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Intellectual Output 1

A.2 State of The Art Review

Title: Literature review on Teaching Ethics and Entrepreneurship in schools in National, European and International Level

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1 Entrepreneurship

1.1 Term Definition

In modern times, an important scientific field has been developed for the study of entrepreneurship, which includes a variety of aspects for the study of the entrepreneur's behavior. Entrepreneurship is regular with not only economic theories and business administration but also with the perspective of sociology, psychology and education. A variety of comprehensive and operational definitions have been proposed regarding the term of entrepreneurship. A recent important definition is that of Stevenson And Jarillo (1990), which states that entrepreneurship involves the implementation of opportunities, even if they do not appear to initially have all the necessary resources to be exploited. The Braseal and Herbert (1999), recommend the adoption of a model that focus on change, creativity, innovation and people who create the new elements (Petrakis, 2008).

To be entrepreneurial means that you are acting with a specific objective. This objective is to create and dispose of future products and services without any certainty for the result of the effort and is achieved by mobilizing all necessary, available resources. Entrepreneurship is a careful analysis of the process of discovery, evaluation and exploitation of opportunities. Business opportunities are therefore the springboard for the development of entrepreneurship and are situations where the products, services, raw materials and production methods combine harmoniously and introduce new, more efficient frameworks into the market and society. Business opportunities do not, however, concern only the creation of new products and services, but also the better utilization and combination of existing resources to produce a better product from existing (Petrakis, 2008; Deakins & Freel, 2007).





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At European level, a common acceptable definition of entrepreneurship and a sense of initiative was adopted in December 2006 and published in the Official Journal of the European Union, which states that: “A sense of initiative and entrepreneurship refers to a person's ability to transform his ideas into action. It includes creativity, innovation and risk-taking, as well as the design capacity to achieve specific objectives. It supports people in their everyday lives, both at home and in society, but also in the workplace, especially in terms of understanding the context of their work and in harnessing opportunities. It is the foundation for the more specific skills and knowledge needed by people who are active or contributing to social or commercial activities. This should include the awareness of moral values and promote good governance, in combination with the basic knowledge, skills and attitudes associated with this ability, the necessary knowledge includes the ability Identifying opportunities available for personal, professional and/or business activities, including "broader scope" issues that make up the context in which people live and work, such as a broad understanding of the economy and the opportunities and challenges faced by an employer or organization. Individuals should also be aware of the ethical position of businesses and how they can contribute to the general good, for example, through honest trade or through the exercise of their activities with social responsibility” (Eurydice, 2016). Entrepreneurship is all business activities that involve the creation of new businesses, the renewal of existing ones and the introduction of new products and technologies. It is defined as the search for business opportunities and the effort to transform the initiative into a result and the idea into action, to generate profit (Wilson, 2008).

This common European understanding of entrepreneurship as a key competence indicates a dual focus. Firstly, the development of entrepreneurial attitudes, skills and knowledge should enable the individual to turn ideas into action. Secondly, entrepreneurship is not only related to economic activities and business creation, but more widely to all areas





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of life and society. Innovative and creative action can be taken within a new venture, or within existing organizations, as 'intrapreneurial' activity (Eurydice, 2016).

The Gartner (1990) refers to the direct linking of entrepreneurship to the concept of innovation and argues that we are unable to give a narrowly framed definition since this is a constantly evolving concept. The concept of entrepreneurship therefore escapes the boundaries of a business and refers to a broader term, where individuals can act in an uncertain environment with ever-increasing needs for independence, creativity and innovation (Cotton, 1991).

In the field of education, many associate the concept of entrepreneurship only with teaching administrative and managerial skills, such as marketing and negotiation strategies, ignoring other traits that are good to be possessed by an entrepreneur and can be learned from the primary school age. The European Parliament is coming to bridge this misguided belief by defining entrepreneurial education as a form of education for pupils, helping them to develop the skills and mindset needed to be able to transform creative ideas into entrepreneurial action. This is a key skill for all pupils, supporting personal development, active citizenship, social inclusion and employability. It is relevant throughout lifelong learning, in all learning sectors and in all forms of education and training (formal, non-formal and informal) that contribute to the entrepreneurial spirit or behavior, with or without a commercial objective. (Eurydice, 2015).





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1.2 Historical review of Entrepreneurship

The concept of entrepreneurship and that of entrepreneur are interconnected. Already from ancient Greece people accept the role of entrepreneur and its contribution to the economic life of their city. They pointed out that business actions which were held in ethical and legal contexts lead to the development of culture and thus an equilibrium between supply and demand in the market is achieved.

The Ancient God Hermes for the ancient Greeks was the protector of merchants and entrepreneurs. In the texts of the Ancient Greek, philosophers and writers describe the entrepreneurial activities mainly in marine trade. These descriptions had two basic pillars. Firstly, they referred to the pursuit and in particular the achievement of profitable opportunities and secondly to the conception and realization of a new idea for a new business. Plato was particularly cautious as far as entrepreneurship is concerned, because he thought that acquiring of wealth can disorient the individual from the achievement of higher goals such as the improvement of spiritual and physical abilities. On the other hand, Demosthenes and Xenophon talked about exploiting profit opportunities as a basis for entrepreneurship. In addition, Aristotle in his work "Politics", stresses that big profits come from smart entrepreneurial ideas. From the time of the ancient Greeks to the 18th century, we came across very few references for entrepreneurship. The Roman writers refer mainly to agriculture and not to trade.

Between the 2nd century A.D. and the European Enlightenment, Christian theology reacted particularly to the way we should interpret entrepreneurial behavior. The Church was critical of issues where economic acts had an ethical impact. Even later, there was a strong suspicion of entrepreneurial activity and many people faced the entrepreneur as a greedy and dishonest man. Today, in some European countries, entrepreneurial actions are





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being challenged in terms of their intentions. In the new universities that were founded from the 12th to the 16th century, priests and monks tried to understand how businesses should be treated, always based on ethics. In the 17th century the studies published concerned the entrepreneur, treating him only from the economic point of view. One of the most important work during the 18th century was that of Cantillon, who considered that a trader could be a farmer, a shopkeeper or anyone else that has the financial capacity to invest in his idea, working in an uncertain framework as far as the price and the achieved profit is concerned.

In the coming years the interconnection of land and entrepreneur is decreasing and the latter is presented as a person who assumes the management and supervision of the company and the various dangers that threaten it. From the 19th century until today, there have been various approaches to entrepreneurship and the role of entrepreneurs. The Radicals, following the idea of Marx, turned against the capitalist-entrepreneur and business profit as this is the result of exploiting the productive relations defined by the capitalist system. Another significant mutiny that influenced the approach of entrepreneurship to a large extent is the Neoclassical school, with the main representative Alfred Marshall. According to this, the entrepreneur takes decisions in a utilitarian way (Pettrakis, 2008; Deakins & Freel, 2007).





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1.3 Entrepreneurial culture and education

Education seems to be a major contributor to the cultivation of entrepreneurial mindset for a variety of reasons. First, education aims to develop the autonomy, independence and self-confidence of the individual, while also acting as a channel of communication between the individual and the society and the labor market, informing them for the alternative professional choices and a variety of professional roles. In addition, through the educational process, the intellectual horizons of the individual are broadened and therefore the ability to exploit opportunities is enhanced, providing knowledge that could give an entrepreneurial dimension to its social and professional career. (Fox & do Paco, 2011).

Entrepreneurship is no longer considered an innate feature but is developing through practice and exposure to entrepreneurial challenges. Peter Drucker was one of the first intellectuals of the leading management that supported the educational dimension of entrepreneurship. Entrepreneurship is also a dynamic process that presupposes the existence of vision and the mood of creation and change. So, it is more than just creating a business, as it requires energy and passion reserves against the creative implementation of new ideas and solution (Deakins & Freel, 2007; Kuratzo & Hodgets, 2004).

According to the Economic Report for Small Business, published in 2006, there are three major generalizations about the consequences that the General Education faces toward the entrepreneurial attitude. The creation and maintenance of small and medium-sized enterprises, which are not necessarily based on an initial large capital, is used primarily as an indicator of effectiveness for the evaluation of entrepreneurial education programs in any country. The measurement of learning outcomes and their generalization is certainly a difficult process that requires conducting an iterative research through longitudinal data to the trainee population and considering a variety of factors. However, the available data from





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this economic report of 2006 shows that there is a positive correlation between education and entrepreneurial activity. It also points out that it is necessary for the development of entrepreneurship in one region, to take into consideration the offered opportunities for entrepreneurial activities by the whole framework. If this condition is not fulfilled, the project becomes unrealistic and the qualitative link between education and entrepreneurship is diminished. It is also important to point out that higher levels of entrepreneurship are found in people who have received training in cooperation with their colleagues (Fox & Of Paco, 2011).

Hansemark (1998) states that entrepreneurship and entrepreneurial education have a broader, dynamic dimension but promoting business creation. Two of the most important factors for successful launching of a new business are the desire and the ability to transform desire into action. Entrepreneurial attitude is not only required in the context of a typical entrepreneurial career, but it is also required in high-demand relationships that are part of independent employment (Deakins & Freel, 2007; Delmar & Davidsson, 2000). Entrepreneurship education seeks to propose people, especially young people, to be responsible, who will become entrepreneurs or entrepreneurial thinkers to contribute to the economic development and sustainability of communities (Korunka, Frank, Lueger, & Mugler, 2003).

The Consortium for Entrepreneurship Education (2008) states that entrepreneurial education is not just about teaching someone how to create and manage a business. It is about encouraging creative thinking and promoting a strong sense of self-confidence and empowerment. Through entrepreneurial education, pupils learn how to create businesses, while they are acquiring other life skills such as the ability to recognize opportunities in someone's life, the ability to pursue opportunities by generating new ideas, and the ability to find the necessary resources. In addition, the person's ability to think in a creative and critical way is cultivated and to operate a new firm. Thus, except for knowledge and skills,





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education aims mainly to the development of certain beliefs, values and attitudes, on which pupils can see entrepreneurship as an attractive and valid alternative to employment and a way of tackling unemployment (Eurydice, 2015; Lackeus, 2015; Sánchez, 2010).

At this point, it is necessary to describe in more detail the framework of entrepreneurial education, referring to the three subcategories of education proposed by the Jamieson (1984). More specifically, he distinguishes between education about enterprise, education for enterprise and education in enterprise, recognizing the roles that the different types of education represent.

The first category deals mainly with awareness creation and has the aim of educating students on the issues about setting up and running a business (from a theoretical perspective). Enterprise modules within business and other courses at undergraduate or postgraduate level can also be included in this category. (Bridge, 2017; Raponso & do Paco, 2014).

Education for enterprise, the second category, deals more with the training of aspiring entrepreneurs for a career in self-employment with the aim of encouraging participants to set-up and run their own business. Individuals are taught the practical skills required for business management. The courses are often directed towards the preparation of a business plan. Business startup and "start your own business" would be examples of this type of entrepreneurship training. (Bridge, 2017; Gibb, 1993).

The third category, education in enterprise, includes management training for established entrepreneurs and focuses on ensuring the expansion and development of the business. Examples of these programs can be the business management and growth training, product development and marketing courses. Such training provides skills, knowledge and attitudes for entrepreneurs to go out and innovate and solve their own, and the firm's, problems. (Bridge, 2017; Hannon, 2005; Raponso & do Paco, 2014).





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Gibb (1993), was the first who distinguished the first two categories of entrepreneurial education as part of his research about linking entrepreneurship with small businesses. Hannon (2005) extended this distinction, adding the term "Education Through Entrepreneurship". Education through entrepreneurship implies that entrepreneurship can be taught through other disciplines, as the basic skills can be integrated into other contexts except for those of running a business or `managing it. This approach has been implemented for several years in Primary and Secondary Education of the United Kingdom, but it does not hold a dominant position in the Universities.

Later, Pittaway And Edwards (2012) noted that 'embedded", or "in", could be added to this list to make four forms of entrepreneurship education. Although these may be four different methods that does not necessarily imply four different roles or aims, as any of them could be used in the expectation or hope that it would increase business start-up rates. However, the description of" for" given above does suggest it could be designed either to encourage the creation of new businesses or to prepare students to be more enterprising, or "entrepreneurial" in other aspects of life.

These different aims were acknowledged in a paper on evaluating entrepreneurship education by Hytti and Kuopusjarvi which suggested that in practice different programs do fulfil different roles depending on which of the following aims was being pursued:

- to learn to understand entrepreneurship (What do entrepreneurs do? What is entrepreneurship? Why are entrepreneurs needed?), or
- to learn to become entrepreneurial (I need to take responsibility for my learning, career and life. How to do it.), or
- to learn to become an entrepreneur (Can I become an entrepreneur? How to become an entrepreneur? Managing the business.). (Hytti & Kuopusjarvi, 2004)

Therefore, Hytti & Kuopusjärvi (2004), clearly distinguish the programs in those that were specifically designed to prepare students to be entrepreneurs and to start or develop





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existing businesses and those that were designed to help them act more enterprisingly by adopting an entrepreneurial culture, which concerns more broadly the attitudes, skills and characteristics of each individual, in all aspects of their life (Hytti, 2002).

In addition, Garavan & O'cinnéid (1994), proposed a broader categorization of education in the field of entrepreneurship, diversifying entrepreneurship education from education and training for small business owners. The first category is described by them as «entrepreneurial education which is aimed at providing an opportunity to learn about the conditions favoring new business creation, as well as the various theories concerning the type of characteristics required for successful “entrepreneurship” (Henry, Hill, & Leitch, 2005).

However, the Garavan & O'cinnéid (1994), focused more on the training of small business owners, having categorized the type of education into three sub-categories, which seem to relate to the individual's developmental stage: (i) entrepreneurial awareness education in secondary education. ii) in training for small business ownership and (iii) in more specialist education and lifelong learning that allows people to constantly update their skills.

According to these authors the most usually referred aims of entrepreneurship education are the cognitive foundation of entrepreneurship, the increased use of techniques for the examination of entrepreneurial situations and the creation of action plans. They also point out the need of identifying and stimulating entrepreneurial skills, as well as the need of developing empathy and support for all issues of entrepreneurship. Last but not least, it's important for entrepreneurial education to develop positive attitudes towards change and promote new start-ups and other ventures. (Petrakis, 2008; Eurydice, 2016; Mwasalwiba, 2010).

Moreover, it's significant to make clear the distinction between the English terms "enterprise education" and "entrepreneurship education and training" which often cause confusion in both theoretical and practical terms. The term “enterprise education” is primarily used in United Kingdom and has been defined as focusing more broadly on personal





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development, mindset, skills and abilities, whereas the term “entrepreneurship education” has been defined to focus more on the specific context of setting up a venture and becoming self-employed (QAA, 2012, Mahieu, 2006). The goals of "enterprise education" is to cultivate entrepreneurial people, to empower an autonomy stance through appropriate teaching methodologies. On the other hand, "entrepreneurship education and training" includes programs aimed directly at stimulating entrepreneurship and targeting active entrepreneurs in the business sector. In United States, the only term used is “entrepreneurship education” (Erkkilä, 2000). Some researchers use the longer-term “enterprise and entrepreneurship education” (citing Hannon, 2005), which is clearer but perhaps a bit unpractical. Sometimes enterprise and entrepreneurship education is discussed by using the term “entrepreneurship education” only, which however opens up for misunderstanding. (Erkkilä, 2000) has proposed the unifying term “entrepreneurial education” as encompassing both enterprise and entrepreneurship education. This term will be used extensively in this report to avoid confusion.

