



Preparing teachers for entrepreneurial education at University College of Christian Churches for Teacher Education Vienna/Krems, Austria

This case in a nutshell

The University College of Christian Churches for Teacher Education Vienna/Krems (KPH) educates pre-service and in-service teachers for primary and secondary schools. The University has a Centre for Entrepreneurship Education and value-based Business Didactics, which aims to empower pupils to shape society and the economy in a responsible way. Therefore, it employs a unique combination of pedagogics and entrepreneurship, enabling (aspiring) teachers to provide entrepreneurship education to pupils aged 6 to 19 years. The didactic concept is based on the TRIO model of entrepreneurial education, which leads from core entrepreneurial education via entrepreneurial culture to entrepreneurial civic education. The KPH Vienna/Krems participates in the development of the European programme Youth Start for primary and secondary schools, especially in the scientific support of field trials and teacher training. Moreover, KPH is an active partner in the Austrian National Action Plan for Entrepreneurship Education (2020-2025), This Plan emphasises an understanding of entrepreneurship that is oriented towards a sustainable society and economy.

1. Profile: Bringing entrepreneurship to teacher education at KPH Vienna/Krems

The University College of Christian Churches for Teacher Education Vienna/Krems (German: Kirchlich-Pädagogische Hochschule – KPH) was founded in 2007. It is the largest private university college for teacher education in Austria, located in seven campuses in Vienna and Lower Austria. The University is led by seven churches as ecumenic stakeholders and also co-operates with Islamic, Jewish and Buddhist communities. This is unique in Europe.¹ Study programmes for initial education involve teacher education for primary and secondary schools (general education) and a Bachelor programme for elementary education. The KPH also has comprehensive offers in further and advanced education, up to Master's degrees. Furthermore, the University supervises school development processes. Today the KPH counts approximately 2,500 students in initial education and 1,000 students in further education. So far, approximately 15,000 students have received in-service teacher professional development and advanced teacher training.

KPH's mission is to provide innovative teacher training based on Christian values and to offer a new approach to inter-faith and intercultural learning.² On this basis, the University also prepares teachers for entrepreneurship education at school. The KPH has a dedicated institution for this purpose: The **Centre for Entrepreneurship Education and value-based Business Didactics**. It provides training for aspiring and graduated teachers to enable them to convey entrepreneurial thinking to children and adolescents.

Digital tools play a crucial role in various learning offerings for teachers and students at KPH. The University has presented contents for in-service teacher education as blended learning for many years.

¹ See <https://www.kphvie.ac.at/en/about-us.html>.

² See <https://www.kphvie.ac.at/en/about-us/mission-statement.html>.

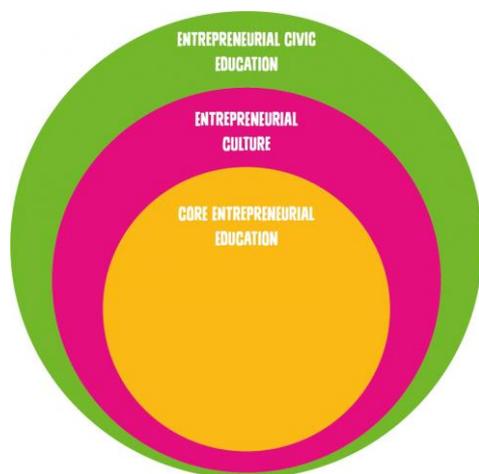
Most important for this purpose are the platforms; Moodle, applied for several years already, and, more recently, Big Blue Button. Teacher training for the primary and secondary levels has been completely converted to the digital sphere during the COVID-19 pandemic. Learning opportunities for entrepreneurship education for the secondary level are available in digital form on the web learning portal of the Austrian Ministry of Education, Science and Research. This portal is called LMS³.

This case study focuses on the entrepreneurship education activities of the Centre for Entrepreneurship Education and value-based Business Didactics, paying particular attention to digital tools.

