Ways to strengthen Youth Entrepreneurship in the Education System for a Sustainable future

Sharing International experiences and inspiration for Georgia

Prof. Johannes Lindner
Characteristics of the Development of Entrepreneurship Education (EE)

From individual projects to structured strategic approaches

- Definition of EE as starting a business to entrepreneurial mindset.
- Definition of the target group
- Best practice projects
- Working groups with representatives of the member states

- Initiative and entrepreneurship as key competences for every EU citizen
- Development of action plans for the EU and in the member states
- Development of support for the individual elements of an action plan, e.g. teachers, reference frameworks for entrepreneurship competences, cooperation between educational institutions, entrepreneurship schools and entrepreneurial universities.

- Discussion on the impact and indicators for entrepreneurship education
- Strengthening sustainable and social entrepreneurship education
- Current EU action plan with focus on social entrepreneurship education (in the context of the Green Deal)
1. What is Entrepreneurship Education?
2. What is the value to be achieved through Entrepreneurship Education?
3. What are essential elements for a national strategy/action plan for Entrepreneurship Education?
4. Where is there a need for action to further strengthen Entrepreneurship Education in the education system?
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1. What is Entrepreneurship Education?
Connecting points

Key competence for every EU citizen & Youth Entrepreneurship Policy

Action Plan for Entrepreneurship Education

Entrepreneurship Education at Schools in Europe

Entrepreneurial Learning Institution Canvas (ELIC)
UNESCO-UNEVOC

Shaping a sustainable society and economy
UNECE
ENTREPRENEURS = humans who implement new ideas with value.
Overview of the development of the functions of entrepreneurs from a historical perspective

Cantillon
The entrepreneur is the person who assumes the risk associated with uncertainty

Say
The entrepreneur is an organizer and coordinator of economic resources, a manager or super-intendent

Marshall
The entrepreneur is an organizer and coordinator, an arbitrageur, an innovator, the person who assumes the risk associated with uncertainty

Schumpeter
The entrepreneur develops a new idea with value. Entrepreneurs are the carriers of dynamism in the economy and in all areas of society.

Kirzner
The entrepreneur is an arbitrageur, allocator of resources among alternatively uses

Casson
The entrepreneur is an organizer and coordinator of economic resources, allocator of resources among alternatively uses
ENTREPRENEURSHIP
as a mindset, process and method

CHECK MY OWN POTENTIALS

SEE OPPORTUNITIES
- Problems
- Trends
- Change of Laws
- Technical Development
- Market

DEVELOP IDEAS WITH VALUE

IDENTIFY AND AVOID RISKS

KNOW THE NECESSARY RESOURCES

PUT IDEAS INTO ACTION

Source: Johannes Lindner, 20018
Design Thinking

Design thinking is an approach that helps you solve or answer questions, problems and challenges. The approach is based on developing a deeper understanding of human needs that become a catalyst for innovation. Design thinking is much more than a process, it is a mindset that solves open-ended problems.

**Define**
It is paramount to understand the problem or challenge at hand. It is also important to be sensitive to the underlying need that is connected to the problem.

**Research**
There is already a plethora of knowledge out there. Be sure to use these sources (e.g., Internet, books) to expand your investigation and support it!

**Observe**
You can learn a lot if you simple look at or examine your subject a bit more closely.

**Empathy**
It can be very helpful if you can place yourself in the other person's shoes. This is a great way to better understand the problem.

**Inquire**
Often you will learn interesting things when you can generate thought provoking questions and find the right people to interview. Ask 'why' often so that you can gather more interesting details.

**Understand**

**Brainstorming**
This is a technique, but also a way of thinking. Generate a large quantity of ideas. At this stage there is no such thing as a 'bad' idea.

**Feedback & Decide**
Only during the second step should the best and innovative ideas be selected. Get feedback from others and follow a voting procedure or simply just listen to your 'gut feeling.'