The concept of entrepreneurship in education is often misunderstood and is confused with the multiple uses of the term "entrepreneurship". Ineffective efforts have been made to segregate the concept of "entrepreneurship" than that of "enterprise". Many even suggest replacing the term. The lack of clear demarcation and signification of the concept “Entrepreneurship” it is likely to be responsible for the inability to develop entrepreneurial education as indicated by researchers such as Gibb (1993) and Hannon (2005). Entrepreneurship is a complex concept that does not refer to a single phenomenon with specific characteristics.

In 1998, in the first edition of the book "Understanding enterprise, entrepreneurship and Small Businesses", Bridge focused more on enterprise than on entrepreneurship and, in asking “what does enterprise mean?”, they explained that it was used in different ways with a spectrum of interpretations from the broader to the narrowest. For the narrow “economy





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school”, they reported, “enterprise is what entrepreneurs do and entrepreneurs create businesses and jobs and wealth, and those things all contribute to, indeed they comprise, the economy”. Whereas the broader “education school” said that ‘enterprise has a broader meaning and application than that’ and referred to individuals acting ‘in an enterprising manner’ – including, but not limited to, “business entrepreneurialism”. When they did refer to entrepreneurship, it was generally associated with the narrower interpretation of enterprise referring to business creation and growth - although they also acknowledged that, especially in an education context, entrepreneurship and entrepreneurial had a range of meanings referring sometimes to a set of enterprising attributes used especially, but not exclusively, in a business context (Bridge, et. al. 1998).

The Global Business Entrepreneurship Monitor (2008), has set entrepreneurship as "any attempt to create a new business or extend an existing business by an individual or a group of individuals". Danish researchers have further reduced the scope of entrepreneurship by setting it as the creation of high-growth companies. (Gabr & Hoffmann, 2006), while in the innovative Northern Ireland, its operational plan for 2008-2011, points out that the entrepreneurial interest is more in accelerating the current high potential of start-ups (Birdthistle, Hynes, & Fleming, 2007; Eyrudice, 2016; Ruscovaara & Lakshmi, 2014).

The opinion that entrepreneurship essentially involves the creation of a new business seems to be shared by some entrepreneurship teachers, such as Jajinski (2003), which mentions as the purpose of entrepreneurship education the transmission of the necessary skill for the design, creation, initiation and efficient management of a business. Matlay (2006), supports the fact that there is strong connection between policy makers and other important stakeholders and therefore entrepreneurship education can increase both the quality and quantity of the entrepreneurs entering the United Kingdom economy. The basic condition for the success of this point of view is the assumption that the curriculum for entrepreneurship taught in higher education institutions can positively influence the





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postgraduate attitudes towards entrepreneurship and equip the newly established entrepreneurs with the necessary knowledge and skills to start, manage and develop economically viable businesses.

The fact is that most researches on entrepreneurship education focuses on tertiary level or secondary school. However, several writers recommend the educational process should begin earlier. For example, O'Landstrom, & Sexton (2000), say that children can be entrepreneurial since their birth. Therefore, entrepreneurial education for have to start from a younger age (Mwasalwiba, 2010).

It is significant to consider that entrepreneurship and entrepreneurial education at a young age is not just about business and the creation of business products, but it relates to a person's ability to transform his inspiration into actions. Through education and encouragement, youngsters will be able to realize its entrepreneurial expectations, which can lead to the economic boom of the community and to the opening of new jobs and career opportunities, regardless of the economic circumstances. While it is not advisable and feasible for all young people to become entrepreneurs, the provision of entrepreneurial education is beneficial for each, as entrepreneurial skills and knowledge are useful in all aspects of our life.

The educational system influences the cognitive base, the acquisition of skills, competences and attitudes on which the individual's career choices are based. Since these decisions are essential for the individual's future, the school is responsible for informing and exposing students to a wide range of career choices, including entrepreneurship. Literature review had given some indication for the existence of positive relationship between entrepreneurial education and subsequent entrepreneurial activity. These elements create fertile ground for people of all ages to participate in educational endeavors.

In addition, education and training should mainly focus on changing the personal attitudes rather than knowledge, because there are many barriers about the meaning of





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entrepreneurship. Educational systems must be geared towards highlighting and estimating the value of entrepreneurship to promote a broader entrepreneurial culture.

It is also noted that it needs time for the educational experience to be ripened and to be transformed into a meaningful and sequential action. It is therefore necessary to integrate entrepreneurship in the school curriculum, focusing on two key functional elements that arise and concern the role of instructor-teacher, but also the role of family in entrepreneurial education. Individual courses and learning experiences are not enough, and it is necessary to integrate the teaching of entrepreneurial skills in all educational levels. However, the question of the appropriate teaching method of this subject needs further investigation and study. It also seems that too much emphasis is placed on knowledge and teaching methods of transferring information while the use of small group learning methods (e.g. project teams, peer exchange, individual counselling) is neglected.

However, the methods and the curricula do not always seem to be the most effective and easy to transmit to students. The Member States of the EU and the European Commission of 2008 have recognized the need for integrating entrepreneurship into the formal education system and curricula. However, changes need to be made as the total number of EU countries that have incorporated entrepreneurship in their curricula remains quite small. It is therefore necessary to promote the integration of entrepreneurship as a key competence in the national program of all members.

Bridge (2017), points out the example of Northern Ireland about entrepreneurial education. It's about the Northern Ireland Centre for Entrepreneurship (NICENT): a joint Queen's University, Belfast and University of Ulster initiative funded under the UK government's Science Enterprise Challenge. That funding was administered in Northern Ireland by Invest NI (the Northern Ireland regional business development agency) which asked NICENT to report on the numbers of students participating and attached a business/job creation target to its offer. Thus, the government's entrepreneurship ideas appeared to be





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focused on business start-up and there was an assumption that that was what an entrepreneurship program would deliver. However, NICENT's paradigm was to embed "entrepreneurship" across faculties and, to "sell" its services. NICENT asked what the different faculties needed and found that the word "entrepreneurship" could be off-putting especially when understood as referring to business start-up and a broader approach was required. This was consistent with the Northern Ireland Government's Entrepreneurship and Education Action Plan which stated that, for its purposes, entrepreneurship considered to be "the ability of an individual, possessing a range of essential skills and attributes, to make a unique, innovative and creative contribution in the world of work, whether in employment or self-employment". (Northern Ireland, 2003). It was also thought to be closer to the actual needs of students for whom enterprise should be relevant to wider issues of employability and for life in general. The implication of it was the fact that the number of businesses created by students was not an appropriate outcome target. However, this tension was not made clear when the two approaches were both labelled "entrepreneurship". So, NICENT referred to the business formation focused approach as "enterprise for new venture creation" and to the later broader approach as "enterprise for life", in order to highlight the difference. (Bridge *et al.*, 2010; NICENT, 2005).

Hartshorn & Hannon (2005) note that there are fundamental and numerous beliefs about the meaning of enterprise and entrepreneurship and these include 'learning for enterprise which aims to prepare students for successful in their own economic future s- "to help develop enterprising people [with] an attitude of self-reliance" Learning for enterprise aims to produce graduates who are, "capable of being innovative, can recognize and create opportunities, take risks, make decisions, analyze and solve problems and commercialize their findings clearly and effectively". (p.618/9). Henry (2013), notes a particular application of entrepreneurship education which is much broader than just business start-up and growth and it's relevant with enhancing students' employability. There is increasing pressure on





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Tertiary Education Institutes to enhance graduate employability and, in this regard, entrepreneurship education in TE presents itself as a suitably flexible delivery vehicle nowadays. In addition, to activating educational institutions, it is necessary to emphasize the importance of a unique government policy on entrepreneurship and its integration into education. Especially, in the modern era of economic crisis, politicians, experts and their consultants are desperately chasing new approaches in industrial policy. The Public-funded activities seek with different methods to stimulate entrepreneurship and Self-employment aiming to increase the Work and Economic development (Karlsson, 2015). G20 representatives also stress that the promotion of economic and employment development can and should be brought through the cultivation of competition, entrepreneurship and innovation (G20 Leaders, 2014). The feasibility and the way of viewing entrepreneurship differs from country to country. The broader concept of entrepreneurship, and its policy is adopted by Ireland and Scotland on entrepreneurship in school is in line with Gibb's (2002) entrepreneurship proposal, that entrepreneurship is related to the ways in which people behave in all kinds of challenges in order to cope with them and benefit from the uncertainty and complexity. Then it is important to observe how this way of thinking is more widely embodied in the view of our life, in the expression of emotions but also in communication and in the field of learning.

The problem is often emerging because of the same origin both words “enterprise” and “entrepreneurship” share. There is a confusion in understanding the terms and identification of their meanings. To sum up, there is a misguided view that if somebody learns the actions and the features of a businessman, he also learns to be entrepreneurial. However, the teaching material of business planning should not be identified with the teaching content of entrepreneurial education. Enterprise education focuses on business plan, while entrepreneurial training in entrepreneurial life skills. Bridge & Hegarty (2013), illustrate this differentiation, in a simple and comprehensible way at the following table (Table 1):

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Type of Program	Some suggested components	What it amounts to
Enterprise for new venture creation	How to start a business How to assess a market How to sell to a market How to organize a business How to fund a business	This is about the business plan.
Enterprise for life	Flexibility Innovation Initiative Creativity Employability	This is about enterprising behavior, doing something new and making progress in conditions of uncertainty.

(Table 1)

Primary and secondary education is deemed necessarily to focus on the second category of the "Enterprise for life", where entrepreneurial life skills such as innovation, flexibility, mobilization and creativity, but also employability, are emerging. These skills will be useful for the students in order to evolve as responsible citizens with increased adaptability and critical thinking, who would set realistic goals, developing themselves in a variety of really demanding areas.





1.4 Teaching Entrepreneurship

The main objective of entrepreneurial education is to convey the appropriate attitudes, knowledge and skills to students to behave in an entrepreneurial way (Lackeus 2013). Most studies on the effects of entrepreneurial education lean on the assumption that becoming an entrepreneur is a consciously planned behavior. A linkage between attitudes, intentions and behavior is used, based on the “Theory of Planned Behavior” (TPB) taken from the domain of psychology (Bandura, 1997; Lackeus., 2015). If people’s attitudes towards entrepreneurship are positively influenced by entrepreneurial education, their entrepreneurial intentions will also change, and it will subsequently lead to the so anticipated entrepreneurial behavior. Using this assumed linkage, researchers have administered surveys that try to capture the perceived entrepreneurial attitudes and intentions of students before and after an educational intervention. If the attitudes and intentions have changed in positive ways afterwards, it is deemed to be a successful entrepreneurial education. There are however numerous problems with this approach. It leans on a research method taken from natural sciences where the effects in a treatment group are compared to the effects in a control group not getting treatment. The strict circumstances needed to be fulfilled for this method to work are however almost never met in the domain of entrepreneurial education due to practical challenges, so the results need to be interpreted with significant precaution (Lackeus, 2013). The results themselves are also quite inconclusive, something which neither confirms nor refutes the utility of entrepreneurial education. Another challenge is the stipulated linearity of entrepreneurial thought and action. In reality, entrepreneurial processes are seldom linear, they are rather iterative which means that attitudes, intentions and behavior are dynamically interrelated. This poses additional challenges to assessing the effects of entrepreneurial education. That said, implying that the same quantitative methods





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used to assess entrepreneurial education could be used for assessing the development of non-cognitive competencies, perhaps with more useful results.

- **Attitudes:** Self-awareness and self-confidence are the basis for the development of entrepreneurship and in some countries are considered as the overall educational goals. Through the development of self-knowledge and the stimulation of self-confidence, individuals discover themselves and trust their own abilities so that in the end they transform their creative ideas into action. Students take the initiative, take the risk, develop their critical thinking, creativity, and they practice solving problems.
- **Knowledge:** They learn the opportunities that exist in terms of their professional career and the world of job. Through learning different professions and understanding each one, they can also understand what a businessman is. Learning business organization and processes is something that is acquired by entrepreneurial education.
- **Skills:** Communication, presentation, programming skills and teamwork are necessary entrepreneurial skills. Students make the practical exploration of entrepreneurial opportunities, including the design and implementation of a business plan.

The promotion and development of entrepreneurship and entrepreneurial education are issues of major interest throughout Europe and it has been defined as a developmental goal across Europe. In the European Commission's policy (2012), entrepreneurship has been noted as a central factor in enabling people to build the new basis for European competitiveness, growth and innovation. Entrepreneurship has emerged as the main responsibility of European citizens and special attention should be given to the development of entrepreneurial skills. The fulfilment of European and national goals requires the adoption





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and implementation of functional teaching models and practices for entrepreneurial education, in particular in primary and upper secondary education (European Commission, 2012).

The major part of the research on teaching entrepreneurship focuses on the content and methodology of education. Research is based on case studies, process studies and entrepreneurship analyses (Gibb, 2011, Gorman, Hanlon, & King, 1997; Cabin & Kuopusjarvi, 2004; Matlay, 2006; Vesper & Gartner, 1997). In addition, the role of teacher/trainer with the multi- capacity of the administrator, facilitator and officer of the educational process, is also considered to be important due to the fact that he is called to guide and take the key decisions. Some early research efforts give us clues about the impact of the environment and the teacher's previous experiences on the effective teaching entrepreneurship. Research in Finland (Ruskovaara, & Lakshmi, 2014) shows that the gender and age of teachers are not set as indicators of effectiveness in the success of an entrepreneurial educational program, while entrepreneurial knowledge and work experience that teacher has, help him to act as an enhancer in the ability to convey to his students the entrepreneurial content.

About the most effective educational approaches for entrepreneurial education, experiential and empirical learning is proposed. Entrepreneurial learning must be done through entrepreneurial processes – as exactly entrepreneurs learn acting and maneuvering, following the reality and her demands (Birdthistle, 2007; Viet, 2001). Also, the concepts of entrepreneurial pedagogy and entrepreneurial learning have gained ground. According to Gibb (2005), the pedagogy applied to entrepreneurial education should be based on the active role of learners in the learning process and it is not limited to traditional teaching methods. The information must be obtained collaboratively and the failure to be accepted as part of the learning process. Working methods must activate the learning process and the reflection of pupils (Cooper, Bottomley, & Gordon, 2004, Joyce & Because, 1980; Keedy,





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1995). However, these changes require significant development in curricula and learning methods (Jones & Iredale, 2010).