2. The Centre for Entrepreneurship Education and value-based Business Didactics and the TRIO model

The KPH's principal unit for providing entrepreneurship education at the University is the Centre for Entrepreneurship Education and value-based Business Didactics. It is one of six consulting centres at KPH and works from primary to secondary level. These centres give practical advice on specific topics of the work of schoolteachers and school managers. The Centre for Entrepreneurship Education serves as a thinktank for entrepreneurship education, competences for the 21st century, and Social Development Goals. The Centre educates teachers how to enable school students to actively shape society and the economy in a responsible way. This value-oriented economic education aims at educating responsible leaders of tomorrow through high-quality economic training of teachers.⁴

Exhibit 1: TRIO Model for Entrepreneurial Competences⁵



Source: <http://www.youthstart.eu/de/whyitmatters/>

KPH understands entrepreneurship education as a means of strengthening self-efficacy and participation in society. The University has an emancipatory approach of action-based learning through challenges. The didactical basis for this approach is the TRIO Model. It represents three layers of entrepreneurial education, as displayed in Exhibit 1: From core entrepreneurial education via entrepreneurial culture to entrepreneurial civic education.

Johannes Lindner, coordinator of the Centre for Entrepreneurship Education (KPH) and Josef Aff (Vienna University of Economics and Business) developed this model in 2002, defining a basic framework for entrepreneurship education.

The diagram's core area is oriented towards the individual student, to the development of his or her own ideas for entrepreneurial, professional, and private challenges. The middle layer, entrepreneurial culture, connects to society, aiming to develop the students' appreciation of the values of independence, open-mindedness, and sustainability, that encourage communication. The outer layer in the diagram,

³ See <https://lms.at/>.

⁴ See <https://www.kphvie.ac.at/beraten-begleiten/entrepreneurship-education-und-wertebasierte-wirtschaftsdidaktik.html>.

⁵ See <http://www.youthstart.eu/en/whyitmatters/>

entrepreneurial civic education, entails the students' political competences, i.e. empowerment and responsibility to address social challenges and commit to the implementation of socially valuable ideas.⁶

As regards digital teaching methods, the Centre for Entrepreneurship Education and value-based Business Didactics cooperates with the KPH's Competence Centre for Digitisation and further partners in developing blended learning tools both for teacher students and for secondary school pupils.

3. YouthStart: Advanced teacher education from primary to secondary school

A substantial part of the work of the Centre for Entrepreneurship Education consists of enabling soon-to-be teachers to apply the TRIO model through learning challenges developed for diverse age groups. These challenges originated from a project named "YouthStart – Entrepreneurial Challenges", which the European Union's Erasmus+ programme co-funded from 2015 to 2017/18. KPH Wien/Krems took part in the YouthStart project. The project was implemented in close co-operation with the Ministries of Education of Portugal, Luxembourg, Austria, and Slovenia, as well as the German Max Planck Institute for Innovation and Competition, and the Danish Foundation for Entrepreneurship. The organisational lead was in the hands of the Policy Experimentation and Evaluation Platform (PEEP, Portugal) and the methodological lead in the hands of the Austrian Initiative for Teaching Entrepreneurship (IFTE).⁷ It was one of the biggest European field studies of entrepreneurship education and related public policy.⁸ YouthStart developed and tested active learning approaches for in-service teachers to train the entrepreneurial competences based on the TRIO Model in a practical way. KPH Vienna was an implementation partner in this project, jointly with the Austrian Chamber of Commerce. KPH provided scientific support for this project, especially regarding the primary school contents and qualitative evaluation methods. The project makes 47 entrepreneurial challenges available for classroom use in primary and secondary schools. Its basic approach is active learning.

The challenges target learning objectives in the three layers of the TRIO model. To give an example, the core layer involves challenges such as developing a business plan or opening a stand to sell a homemade product. Entrepreneurial culture features a story-telling challenge, to train focused presentations, for instance, elevator pitches, as well as the empathy challenge, to understand others' needs. Entrepreneurial civic education involves identifying problems within the students' immediate community or setting up a volunteering project.