**Discover**

**Prototyping**
Initially produce something that will make your idea seem more tangible. Prototypes are very simple and quickly made representations. They help transport your idea more easily to your audience by making it much clearer, so that you can get feedback.

**Feedback**
What do others say about your prototype? Find out what worked and what didn't.

**Develop Ideas**

**Reflection**
How well did the problem solving process work? What was easy? Difficult? How could you apply what you have learned to other aspects in life?

**Project Management**
What is your end goal and how can you implement it? As a team or alone, plan and assign step-by-step tasks backwards always with your end goal in mind.

**Experiment & Test**

**Incorporating Feedback**
Rate and review the feedback. If necessary, gain additional information. Then decide if you should choose to modify your prototype.

**Plan & Implement**
როგორც აზროვნება, პროცესი და მეთოდი განავითარეთ ღირებულების მქონე იდეები

• პრობლემები
• ტენდენციები
• კანონების შეცვლა
• ტექნიკური განვითარება
• ბაზა და წარმოქმედები

შეამოწმე ჩემი პოტენციალი

იდენტიფიცირება და რისკების თავიდან აცილება

მოქმედებაში იცოდეთ საჭირო რესურსები

ოფელოების ფაქტორი მოქმედებაში

მსახურობის დეველოპმენტი მიმართულებით

Source: Johannes Lindner, 20018
Entrepreneurial Learning is a Value Creation Pedagogy
VALUE

WHAT IS IT?

FOR WHOM?

WHY?

Source: Lackéus, 2018
TRIO Model of Entrepreneurial Education

Level I: Core Entrepreneurial Learning, entrepreneurial skills in a narrower sense, develop own innovative ideas - with value - and implement them in a creative and structured way.

Level II: Encouragement of a culture of entrepreneurial thinking and acting among the young adults

Level III: Encouragement of a culture of maturity, autonomy, personal responsibility and solidarity (value basis) for a dynamic civil society of citizens ("citoyens")

Source: Johannes Lindner
სამეწარმეო აღსანიშნავი თემა მოდელი

დონე I: ძირითადი სამეწარმეო სწავლება, სამეწარმეო უბნები უფრო ვიწრო გაგებით - ღირებულებით - და განახორციელებით შორის გამოყენებად და საქონლის მაღალი ხარი.

დონე II: ახალგაზრდების სამეწარმეო აზროვნებისა და მოქმედების კულტურის წახალისება

დონე III: სიმწიფის, ავტონომიის, პირად პასუხისმგებლობისა და სოლიდარობის კულტურის წახალისება (ღირებულების საფუძველზე) მოქალაქეთა დინამიური სამოქალაქო საზოგადოებისათვის ("citoyens")

Source: Johannes Lindner
Entrepreneurship Education

Entrepreneurial Learning

- Learning to become entrepreneurial and to develop the Entrepreneurial Mindset

Venture Creation Programs

- Learning to become an entrepreneur

Entrepreneurship as practice

- Becoming an entrepreneur by founding a venture

Source: Johannes Lindner, 2020
Entrepreneurial Competences

**KNOWLEDGE – learn to understand entrepreneurship**
- On how to identify opportunities
- About the ‘bigger picture’ issues that provide context in which people live and work
- Understanding of the workings of the economy
- Ethical position of enterprises
- On the processes of innovation & creativity
- On the process of entrepreneurship

**SKILLS – learn to become an entrepreneur**
- Plan; Organise; Manage; Lead & delegate;
- Analyse; Communicate; Evaluate;
- Effective representation & negotiation;
- Work as an individual;
- Work in teams;
- Judge & identify one’s strengths and weaknesses;
- Assess and take risks;
- Connect ideas;
- Mobilise commitment;
- Lateral thinking

**ATTITUDES – learn to become entrepreneurial**
- Initiative; Independence & innovation in all aspects of life;
- Motivation; Determination to meet objectives;
- Risk propensity; Ambition/drive;
- Persistence & commitment; Self-belief; Self-efficacy;
- Self-awareness; Feeling of empowerment;
- Social confidence; Creativity & imagination;
- Curiosity; Tolerance to failure