A wide range of different teaching and working methods have been linked to entrepreneurial education like collaborative learning, team learning, project work, learning through practice, use of educational magazines, drama pedagogy, practice in business area, work guidance and external visits of entrepreneurs (Seikkula-Leino, Ruskovaara, Ikavalko, M, & Rytkola 2010). Also, learning through games that simulate the real world seems to be considered a deliberate pedagogy for the development of entrepreneurship (Jones, 2007; Neck & Greene, 2011; Solomon, 2007). Also, different projects conducted in close cooperation with enterprises were deemed useful in creating positive learning results and teaching experiences (Kickul, Griffiths, & Bacq, 2010; Solomon, 2007). These projects provide a good way of creating a positive connection between the school and real life, while they often prepare the individual for the assignment of enterprise ventures. Therefore, it is proposed for students to be exposed in interactive and programming skills required for teamwork, but also the abilities to withstand uncertainty, solve problems and understand controlled or not, Risks. (Koh, Wang, So, Liu, & Ee, 2009).

Furthermore, evaluation practices involving their peers, as well as the process of self-assessment are noted to be beneficial in the pedagogical process. Another common strategy for assessing effects of entrepreneurial education is to capture actual entrepreneurial behavior as it occurs years after the educational intervention. The difficulty here is to prove that it was entrepreneurial education that caused the successful entrepreneurial behavior. Venture creation takes many years to reach success, making it difficult to isolate the role of entrepreneurial education (Lackeus, 2015). Self-selection bias aggravates this problem, making it difficult to rule out the possibility that already entrepreneurial people are attracted to entrepreneurial education, causing these higher levels of entrepreneurial activity (Bager, 2011). What is clear from behavioral research on assessment is however that





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entrepreneurship education graduates have a higher frequency of acting entrepreneurially. Also, regardless of it these students would have acted entrepreneurially or not without educational treatment, it is difficult to deny the benefit of these practicing entrepreneurial individuals having received some degree of preparedness through entrepreneurial education. In most other professions it is generally accepted and unquestioned that education is provided for future practitioners such as doctors, engineers, lawyers and others (Hindle, 2007).

There is however increasing qualitative evidence of effective practices. Perhaps we need to accept that the currently used methods for assessing the impact of entrepreneurial education need to be developed and refined further to deliver robust teacher recommendations and effectiveness evidence in line with widespread beliefs and convictions. One possible path is to use mixed methods, i.e. a mix of quantitative and qualitative methods.

Some qualitative methods for assessing entrepreneurial competencies have been put forward by Bird (1995), i.e. student diaries, student observation, critical event interviewing and think aloud protocols. The formerly neglected role of emotions in learning has also been highlighted by some entrepreneurial education scholars, suggesting that emotional and critical events have “a prominent role to play in how entrepreneurs learn” (Cope, 2003), and that “the affective construct actually rare in entrepreneurship research, should take a more explicit place in learning and teaching”. Dirx (2001), states that emotions are fundamental to attributing meaning to our learning experiences, thus making emotions a central part of entrepreneurial education and a plausible assessment path going forward.

In the first step an embedded approach is recommended where learners get to take action by addressing social challenges and everyday problems based on their own interest and ideas, integrated into the core disciplines of school rather than treating entrepreneurship as a separate discipline. This spurs creativity, engagement and self-efficacy, but also





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uncertainty and ambiguity which can be a negative experience initially (Lackéus, 2013). Here the students can be turned into teachers, telling their peer students about what they learned through the process. The embedded approach leans on the wide definition of entrepreneurship.

In the second step of education such as secondary school, a crossroad comes where most learners continue with the embedded approach but with more emphasis on acting on curriculum knowledge. Some learners make an active choice leading to a separate subject approach where business language and terms are added, and the aim is narrowed into creating a venture, for example the very common Young Enterprise approach (Dwerryhouse, 2001). In the second step the stakes are raised and the risk for failure increases, allowing learners to develop perseverance and a constructive attitude towards failure. The separate subject approach leans on the narrow definition of entrepreneurship.

In the third step the embedded approach becomes more skill-based and underpinning entrepreneurship theory is made explicit allowing students to reflect on the theoretical base of their acting entrepreneurially. This allows for the development of entrepreneurial passion and perhaps even entrepreneurial identity in some learners. The value created as formal part of curriculum can be so significant that sometimes leads to real-life economic growth for the collaborating partners outside the educational institution. The final output of the embedded approach is more entrepreneurial people creating new kinds of value in all domains of society and life.

Likewise, activities outside the classroom are important in the attempt to broaden the perceptions of learners about their potential to become active citizens, but also the need to know the role of the various social factors. In addition, Rae & Carswell (2001), use cases of entrepreneurship to analyze how the self-confidence and self-awareness of pupils has increased through entrepreneurial education.





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Moreover, Fiet (2001), trying to prevent the predictable and tedious teaching methods encouraged teachers to adopt a wide variety of working methods. Learning process should be done in pairs or groups, while the teacher participates in the discussion, guiding it and adopting the role of facilitator, the person that give initiatives. In addition, Fiet (2001), notes that learning based on problem solving gives teacher the role of coach or mentor towards the traditional lecturer. The authentic educational processes, the acquisition of experience in the field, the provision of consultancy services and programs in which students acquire direct experience for the activities of a company, are valuable techniques for entrepreneurship, which intensify the educational effect (Fiet, 2001; Kickul, 2010). Solomon (2007), conducted an extensive review of useful methods for entrepreneurship trainers in and outside the classroom. More specifically, he suggested to provide the opportunity to some entrepreneurs to visit schools, giving inspiration to students through their stories and giving them some practical advice. These entrepreneurs could act like role models for students. Also, conducting a discussion inside the classroom, conducting speeches and excursions in the countryside are recognized as effective ways of transferring knowledge when we talk about creating experiences in different aspects of entrepreneurship. In addition, Solomon underlined the possible positive effects of interdisciplinary teaching of entrepreneurship and some practical applications supported by theoretical frameworks. Kickul (2010), underlined the significant balance that should exist between the curriculum in the classroom and the practical side of learning. Solomon (2007), in his effort to identify the most common teaching practices, notes the conducting classroom discussions, the conducting projects that need planning, the presence of invited speakers and the students' exposure to case studies. These were the most popular teaching methods, which were used in, at least 50%, of the courses for entrepreneurial education in Finland, during the academic year 2004-2005.





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There also are some unique features of entrepreneurial education, such as emphasis on not only problems but also on opportunities (Rae, 2007), iterative experimentation in collaboration with external stakeholders (Sarasvathy & Venkataraman, 2011) and focus on (or even requirement of) newness or innovativeness of created artifacts / value (Shapiro & Sokol, 1982). Some features of entrepreneurial education are also rare in the other pedagogical approaches contrasted here, such as focus on value creation to external stakeholders (Bruyat & Julien, 2001), interaction with the outside world (Fayolle & Gailly, 2008), and artifact creation (Lackeus, 2013). These unique features explain to a large extent why entrepreneurial education can trigger much higher levels of motivation, experienced relevancy, engagement and deep learning than can other pedagogical approaches (Lackeus, 2013).

Deakins, Glancey, Menter, & Wyper (2005), argued that the learning culture of schools is often opposed to entrepreneurial education. While there are studies that suggest that a beneficial learning culture would be a result of successful entrepreneurial education (Kothari & Handscombe, 2007), the learning culture could rather be seen as an antecedent for entrepreneurial education. While most of the entrepreneurial education in schools is dependent on the school and the teacher, the resources available from the related networks have important impact on entrepreneurial education. The networks may include local companies and organizations, associations, and national and international initiatives. The use of these resources has a direct impact on the quality of entrepreneurial education in schools (Deakins *et al.*, 2005; Jones & Iredale, 2010). Finally, the teacher is the central actor in entrepreneurship education and the teachers' role in defining the time, frequency, contents and methods of entrepreneurship education is decisive. At last, the teacher is the central player in the field of entrepreneurship education and the role of teachers in determining time, frequency, content and the training methods in entrepreneurship are crucial. (Fiet, 2001; Jones, 2007; Ruskovaara & Lakshmi, 2014).





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As we have repeatedly underlined, the term of entrepreneurship creates confusion. Some believe that it encourages and stimulates students to start their own company, but this definition has no range. Others believe that it is not just the start of a new company, but entrepreneurship is implemented by making pupils more creative, taking initiatives, active and innovative. Except for this confusion, there is also another controversial issue about the age when students should be taught entrepreneurship. Theoretically, teaching of entrepreneurship must start from pre-school age. In recent years, it needs to be integrated into the educational system in a more practical way. However, in primary education, entrepreneurial activities are rare. In secondary and tertiary education, teachers' and students' initiatives are oriented towards starting a business, without incorporating entrepreneurship into other courses. How to create entrepreneurial students is the most difficult and important question. Many researchers claim that to transmit entrepreneurial skills to pupils, someone should allow them to work on an interdisciplinary level, with individuals outside school and educated people with HE degree, by using mainly experiential exercises, such as role playing, and designing a visual business or products (Lackeus, 2015). An alternative view of entrepreneurship that is best suited to the educational sector is to consider it as a general method for human action, consisting of principles and techniques that one can learn through basic education (Sarasvathy & Venkataraman, 2011). Recent research has also shown that most successful businesses start from groups rather than exclusive entrepreneurs (Beckman, 2006).

Entrepreneurial skills should therefore be taught since primary education and include creativity, problem solving, decision making, strategic thinking, the possibility of concluding agreements, time management, persuasion, selling, negotiating and encouraging (Gibb, 2005). Entrepreneurial education enables deep learning, joy, motivation, confidence but also helps to create jobs, economic growth, innovation and progress in both individuals, organizations and society generally. Lack of social support and material and informative





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resources, as well as non-mentoring of teachers are key drawbacks for teaching entrepreneurship (Lackeus, 2015).





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1.5 Entrepreneurial skills- Personality of entrepreneur

There is a strong tendency in our effort to approach entrepreneurship, which identifies that there are specific personality traits that make entrepreneurs be successful. Based on this approach, they identify innate abilities and characteristics like insight that distinguish entrepreneurs from non- entrepreneurs and limit the supply of potential entrepreneurs. This approach has, however, caused significant negative reviews and political implications, as the option that entrepreneurial characteristics are inherent is not a breeding ground for developing interventions aimed at encouraging and educating young entrepreneurs. It is therefore acceptable to recognize certain "traits" of the personality of entrepreneurs, but without accepting the assumption that they are stable and permanent capacities of potential entrepreneurs. Besides that, education is a public good and an essential human right from which nobody can be excluded since it contributes to the development of people and society. The right to education in its broadest sense goes beyond the access to free and compulsory education. To fully enjoy this right, a high-quality education must be provided, promoting the highest development of the multiple abilities of each. The right to education is the right to lifelong learning (Otaah & Bohan-Jacquot, 2013). Another fake belief is that many people tend to have, is that the concept of entrepreneurship is connected only with administrative and managerial skills, such as marketing and trading strategies while ignoring other features that an entrepreneur (other personality variables) are good to have and that can be taught at an earlier age in contrast with management (Gibb, 2000). Some people generally have a natural tendency towards entrepreneurship that make them seek entrepreneurial opportunities (Weaver & Henderson, 1995). One of these characteristics that make up the entrepreneurial spirit is the need for success and recognition and constant setting of high goals (McClelland, 1965).





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Part of the relevant research comes from the work of McClelland (1965), who pointed out the influence that heroes-role models of experienced entrepreneurs- have in future generations. This position can be effectively exploited in the school environment, where the development of individuals mainly depends on the imitation of standards and the social-cognitive learning supported theoretically and scientifically by Bandura. In the context of his work, a great emphasis is placed on the entrepreneur's orientation to achievements and the ability of the individual to identify and seize the appropriate opportunities. In addition, taking initiatives and maintaining a positive thinking, coupled with the commitment of the individual to other partners, are the dominant skills required for developing entrepreneurial action. Literature review adds to the above skills some key features of the entrepreneur's personality, such as:

- The need for achievements: Many believes that the strong need of an individual for achievements, the desire to distinguish and achieve a goal based on a set of standards is the main motivation for entrepreneurial action. They succeed only if they accept the responsibility involved in deciding and solving problems, which have been previously defined in caution. Satisfaction even seems to emerge more from finding a solution compared to the financial gain. However, measuring effectively this kind of characteristics is difficult. It should be noted that the strong desire for achievements is consistent not only among entrepreneurs but also among other successful professionals.
- Taking countable risks
- High internal control: individuals with this feature want to control their environment and define their future.
- Creativity
- Innovation
- Need for autonomy





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- Tolerance to uncertainty
- Vision
- Self-efficacy: Several writers have argued that self-confidence and the feeling of self-efficacy have a main role in the concept of entrepreneurship. Having self-confidence is translated into a person's faith in his ability to mobilize resources, motivate others and bring changes. It is true that there is some evidence of the positive correlation between personal efficiency and company's efficiency. However, the person-centered approach that supports the inherency of psychological, entrepreneurial traits is strongly criticized and rejected. The representatives of this opinion argue that this approach doesn't take into account environmental factors, while it is a stable approach that ignore the role of learning, preparing and insight into the process of entrepreneurship, in contrast with the really dynamic process of entrepreneurship. Building confidence and developing positive attitude are main parts of inclusive education, too. When students are included in the general education classroom, their learning is more aligned with grade level standards, and they are more engaged in their learning. Given that all students, regardless of disability status, they benefit from and they have access to equal opportunities that make them feel active and valuable (Courtade, Spooner, Browder, & Jimenez, 2012).

However, as Delmar & Davidsson (2000), say, we are not able to categorize the features of an entrepreneur's behavior, as the research results are inadequate and difficult. Timmons (1994), also cites some more abilities and classifies them into intense energy combined with emotional stability, creative and innovative ability, perceptual ability and vision combined with inspiration. She considers that there are some personality traits of the successful entrepreneur who can be categorized in innate and acquired through learning and experience. As acquired traits, he recognizes the administrative and leadership skills that one can cultivate. Moreover, Timmons (1994), considers that the need for achievements and the





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degree of self-control, assuming responsibility for the actions and decisions that one receives in conjunction with gained satisfaction by fulfilling their desired goals are these features. Moreover, it is worth noting that the high degree of self-control implies that the person feels the need to control his environment, to be his own boss. She therefore considers that many of the above skills are taught or at least there can be scenarios that encourage their acquisition. In practice, many of the characteristics of entrepreneurship are those related to every successful person more widely. Therefore, Vocational Guidance could be an integral part of entrepreneurial learning. Besides, one way to support students with significant disabilities to have greater access to the general education setting and curriculum is to improve the capacity of personnel preparation programs and professional development activities, which presupposes that educators have the expertise to implement effective practices in inclusive settings (Ryndak, Jackson, & White, 2013).