Exhibit 2 shows the challenges for entrepreneurial competences in the three layers of the TRIO model. Their related learning objectives are expressed as "I Can Do" statements. The challenge families have five degrees of difficulty: from A1 (for primary level) via A2 (lower secondary), B1 and B2 (both upper secondary) to C1/C2 (tertiary level).⁹ The challenges A1 to B2 cover the age groups from 6 to 19. For instance, in the "Idea Challenge", primary students analyse the process of making cookies to design and bake their own ones. Lower secondary students are introduced to the basics of the Design Thinking method while developing the perfect chair. Upper secondary students analyse existing business and profitability models to design their own sustainable business ideas.¹⁰ The challenges are activity

⁶ Lindner (2018): Entrepreneurship education for a sustainable future. In: Discourse and Communication for Sustainable Education, vol. 9, no. 1, pp. 115-127.

⁷ See <http://www.youthstart.eu/en/>.

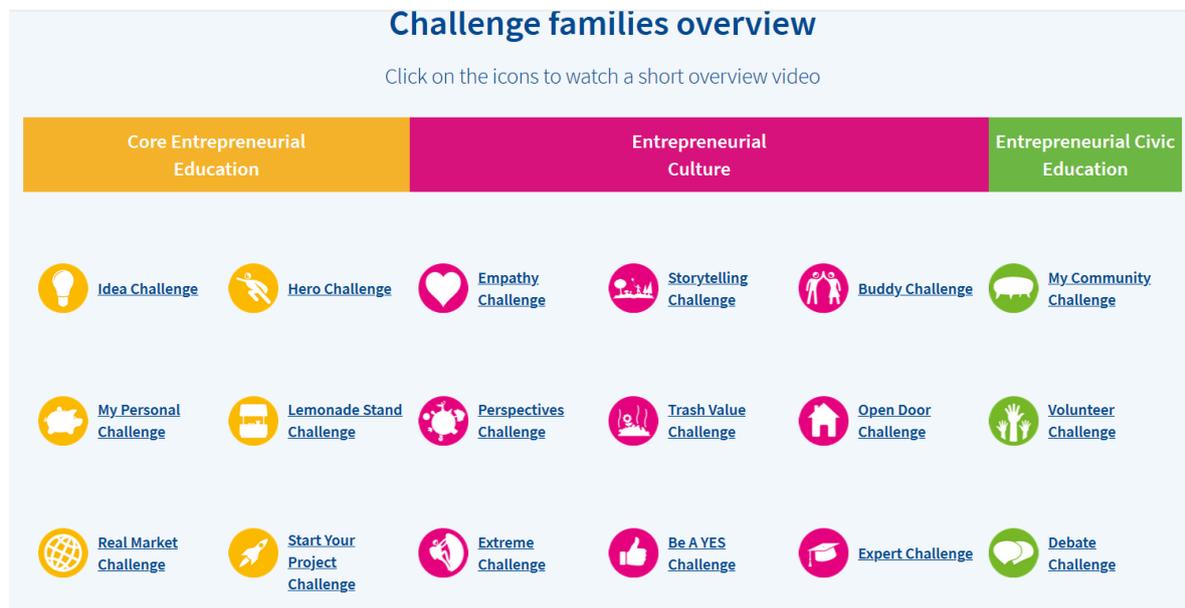
⁸ See <https://www.ifte.at/mission>.

⁹ The level levels are based on the structure of the Council of Europe's Common European Framework of Reference for Languages (CEFR). See <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

¹⁰ See <http://www.youthstart.eu/en/challenges/>

offerings that teachers can apply independently from each other or combine into entrepreneurship education sequences. The TRIO model serves as an orientation regarding the different levels of content.