**PROCESS**

**INTENTION**
- PROACTIVITY
  - Actively seeking goals

**OPPORTUNITY SEARCH AND DISCOVERY**
- INNOVATION
  - Opportunity search
  - Coping with and enjoying uncertainty

**DECISION TO EXPLOIT OPPORTUNITY**
- CHANGE
  - Taking risky actions in uncertain environments
  - Flexibly responding to challenges

**EXPLOITATION OF OPPORTUNITY**
- ACTION
  - Acting independently on own initiative
  - Solving problems/conflicts creatively
  - Persuading and motivating others
  - Commitment to making things happen

Source: EU-Commission
TWG Entrepreneurship Education
Overview of the "competence portfolio" of an Entrepreneurship Education

Design competence
(operational and strategy-oriented, innovative problem-solving competence)

- **Professional competence (know-how)**
  - Economic Basics and deepening knowledge
  - Founding specific Knowledge
  - General education (English, Mathematics etc.)

- **Methods-competence (Know-what)**
  - Problem-solving +
  - Strategies of the Metacognition (e.g. learning to learn)
  - Teaching-methods-competence (e.g. Project management)

- **Self-(Human) competence (Know-why)**
  - "Entrepreneurial - Virtues" such as Curiosity, creativity, Task Allocation, Performance orientation, Joy in the independent Work etc.
  - normative Reflection culture

- **Social competence (know-who)**
  - Communication capability ("soft skills")
  - Sensibility (understanding)
  - Ability to Autonomous Act
  - Ability to solidarity Act

- **Enterpreneurial Teaching-learning gap (Know-when)**
  - Personality and Qualification areas beyond pedagogical-didactic Design options

Source: Josef Aff
Entrepreneurial Competences

სამეწარმეო კომპეტენციები

Anatomy of an Entrepreneur

Source: Johannes Lindner
Conceptual Framework:

Competences

Source: EU-Commission
Children and Youth shape the future

Programmes

Elementarstufe

www.jedeskindstärken.at

Primarstufe

www.jugendstärken.at

Sekundarstufe I

www.youthstart.digital
www.startedeinprojekt.at
www.entrepreneurshipwoche.at

Sekundarstufe II

Mehrsprachig

www.youthstart.eu
2. What is the value to be achieved through Entrepreneurship Education?
EU Framework of Key Competences for Lifelong Learning

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

All that individuals need for personal fulfillment and development, active citizenship, social inclusion and employment.
Learning and innovation skills will separate learners who are prepared for the complex life and work environments in the 21st century, and those who are not.
<table>
<thead>
<tr>
<th>Reasons</th>
<th>The big idea behind it ... Personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fostering young talent</td>
<td>People with an entrepreneurial mindset do not grow naturally. Therefore, entrepreneurship programmes are needed across the curriculum. Entrepreneurs and changemakers are needed in all areas of society – in the arts and sports, as well as in business and public service.</td>
</tr>
<tr>
<td>Experiencing self-efficacy</td>
<td>Everyone should have the opportunity to develop their own potential: to pursue their hopes, dreams and talents. Being creative and overcoming big and small challenges alike are a source of joy for learners. By participating in an entrepreneurship programme, learners are encouraged to discover their own potential – what they really, really want – and to strengthen a growth mindset. People who have a growth mindset see mistakes as an opportunity to try something new and are convinced that they can develop their abilities.</td>
</tr>
</tbody>
</table>