Additionally, using programming scenarios and problem-solving methods, it is also possible to demonstrate how opportunities can be exploited, how resources can be acquired and how creative solutions can be developed, balancing this potential innate tendency that is lacking in some individuals. Some academic foundations and writers such as Caird (1992), have developed methods of measuring entrepreneurial traits called General Enterprise Tendency and is used by the Durham Business School, while it consists of a range of different questions referring to the individual's need for achievements, the assessment of his internal control, his creative tendency and taking countable risks and his need for autonomy. However, tests that measure entrepreneurial activity or initiative have the same limitations with the approach for characteristics, because various problems arise during qualitative measurements. More specifically, these features change in the passage of time and end up being subjective considerations (How we define, for example, being an innovator).

Furthermore, concentrating on personality traits means that there is a risk of ignoring the environmental and cultural effects and influences, which may be equally or more





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important. By extension, the role of education and training is underestimated by paying too much attention to inherent personality traits. Learning is a valuable process, which allows potential entrepreneurs to acquire skills and develop operational planning methods.

In conclusion, it is important not to ignore important factors that influence entrepreneurship such as the quality of infrastructure provided by the environment. The approaches that focus on characteristics tend to ignore issues such as gender, age, social classification and education, factors that can decisively influence a person's inclination to deal with entrepreneurship. Inclusive education can be seen as an environmental factor. It is a process of strengthening the capacity of an education system to reach out to all learners. It is, therefore, an overall principle that guide all educational policies and practices, starting from the belief that education is a fundamental human right and the foundation for a more just society. This rights-based philosophy is outlined in international declarations, conventions and reports relevant to inclusive education to realize this right, the international EFA movement has worked to make quality basic education available to all learners. Inclusive education takes the EFA agenda forward by finding ways of enabling schools and other centers of learning to serve all learners in their communities. It focuses particularly on those who have traditionally been excluded from educational opportunities and it is a framework that can affect significantly the personal traits of students (Otaah & Bohan-Jacquot, 2013).

In our effort to collect elements for the broader personality of entrepreneurs, we describe them as individual who innovate and simulate creatively, coordinate, take critical decisions and seize every opportunity to have profit in the market, utilizing all of their expert knowledge. Decisions taken by the trader depend on the specific information he has collected and evaluated, his personal experiences, the knowledge he has about the company he wants to have and the overall economic and political status of the country. There are few risks faced by an entrepreneur and can be distinguished according to their origins in intrinsic and extrinsic. Intrinsic risks result from his decisions and they are directly related to the financial





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and investment methods and products' promotion. There are also some risks that have to do with the nature of the entrepreneurial activity. Before somebody begins the entrepreneurial action, it is necessary to distinguish his motives. An entrepreneur has material and emotional profit, acquiring the feeling of recognition by society and his colleagues and that of independence. As Aspiridis, 2015, cites "Certainly it needs a lot of sacrifices from your personal hour because if you are an entrepreneur you work for mane hours without stable hours, the workload can take time from your family while there is great risk of failure"). Many entrepreneurs are characterized by innovation, they are risky, hardworking and seem to want to succeed. They act in the light of their ambition, their creativity, the mood to create something new, pioneering, important and useful for fellow human beings. They do not rest but strive continuously. Possessed by insight and adaptability, they are responsible and communicative. Their need to achieve high goals encourages entrepreneurs to organize a team, to lead it, to be flexible and to move independently of the direction other entrepreneurs move. Its self-esteem increases when he achieves his goals. Personality is not a hereditary issue but it is shaped by the environment and specifically by the norms of family, culture, friends and intimate surroundings (Rushing, 1990). One cannot accurately define the skills and competences that make up entrepreneurship, but some variables of the personality are identified, such as dynamism, creativity, innovation, communication, and the ability of persuasion and negotiation. However, it is also necessary to develop managerial skills such as planning, problem solving, analytical skills and professional skills such as evaluation and self-awareness, excellent knowledge of technology and sensitivity towards the needs of individuals (Caird, 1992).

When one starts up a business it becomes the leader himself and sets its own rules. Depending on the business, the entrepreneur configures his program, the place and the way he will work, as well as when and how he will be paid. When an entrepreneur creates something of its own, he has more passion and willingness to make it, and by extension he's

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enjoying its work more. In addition, being entrepreneur also has a positive impact on society as it produces certain products but also creates new jobs.

It is well known that entrepreneurial actions are very risky as the possibility of failure is likely. Moreover, long working hours and hard work are issues that are good to be discussed at school, so that pupils have a broader information and a complete picture of entrepreneurial working life.

Entrepreneurship is not just about creating a business, it is more meaningful as it can affect the economy, the Society and the whole world in general. Below are a few examples of entrepreneurs who have added their own stigma to the society we live in and can be used as standards in the teaching of entrepreneurship (Mariotti, 2010).





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2 Ethics

2.1 Term Definition

Ethics comes from the ancient Greek word *ethos*, which refers to established habits, to the character of man. The Latins used the word “*moralis*” and referred to customs and specifically in behavior, from which the term “moral philosophy” comes. In the everyday language, we do not distinguish the words ethics and morality (Thiroux, 1995; Walton, 1988). Ethics has a key role to play in leadership and is not a practical science but a science that deals with human existence (Virvidakis, Karasmanis, & Tourna, 2005).

Ethics affects every aspect of people's lives and evolves over the centuries. By *ethos* we refer to the behavior of man in society. It is all the mental elements that make up the character of a person. It is the deeper formation and the cultivation of the person's character to behave with measure and dignity, respecting both himself and others. Ethics is the study of the morals of a society and the system of rules of thought and behavior that regulates the attitudes of a society at a certain time. It is a branch of philosophy that deals with the distinction of good from evil, seeks to identify the purpose of human life and the means to achieve it. An ethical person is one whose actions can be assessed as moral according to the stereotypes of society and has the moral responsibility for the selection and execution of his actions (Babinotis, 1998).





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2.2 Dimensions of ethics over the years

According to mythology, Themis symbolized moral order and law. Apollo evolved into a liberating god of morality, a savior god, a redeemer of moral evil (Sphyroera, 2006). In Ancient Greece the significance of morality was great. Everyone knows the Sophocles' tragedy, where his heroine, Antigone, had to choose between her brother's burial and the commands of King Kreon. The ancient philosopher Socrates (470-399 BC) is the founder of moral philosophy, since his ethics and interest in the inner world was the main object of his search. He first taught about ethics but based on the requirements of individual consciousness and less on the requirements of the state. It correlates ethics with what is good and useful to man. He argued that anyone who knew the right and just could not do the wrong (Asprides, 2015; Coleman, 2005). Subsequently, Plato and Aristotle believed that part of the morality was to shape the conditions under which happiness could be achieved in every society. The fundamental virtues Aristotle formulated were wisdom, wisdom, justice and intellect. The moral system for himself is the set of behaviors supported by society and expressed in a clear code of principles (Asprides, 2015).

As Aristotle mentions in his work "Ethics Nicomacheia", the subject of ethics is not knowledge, but habits, virtue and human goods. The main object of ethics is ethos, the character of man. Ethical is the one that can judge what the law, honesty, generosity and right dilemmas require. The excellent qualities of his character are what we call moral virtues. Moral virtue, according to Aristotle, which exploits our natural predispositions and is cultivated with the appropriate training, allows us to achieve the right average, the average between excesses and shortcomings. Virtues are therefore ingredients of a life that achieves bliss. By the bliss, the ancient philosopher meant the full flourishing of the human personality, the all-round activation of the main human potentials. Morality refers to the ability of the child to decide what is good and what is bad, to be able to adapt and follow the





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moral rules established by the general, to internalize and act according to them but not under pressure and under the threat of punishment but with free will (Asprides, 2015).

Most religions enclose morality within them. The role of the church can be active at all levels of moral and social life. The basic principles of morality are not only found in Christianity but also in other monotheistic religions. Immanuel Kant (1724-1804), however, criticized and argued that the source of morality was not attributed to nature and God but only to goodwill. Goodwill follows the universal laws of morality that autonomous human existence freely and effortlessly decides to accept. These rules oblige each person to treat other human beings as goals and not only as a means for a purpose. Kantian morality, as a set of ideas, positions and principles, is a constant pillar of modern debate on good and justice, and is founded based on human freedom, but bound by reason with absolute laws. Man, in order to be morally good does not need the idea of another being above him, but only to know the rational rules that are determined by the self-sufficiency of pure practical discourse. According to Kant, common ethics impose respect for others but us. The philosopher from the Kensington of Eastern Prussia believed that the ability of man to distinguish the law from the wrong, the good of the evil, is inherent. He believed that morality was founded on a universal moral law that applies to all, all times and societies. Also, in relation to the religious approach to ethics, Kant considered it morally right to accept the existence of God (Kant, 2013; Scruton, 2006).





2.3 *The psychological approach of moral development*

According to cognitive theory, Piaget (1948), who dealt with the moral development of the child, recognizes and emphasizes that intellectual and moral development are parallel processes, and that moral development is characterized by two periods: the one that calls heterotic morality, i.e. between 3 and 8 or 9 years and autonomous morality, after the 9th year. The younger children in the first period of moral development believe that moral rules are eternal and that every unethical act must be punished and vice versa, each punishment corresponds to an unethical act. The older children, as they perceive the relevance of moral norms, do not seek the harsh punishment of unethical acts, and have realized that an act punished is not necessarily "bad" (Paraskevopoulos, 1985).

Kohlberg, based on Piaget's findings, concluded that there are three levels of moral development. At the first level, which is pre-contractual, the person's morale is focused on obedience and punishment. He follows the rules only to avoid being punished. At the second level, the conventional, the patterns and the expectations of the narrow or wider social group shape their moral behavior. Specifically, the individual considers moral anything that is welcomed by family, school, peers, society or even the state. At the last level, the post-consensual or autonomous, the person treats social rules critically in relation to universal ethical principles. They recognize that values, laws, and moral rules are relevant, which are subject to change. In a second phase they adopt universal principles, such as human rights, according to which it acts, but even opposes conflicting laws (Kohlberg & Turiel, 1976).

As far as psychoanalytic theory is concerned, Freud feels that young children want to immediately satisfy their desire because otherwise they are aggressive and have strong sexual passions. At around 4 years of age, they develop an instinctive love for the parent of





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the opposite sex and feel anxious about the possible punishment they will receive from the other parent. The child therefore at this age suppresses the anger he feels because of the inability to satisfy that desire and is more anxious. Through this process, the guilt that forms the driving force of moral development is formed. The conflict between erotic momentum on the one hand and the anxiety of punishment on the other is solved by adopting ways of behavior and moral rules of the mother from the girl and the father from the boy. Through this identification, the child is helped to indirectly satisfy his incestuous mood. The internalization of the behavior of the homosexual parent acts as a moral guide to the child, called in the psychoanalytic theory of Superego and corresponds to what we call conscience. Superego works in such a way that it suppresses or deflects instincts, which, if operated intact, would violate the ethical rules of society. Nevertheless, the consolidation of moral conscience ends between the five and six years where the arrangement is made between id, the Ego and the Superego (Paraskevopoulos, 1985).

Behavioral theory implies that the child acquires moral conscience through both punishments and wages from parents and society in general. The child behaves morally by trying to reduce the stress of punishment, which causes him anxiety and generally mental stress (Paraskevopoulos, 1985).





2.4 Ethical Education

Ethical codes and their teaching must be one of the vital goals of the school. The school should promote a cooperative climate of understanding and eliminate all forms of rivalry. Although school is not the only place where values are taught, it can significantly affect the moral development of children. Moral education is about how education can inspire, propose, promote the development of moral concepts, values and behaviors in children (Wilson, 2008).

Ethics is then shifted through values in the field of education with the ultimate goal of social cohesion. Ethics cannot be taught when a class turns into a court and one blames the other. The most important thing is for teachers to make children aware of the status of the values that exist in their school, in their own country, in the world, and to realize their own values without prejudging them with what is right and what wrong. Approaching ethical values through dramatization, experimenting with their role, but also with roles that they would not choose in real life and experience the consequences of their actions.

By the term “values” we refer to beliefs, which constitute a more permanent intellectual orientation of individuals or groups, based on which people choose certain modes of behavior or life purposes. A concept often confused with values is attitudes. But values are more focal concepts than attitudes. Specifically, values refer to more abstract concepts, while attitudes to specific objects, events, and people. For example, if one considers democracy as a value, he maintains a negative attitude towards racist ideas (Georgopoulos, 2002). The goal of moral education is to help people build a moral character. This is the type of character that tends to show positive social behavior, to be altruistic, charitable. A typology of moral character suggested by Peck & Havighurst, 1960), includes five types: immoral, interest-oriented, compliant, horse-conscious and rational-altruistic.





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The concept of ethics, on the other hand, involves compliance with the prevailing moral and social norms, in the given place and time. Ethical character, although related to ethics, does not necessarily require compliance. It is a more dynamic and comprehensive conceptual construction where factors of will and personal involvement in the pursuit of goals play a very important role (Peck & Havighurst, 1960). Some dimensions of moral character developed throughout life are described as follows: sensitivity to the feelings and needs of others, cooperative rather than competitive attitude to the use of common resources, care for populations with special needs (infants, elderly people, patients, etc.), social problem solving skills that allow a smooth outcome of friction with others, high standards of honesty and trust towards other people (Hay, 1994).

In modern times, the implementation of moral education is often a controversial issue. At the end of the discussion, Kohlberg (1984) argues that the teaching of specific ethical values is incompatible with the role of the teacher as a moral educator. What the teacher must do is teach the ways in which one can think on the basis of ethical values, without teaching the ethical values themselves. The criticism of the view concerned, among other things, the possibility of practicing an ethical way of thinking, without teaching specific principles and values. Under the weight of this criticism, later Kohlberg himself revised this argument, which, however, retained many of his followers (Kohlberg & Diessner, 1991). Lickona (1993) and Banks (1995), who are one of the warmest supporters of ethics, profess the opposite view. Lickona (1993), argues that school education can contribute to the cultivation of moral character in children and, indeed, this should be a key priority for school. This can happen when school consistently promotes positive models of moral behavior and leadership and teaches democratic values and ideals (e.g. responsibility, respect, tolerance, cooperation, self-discipline, compassion, honesty). Banks (1995), considers multicultural education to be necessary to reduce prejudices. Through this, students will be helped to develop the knowledge, attitudes and skills required to function harmoniously in today's





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diverse societies. In accordance with the above, Noblit & Dempsey (1996), find it necessary to teach children that cultural and ethical history is intended both to be preserved and to change. Therefore, appropriate ethical situations must be created in school so that children can actively participate either in the preservation or change of beliefs and social practices.

In conclusion, there seems to be a consensus among ethical psychologists and educators on the need to teach moral values and to cultivate ethical thinking in children. However, there is often no agreement as to which ethical values and how they should be taught.

The ethical codes of a society, as well as values such as human rights, peace, solidarity, intercultural understanding, peaceful conflict resolution must be dealt with by children (CIDREE, 1994). The teaching of values and the development of emotions is at the same time as the teaching of knowledge and skills. Through the teacher-student discussions, moral-emotional goals are exaggerated in relation to the cognitive (Georgopoulos, 2002).

