>• Schools and colleges of tourism</li> <li>• Schools and colleges of fashion</li> <li>• Schools of social occupations</li> </ul>
Initiative for Teaching Entrepreneurship	<b>IFTE.at</b>	Initiative for Teaching Entrepreneurship
Industriellenvereinigung	<b>IV</b>	Federation of Austrian Industries
Innovationsstiftung für Bildung	<b>ISB</b>	(Innovation Foundation for Education)
International Society for Business Education	<b>ISBE</b>	International Society for Business Education
Institut für Bildungsforschung der Wirtschaft	<b>IBW</b>	(Business Education Research Institute)
Jugend Innovativ		(Innovative Youth)
Julius-Raab-Stiftung		Julius Raab Foundation
Kirchliche Pädagogische Hochschule	<b>KPH</b>	University College of Teacher Education of Christian Churches
MEGA-Bildungsstiftung	<b>MEGA</b>	(MEGA Education Foundation)
Österreichischer Genossenschaftsverband	<b>ÖGV</b>	Austrian Cooperative Association
Österreichischer Gewerbeverein	<b>ÖGV</b>	(Austrian Business Association)
Österreichische Nationalbank	<b>OeNB</b>	Austrian National Bank
Österreichischer Sparkassenverband		(Austrian Association of Savings Banks)
Pädagogische Hochschule	<b>PH</b>	University College of Teacher Education

Austrian name	Abbreviation	Official (inofficial) translation
Technische Fachschulen	IFTE	School of engineering, arts and crafts
Wirtschaftsagentur Wien		Vienna Business Agency
Wirtschaftskammer Österreich	WKÖ	Austrian Economic Chamber
Wirtschaftsuniversität	WU	University of Economics and Business

## Footnotes:

- 1 The invitation to be lead manager is due to the long years of contribution made by Austria in the thematic working groups on entrepreneurship education of the EU Commission and the reputation gathered through entrepreneurship education activities at commercial schools in Austria. Entrepreneurship education in Austria started with a trial at Schumpeter Handelsakademie (from 2000) and the focus on entrepreneurship (introduced already in 1996 in the curriculum of the commercial schools, then known as business start-up and business management).
- 2 The Module UP test carried out by the board is equivalent to the entrepreneur test (Federal Law Gazette II 2004/114, Section 8a). Most vocational schools teach the relevant knowledge for the entrepreneur test, in the form of 160 teaching units as required in the curriculum. These schools include the higher-level technical and vocational colleges (BHS) and most of the secondary vocational schools (BMS). Their graduates need not take the entrepreneur test.
- 3 Debating societies also exist at primary schools, e.g. one was set up at the ZOOM Kindermuseum.
- 4 Activities go back to curriculum work for the commercial schools in 1996, with a priority on entrepreneurship, and the key competence for lifelong learning of the EU's Own Initiative and Entrepreneurship. e.e.si was founded in 2006 by a team of teachers jointly with the Department for commercial schools. Its sister organisation is IFTE.at, an association founded in 2000.
- 5 This paper opts for a broad approach to entrepreneurship education, so that this term is used as an equivalent for entrepreneurial learning and entrepreneurial education.
- 6 Work on the reference framework was started in the Subgroup Future Learning – with the author acting as coordinator– of the Thematic Workgroup Entrepreneurship Education of DG Education of the EU Commission and continued in Austria. We wish to express our thanks to the e.e.si core team for their responses and to the sounding board made up of entrepreneurship teachers, entrepreneurs and young people.
- 7 The TRIO model of entrepreneurship education was developed within the scope of a scientifically accompanied trial at the Schumpeter Handelsakademie (cf. Aff & Lindner 2005; EU Commission 2016, p. 178).
- 8 The diagram uses the term of "Unterrichtsprinzip" (teaching principle) which will be replaced by "übergreifendes Thema" (interdisciplinary topic) in the new generation of curricula from 2023 onwards.