Source: Johannes Lindner, 2020
<table>
<thead>
<tr>
<th>Reasons</th>
<th>The big idea behind it ... Economic development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing perspectives for the future</td>
<td>Entrepreneurship is a major engine for economic growth and job creation. With rising employment and persistently high rates of youth unemployment, entrepreneurship programs are a means to address this problem. They can give learners tools to create their own jobs and career paths, or to bring an entrepreneurial mindset to their role as an employee, thus improving job security. TVET institutions offering these programmes can improve learners’ motivation and their willingness to stay engaged in all their subjects. This can reduce dropout rates.</td>
</tr>
<tr>
<td>Self-Entrepreneurs becoming leading figures</td>
<td>The ideal-typical role model in the 19th century was the respectable craftsperson, in the 20th century the professional or technical expert of the industrial society, in the 21st century the leading figure is the self-entrepreneur, someone who is a creative thinker and an innovator, who is prepared to take risks, learn from their mistakes and make bold decisions.</td>
</tr>
<tr>
<td>Responding to dynamics of society and economy</td>
<td>Globalization and technological progress have led to the world changing at an extraordinary pace, affecting the way we live, work and learn. These dynamics in society and the economy call for greater nurturing of entrepreneurial thinking in the next generation. Their entrepreneurship and innovation will provide new impetus to social and human development, economic growth, and job creation. Entrepreneurial learning programmes can prepare learners to identify and address the challenges and opportunities they confront by solving problems and creating value in both monetary and social terms.</td>
</tr>
</tbody>
</table>

Source: Johannes Lindner, 2020
### Why is entrepreneurial learning important?

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<thead>
<tr>
<th>Reason</th>
<th>The big idea behind it ... Social development</th>
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<tr>
<td><strong>NS</strong></td>
<td>All kinds of shapers of the future are in school today, the way they are educated will determine how they participate in the society and the economy. Entrepreneurial learning offers a socio-educational perspective. It is an approach that can be an open up income-generation and other opportunities for disadvantaged groups in society. An understanding of the contextual and personal challenges of the target group is important for the development of an entrepreneurship program. Entrepreneurship is also a way of learning self-confidence and how to participate in society as well as the economy.</td>
</tr>
<tr>
<td>Preparing learners for an uncertain future</td>
<td>We live in an age of unprecedented transformation. Today’s learners face a future full of complex social, technological and environmental issues, such as the automation of routine tasks and more unpredictable weather. Entrepreneurship programmes teach learners crucial life skills that will help them to navigate uncertainty with agility and to adapt to change. They foster creativity, fuel curiosity and help people manage their relationships by developing hard and soft skills including problem-solving, teamwork and learning to accept failure.</td>
</tr>
<tr>
<td>Making the world a better place</td>
<td>People can change society with small as well as large initiatives. Social entrepreneurs and changemakers seek to solve problems, meet the needs of their community and the planet and ease pain points with the help of their products and services. They are hard-wired to make an impact. By participating in entrepreneurship programs, learners do not just become ready to create their own futures — they become ready to change the community and the world.</td>
</tr>
</tbody>
</table>

Source: Johannes Lindner, 2020
3. What are essential elements for a national strategy/action plan for Entrepreneurship Education?
Characteristics of the Development of Entrepreneurship Education (EE)

From individual projects to structured strategic approaches

- Definition of EE as starting a business to entrepreneurial mindset.
- Definition of the target group
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- Working groups with representatives of the member states

- Initiative and entrepreneurship as key competences for every EU citizen
- Development of action plans for the EU and in the member states
- Development of support for the individual elements of an action plan, e.g. teachers, reference frameworks for entrepreneurship competences, cooperation between educational institutions, entrepreneurship schools and entrepreneurial universities.
Entrepreneurial Learning Ecosystem

Macro View

Society
- Key stakeholders
- Culture
- Policy & Strategy
- Public facilities
- Key stakeholders

Micro View

Design Effective Entrepreneurial Learning Experiences

Curriculum
- Learning modes beyond formal curriculum
- Support for Career paths & start ups
- Assessment

Labour Market
- Teachers & Youth Workers
- Teacher Training
- Assessment & Recognition
Elements of the an Action Plan for Entrepreneurship Education for children and young adults

- Entrepreneurship Education Platform
  - Visions and objectives
  - Intervention logic Actions
  - Evaluation
  - Widening