Ethics education programs are becoming more and more frequent nowadays, as concerns about the decline of moral and positive social behavior seem to be growing nowadays. However, it should be stressed that it is not easy or simple to create an appropriate educational atmosphere to inspire and influence children towards moral development. A foundation for the success of educational intervention is the creation of healthy and close emotional relationships between children and those who accept them as models, and it is important that these persons manifest consistently positive social behavior (Hart, *et al.*, 1995).

Some researchers, however, argue that in discussing which moral values can be taught and when, it is important to pay attention to the children's own voice. One way to learn more about what children think about ethics is to study their perceptions of the hero concept and the heroic patterns with which they are identified at all ages. In every social system, the concept of ethics is linked to the heroic patterns that prevail at the time and





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which embraces a large part of the population, especially children and young people. As society changes, the idea of the hero is reshaped to a certain extent and changes the heroes' pantheon, which in turn affects the values of individuals. Therefore, modern research has attempted to clarify the meaning and attributes of children and adults to the concept of "hero". Generally, a hero is characterized by a person with a generally accepted sense of morale that exceeds the limits of staff interest, who does not tolerate injustice and stands firm on his commitments. A hero can be an extraordinary person or an ordinary citizen demonstrating an unusual conviction and persistence in doing the right thing. This person attributes behaviors such as bravery, self-sacrifice, wisdom, sensitivity to the needs of others, placement of the common interest above the individual (Cohen, 1993; Pleiss & Feldhusen, 1995).

According to the supporters of ethical education, through the study of heroic standards, a good way is given to the need to teach children ethical principles and behavior, without the moral and limitations imposed by a given religious, philosophical or political system (White & O'Brien, 1999). The use of heroes as a teaching tool can outweigh the data, from historical national and religious descriptions, heroic standards and become a useful tool for teaching moral behavior.

Teachers should help children discover the heroic behaviors that exist within them and enhance their appearance. Children will thus have the opportunity to gain a personal appreciation of what is heroic or moral behavior and to transfer this experience beyond the classroom to the social, professional and personal circumstances of their lives. In general, it is estimated that the study of heroic standards can contribute significantly to the emotional and moral development of children (Hunter, 1983).

Erikson (1982) is one of those who positively assess the role of heroic patterns in the psychological development of children. In his view, heroes have a significant impact on both individuals and societies. According to Erikson (1983), a hero can be used as a case study to





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examine the specific system of moral values and beliefs he represents, and thus to influence children's moral thinking.

Heroic patterns can also help teach children how to solve the delicate conflicts of everyday life and smooth the complications of interpersonal relationships (French & Pena, 1991). They will thus be more likely to show desirable social behaviors in the future such as cooperation, good leadership, integrity and sensitivity to the needs of others. When children are consciously identified with a heroic person, they add elements of the hero's personality to their behavior as well as the moral principles that accompany these heroic patterns. Surveys made by Subotnik (1988), showed that children who had a particular hero considered dedication to work, intelligence, creativity, difficulty, and moral principles as the main values they recognize in heroics people, and they also adopt them.

Teachers, as supporters of moral education, should display the heroes in such a way that children not only understand their biography, but also their psychological properties and individual characteristics associated with heroic behavior. It is advisable to present heroic models of men and women from different fields of human activity and having admirable characteristics (Hunter, 1983; White & O'Brien, 1999).

The educational approach for ethics has to be built on learning opportunities and practices that allow ethical reflections which foster, above all, interconnectedness, and lead to critical thinking, the development of imagination, critical consciousness, and self-driven learning. This approach requires the development of safe learning environments, the use of participatory and collaborative learning methods, and sensitivity to the context where the programs take place. Ultimately the approach aims to provide the opportunity for children and youth to act collectively to achieve common goals, building on their individual strengths, appreciating the diversity around them, and nurturing their spirituality. This educational approach demands facilitators who are aware of the influence of their actions, behaviors and attitudes on children and strive to become role models.





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For this purpose, mainly in Northern Europe and the USA, educational programs with materials and methods for the teaching of ethical values have been developed and used. Some of them introduce pupils to the principles of respect and tolerance for members of modern multicultural societies ("Celebrating multicultural Britain"), gender equality ("Talking about gender"), the prevention of the social exclusion of certain individuals or groups ("Welcoming new-comers"). Another "Charis Project" program aims to promote the spiritual and moral development of children and adolescents using Christian sources in various curriculum classes (Williams, 2000).

It is also worth noting that the use of heroic standards extends to higher education, to university departments such as Accounting, Finance, Organization and Business Administration (Apostolou & Apostolou, 1997). It is argued that heroic projection can be used in curriculums for the teaching of ethics in the professional field and the strengthening of the personal code of moral and social values of students. This educational intervention is considered to contribute to the prevention of financial crime and deception in the exercise of their profession.





3 Business ethics

3.1 Term Definition

Every human organization is run by people who are governed by ethical values but also by a desire to acquire power. Ethical values and principles of those transferred to the organization that leads them. As a result, leaders and decision-makers in general are often in ethical dilemmas. Almost all occupations, whether individually or collectively, have developed a "code of conduct" (Donaldson & Dunfee, 1999).

Ethical values are the set of principles and rules that lead people's behavior in the entrepreneurial sector. They are considered to be the most important values of an organizational culture. They are a code of principles and values accepted by the individual and society about what is right and wrong, fair and unfair, moral and immoral. They differ from state-created legislation, since ethical values regulate what is not regulated by law. They are therefore a coded set of principles that define the behavior of individuals (Onstenk, 2003).

Businesses and organizations, as institutionalized expression of organized social activity must consist of manpower familiar and sufficiently concerned to fundamental ethical issues. Ethical values and the interdisciplinary search of the data provided by the field of applied ethical philosophy can be a fertile ground for the development of an entrepreneurial program at the New School, based on these ethical bases. The working citizen, the entrepreneur, the consumer and the institutional decision-makers must be at the heart of any organized activity in terms of viewing the individual as a functional unit of the utmost importance.





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A progression model proposed by Blenker *et al.* (2011) leans on two central ideas. The first idea is that entrepreneurial activity can lead to many kinds of value, not only economic value. The second idea is the existence of a value-creating entrepreneurial mindset and generic methodology possible to apply to all walks of life which they label “entrepreneurship as everyday practice” (Blenker *et al.*, 2012), an approach very similar to the wide definition of entrepreneurship. They conclude that such an entrepreneurial approach to life is a mandatory component of all entrepreneurial education, no matter if the desired outcome is venture creation, growth or social change. Based on this, they propose four basic building blocks that can develop entrepreneurial attitudes among learners, and that constitute practical recommendations that teachers can draw on:

- 1) Letting students construct entrepreneurial stories anchored in their own life world helps them develop their opportunity skills.
- 2) Letting students reflect upon problems and disharmonies in their own life world helps them develop everyday value creation skills.
- 3) Letting students imagine themselves as entrepreneurial individuals in a distant future helps them transform into a more entrepreneurial identity.
- 4) Letting students work in interdisciplinary teams picturing and then realizing entrepreneurial opportunities helps them develop work forms for “team-efficacy” (Blenker *et al.*, 2011).

Another progression model has been proposed by the Danish Foundation for Entrepreneurship – Young Enterprise (Rasmussen & Nybye, 2013). They state that there are four basic dimensions that always need to be considered by educators, regardless of educational level. Entrepreneurial education needs to be based on practical actions by learners where they work in teams creating value for others. It needs to allow for creativity where learners get to try out their own ideas, apply their acquired knowledge and find new solutions. It needs to be connected to the environment outside the school / university,





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interacting with and learning from society's cultures, markets and professional actors. Finally, it also needs to relate to attitudinal aspects such as belief in own ability, ambiguity tolerance and risk of failure. These four basic dimensions are stated to be useful for teachers on all levels developing new educational content, new educational processes and new forms of assessments and exams.

In conclusion, virtuous is someone who knows what is good, loves what is good and knows how to conquer it. Having the courage and self-control required to hunt the good, as well as the fair view of things that involves the ability to share with his associates. Such a person is able to guide, shape and organize an ethical environment. The Walton believes the lessons of History, Literature and Philosophy, which often includes the moral, necessary for the education of young people interested introduced as entrepreneurs in the labor market (Duska, 1998) .





3.2 Kant 's philosophy in business ethics

The German philosopher Immanuel Kant (1724-1804) argued that the ethical choices we make are dictated by our will. By the term will, however, did not mean desires, passions, feelings. He disregarded the will in two forms, pure and empirical. In the pure form of will, the motive of honesty is the will to be honest, while in the empirical form of will, the motive of his will to be honest is the profit, that is, it extends beyond the virtue of honesty. But he asserted that morality has its roots in human freedom, acting autonomously and according to rational, moral principles. Kant 's views sparked intense controversy and greatly influenced all the argumentation and analysis of later philosophy.

According to Kant, respect for moral law is the moral degree of man and the moral state that can always lie is virtue, that is moral intention in the struggle. Moral law, through the notion of the supreme good as the object and ultimate purpose of the practical reason, leads to religion, i.e. the knowledge of the tasks, which are divine commands, not sanctions, that is, arbitrary ordinances and, incidentally, of an external will but essential laws of every free will.

The German philosopher, distinguishing his position from Anglo-Saxon empiricism and utilitarianism, based on the Hobbes theoretical system, argues that moral concepts are intellectual knowledge and not from experience but from pure intellect. If there is no freedom, then the moral act is impossible, and man is clumsy of the selfish and utilitarian moments of his soul. Man, as Kant claims, must act according to the will of the person, simply because the deepest pure self requires it. Goodwill, the product of human logic, is the source of duty and is determined by the moral law inherent in every reasonable being. Kant ultimately defines morality not as a science of the laws of nature, but as a science





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of freedom laws, and morality as a fight between the dictates of conscience and the impulses of sensation (Pelegrinis, 2008).

Kant's ethical philosophy supports equality. Specifically, each considers himself a rational being who has the right to dignity and respect, so one cannot use the other as a means. In community members, whom Kant calls kingdoms of purpose, they are all both nationals and rulers. One ought to act as if he were a member of a kingdom of purposes, to which he would simultaneously be a national and a ruler. When there is a common purpose, it must be achieved through rational rules and have the support of those who must live in accordance with them.





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4 Timetable for European actions

The development of entrepreneurial education initially began in the US in 2001 and then in Europe and other countries and is due to the recognition of the positive relationship between entrepreneurship and economic development and its contribution to tackling unemployment. Europe therefore had the opportunity to learn a lot from the US and Canada to begin integrating entrepreneurship into education. He began in higher education as part of the curriculum and the first entrepreneurship course was taught at Harvard in 1948 by Professor Miles Mace (Katz, 2003).

The European Foundation for Entrepreneurship (EFER) has carried out many surveys on entrepreneurial education in Europe. In 2004, the European Foundation in collaboration with the European Foundation for Management Development (EFMD) conducted a joint research to gain a perspective on the level and development of entrepreneurship education in Europe, to identify trends and to understand the training needs and the development of the entrepreneurship teaching. The results were used as a basis for comparison with other recent surveys and surveys conducted in Europe and the United States (Wilson, 2008).

EFER launched the Teach-The-Teachers program in the early 1990s. The first programs were in Western Europe. followed by several programs in Central and Eastern Europe. Recently, EFER has been working with the Harvard Business School to create an intensive training program for European entrepreneurship teachers. Through these programs, EFER focused on building links between universities and students in Eastern and Western Europe. By 2004, there were more than 400 businesses in the United States. In Europe, the number was closer to 100. When comparing the total number of entrepreneurship teachers, the gap is widening considerably. In 2004, there were over 100 business centers in Europe. However, they varied in their size and in the ways in which they were operating (Katz, 2003).





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In Europe, from 2000 to 2011, efforts have been made in several countries to promote entrepreneurial actions in education. In 2003, Lithuania started some entrepreneurial projects, while London, Norway, the Netherlands and Finland followed in 2004. In 2011, the Belgian Flemish Community adopted similar strategies and in several countries such as Hungary, Portugal and Romania, several debates were held for the introduction of entrepreneurship in schools.

Specifically, the Belgian Flemish Community launched the Action Plan for Entrepreneurship Education 2011-2014 at the end of 2011. Through this, it aimed at the country's economic development, but its main objective was to prepare students for self-employment and to train the teachers in this subject. In Denmark and Estonia, the introduction of entrepreneurship has been approved by various ministries and has worked together to improve its introduction to education. Specifically, the International Foundation for Entrepreneurship (FFE), which is supported by both public and private organizations, has been established in Denmark and keeps entrepreneurial education prominent, while it tends to be linked to new innovative actions. In Lithuania, various strategies such as Economic Literacy and Entrepreneurship Education, National Program of Youth Entrepreneurship Education and Encouragement 2008-2012 and National Education Strategy 2003-2012 were developed in 2004. In Sweden in 2009, the government expressed the desire to make entrepreneurship an integral part of all levels of education. In London, Youth Entrepreneurship Strategy was launched in 2004. Norway's first entrepreneurship education strategy was named "See the Opportunities and Make them Work" from 2004 to 2008. In September 2009, the following program was launched: "Entrepreneurship in Education and Training" in 2009-2014 from primary to tertiary education. In Scotland, changes in central and local government have brought about changes to the entrepreneurship plan, which has been consolidated in their Curriculum for Excellence (3-18 years old). However, the new





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trend towards integrating entrepreneurship education into the broader innovation strategy, entitled "Scotland Can Do", is strongly observed.

In Bulgaria, the "Education, Science and Youth Policy" program (2009-2013) aimed to integrate different models of entrepreneurship into various patterns of the curriculum. From 2011 to 2015, the National Program for Youth also gave priority to the personal growth and financial well-being of students. In addition, the Bulgarian National Lifelong Learning Strategy from 2008 to 2013 aimed at integrating entrepreneurship into school.

In Greece, entrepreneurial education is part of the New School (2010), with the main axes of creativity, initiative and entrepreneurship. In Finland, from 2011 to 2016, a training and research program was developed to combine education with the labor market. In Spain, the Ministry of Education, in cooperation with other organizations such as Junior Achievement, has tried to promote and develop entrepreneurial actions in schools. Slovakia aimed at supporting entrepreneurial skills and developing and acquiring basic entrepreneurial and economic knowledge from secondary school students.





4.1 Educational Entrepreneurial Programs in Greece and Europe

In relation to primary education, in the Netherlands, although there is no entrepreneurial course in the formal curriculum, students can apply for a grant to develop their own entrepreneurial programs. Generally, the Netherlands has adopted a wider strategy that links entrepreneurship with innovation and the need to improve education, as cooperation and the interaction of education and entrepreneurship is growing. In most countries entrepreneurship is taught in social science courses such as history, geography, political education. In other countries such as Bulgaria and Latvia, entrepreneurial education is included in the "home economics and technology" lesson, in the Czech Republic, it is part of an optional course called "Ethics", in Lithuania, entrepreneurial education is part of the social sciences and physical, while in Poland it is also part of the social sciences and mathematics. Consequently, there is no separate lesson in entrepreneurship in primary education. However, in Slovakia, there is a lesson called "Work education", which gives the teacher the opportunity to work on issues related to entrepreneurship. In addition, they want to plan specific entrepreneurial courses in Finland.