Exhibit 2: YouthStart Entrepreneurial Challenges applied at KPH Vienna/Krems¹¹



Source: <http://www.youthstart.eu/en/challenges/>, last accessed 1/9/2020

Educators can download each challenge from the YouthStart website. The documents include guides for teachers and students which describe the necessary steps, as well as supplementary resources including spreadsheet templates to calculate profits. The material is available in seven European languages.¹² All challenges are also explained in YouTube videos.¹³ Since the project ended in 2018, the KPH and IFTE as a partner, have continuously updated the material. KPH used the YouthStart programme as a basis for strengthening social entrepreneurship education in training primary school teachers, carried out in the framework of the **UKids** cooperation with universities from six countries.¹⁴ This cooperation is linked to the commitment of KPH to strengthen the United Nations' sustainable development goals (SDG) in teacher training.

4. KPH's co-operation activities in entrepreneurship education

KPH is a member of national and international networks to bring entrepreneurship education into teacher training and schools. KPH Vienna/Krems is a member of the **international network of universities** offering initial teacher training for primary education. The network has decided to focus on Social Entrepreneurship Education. The members of the network are implementing the UKids project under the organisational and methodological leadership of KPH Wien/Krems. This is the first Erasmus+ Key Action 2 Strategic Partnership project by members of the network.

On a national level, KPH is a partner of the Network for Entrepreneurship Education (IFTE) in Austria, together with other universities, and supports the development work of entrepreneurship education

¹¹ See also Lindner (2018): Entrepreneurship education for a sustainable future. In: Discourse and Communication for Sustainable Education, vol. 9, no. 1, pp. 115-127.

¹² See <http://www.youthstart.eu/en/>.

¹³ See <https://www.youtube.com/playlist?list=PLtPldeoJYus6k3LOGw-S4xrNnwukYeam3>.

¹⁴ See <https://www.ukidsplattform.eu>.

programmes and festivals by implementing teacher training programmes. Johannes Lindner, coordinator of the Centre for Entrepreneurship Education, is also founder and pro bono chairman of IFTE. The network had the methodological lead for YouthStart and continues to develop the programme from primary to secondary level in cooperation with its partners, especially KPH.

In Austria, the YouthStart programme at primary level is called "Empowering Every Child" (German: "Jedes Kind stärken")¹⁵ and at secondary level "Youth Strengthening" (German: "Jugend stärken"). It is a practice-based and holistic learning programme based on the YouthStart challenges A1 and A2. KPH offers UKids in-service training seminars for teachers for primary schools, also for B1/B2. Within the framework of this programme, KPH offers four seminars per semester, for both primary and secondary level, in which the methodology of one YouthStart challenge each is presented and possible applications in teaching are discussed. Teacher feedback from schools using the programme in their lessons has been positive: pupils develop more self-esteem, language, and creativity skills while teachers discover new strengths in the children.¹⁶

In order to deploy these IFTE challenges with digital tools, KPH and IFTE co-operate with the "**Initiative Every Child**" (German: Jedes KIND), an educational network of citizens, teachers and companies aiming to update educational practices in Austria.¹⁷ The initiative developed the "Strengths Treasure Hunt App" (German: "Stärken Schatzsuche"), which offers materials for teachers to develop activities that allow children to find out what they are good at.¹⁸ The app is based on the "Be a Yes challenge" A1. Every teacher can use the app for free, therefore it is also used in UKids teacher training. For secondary students, the initiative FLiP is developing an app on design thinking, which is based on the "Idea challenge" A2 in YouthStart.¹⁹

In addition, a network of partners organises events directed specifically at primary school children. This includes "**Market Day**" (German: Markttag) in Vienna, which takes place once a year in cooperation with the Institute for Teaching Entrepreneurship, Vienna University of Economics and Business, the Austrian Impulse Centre for Entrepreneurship Education, Vienna's County Department of Education, and KPH. Based on the "Lemonade Stand Challenge" A1 from YouthStart, third and fourth graders plan a sales stand where they offer self-made products and services. In preparation for Market Day, a team of three students from the entrepreneurship programme "Change Maker" at Vienna University of Economics and Business each coach a class of primary students on planning their sales and setting up their stand. Within the framework of the initial teacher training for primary school, students from KPH Krems as well as students and teachers from the partner schools (for internship) from Vienna Strebersdorf and Krems also participate in this buddy learning approach. At Market Day, the primary school students then exhibit products to fellow students and other visitors. In 2019, Market Day counted 380 children and 73 university students from the two universities.²⁰

5. Initial teacher education for primary schools

¹⁵ See <https://www.ifte.at/jedeskindstaerken>.