- Accept challenges and solve them constructively
- Creating framework conditions and broadening networks
- Ensure process quality
- Strengthen potential and implement ideas

- Indicators for "hard" and "soft" facts
- Curricula Reference framework for entrepreneurship competences
- Active learning methods to create a suitable learning environment
- Integration of the entrepreneurship ecosystem
- Development and implementation of teacher training and festivals

- Federal Ministry of Labour & Economic Affairs
- Federal Ministry of Education, Science & Research
- Other ministries, social partners, etc. → 65 Stakeholders

- 65 Stakeholders
Characteristics of the Development of Entrepreneurship Education (EE)

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- Discussion on the impact and indicators for entrepreneurship education
- Strengthening sustainable and social entrepreneurship education
- Current EU action plan with focus on social entrepreneurship education (in the context of the Green Deal)
### 1.3. Youth’s goals when setting up a business

If young people were to set up their own business, they expect they would do this to follow their passion/interest (mentioned by 46%).

A quarter would want to have a positive impact on the world and a similar proportion (25%) reply that putting innovative ideas into practice (24%) would be an important goal. Close to three in ten respondents (28%) answer that they would want to create their own job, and one in four reply that their goal would be to become wealthy.

**Q11** If you were to set up your own business, which of the following goals would be most important to you? You can select up to three answers. (% EU27)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To follow my passion/interest</td>
<td>46%</td>
</tr>
<tr>
<td>To create my own job</td>
<td>28%</td>
</tr>
<tr>
<td>To become wealthy</td>
<td>25%</td>
</tr>
<tr>
<td>To make a positive impact on the world</td>
<td>25%</td>
</tr>
<tr>
<td>To put innovative ideas into practice</td>
<td>24%</td>
</tr>
<tr>
<td>To create jobs for others</td>
<td>17%</td>
</tr>
<tr>
<td>To pursue social and/or environmental goals</td>
<td>16%</td>
</tr>
<tr>
<td>To directly involve employees in the decision-making of my business</td>
<td>15%</td>
</tr>
<tr>
<td>To employ people who are generally excluded from the labour market</td>
<td>14%</td>
</tr>
<tr>
<td>To support my region and/or country</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3%</td>
</tr>
</tbody>
</table>

Base: All respondents (n=25,992)
Q5. How familiar, if at all, are you with...? (% by country)

Social entrepreneurship

Base: All respondents (n=25,992)
2.2. Source of information about social entrepreneurship

Respondents expressing at least some familiarity with social entrepreneurship were then asked how they first became aware of the concept.

The two main sources of information are school/university (27%) and social media (21%). Other sources of information are mentioned by between 6% and 14% of respondents.

Q6 How did you first become aware of social entrepreneurship? [Multiple answers allowed] (% EU27)

- In school/university: 27%
- Via social media: 21%
- Through my family/friends/colleagues: 14%
- Through the news: 12%
- Through my work: 12%
- Via TV, radio, podcasts: 11%
- Via a social enterprise: 7%
- Through a journal/book: 6%
- Through a documentary/film: 6%
- Other: 3%
- Don’t know: 16%

Base: Those aware of social entrepreneurship (n=20 526)
3.2. Assessing their peers’ interest in starting up a business

About two-thirds of respondents think that their peers are interested in starting up their own business: 48% believe their peers are ‘fairly interested’ and 20% ‘very interested’. The proportion of respondents answering that they think their peers are ‘very’ of ‘fairly interested’ in starting their own business is at least 50% in all Member States.

Q7 In your view, how interested are people of your age (15-30 years old) in starting their own business? (% by country)

Base: All respondents (n=25 992)
3.3. Drivers of youth entrepreneurship

More than four in ten (44%) young people surveyed reply that one of the reasons driving young people to start up their own business is the independence of ‘being one’s own boss’.

The next commonly mentioned reasons are freedom to choose the time and place of work (36%), personal fulfilment from bringing an idea to life (29%), better income prospects (28%) and the perspective of getting ‘quick cash’ (26%).