In secondary education and specifically in high school, most countries integrate entrepreneurship into education in a clearer way. Unlike primary education, in some countries there is a separate entrepreneurship course. In Lithuania and Romania, entrepreneurial education is a compulsory course. In Bulgaria, it is a compulsory lesson for those who choose the technological direction and in Denmark and Spain is a chosen lesson. In the United Kingdom, entrepreneurial education is taught as a part of "Personal, Social and Health and Economic Education" in many schools. In many countries, therefore, it is





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integrated in Mathematics, Science, Technology and Information Technology (ICT subject area), while in Latvia and Sweden some of its features are included in the fine arts and music.

In high school, all countries recognize entrepreneurial education even if they do not always use the term entrepreneurship. Mostly entrepreneurship exists in almost all European countries but as an optimal course. In Poland, there is entrepreneurship as a separate lesson in high school according to their new curriculum. In Greece, entrepreneurial education is part of the course "Organizational and Business Administration Principles", which is taught twice a week and is compulsory for anyone who chooses the technological direction. In Bulgaria, Lithuania, Austria, Slovenia, Sweden, Turkey and Norway the entrepreneurial course is selected or part of a specific direction. Mostly, however, in the lyceum there is integrated entrepreneurial education in the fields of economics, business studies and vocational guidance. In Luxembourg, some features of entrepreneurial education are integrated into the French course while in Latvia it is part of ethics as a chosen lesson (Eurydice, 2015). For the Netherlands, there are specific modules related to entrepreneurship in courses oriented towards the development of vocational guidance. In 2002, more than 250 schools and 3,500 thousand students took part in young entrepreneurship "mini-ondernemingen". The aim of this action was to understand in Dutch society what entrepreneurship means and, above all, to understand the concept and, more broadly, what entrepreneurship means through experiential actions. In addition, young people are encouraged to think gradually as they exchange ideas and views with other young entrepreneurs from other countries through visits, online communication with schools in other countries, and participating in international competitions. Students set up their own businesses, sell their products, learn about the market. Most importantly, however, they form lifelong skills such as teamwork, initiative, communication, decision-making, positive attitude to learning but also entertain (Onstenk, 2003).





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But there are more things needs to be done to facilitate teacher cooperation, exchanges and research beyond the borders of Europe. While co-operation can be strong among universities in each country, there is a big difference in cross-border activities between European countries. Networks and working relationships between trainee entrepreneurs across Europe are limited and there is little exchange of good practice (Wilson, 2008).

In difficult economic periods, youngsters are a particularly vulnerable group. Teachers therefore must facilitate their transition from education to employment as from about 13-18 years of age, young people are beginning to think about their career steps and, in general, to be concerned about the profession they are going to follow. EuroCommerce and Junior Achievement Europe work together in 12 European countries to equip young people with entrepreneurial skills to work somewhere or to start a business themselves. It seems that students participating in entrepreneurial education programs at school are more likely to find work after graduation, earn higher incomes and be more satisfied with their careers. They are also 3-5 times more likely to start their own business later (Kaseorg, Raudsaar, & Uba, 2016).

Schools and teachers across Europe are calling for more entrepreneurial education, as entrepreneurship is recognized as the main vehicle of economic growth, technological innovation and the fight against unemployment (Stamboulis & Barlas, 2014). EuroCommerce and Junior Achievement Europe share the view that offering a supportive environment to schools will help young people develop entrepreneurship and gain practical experience. Interaction with people working in different fields offers students a window in the world of work and an image of the modern careers they like. The good practice highlighted here reflects how entrepreneurship and education can work together to make a real difference. Europe needs more entrepreneurs and a more entrepreneurial workforce. The European Commission's Action Plan for Entrepreneurship 2020, issued in 2013, states that secondary





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school students who have participated in a small business plan are likely to start their own business later. But even if they do not start a business, they develop basic entrepreneurial knowledge and skills such as creativity, initiative, endurance, teamwork, risk awareness and sense of responsibility (Kaseorg, Raudsaar, & Uba, 2016). In September 2015, the European Parliament called on the Commission to improve entrepreneurial education by adopting its own report on promoting youth entrepreneurship through education and training, inviting the Member States, together with regional and local authorities, to support initiatives that promote a business culture among young people. Entrepreneurial education is primarily about motivating students to realize their own ideas and aspirations. The whole community must be involved in the process as schools cannot cut off from the world around them. Teachers, government, businesses, and other stakeholders need to join forces to find resources and support new generations targeting a global economy (Wilson, 2008).





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4.2 Programs and good practices of entrepreneurial education

A number of entrepreneurial learning initiatives have been introduced in Europe with the aim of reinforcing the entrepreneurial mindset of both students and teachers and providing them with valuable insights and knowledge. We briefly describe some interesting examples.

- **The Entrepreneurial School (TES)** is one of the largest entrepreneurship education initiatives in Europe, co-funded by the European Commission and coordinated by JA Europe. The centerpiece of the project is The Virtual Guide to Entrepreneurial Learning, a practical tool designed for use by teachers in primary, secondary and vocational schools. The TES Guide offers more than 125 tools and methods to help teachers explore the subject of entrepreneurship in the classroom, good-practice examples from different countries, self-assessment tools, and policy documents. The materials span a variety of subjects (e.g. science, technology and arts), address the most common teaching issues (e.g. assessment and inclusion) and showcase a range of outcomes linked to entrepreneurial learning (e.g. creativity, leadership, business and innovation skills). Currently available in nine languages (English, Danish, Finnish, Greek, Italian, Norwegian, Portuguese, Polish and Slovak), the project has attracted a community of more than 3,000 teachers from 22 European countries. In 2015, The Entrepreneurial School introduced the first ever Entrepreneurial School Award as a recognition of the best schools supporting entrepreneurship education. The award was received by 11 schools from different European countries.
- **Entrepreneurial Spirit in Schools** is a portal initiated by the Federal Ministry of Economy and Energy in Germany and it offers a range of teaching and learning materials on economic education for both teachers and students. The initiative aims to foster entrepreneurship education in schools on a national level. It also strives to

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promote creativity, responsible behavior and social competence. Teachers can benefit from an eTraining course) that can help them expand their knowledge of entrepreneurship and reinforce their entrepreneurial thinking. A separate section for students aged between 15 and 19 contains useful learning materials and links to online games and business competitions. The available teaching and learning materials are not intended for compulsory training and are usually used in electives or as extra-curricular activities. BeBoss is one of the teaching resources on the website: it's an online simulation game for young people to develop their entrepreneurial thinking and skills by creating and managing their own virtual media agency.

- **BEE CREATIVE** also organises makers' workshops in various languages and even provides DIY tutorials. Additionally, there is a contact form for schools interested in installing their own makerspace. It joins formal and non-formal education, creating makerspaces throughout Luxembourg and it has helped install 20+ makerspaces in secondary schools at regional level, and 3 makerspaces in primary schools at a municipal level. A makerspace is a place of discovery, providing young people with the assistance they need to become digitally literate. Unlike traditional classrooms, makerspaces prompt students to take their education in hand: to realize their own projects and showcase their talents. There is no shortage of tools for the students to experiment with – from iPhones and computers to microcontrollers, robots, 3D printers and laser cutting machines - and in this creative, non-hierarchical environment, there is no shortage of incentive, either.
- **The Youth Start – Entrepreneurial Challenges** project has designed a challenge-based learning methodology to inspire students of all ages. The challenges are based on the “TRIO Model for Entrepreneurship Education”, meaning they contain tasks to promote core entrepreneurial skills, tasks to promote a culture of cooperation, and

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tasks to foster citizenship and social responsibility. For instance, in the *Idea Challenge*, students design a chair for a given target group, creating prototypes, gathering feedback and developing solutions; and in the *B1 Storytelling Challenge*, they get 1 minute to present a business idea to a group of “investors”, trying to succeed against their competitors. Teachers should read the Project Handbook before implementing the project. They can also go to www.youthstart.eu to access the pedagogical materials in 6 languages – including a Teacher’s Guide, a Student Handbook, and a PowerPoint presentation for each Challenge.

- **Create your own Apps for Good** : Apps for Good is an open-source educational movement delivering courses to students between 10 and 18 years old. The students work in teams to build an app for a social issue close to their hearts (e.g. combating illiteracy, emergency services, waste reduction). This takes them through the key aspects of product development: From idea generation: from idea generation, technical feasibility and programming to product design, business models and marketing. Each team of students follows five online modules provided by the project, with the support of two teachers and a network of experts. Teams are also invited to take part in a country-wide competition.
- **Teacher 2020 Entrepreneurial Education Initiatives and Guidelines**: It is a handbook that represents the culmination of the work of the Erasmus+ project Teacher 2020. The project was aimed at enhancing entrepreneurial fluency among teachers. Entrepreneurial fluency can be understood as a way of working and learning, an attitude towards the surrounding world, a pro-active mind-set, a will to change and a drive to take initiative and risk. The reasoning for generating entrepreneurial fluency among teachers is based on an argument that traditional approaches to teaching and learning are inadequate for 21st century education of our children and young people.





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Furthermore, in the framework of the development of Entrepreneurial Education, European Commission argues that, in order to understand entrepreneurship and be able to teach students how to be entrepreneurial, teachers must first develop their own entrepreneurial competency and skills through hands-on, real life experiences, preferably in collaboration with the wider community and local businesses (Entrepreneurship Commission, 2013). It should be noted, however, that the concept of entrepreneurship is not limited to a narrow focus on creating new businesses but is based on a broader vision that entails developing a collaborative pedagogy that is creative, imaginative and based on real-life experiences. This mirrors current developments in education systems throughout the world where learning is moving away from subject based curriculums to become interdisciplinary, active, learner-centered and related to issues in the wider world. The task of the Teacher 2020 project, therefore, is to explore and analyze entrepreneurial projects in the partners' own contexts in order to develop resources for teachers and students throughout Europe. The project's work method included vertical and horizontal organizers. (Masgrau , & Sutherland , 2016)

- **NTFE** is the Network for Teaching Entrepreneurship (National Foundation for Teaching Entrepreneurship). It is an international non-profit organization providing entrepreneurship training and education programs to young people from low-income urban communities. Steve Mariotti founded NFTE in 1987 while he was a public high school teacher in New York City's South Bronx. NFTE was started up as a program to prevent high school dropout and improve academic performance among at-risk urban students. Combining his entrepreneurial background with his desire to teach at-risk students, Mariotti developed his concept based on the theory that low-income youth when given an opportunity in entrepreneurship, can employ their innate "street smarts" to develop "academic smarts" and "business smarts." Since 1987, NFTE

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currently has programs in 18 states and 10 countries. It provides highly academic programs, working with established universities such as Columbia University and University of Pennsylvania, in order to inspire young adults to recognize opportunity and plan for successful futures, by pursuing educational opportunities and by encouraging starting their own businesses. There is a curriculum that is offered in a variety of settings, including public schools, after-school programs at community-based organizations, and summer business camps. Business plan competitions and regional competitions organized by NFTE and program partners, lead to national NFTE competitions each year. Winning students receive a trip to the annual awards dinner in New York City and a grant to apply toward their business or college expenses. NFTE also runs two-week, intensive summer programs for advanced at-risk students, age 13 to 18, called BizCamps. The camp includes field trips, guest speakers and full day, five-days-a-week course work, providing a solid understanding of business. At the end of the camp, students compete for cash awards to fund their businesses or college (Mariotti, & Towle, 2010).

- **Junior Achievement** Greece (JA Greece) is a non-profit organization founded in November 2005. It is a member of the Worldwide Education and Entrepreneurship Organization Junior Achievement Worldwide and implements the organization's educational programs in Greece. The sustained vision of SEN / JA Greece helping young people to create their own jobs through the world of experiential and collaborative learning programs that they offer. Junior Achievement Worldwide was established in 1919 and is the world's largest entrepreneurial education application program with more than 10 million students in 122 countries annually. Junior Achievement - Young Enterprise Europe (JA-YE www.ja-ye.org) is the largest of the 6 regional centers of Junior Achievement Worldwide, active in 38 countries with 3.5 million students each year. JA's training programs focus on introducing children from

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school age to the basic concepts of entrepreneurship, in a simplified way and through an experiential learning process, preparing to enter the modern global business and economic arena. In collaboration with educators and business executives, students contact with the business world, broaden their horizons and enhance their skills. Junior Achievement's programs have been recognized by the European Union Entrepreneurship Bureau as "Better Implementation of Practice in Entrepreneurship Education".

The aim of SEN / JA Greece is to support the educational community in the implementation of programs that promote the innovative thinking, entrepreneurship and practical application of the basic concepts of economics, with a creative and experiential way for students. It implements modern European education programs in Greece in secondary education, with the help of executives of its member companies, who volunteer their time for their implementation. Through its actions, SEN / JA Greece aspires to enhance the ability of young people to develop the necessary knowledge and skills in order to respond effectively to the modern economic environment in the course of the educational process. SEN / JA Greece is supported by dozens of member companies, institutions and individuals.

The following programs refer to Greek reality and can be optionally attended by schools and institutions after their own desire.

- **Virtual Business:** Virtual Business constitutes an educational program where is based on the principle of 'learning by doing' and is aimed at students of 15-18-year-olds. The Virtual Business program is a group activity that gives students the opportunity to create their own company and understand the stages of operation and liquidation of a business. At the same time, through this experiential experience, students learn





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how to use their gradients and talents to set up and operate the business they have created.

- **Banks in action:** The aim of the program is to give high school students the opportunity to get acquainted with financial knowledge and to acquire the appropriate skills to manage their finances as up-to-date consumers and future professionals.
- **Ja More than Money – Spending smartly:** "JA More than Money" program is aimed at E and F primary school students and aims to familiarize them with concepts related to money management such as income, expenses and savings. Students develop their skills and interests by linking them to potential future occupations of different directions, understanding the role of money in everyday life, and learning ways to manage their personal income and become "smart" consumers.
- **Entrepreneurship in action:** this program helps students understand the features of the free market and the role of businesses in it. Students learn the stages of organizing but also of producing and promoting the product. They also study the social responsibilities of a business and the role of the "State" in free economy.
- **The economy and me:** This program help students assess their personal skills and interests, explore options for their career and acquire skills that they will be useful for finding a job in the future. They learn the concept of budgeting, the family and the individual money management and acquire knowledge of the basic financial principles.
- **In the shadow of a stem:** "Job Shadow" program targets students from 13-18 years old. It is a three-hour student visit to a work-based business environment. More specifically, students visit a company-business, and they come into direct contact with its executives to become members of the professional function of the executives.