¹⁶ See <https://www.kphvie.ac.at/beraten-begleiten/entrepreneurship-education-und-wertebasierte-wirtschaftsdidaktik/aktuelles.html> and <https://www.ifte.at/jedeskind>.

¹⁷ See http://www.jedeskind.org/?page_id=244.

¹⁸ See http://www.jedeskind.org/?page_id=120.

¹⁹ See <https://www.flipchallenge.at/>.

In initial teacher training for primary schools, KPH has set itself the goal of developing innovative and creative thinking and action among pupils. Within the framework of the **UKids** cooperation with teacher educators from the fields of art, social science, mathematics and languages, KPH pursues four ways of **implementing social entrepreneurship education in initial teacher training**: (1) Transversally as part of compulsory courses; (2) In elective courses such as arts education, mathematics, or social science; (3) Integration in the practical work of aspiring teachers at schools and (4) Through developing a new focus area for social entrepreneurship education.

Social Entrepreneurship Education is therefore linked with other subjects in the curriculum, such as **art education**. According to the University, empowerment is a common goal of art education, human rights education, and social entrepreneurship education. In this respect, all three aspects are covered in the art education course for primary teachers at KPH. Students immediately test new methods in one of their three placement schools, which are integrated into the University and where students are required to spend one morning per week on teaching practice. Methods include several YouthStart challenges, in combination with art projects. One example is the “Trash Value Challenge”, in which the children create games from waste items and offer them at the Market Day. KPH teacher students increase their knowledge in Social Entrepreneurship by taking an E-Learning course at Vienna University of Economics and Business.²¹

In the course “Entrepreneurship Education and **Mathematics**”, teacher students first reflect on financial education themselves. In their practical school placement, they implement projects such as a class shop where small items are sold, they show videos, play games, and arrange roleplays on financial education. Other projects involve comparing the price and ecological footprint of cheap and organic products, comparing price per value of different sizes of grocery packages, or billing the costs of a project week.²²

To bring these concepts into schools, KPH pursues a bottom-up approach through convincing individual teachers to apply these methods. This approach works well in primary schools in Austria where the same teacher teaches all subjects and content is oriented towards the pupils’ basic competences. In 2018-2020, comparative surveys were conducted in primary school initial teacher education, at the teacher training internship, primary schools and with parents. In the UKids project, colleagues from universities in Hungary, Portugal, Finland, the Netherlands, and Austria are conducting research together. Action research approaches are used for the research questions.²³

6. Teacher education for secondary schools

Specifically for lower secondary level, KPH and IFTE offer the programme “Empowering Youth” (German: “Jugend Stärken”) that offers seminars for teachers on how to apply entrepreneurial challenges for teenagers in their classes.²⁴

²¹ Fernbach (2020): Social Entrepreneurship Education in Art Education of Future Primary School Teachers. In: Discourse and Communication for Sustainable Education, vol. 11, no. 1, pp.26-40.

²² Summer (2019): Entrepreneurship Education in Mathematics Education for Future Primary School Teachers. In: Discourse and Communication for Sustainable Education, vol. 10, no. 2, pp. 89-99.

²³ Bisanz, Hueber, Lindner & Jambor (2020); Fernbach (2020); Hercz, Pozsonyi, & Takács (2019); Lueger & Wurzrainer (2020), Pinho, Fernandes, Serrão & Mascarenhas (2019); Pröbstl & Schmidt-Hönig (2019); Rigg & Van der Wal-Maris (2020); Summer (2019); Tiemensma & Rasmussen (2019).