Q8 Which of the following reasons do you think drive young people (15-30 years old) to start their own business? You can select up to three answers. (% EU27)

- The independence of “being one’s own boss” 44%
- Freedom to choose time and place of work 36%
- Personal fulfilment from bringing an idea to life 29%
- Better income prospects 28%
- Getting “quick cash” 26%
- Lack of employment opportunities 16%
- Exploiting a business opportunity 14%
- Following in their family’s footsteps 13%
- Having a positive societal impact 13%
- Favourable economic climate 8%
- Other 2%
- Don’t know 2%

Base: All respondents (n=25 992)
4. Where is there a need for action to further strengthen Entrepreneurship Education in the education system?
Recommendations conforming to the elements of an action plan

Key stakeholders
Policy & Strategy
Curricular anchoring
Entrepreneurial Learning Experiences
Teachers & Youth Workers
Teacher Training
Communication
Education System in Georgia

Preschool Education
Primary Education
Basic general Education
Intermediate general Education
Bachelor
Master
PHD
Integrated Program
Short cycle
Higher Vocational Education
Secondary Vocational Education
Basic Vocational Education
Training & Retraining

Source: National Center for Educational Quality Enhancement 2022
Entrepreneurial Learning Experience & Teacher Training

Festivals for kids and young people

Programme in the class (selection to start with)

Offers for Teachers / Schools

IDEA CHALLENGE FESTIVAL

VALUE FESTIVAL

DEBATE FESTIVAL

Train the Trainer

In service teacher training

School development for Entrepreneurship School (ELIC)
Teachers

Type 1: Neutral, Indifferent
Teachers who are neutral or rather critical
Focusing on everyday teaching and/or other school activities

Type 2: "Sensitised" to entrepreneurship education
Teachers who have an open-minded attitude, but do not (yet) get involved want to/can.

Type 3: "Implementers/designers" of entrepreneurship education
Teachers who apply the concept in the school reality implement.

Type 4: "Pioneers" of entrepreneurship education
Teachers who cooperate closely, perform coordination functions and external contacts and contribute significantly to the implementation and further development of the concept.

Identification with entrepreneurship education

Teachers who have resigned internally
სამეწარმეო სასწავლო ობიექტის თითო (ELIC)

<table>
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<tr>
<th>ძირითად დაინტერესებული მხარეები (8)</th>
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<tr>
<td>როდესაც სამეწარმეო სჭირდება საზოგადო რესურსება</td>
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<tr>
<td>ძირითად გუნდი (7)</td>
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<th>როგორ შეიძლება მოხდეს სამეწარმეო კომპეტენციების განვითარების მონიტორინგი</th>
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Credit: Lindner 2020, UNESCO-UNEVOC 2020
**Initiatives Supporting International Market Access**
- Enterprise Georgia (Export Promotion Component)
- EU ENPARD program (enhancing export potential of SMEs)
- EU4Business initiative - Ready to Trade project
- Georgian Entrepreneurship Ecosystem
  - **Government Institutions**
    - Ministry of Economy and Sustainable Development of Georgia
    - Ministry of Agriculture of Georgia
    - Ministry of Education and Science of Georgia
    - Ministry of Culture and Sport of Georgia
    - Ministry of Labour, Health and Social Affairs of Georgia
  - **Public Sector Financing Schemes**
    - Entrepreneurship Development Agency (Enterprise Georgia)
    - Georgia’s Innovation and Technology Agency (GITA)
    - Startup Georgia
    - Rural Development Agency (RDA)
- **Private Sector Financing Schemes**
  - TBC Bank (TBC Startuper, Startup Dekreti)
  - Bank of Georgia in partnership with 500 Startups
  - Crystal Fund in partnership with USAID Yes-Georgia Program

**Networks**
- Entrepreneurship networks (500 Startups; Startup Grind Tbilisi, Entrepreneur magazine; Fuckup Nights Tbilisi)
- GITA (attempting to consolidate diaspora networks)