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During the visit, executives of the company speak to the students, explain the structure of the business and its various departments, how they operate, and the role they each play for the product or service of the company. Here is a guided tour of the premises and facilities of the company, if it is possible, and the visit usually ends with a small discussion where the students make any questions or queries to the business executives. The duration of the visit is usually estimated at 2-3 hours. Business executives tell their personal experiences from the business area and often refer to their studies to help children in the choices they have to make later to choose their career. Therefore, the program works as "Vocational Guidance", having as primary objective the students to explore career opportunities and at the same time to assess the skills and abilities needed to respond to the labor market.

In addition, members of EuroCommerce and Junior Achievement Europe have joined their forces in a specific number of initiatives aimed at enhancing young people's entrepreneurial skills, attitudes and knowledge. These programs are provided by both educators and business volunteers where reach schools across Europe. The participating countries are 12 and are the following: Austria, Denmark, France, Germany, Greece, Italy, Malta, Norway, Portugal, Romania, Spain, and Sweden.

There are the following programs at the primary and secondary schools:

- **Our Family**, which is a program that teaches young people what the family is and how its members work together to achieve their collective goals. Gradually, students begin to tell the difference between a need and a desire and realize the difficult decisions families have to do to cope with difficult situations.
- **Our Community** is a fun and interactive program of five courses presented by a volunteer business school or an entire class. Pupil Tess aged 8-10 years learn through

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the discovery of how people function and business in a community. They assess the needs and wishes of communities and assume responsibility for a community that has designed through voting in a decision-making process.

- **Europe and Me** is an experiential learning program for children aged 10-12, which explores European businesses that produce goods and services. Volunteers from the business world are bringing students into this world.
- **It 's my Business**, helps students aged 13- 15 years to learn about business and entrepreneurship, while giving great emphasis on the social sciences, reading and writing skills. Through six interactive lessons and the completion of a business project, students are encouraged to use critical thinking and learn various entrepreneurial skills to help them explore and improve their professional ambitions (Kaseorg, Raudsaar, & Uba, 2016).





4.3 Ethics Educational Programs worldwide

Educate Together is the patron body of the growing network of schools in Ireland that are running according to the Educate Together Charter. It is an independent NGO that runs child-centered schools, communities where pupils learn together, and parental involvement is encouraged. In an Educate Together school, children are equally respected, regardless of social, cultural or religious background, so it operates according to the principle of inclusive education.

For 40 years Educate Together has been working to establish inspirational schools for children in Ireland. Schools that teach to the highest standards of education through an ethos that guarantees every child equality of esteem, regardless of their social, cultural or religious background. These principles of equality have been the foundation for every Educate Together school that has opened since the Dalkey School Project was established in 1978. Today Educate Together operates 84 primary schools and 13 second-level schools all around the Ireland. The growth in the Educate Together school network continues to be driven by parental demand.

In the framework of Education Together program, there is a pioneering web platform, designed for use in the primary school classroom and adapted for the digital "whiteboard". This digital platform offers easy access to Pivotal Arts' (previously FOMACS) creative media content and other relevant curriculum resources and lesson plans designed by Educate Together and is named "THINK AND ACT". An ethical education curriculum is taught in place of religious instruction, which addresses the areas of Moral and Spiritual Development, Equality and Justice, Belief Systems and Ethics and the Environment. These topics are represented by some uploaded videos for Abbi's and her family's life, which help the educational process and increase the effectiveness through the use of ICT in education.





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Critical thinking and active citizenship are emphasized throughout it, too. (<https://www.educatetogether.ie/about/what-is-educate-together>)

Arigatou International is a non-profit organization which recognizes the vital role that religious leaders and their communities can play in fostering healthy environments for children and nurturing values and positive behaviors in their societies. This program brings together people from different religions, cultural backgrounds and regions, as well as organizations, working with children and young people in the field of education to foster cooperation to the profound issues that affect children and youth today. The core idea is that Ethics education can promote intercultural and interreligious dialogue, understanding and respect and it can also empower children and youth to play a major role in creating a world of greater justice, peace and dignity.

Ethics Education for Children is one of the initiatives of Arigatou International Learning to Live Together Program that launched in 2008. The purpose of the Learning to Live Together Program is to create spaces for children and youth to make ethical decisions, to nurture their spirituality and to transform their communities together, based on values that promote respect for their own and others' cultures and beliefs. The others initiatives are the Global Network of Religions for Children, Prayer and Action for Children and Interfaith Initiative to End Child Poverty,

In May 2002 at the Special Session on Children at the United Nations General Assembly, Rev. Takeyasu Miyamoto, founder of Arigatou International, proposed the establishment of the Interfaith Council on Ethics Education for Children. Arigatou International Geneva office serves as the Secretariat of the Interfaith Council. The purpose of the Secretariat is to manage the Ethics Education Initiative through its enhancement, further development, new resources and partnerships; coordinate the dissemination and resourcing of the Learning to Live Together educational program and provide strategic guidance, development, monitoring and evaluation of ethics education training programs,

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including the development of online learning.

(<https://ethicseducationforchildren.org/en/who-we-are>)





4.4 Programs and practices related with Ethicboard's objectives

There is a variety of school programs that support a part of the objectives of Ethicsboard project. Every country proposes some good practices in fields such as the implementation of inclusive education or the need for cooperation among school, family and social community. E-twinning is a platform that includes this kind of programs that have the same educational basis and can contribute effectively to our plans. School Educational Gateway, Europe's online platform for school education is the resource of the projects described below:

The **INCLUD-ED project** (EU-FP6, 2006-2011), refers to educational strategies that support the implementation of inclusive education, focusing particularly on vulnerable and marginalized groups. This project led to the identification of “Successful Educational Actions” (SEAs) with universal components. Working in interactive heterogeneous groups, dialogic reading activities and family education are some of the proposed SEAs. In the first case, students work in interactive groups facilitated by an adult (i.e. volunteers, parents) who is in charge of promoting their interactions, encouraging them to help each other to learn. Dialogic reading activities carried out with children and also with family members is another identified practice that promote the cooperation between school and family. Finally, family education is an approach that engages family and other community members in different learning activities, according to learners' needs and interests.

In the framework of Include-ed project is also the National Program Rotterdam South (NPRZ), which is a multi-stakeholder initiative that aims to improve the standard of living in the most deprived, ethnically diverse neighborhood in South Rotterdam. The program wants to change the negative pattern that sees a greater risk of dropping out of school, higher unemployment and much lower quality of housing than in other districts of the same city.





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The educational pillar “Children’s Zone” has two main goals: firstly, creating a better learning performance both in primary and secondary schools, and secondly, making a strong connection with promising career paths. The first goal is addressed by offering longer opening hours at schools, allowing for an additional learning time of 6-10 hours per week. Children and their parents also receive practical help and hands-on support from ‘neighborhood teams’. These teams also make home visits, encouraging non-native parents to practice Dutch at home and providing support in different issues such as dealing with debts, unemployment and educational support.

The second goal is to encourage young people to choose a formal education path in promising sectors such as healthcare and technology. This in return will offer the students better guarantees for employment after finishing school. The schools also work very closely with local business and industry, for example through traineeships and employing professionals from the business sector in education for six-month periods. (https://www.schooleducationgateway.eu/en/pub/latest/practices/inclusive_education_for_at-ris.htm)

Except for inclusive education which is precondition for the success of entrepreneurial education and Ethicsboard, another aspect that we consider too important to be taken into account is the collaboration of school community with families and the cultivation of an active role of parents in education. There are some identified practices that lead us in this destination.

The EU-funded **FLAME project -Family learning and migrant engagement-** focuses on the family learning approach to address inequalities affecting migrant, refugees and minority ethnic groups. The aim of the project is to improve performance at school and participation in society, removing barriers such as lack of language skills and network access. Family learning aid to improve a child’s success at school and the adult’s development of skills for employment. Furthermore, the Family Literacy (FLY) project based in Hamburg, Germany,





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promotes a family learning approach which encourages parents to anticipate and engage in schoolwork in order to improve their children's literacy. The program has been lauded for coping with parents' insecurity about using different languages at home, as well as for celebrating cultural diversity and recognising multilingualism as an asset in child development. The FLY program has been awarded the 2010 King Sejong literacy prize by UNESCO. It is important to point out the fact that the FLY program 'Enjoying language together' book contains useful, working sheets that have been tested in practice and can be applied in other programs like Ethicsboard is.

Another identified project that notes the need for family's engagement in educational process is **HIPPY** that means "Home Instruction for Parents and Preschool Youngsters". HIPPY operates in several different countries around the world, with three national project partners in Europe – in Germany, Italy, and Austria. Four other countries, Finland, Denmark, the Netherlands and Turkey, run HIPPY-inspired programs. This project has been running for two decades now and claims to support higher graduation rates, reduce poverty rates, decrease isolation, and expand socio-economic opportunities. A distinctive service of the HIPPY project is home visits, particularly for parents who have not yet joined community programs. The aim is to instill self-confidence in parents in order to enable them to give the necessary support to their children. This is enhanced by skills and leadership programs as well as vocational projects. For children the project aims to prepare them for school and promote confidence in learning.

In addition, a project called 'Intergenerational – grandparents' at school makes the educational team bigger in school adding grandparents to educational process.

Furthermore, the project: "**Involving parents and local community to reduce school drop-outs**", refers to early school leaving (ESL) for young people who leave school after completing only their lower secondary education or less. There are many reasons for this: personal or family problems, learning difficulties, or a fragile socio-economic situation.





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Recognizing the seriousness of the problem, European countries have committed themselves to reduce the average proportion of early school leavers to less than 10% by 2020. Among the factors that have a positive effect on children's school career and consequently on reducing school drop-outs is active parental involvement. Parental involvement has been associated with positive academic, social and behavioral outcomes for children and adolescents. This program includes: 1) Home visits. The home visit provides support and reassurance and encourages active parenting but also helps to increase families' confidence in school and break down negative attitudes and fears. 2) Parents' room is a dedicated room in schools where the parents can feel at ease talking with the coordinator or other school staff. 3) Classes and courses for parents help to show the school as a place where parents feel comfortable and welcome, and they also promote parent-to-parent interaction, providing opportunities for building relationships, problem-sharing and solving, informal parenting and parent-to-parent support in the education context. 4) Parents' involvement in subjects like literacy, mathematics or science through different activities.

Finally, the program: "**School and communities work together for pupils' life-skills**" implemented in the school CEIP de Prácticas, which is a culturally diverse school. Teachers seek to provide the students with cultural activities within their school timetable. According to the local press, the school is benefiting enormously through its engagement with the wider community and is attracting increasing numbers of students. Also, they introduced in the school other activities, such as theatre and opera at school, silent film screenings. The school transformed the "cultural week", celebrated by many schools in the area, into an intercultural week. During the school year 2015/2016, more than 30 schools have found local partners and integrated the chosen topics into the curriculum, thereby opening opportunities for high-quality, sustainable STEM education for pupils. Current themes range from air quality and emissions reduction, water treatment and forest preservation, to digital networks.





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In addition, vocational orientation and guidance is an aspect of life that can be strongly connected with entrepreneurship due to the fact that self-employment and entrepreneurship is a kind of employment. Moreover, entrepreneurial skills are similar to professional skills that an individual must have in order to succeed his goals in professional life. Entrepreneurship is an option that opens up many other pathways for individuals. Vocational Education and Training known as VET plays a very important role in the different European educational systems due to its dual objective of contributing to employability and economic growth and responding to broader social challenges, in particular promoting social cohesion. The three projects presented below show what VET can be about and how it can help young people to start the career that suits them best.

- **SATROmobiles:** VET on wheels in the UK: The SATROmobiles visit secondary schools across Surrey and South East England on a weekly basis targeting student at risk of becoming NEET (“Not in Education, Employment, or Training”). Supported by experienced SATRO tutors, the students get first-hand experience of skills such as carpentry/joining, plumbing, electrical, brickwork, painting and decorating. The project enables over 350 students every year to get to practice their construction and building services skills. The project also promotes valuable life skills like communication and helps students to channel their energy into something valuable.
- **The Nordic example: the annual Taitaja event in Finland:** Taitaja-Mästare (the Finnish/Swedish word for master) is a nation-wide competition for vocational education students and apprentices under 20 years old, taking place every spring in Finland. Over 400 young finalists who have been nominated in preceding semi-finals compete and demonstrate their skills in over 40 different skills categories. The event, organized by the non-profit organization Skills Finland, promotes vocational education, improves co-operation between working life and vocational education and increases people’s awareness and appreciation of various occupations and

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professional skills. The competition aims to replicate genuine work environments, and the tasks follow the curriculum grade 'Excellent'. Each category is judged by a jury with representatives from educational, employer and employee organizations. The competition is also open to international participants who can experience the highly valued position of vocational education and training in the Finnish education system. The Taitaja competition includes lower and upper secondary students, teachers, study counsellors and parents, thereby raising awareness and appreciation of various occupations and professional skills. Set up by teachers and over 450 VET students from the region, the event itself is a showcase of practical and entrepreneurial skills and team spirit.

- **AusbildungPlus – Linking VET and higher education in Germany:** The program, run by the Federal Institute for Vocational Education and Training (BIBB), coordinates the provision of additional qualifications and dual study programs which combine higher education studies with vocational qualifications or work placements. All the offers by enterprises, universities, chambers of commerce and vocational training institutes are available in the AusbildungPlus database which already contains over 1,500 dual programs and 2,300 offers for additional qualifications. The program also invites employers who offer traineeships and training institutions to work closely with each other.

Finally, Mentoring is another proposal for enhancing the communication among school, family and community. The program: "**Mentoring: an investment for students, families, and teachers**" supports that mentoring can make an essential contribution to the personal and social growth and development of both students and teachers. The Nightingale mentoring program was established in the University of Malmö in Sweden in 1997, and in 2006 it was implemented in seven European countries. During the program the trainee teacher is paired with a mentee, usually aged between 8 and 12, with whom s/he spends two





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to three hours week over a ten-month period (usually October to May). Usually, this child is from a different social or cultural background. This exchange benefits both child and teacher, since it offers an excellent opportunity for cross-cultural understanding and intercultural learning. The mentor will function as a positive role model for the child, who with the mentor's help will develop a more confident attitude towards society. The trainee teacher will bridge the gap between practice and theory, and simultaneously will develop empathy and a deeper understanding for people who experience the same life but through a different cultural prism. Continuing its successful action, the Nightingale mentoring program expanded nationally and internationally to more than 20 sites, becoming a Network in 2010. The network counts seven members in Europe, and its main goals are to exchange experience, to improve the general quality of mentoring, and to provide and offer collaboration between universities in Europe.