²⁴ See <https://www.kphvie.ac.at/beraten-begleiten/entrepreneurship-education-und-wertebasierte-wirtschaftsdidaktik/aktuelles.html>; See <https://www.ifte.at/jedeskind>.

KPH has offered teacher training courses for upper secondary level since 2006. For secondary level II, KPH cooperates with IFTE and the Impulse Centre for Entrepreneurship Education for School Innovation (e.e.si). The e.e.si network has entrepreneurship education coordinators in every Austrian federal state, who coordinate working groups of teachers. In order to raise awareness for the topic here, the impulse centre “Entrepreneurship Education for School Innovation” certifies secondary schools that strongly implement entrepreneurship education activities into their school routines. Currently, 64 out of a total of 550 Austrian secondary schools are certified.²⁵ Certified schools offer entrepreneurship as a compulsory and elective subject, and teachers in different subjects are involved. Certification criteria further include activities at the school, basics for the teacher, organisational frameworks and additional optional criteria.

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7. Conclusion and a broader perspective on Austrian entrepreneurship education policy

In summary, KPH Vienna/Krems offers a unique approach to enable trained and aspiring teachers to convey entrepreneurial thinking and acting to students from a very young age. The teaching techniques are based on a toolbox that is made available on digital channels and is thus accessible to anyone outside of the institution, even in several languages. A network of partners supports the Centre for Entrepreneurship Education and value-based Business Didactics in anchoring these contents on a national level. This combination of low-threshold offerings for entrepreneurship education and advocacy to establish the topic on an institutional level is exemplary, and it bears fruit:

Johannes Lindner does not only manage the KPH Centre for Entrepreneurship education, he is also the initiator and head of a centre named “e.e.si **Entrepreneurship Education for School Innovation**” (German: e.e.si - Entrepreneurship Education für schulische Innovation”), within the Austrian Federal Ministry of Education, Science and Research.²⁷

Through various initiatives, many with KPH involvement, Austrian educational policy is increasingly anchoring entrepreneurship in school curricula. The Austrian Federal Ministry of Education, Science and Research and the Austrian Federal Ministry for Digital and Economic Affairs have developed, in cooperation with 65 stakeholders, the National Action Plan Entrepreneurship Education²⁸ which was presented at the 20th Entrepreneurship Summit on 10 November 2020.²⁹

Some regional governments in Austria are taking up the subject of entrepreneurship education. The Government of the Salzburg District has introduced YouthStart concepts into school curricula. Adoption is already high: 50% of primary schools in the Salzburg District apply YouthStart contents and more are adopting it. The Salzburg Government also plans to introduce YouthStart to secondary schools. Furthermore, the Pedagogical University of Tyrol also plans to cooperate with KPH Krems in order to introduce EE into school curricula. In Europe, Austria may be the country with the strongest impetus to implement EE in primary schools.

Johannes Lindner is pleased about this development: “In Austria we have large-scale programmes to foster children to become ski jumpers. Isn’t it absurd that we do not foster children in a similar manner to become the designers of our future?”

²⁵ See <https://www.eesi-impulszentrum.at/zertifizierung/>.

²⁶ See <https://www.eesi-impulszentrum.at/zertifizierung/>.

²⁷ See <https://www.eesi-impulszentrum.at/ueber-eesi/das-team/>

²⁸ See https://www.bmbwf.gv.at/Themen/schule/schulsystem/sa/bmhs/kfm/entrepreneurship/entrepreneurship_landkarte.html.

²⁹ See <https://www.youtube.com/watch?v=BBY0qO1tL6I&list=PLtpldeoJYus6vhPM2VKcYFDS7OtuCH-1g&index=1&t=2437s>.

Source

This case study was prepared by Carola Schulz and Dr Stefan Lilischkis from empirica Gesellschaft für Kommunikations- und Technologieforschung mbH, Bonn, Germany, through collection and analysis of broad documentation about KPH Vienna/Krems

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Key Links

<https://www.kphvie.ac.at/home.html>

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