**Educational Institutions**
- Schools of general education (from primary to upper secondary level) to teach entrepreneurship as a key competence principles
- Vocational Education Training Institutions
- Network of Entrepreneurship Teachers
- National Teacher Professional Development Centre (TPDC)
- Skills Agency of Georgia
- Youth Agency
- Youth NGOs
- Tertiary Education Institutions providing entrepreneurship-related education (TSU, Free and Agricultural Universities, Ellaine, BTU, Caucasus University, Black Sea University)
- Georgian Adult Education Network (GAEN) offers an entrepreneurship Modul for adults

**Other Initiatives**
- Crystal Fund (Youth Entrepreneurship School)
- National Bank of Georgia (online platform findedu.gov.ge - Improving financial literacy of entrepreneurs)
- National Intellectual Property Centre Georgia - IdeasPowered@school Initiative
- TA for SKILLS4JOBS

**Support Institutions**
- Spark (pre-acceleration events; co-working space and training centres; business consultancy; working Meetups (e.g. B2B);
- mentorship services and professional business assistance)
- GITA (Tec parks; Innovations Centres; Fablabs and labs; TTPP
- Gamelab iliauni; CG Multilab GIPA
- Entrepreneurship Centre at Business and Technology University (BTU)

**Private Sector Initiatives**
- TBC Bank (TBC Startuper - media support; Individual counselling, business development training, etc.)
- Bank of Georgia (500 Startups Acceleration Platform)

Efforts made through various support initiatives such as FuckupNights, Startup Grind Tbilisi, GEW Georgia, Entrepreneur Magazine and other actors that aim to break down restrictive cultural attitudes and social norms towards entrepreneurship.

**Initiatives Targeted Towards Cultural and Social Norms**
- Startup Georgia (business plan Development trainings; legal Accounting and marketing counselling
- Enterprise Georgia (Technical Assistance Scheme under Industrial Component)
- The State Employment Support Agency (SESA) offers an entrepreneurship training for job seekers

Entrepreneurship Education
for a Sustainable Future

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Abstract
Entrepreneurs keep our economy and society vibrant by implementing new ideas, which is why our society needs people with entrepreneurship competences. The development of our entrepreneurship competences does not begin with the start of our professional lives, but is initiated in earlier phases of our socialisation. Entrepreneurship education can trigger and support this process. A common goal of entrepreneurship education is to strengthen entrepreneurs with value orientation for a sustainable society. All entrepreneurs of the future are in school today, the nature of their value-oriented education and their willingness to participate is shaped by today’s learning. This article provides information about entrepreneurship education, with a focus on Entrepreneurial Challenge-Based Learning for a sustainable future. Entrepreneurial Challenge-Based Learning touches on the basic personal and social issues of responsibility and autonomy and is aimed at fostering a culture of solidarity in our society.

Keywords: entrepreneur, entrepreneurship education, entrepreneurial challenge-based learning, social entrepreneurship, TBO Model for Entrepreneurship Education, Youth Start Entrepreneurial Challenges, Sustainable Entrepreneurial Design, www.youthstart.eu

Introduction
A socially responsible market economy needs confident and responsible citizens, who take an active role in shaping their own future and that of the society they live in through entrepreneurial and social initiatives. Without people who are willing to become active and implement their ideas, we would now be living in a very different reality. We owe innovations such as the car, schools, cars, medicine, the rule of law and democracy to people who were ready to make continual efforts to implement new ideas and change the rules of society. Entrepreneurial initiatives are crucial for the development of regions and entire countries. Entrepreneurial thinking and acting can contribute to social cohesion in poorly developed regions and can help improve the situation of underprivileged people. This is why the European Union is targeting a renaissance of entrepreneurship (EU European Council, 2014; European Commission, 2015). In official appeals, economic policymakers and stakeholders are calling for new entrepreneurs, invoking a new phase

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