In the same section, in Mentoring, the project: "**The Learning Train – Parents also need mentors**" is implemented in five schools in Antwerp and it brings trainee teachers into contact once a week for 60-90 minutes with parents of migrant and disadvantaged background. The teachers can respond to the needs of the parents and concentrate on how they can reinforce their involvement and contact with the schools. During this process, the trainee teachers are coached by an expert on educational welfare to whom they have to report weekly and after each visit to the family. Also, the: "**MENTOR Project – Mentoring between teachers**", aims to prepare experienced teachers in their profession to become mentors for novice teachers. This three-year Erasmus+ funded project runs in Poland, Greece, Portugal, Romania and Turkey, which are countries where the teachers' development issues are similar. The project aims to investigate the existing mentoring methods in the partner countries; to design and develop training modules for secondary and high school teacher mentors; to organize training for teacher mentors; and to facilitate





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sustainable access to the mentoring approach for schools as well as the exchange of scientific information.

In Greece, entrepreneurial education is not widespread and well organized. However, there are some single initiatives especially from private foundations and schools that try to engage entrepreneurship into school life. European Commission's influence is the major factor that enable this to happen. We describe below two relates to Ethicsboard practices:

- **“Combining entrepreneurship with Europe's Cultural Heritage”** is one modern and early effort directed to Greek teachers who are interested in integrating entrepreneurial skills into their teaching. Entrepreneurship education is about enabling young people to develop the skills they need for life and work. Kornélia Lohyňová, the eTwinning group moderator, has decided to connect Europe's cultural heritage with the skills of entrepreneurship during 2018-2019. According to EntreComp, the European Commission's Entrepreneurship Competence Framework, entrepreneurship occurs when you act upon your opportunities and ideas and transform them into value for others. As more and more internet traffic is based on video, they challenge the teachers and the students to start making their own videos and share cultural heritage at the same time. There were four different topics for the videos: how to attract tourists to visit the sights in their regions, how to prepare traditional food dishes, how to teach traditional dances and innovative inventions of their countries.
- **"Young Entrepreneurs"**, focuses on developing entrepreneurial skills through practice, creating small European companies that will import and export typical products from their respective regions, compare similarities and differences between EU countries and creating real situations for the foreign languages as tools in a multicultural environment. A unique feature of this program is that evaluation is part of the learning process. Students should be introduced to the

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evaluation process in a positive way from the early stages, for example by encouraging two positive comments and a constructive proposal. If this is achieved, students are expected to begin developing the following skills: true collaboration, teamwork, friendship, ability to engage in creative activities, improved critical thinking, building evaluation and exchange of ideas, improved use of ICT in a relevant, creative and innovative way, respect for others within communities / cultures.

Spain is one of the stakeholders of Ethicsboard project that has the tendency to engage in its educational process many kinds of projects in its effort to make education more creative and experiential. Some identified projects from Escola Montserrat, the public school of Catalonia that participate in our proposal for entrepreneurial education based on ethic values are referred below:

- **My Alien Friend (7-11):** Children through creativity find most natural way to express themselves and get to know the things around them, so the challenge is to meet and communicate with other students using a character created by them. They communicate with students from all around the Europe and not only with their classmates.
- **BE TWIN- Twinning up the everyday lesson. (8-11):** The project aims at introducing eTwinning-based activities into everyday school life. It does not concentrate on one single topic, but it offers a different approach to everyday didactics, bringing eTwinning into the curricula. We want to prove that ICT (Computer and Technology and Teamwork) can add to pupils' motivation and involvement in all normally planned activities of different disciplines, and that eTwinning-based didactics is not time-consuming but creativity-inducing.





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- **The “rainbow village” project.** The concept of this project is based on Nelson Mandela’s phrase that “A rainbow nation at peace with itself and the world” .The students are call to create their own “Rainbow village” where students from France, Greece, Italy, Poland, Romania, Turkey, Slovakia and the United Kingdom will learn to live together and share their experiences. The languages used will be English and French. Through the etwinning platform, students will first get to know each other, discuss everyday life topics and compare their customs with their European counterparts. This data will then be used to create a virtual village that will be a "mixture" of cultures where students will 1) assume new identities (physical description, character, likes and dislikes ...), 2) write a physical description of their ideal village, 3) decide upon an emblem, a national anthem and common laws. Events could take place in this village and the participants will react to them and thus interact. Their creation will be collected in a blog specially designed for the project. The students could communicate through either emails or videoconferencing. In parallel, specially designed teaching material will be made available for the students (with a special focus on the teaching of cognitive and metacognitive strategies) on a learning platform at Nancy university or on the virtual etwinning space. Finally, the teachers and students will share their impressions of the project. **Getting Closer (10-12)** : It is a penpal project where the children get closer to each other, their daily lifes, countries and culture using email, chat, audio and video recordings, powerpoint presentations and photo albums. Also, the children are divided in 5 mixed nationality groups who compete in different games during the whole school year. Each team is a mean of transport which travels - the Spanish half of the team starting in La Palma and the Finnish half starting from Finland- towards each other. The more points they get, the





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further they travel until they meet each other somewhere in Europe. The team that first meets the other one is the winner.





4.5. Inclusive Education

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive interventions, high quality instruction, and supports that enable them to meet success in the core curriculum. The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Inclusive education can happen in successful way when understanding and accepting to all students are in main priority for teachers. All students should feel welcomed, appropriately challenged, and supported in their efforts (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012).

Many studies over the past three decades have found that students with disabilities have higher achievement and improved skills through inclusive education, and their peers without challenges benefit, too. For their peers without disabilities, they also show more positive attitudes in these same areas when in inclusive classrooms. By attending to how to help another student, their own performance improves (Bui, et al., 2010; Dupuis, Barclay, Holms, Platt, Shaha, & Lewis, 2006; Newman, 2006).

Generally, all students need the opportunity to have learning experiences in line with the same learning goals. The evidence is mounting that inclusive education and classrooms cannot only meet the requirements of least restrictive environment for students with disabilities, but to benefit regular education students as well. We see that with exposure both parents and teachers become more positive. Training and support allow regular education teachers to implement inclusive education with ease and success (Aguerrondo, 2008).

The teacher's attitude towards inclusive education depends upon their information and knowledge about the inclusion. The teachers who have the enough knowledge about





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disabilities and inclusive education show the positive attitude and those who have not enough knowledge show difficulties and inability to handle the special children in inclusive classroom (Shaeffer, 2013).

Inclusion is a new way of thinking about education. It not only challenges the orthodox and traditional segregated educational system which treats children based on their ability, but also raises questions on policy, political, social and economic processes which support this educational system (Horne & Timmons, 2009). Inclusive education is the process of responding to the diversity of children through enhancing participation in classrooms and reducing exclusion from education. Inclusive education expresses the obligation to provide every child with quality education in mainstream schools, to the maximum extent possible. An inclusive education system allows carrying educational services to the child, rather than carrying the child to the educational services. This system of education focuses upon children who are enrolled in schools but are excluded from learning; who are out of schools but can be educated if schools are accessible. These are children with severe disabilities, with specific learning needs and require a specialized environment. Inclusive education can be successful if a child friendly and accessible learning environment is provided to all children to ensure their inclusion in mainstream education system (UNESCO 2016).

Over approximately the last fifteen years, the concept of inclusive education has evolved towards the idea that all children and young people, despite different cultural, social and learning backgrounds, should have equivalent learning opportunities in all kinds of schools. The focus is on generating inclusive settings, basically implying: (a) respecting, understanding and taking care of cultural, social and individual diversity (education systems, schools and teachers' response to the expectations and needs of students); (b) the provision of equal access to quality education; and (c) close co-ordination with other social policies. This should involve the expectations and demands of stakeholders and social actors (Shaeffer, 2013).





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UNESCO (2016), defines inclusive education as a process intended to respond to students' diversity by increasing their participation and reducing exclusion within and from education. It is related to the attendance, participation and achievement of all students, especially those who, due to different reasons, are excluded or at risk of being marginalized. It constitutes an essential element to advance on the EFA agenda. The concept of Education for All does not imply the concept of inclusion. Even though both are intended to ensure access to education, inclusion involves access to high-quality education without discrimination of any kind, whether within or outside the school system. This requires an in-depth transformation of the education systems. Without inclusion, certain groups of students are likely to be excluded. Inclusion should be a guiding principle for educational policies and programs so that education can be for all and not only for the majority, therefore.

It implies a different vision of education based on diversity and not on homogeneity. The old tradition of conceiving differences from normative criteria, what is absent or far from "normality", has led to the creation of options segregated for those categorized as different. According to an inclusive education perspective, the differences are inherent in human nature—each child is unique and unrepeatable—and they are conceived as an opportunity to enrich the learning process, which means that they should be part of education for all rather than the subject of differentiated programs or modalities.

In the framework of inclusive education, the education system as a whole is responsible for responding to diversity which means that it is necessary to shift from homogenous approaches, where all are offered the same, to education models that consider the diversity of needs, abilities and identities so that education can be pertinent for all people and not only for specific groups of society. To achieve pertinence, the educational provision, the curriculum and the teaching-learning process have to be flexible so that they can be





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adapted to the needs and characteristics of all students and the diverse contexts in which they develop and learn.

Furthermore, the curriculum should achieve the difficult balance between responding to commonality and to diversity, offering universal learning opportunities to all students. This should ensure equal opportunities for all but at the same time give sufficient freedom to schools for defining the learning contents necessary to address the requirements of the local context and the educational needs of their students. Relevance also implies developing an intercultural curriculum which promotes the respect for different cultures and the appreciation of differences and considers in a balanced way the development of different capacities, multiple intelligences and talents of people. It is also intended to identify and minimize the barriers encountered by students to access and stay in school, participate and learn. These barriers arise from the interaction between students and different contexts: people, policies, institutions, cultures and socio-economic circumstances affecting their lives. In this respect, actions should be mainly aimed at eliminating the physical, personal and institutional barriers that restrict learning opportunities, as well as at ensuring the full access and participation in all the educational activities for all students.

Inclusion is a never-ending process as it implies a profound change in the education systems and the school culture. The educational institutions should constantly review their values, organization and educational practices so as to identify and minimize the barriers encountered by students to participate and succeed in learning, seeking more appropriate strategies to respond to diversity and learn from differences.

It also entails support systems which collaborate with teachers in addressing students' diversity, paying special attention to those who need it most in order to optimize their development and improve their learning. This support implies all the resources to complement or reinforce the pedagogical activity of teachers, additional teachers, students





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who support students, families, specialized teachers, as well as professionals from other sectors.





5 Necessity and feasibility of this research

This research addresses the integration of entrepreneurship into education from school age, combining entrepreneurial culture with moral education of students. Entrepreneurial skills relate to a person's ability to identify and exploit opportunities, design and manage creative processes that have cultural or social value. Economic profit is not a primary objective of business education. The main purpose is to provide psychosocial provision to students with skills necessary in a variety of areas throughout their life. Self-responsibility, self-awareness and self-esteem, the development of communication and intercultural skills, critical thinking and problem-solving are fundamental thematic axes of education for entrepreneurship. However, the cultivation of the above is considered fruitful and necessary to coexist with the direct and indirect moral education of the pupils. Ethics, moreover, focuses on the above skills. It is therefore through child-centered teaching and experiential learning that pupils are mobilized and sensitized, shaping flexible, creative personalities who will move on to the principles of social inclusion.

To achieve this moral dimension of education, it is important to have a deliberate, dynamic and comprehensive rethinking of the person's character based on ethical values such as equality and acceptance of diversity, respect for others and non-discrimination, deriving from the wider social environment. The educational environment should be of interest to society and give children opportunities for moral action. In addition, character training is necessary to pursue the students' internal motivation and to respect the particularities and desires of everyone. It is also important to train special educators and developers of such a complex program on the characteristics of a moral community so that they adhere to the same ethical and entrepreneurial values and act as models. Research has





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also shown that the family background influences significantly how positively students will be towards entrepreneurship, but also how positive it affects participation in entrepreneurship courses, the levels of self-efficacy of students (Egerova, Eger, & Micik, 2017).

In addition, the aim of this research and other similar ethical education programs is to exploit the parents and those members of society who are close to the child as partners in the effort to build their character.

Furthermore, according to Narvaez (2006), within this training, it is proposed to observe three fundamental ideas:

The idea of developing experience: Experience refers to the precise, deep understanding that becomes apparent in practice and action and does not refer to a technical skill (Hansen, 2001). The development of experience is in line with the concept of entrepreneurship and its practical direction. Teachers should teach the processes and skills of ethics and entrepreneurial behavior. According to Rest (1983), the successful completion of an ethical behavior requires four processes (moral sensitivity, moral judgment, ethical focus and moral practice). It is still important to teach ethics and moral meditation, as ethical experience is thought to include meditation, virtue, autonomy and perfection, principles we have also mentioned in business ethics.

The idea of transformation and interaction: Education by its nature is a transformational and interactive process. The teacher should therefore aim at improving knowledge through increasing experience. Experience contributes to the creation of schematics, i.e. cognitive structures (modes of thinking) consisting of the mental representation of some apparent stimuli related to the motives that lead to the making of a decision. In this direction the teacher should guide students to change





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from mere observation to the development of moral know-how. In addition, it is necessary to create an environment that motivates students and encourages appropriate moral intuitions, namely the perception of what is right or wrong, fair or unfair. The environment automatically educates our intuitions of how to act and react (Hogarth, 2001). The environment includes the climate or atmosphere that prevails in a social environment and refers to how people treat each other, how they work together, how they make decisions, and what emotions are encouraged. So when young children grow up and develop in a democratic environment that provides opportunities for action and creativity and is in keeping with the principles of integration policy, diversity and mutual respect, then they are expected to adopt such practices and life skills as tomorrow, responsible and active citizens and professionals.

The idea of cooperation and self-actualization: Man, by his nature as a social being, likes to cooperate with others and to act autonomously. The person who reaches the stage of "self-realization" is considered to have reached its ideal point of development. It is in peace and communication with the environment from which it feels independent. The development of the above human traits can be done with helping to create human communities inside and outside of school. In this environment, the internal motivation of academic achievement is developed, and, above all, it seeks to highlight the sense of existence, capacity building and autonomous development of children. When the teacher uses pedagogical strategies that encourage a climate with the above characteristics it also facilitates the academic performance and the moral development of children (Mullen, Narvaez, & Turner, 2005). Finally, practicing self-regulation requires the thoughts to be ranked in the mind to enable a better understanding of things. This contributes to good theoretical knowledge that helps in learning effective behaviors (Hogarth, 2001). Self-regulation





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is something that is gradually acquired through some processes such as observing and mimicking patterns, which are important sources of knowledge for education for entrepreneurship (Zimmerman, 2000).

In conclusion, we observe that the objectives of entrepreneurial education can keep pace with the principles of moral education, in fact overturning the operational and economic dimension of entrepreneurship in the public opinion, making it embarrassed and wondering how it can be integrated in education. Of course, we must not neglect the need to develop a single, interdisciplinary and innovative educational material based on pupils' needs and to follow European standards of similar business education programs. The originality of this placement lies in the interdisciplinary coexistence of applied ethics and entrepreneurial logic. To sum up, the need for training of teachers and parents to achieve the objectives of this research mentioned above is imperative.





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